

**INCLUDED IN
TRAINING AND
WORK**

**LORENTZ CENTRE WORKSHOP 2017
WORKING DOCUMENTS**

INSTRUCTIONS

- This shared PowerPoint document has been created to give us an easy way to collect and save discussions and research. These will be added to the four workgroup reports already created, and the introduction written before the workshop, to slowly build up a report that is as complete and detailed as possible.
- One section (part 1) is for collecting information about barriers to inclusion and potential solutions; the other (part 2) is for collecting information about policies and practices that may facilitate inclusion.
- To add material on a new barrier or policy/practice, copy the relevant 5 framework slides and paste them into the presentation to create a new section. Change the headers, and add material as needed. Add extra slides to your new section as needed. Don't delete or overwrite the blank slides!
- You may find that you are generating more text than is comfortable to put on a slide, and that's OK. Either add lots of extra slides, or work in a word-processing programme and add your saved document using the Insert Link function on the PowerPoint toolbar. You can also draw or make notes on paper, photograph it, and use the InsertLink function to attach the image.



BARRIERS TO INCLUSION IN TRAINING AND WORK

**COPY THE 5 BLANK FRAMEWORK SLIDES FOR EACH NEW
BARRIER INVESTIGATED**

[NAME OF BARRIER]

- Description / definition(s)

[NAME OF BARRIER] - IMPACT

- Impact on inclusion (summary)*
- Impact on good outcomes for people with disabilities (summary)*

* Reference all claims whenever possible

[NAME OF BARRIER] – EVIDENCE BASE

- Literature /research evidence*
- Research gaps?

** Always highlight the quality and applicability of existing evidence:*

- *Is it a case study, small study or large study? Prioritise data from well-designed research over case studies.*
- *How long did the study last – if there is a claim for outcomes, was it long enough to see whether impacts were long-lasting? Prioritise studies where impact has been robustly investigated.*
- *Consider whether the barrier may have greater impact in some work/education settings than others, in different cultures, for women or men, etc.*

[NAME OF BARRIER] - RESPONSES

- Solutions / protective factors*:
 - Evidence-based
 - Potential
 - Research gaps?

Always highlight the quality and applicability of existing evidence:

- *Is it a case study, small study or large study? Prioritise data from well-designed research over case studies.*
- *How long did the study last – if there is a claim for outcomes, was it long enough to see whether impacts were long-lasting? Prioritise studies where impact has been robustly investigated.*
- *Does the solution need to be culturally validated for use in different settings?*

[NAME OF BARRIER]

REFERENCES

- Add full bibliographic information here about all literature referenced



FACILITATIVE POLICIES AND GOOD PRACTICES

**COPY THE 5 BLANK FRAMEWORK SLIDES FOR EACH NEW
POLICY OR PRACTICE INVESTIGATED**

[MENTORING]

- mentoring is defined as a time-limited goal-orientated relationship that supports both personal and vocational learning and development. Essentially an experienced person provides, within a trusting atmosphere, non-judgemental guidance and support to another (less experienced) person through a variety of methods including role modelling, guidance and problem solving (Western, 2012).
- OR
- Mentoring is a dynamic, reciprocal, long-term, formal or informal relationship that focuses on personal and /or professional development. A mentor is a sounding board and guide. Mentors provide perspectives, resources and ask thought-provoking questions. In the ideal mentoring relationship, mentors and mentees learn and teach each other. (Brown et al, 2010)

THEORETICAL FRAMEWORKS

- Persistent problems in developing mentoring theory (Bozeman and Feeney, 2007)
- Not enough demarcation from coaching – training – socialization -....
- ?? Deci and Ryan, 2000 as an available framework to involve (Akkerman et.al, 2017)

[MENTORING AND IMPACT]

and mentoring environments. Mentoring roles include of mentoring relevant to postsecondary education.

Table 1

Sample Types of Mentoring

One-on-One	Group	Community-based	Electronic	Peer
Face-to-face meetings, telephone conversations, letters, email, chat rooms, social networking, text messaging, or other activity providing direct contact.	A Mentor works with more than one mentee at the same time.	Located in a community-based situation, such as a volunteer setting like a Senior Citizen's Recreational Center.	Bulletin boards, listservs, discussion groups.	Two people of equal status, and similar situations, who share many common characteristics and experiences, for example, individuals with disabilities in a work or educational setting.

