
Corporate Social Responsibility Towards the Disadvantaged: Mentoring as a Way to Human Success



Phoenix  KM

Outline

- What are we doing?
- Questions & Facts
- European policies and CSR
- Mentoring as solution?
- Employment and PwD?
- Social Employers Network



Questions & Facts

Do you employ:

- Socially disadvantaged people?
- Older people?
- People with disabilities?

If yes, what has been
your experience?

If not, why not?

Where do we act?

- Core focus:
 - People with disabilities (PwD)
 - Older people
- Bringing end-users closer to projects, whether LLL based or FP
 - Involvement of end-user organisations in project (EPR, EASPD, Disability Now, etc.)
 - Participation in project piloting
 - Have access to the project outcomes
- Offering end-users practical support in daily life (AT, Telework, etc.)
- Let them become part of the regular labour market
- Help them to overcome any barriers in the working environment

People with disabilities are not just a tiny minority of the population of the European Union

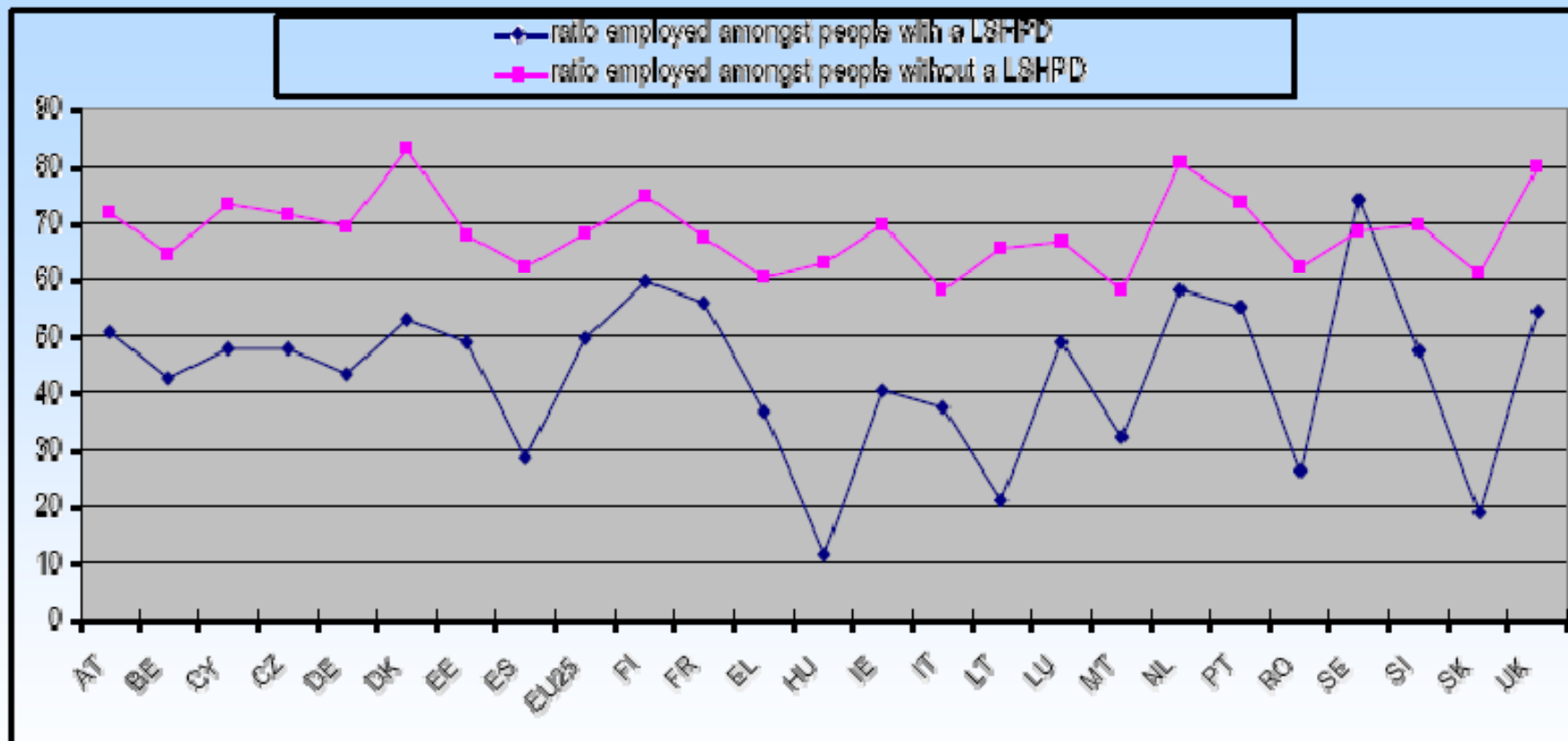
- Lowest estimate, based on the extremes of currently defined disablement categories:
 - Around 74 Million persons in Europe alone
- Other estimates that take into account:
 - a) People with cognitive difficulties
 - b) People in the so-called hinterland between fully able bodied and the classically termed disabled, should considerably raise those numbers

