

Final Newsletter - Autumn 2015

Welcome to TEAL's 5th Newsletter!

Life transitions are challenging because they force us to let go of the familiar and face the future with a feeling of vulnerability. Most life transitions begin with a string of losses: The loss of a role; person; place or sense of where you 'fit' in the world. TEAL (Transitions into Enterprise for Adult Learners) responds to these challenges which all partners (UK, Spain, Germany) face by providing adult learners with new pathways to re-engage with learning and improve their knowledge and competences to consider making a transition into enterprise e.g. from unemployment or redundancy.

Launching the e-Guide

The objectives of the project have been achieved through the delivery of three Workshops and a final dissemination event that was incorporated into a 4th Workshop over the course of the project. Each workshop focused on a different topic related to making transitions, encouraging participants to think and learn about enterprise as well as of positive interventions in order to make substantive difference in lives of older people. In addition, topics regarding mentoring and coaching, e-Inclusion tools, realising barriers and developing strategies of how to overcome the transition period for adult learners were also discussed.

The findings of the partnership have been summarised in the form of an e-Guide that can be freely downloaded by anyone via the TEAL website (www.teal-project.eu). The online guide was developed for trainers in adult learning (esp. training 50+ learners) to support them in developing competences and tools to support older learners through transitions, with a focus on the transition from unemployment or redundancy to enterprise education.



➤ Final Dissemination Event

The event had a special focus on Mentoring and Coaching as one of the major findings of the project in order to demonstrate the real value of transferring intergenerational knowledge. The participants of the event learnt various coaching and mentoring theories as well as practical tools to help them to develop the necessary soft skills to become a successful mentor.



Sheffield hosted the 2nd workshop of the project that was regarded as a great success from the viewpoint of staff as well as learners. Thus, staff were motivated to organise a workshop that exceeded the success of the previous one. This time, learners approached the subject of mentoring and learning from a different perspective that gave a really intriguing aspect of the theme for the new learners as well as for staff who had also participated in the previous workshops.

After a short ice-breaking introduction, the facilitator proposed the following agenda:

- Theory 1 - Understanding Change
- Activity 1 - Hands on discussion and lifeline exercise
- Theory 2 - What is mentoring and coaching?
- Theory 3 - The Three Stage Process
- Activity 2 - Hands on role play

➤ Understanding Change

Change is the only thing that is constant. Therefore, no matter if a small or a big change occurs we have to learn to adapt to it. The facilitator explained that when we deal with change, we do not have to do it alone. There are different sources of support coming from everywhere that helps people to cope with changes in their life. Older people who are no longer in work may not have the same support network or alternatively those who are in work may feel removed from the younger generation and progression of technology as mentioned in a previous workshop. Hence, it is important to encourage both intergenerational as well as peer mentoring for the older generation. The 4 phases of change model can help you reflect on your past period of change and can help you answer these questions.

Denial	• Shock
Resistance	• Mourning the past
Exploration	• Focused on the future
Verpflichtung	• Adapt and grow

➤ Mentoring and Coaching

The participants had the opportunity to discuss the differences between mentoring and coaching and in which situation they are best used to enable both personal and professional development. Mentoring is more focused on the long term and self (or professional) development over a wide selection of aspects in which the mentee is the one that sets up the goals to work on, focusing on broadening horizons and gaining new perspectives. Coaching is more short term and has more specific goals typically set by the coach, and is focused more on performance improvement in a specific skills area.



Inova's own definition of mentoring is as follows: *“Help from one person to another (or one person to a group) in order for them to make significant transitions in personal and/or professional development”*.

A definition of **coaching** from Megginson & Clutterbuck (2005) is: *“Coaching relates primarily to performance improvement (often over the 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”*.

Another definition of **mentoring** from Alred & Garvey (2006) is: *“Mentoring is a process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, supportive relationship between the mentor and mentee”*.



➤ Mentee & Mentor - Role Play

After the theories on mentoring and coaching, all participants took part in a role play activity. In the role play the participants coupled up and decided that one of them would play the role of mentee whilst the other was the mentor. They discussed one issue of the mentee for 15 minutes before changing roles. After each role play there was an opportunity to give constructive feedback to each other. Below are some pictures of the activity.



“It’s been great to meet other people today. I particularly liked the last exercise. It was really good to reflect on my own skills and have discovered something I could take home.”

“The course has helped me to self reflect. I realised that I have to deal with changes all that time. The lifeline exercise was really useful to realise that.”

The final dissemination event was regarded as a success by all participants of the workshop that led to many interesting discussions.

The end of the TEAL Project

The partnership that was brought together for the sake of the project has achieved great success on the field of adult learning and entrepreneurship. The following concrete objectives have been accomplished by the partnership:



- Brought together organisation with expertise in the field of enterprise and adult education to exchange ideas and share best practices.
- Raised awareness among older learners of the opportunities of enterprise through the transnational workshops in Spain, German and in the UK.
- During workshops, participants shared best practices and staff supported older learners to start up in business as well as develop necessary entrepreneurial soft skills.
- An online guide was launched in that the major findings of the workshops were summarised. It aims at sharing research and knowledge with interested stakeholders and in particular with trainers in adult learning.
- The proposed methodologies supported older learners in making and continuing their transition into enterprise.
- The international aspect of the project gave an interesting flavour of the workshop that participants really appreciated: *“I fairly enjoyed meeting so many different people, the international aspect was great in a fantastic location. It’s great to have an opportunity to come to a meeting and make lovely connections.”* (Granada, Spain)

The partnership regarded the project as a success and the links that were developed during the project will likely to lead to a future cooperation on a large-scale European project related to this topic.



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