The screenshot shows a web browser window displaying a PDF document. The browser's address bar shows the URL 'files.eric.ed.gov/fulltext/EJ906694.pdf'. The PDF content includes a table with five columns: One-on-One, Group, Community-based, Electronic, and Peer. Each column contains a brief description of that mentoring type. The Windows taskbar is visible at the bottom of the screen, showing the date as 29/08/2017 and the time as 14:54.

MENTORING AND FEEDBACK – EVIDENCE BASE

- Case study / project based
- OR research in a parallel field e.g.
- Mentoring seems successful in the field of students within Higher education (Lunsford et.al., 2012)

...Mentoring positively influences student outcomes such as:

- sense of belonging
- capacity for socially responsible leadership
- deep and strategic learning approaches, and
- self-confidence in professional skills and abilities

[MENTORING]

- Is it applicable to all people with disabilities or for sub-groups?
 - Mentoring and persons with disabilities (not enough research yet)
 - Extra attention for : non-verbal / persons with intellectual disabilities /... → the Future Self (Brett, 2016)
 - Can people with disabilities become a mentor ? (Schwartz and Kramer, 2017)
 - Can professionals fulfil the role of mentor??
 - What changes would be needed to address issues of intersectional barriers to participation (race, gender, ethnicity, religion, socioeconomic status?)
 - What changes might be needed with different work/education groups, in different settings etc.?
 - → can we differentiate mentoring of students and mentoring in an employment environment?
 - → can we differentiate mentoring processes in an atmosphere of forced/part of a process way OR is it a voluntary action??
 - → a lot of attention seems to go to e-mentoring (Heaton Shrestha et .al, 2009; Burgstahler et.al. 2007; Gregg et.al. ,2016;)

[MENTORING] - REFERENCES

- Akkerman, A., Kef, S., Meininger, H. (2017). Job satisfaction of people with intellectual disability: the role of basic psychological need fulfilment and workplace participation, *Disability and Rehabilitation*, first published online.
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- Brett, S. (2016). Future selves: Listening carefully to the voice of a KS5 pupil in a special school, in: Damian Milton and Nicola Martin, *Autism and Intellectual Disability in adults*.
- Brown, E., Takahashi, K., Roberts, K., (2010). Mentoring Individuals with disabilities in post secondary education: a Review of the literature, *Journal of Postsecondary Education and Disability*, vol. 23, 2, 98-111.
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- Gregg, N., Wolfe, G., Jones, S., Todd, R., Moon, N., Langston, C. (2016). STEM E-mentoring and community college students with disabilities, *Journal of Postsecondary Education and Disability*, 29 (1), 47-63.
- Heaton Shresta, C., May, S., Edirisingma, P., Burke, L., Linsey, T. (2009). From face-to-face to e-mentoring. Does the 'e' add value for Mentors?, *International Journal of Teaching and Learning in Higher Education*, vol.20, 2, 116-124.
- Lunsford, L., Crisp, G., Dolan, E., Wuetherick, B., (2012). *The SAGE Handbook of Mentoring*, Chapter: 20, SAGE Publishing, pp.316-334
- Schwartz, A., Kramer, J. (2017). "I just had to be flexible and show good patience". Management of international approaches to enact mentoring roles by peer mentors with developmental disabilities, *Disability and Rehabilitation*, published first online.



- people with dis-
in transition
to employment
- have not had
to get adjusted
to mentor-ship to
help them obtain valued atty.

10. Mentoring setting the stage

background

Definitions

- Types
- Roles responsibility & mentorage
- settings
- effects (res. based)
- success factors
- theory

a. PROCESS & practical guidelines

UD

→ acronym

- train
 - match
 - supervision
 - boundaries
 - goal setting methods
 - complaints / diff. cultures
- ↓
reasonable adjustments

MENTORING POLICY

- Disabled people in transition to employment are entitled to an agreed period of mentoring from adequately trained and supervised mentors to help them obtain valued Life Outcomes.(QOL)

DOCUMENT

Mentoring: setting the stage

- Background
- Definitions
- Theories on mentoring
- Types
- Roles
- Disability and mentoring
- Applicable settings for mentoring
- Effects (research based)
- Factors for success

DOCUMENT

Practical process guidelines

- training
- supervision
- boundaries
- matching
- goalsetting methods
- complaints and difficulties

UD and reasonable adjustments