EU 27 countries

- Up to 15% of the population across the European Union has a disability, such as a visual, hearing, speech, cognitive, or motor impairment .
- Around 20% of people over 50 experience severe physical disabilities

- These people have the competence, in most cases, to lead independent and active lives
 - BUT: they are at risk of exclusion due to the impairment(s) that they are experiencing, as well as the complexity and lack of utility, accessibility and usability of e.g. ICT.
- European workforce:
 - PwD represent at least 16% of the overall EU working age population
 - Only 40% of persons with disabilities are employed compared to 64.2% of non disabled persons.
 - This gap often exists because of not well adapted working environments (both in terms of hardware or software).

- People with disabilities represent around 1/6 of the overall EU working age population
 - Their employment rate is comparatively low.
 - Disabled people are almost twice as likely to be inactive as non-disabled people.
- EU Lisbon Strategy for Growth and Jobs aims in particular to improve the comparatively low work participation rates of Europe's disabled people.
 - Member States set their own employment policies on the basis of the European Employment Strategy (EES) guidelines. They report back yearly to the European Commission on national employment initiatives, including those for disability.



Employment ratio among disabled and non-disabled people

LHSPD: long-standing health problem or disability

2003 was declared the 'European Year of People with Disabilities'.

- One of the objectives of this European year was to generate greater awareness as well as a number of programmes in Europe intended to change attitudes towards people with disabilities.
- Lots of initiatives but few financial means made available nationally ...

Enabling people with disabilities to enjoy equal rights is the main purpose of the EU's long-term strategy for their active inclusion.

- Centre piece of the European Disability Strategy (2004-2010) is the Disability Action Plan (DAP).
- By 2010, the European Commission wants to see improvements in employment prospects, accessibility and independent living. Disabled people are involved in the process on the basis of the European principle: 'Nothing about disabled people without disabled people'.

Challenge:

- Members States:

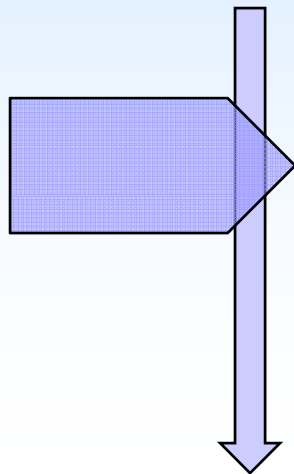
- Benefit system provides sometimes few incentives for people with disabilities to start working
- Benefit trap and/or the risk of being excluded from the benefit system if they are not able to continue working.

- Disability benefit systems should be reformed

- Make work attractive (continuing the payment of –reduced- benefits in case of work uptake).
- Disability benefit system should allow disabled people to return to disability pensions after a trial work period

Challenge:

- Make PwD access the regular labour market
 - Reduce sheltered workshops as the only solution (see Remploy, JobCentre +, VDAB, etc.)
 - Flemish labour service (watch the hierarchy!):



- Able bodied
- PwD but that can work without adjustments
- PwD that get specific support / training
- PwD that are referred to sheltered workshop
- PwD that are not able to work

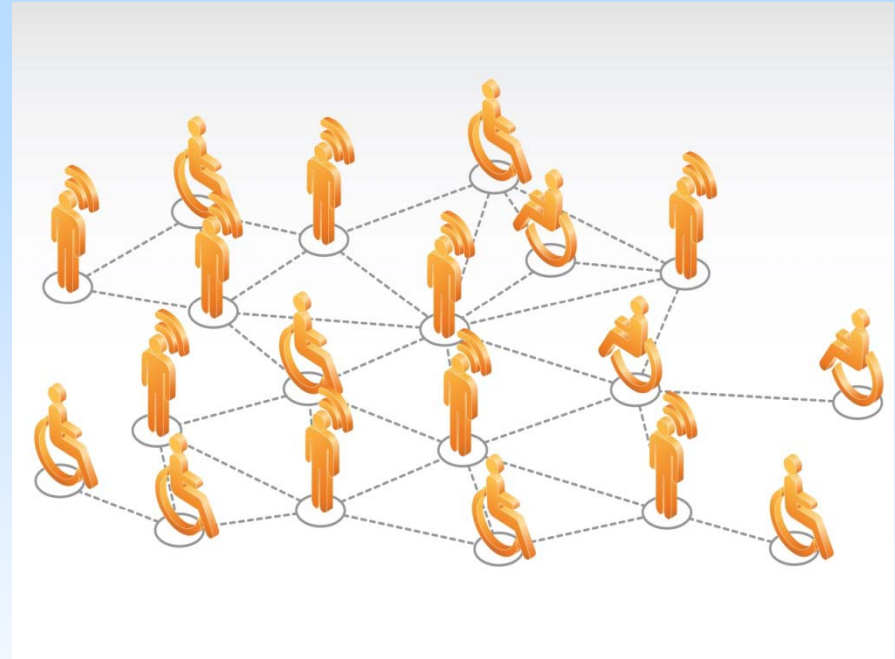
CSR & PwD

According to the European Commission:

- CSR is ‘a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis.’
- Source: *European Commission Communication ‘Implementing the partnership for growth and jobs: Making Europe a pole of excellence on corporate social responsibility’ of 22 March 2006, COM(2006)136.*

According to the European Commission:

- CSR is a business contribution to the Lisbon strategy for growth and jobs and to sustainable development.



Mentoring

PhoenixKM works together with Marie Curie Association in establishing:

- Mentoring

- Both for older people and for PwD

- What is mentoring?:

- A useful overall definition of mentoring is: “A one-to-one, non-judgmental relationship in which an individual mentor voluntarily gives his/her time to support and encourage another” (Home Office (UK) 2001).

- Mentoring has been found to be effective in helping disadvantaged people develop the abilities to meet a wide variety of challenges associated with normal social life.

- Enhancing employability** is a common theme, but it is just one of the many challenges addressed within mentoring programmes.

Mentor – Mentee

- Regular meetings, although the frequency and duration of the meetings can vary considerably.
- Mentoring is a mechanism for sharing experience between two parties.
- Voluntary and informal, not compulsory, regulated.
- Goal-oriented and agreeing these goals is a key early objective in the mentoring process.
- Organised relationship: partners are selected, rather than meeting by chance.
- Co-ordinator who takes the lead role in matching partners and provides other support services.

Mentor – Mentee

- Explicit agreement between mentor/mentee
- Maximum and minimum duration of any mentoring relationship is normally specified in advance, confidential
- Option to withdraw if it fails.
- Must serve mentee-needs, properly identified, not simply taken-for-granted.
- Learning process – mentors and mentees learn about themselves, about each other, and about relationships.
- About sharing power, even if the partners normally differ in status.

(Adapted from 'Mentoring: a Good Practice Guide' edited by David French, Baljit Gill and Tracy McSorley [Coventry University 2002])

Project details

- 24 months- 01.10.07 - 30.09.09
 - LDV, TOI, BG/05/C/F/TH- 83 300
 - www.VM2-project.eu
- Based on:
 - 2001 – LDV, pilot project, BG/01/B/F/PP-1332-126 – MCA, EODPE
 - www.marie-curie-bg.org/mentoring
 - 2005 - LDV, thematic action, BG/05/C/F/TH- 83 300-MCA, Validation of mentoring (VM)
 - www.mentoring-validation.org



Marie Curie
Association

- Coordinator, Bulgaria

PhoenixKM

- Belgium

Workability Europe

- Belgium/The
Netherlands

Bolu Guidance Centre

- Turkey

Edinburgh Chamber of
Commerce

- UK

University of Worcester

- UK

Disabled people

Young people at risk of unemployment, involvement in crime or social exclusion

Older people disadvantaged at the job market or in danger of social exclusion.

Enterprises, training organisations, public bodies and other social organisations that (plan to) organise mentoring programmes, and that will benefit from the possibility of transferring methods and procedures developed in this project to other fields of non-

formal and informal learning.

HR departments in enterprises and other bodies concerned with the accreditation of prior experience or learning (APEL) as part of recruitment and employee selection.

Training providers and their staff seeking to draw upon the accreditation of prior experience or learning (APEL) as part of recruitment and admissions to education and training.

- Establishment new mentoring programmes in 3 countries
 - UK, Turkey, Bulgaria
 - H55 Hotels and Restaurants; K74 Other business activities; L75 Public administration
- Transfer to them:
 - Principles and practices of effective, high quality, mentoring and validation
 - Based on Code of Practice for Mentoring (VM)
- Creation European Quality Mark in Mentoring

- Creation of self-assessment of mentoring programmes
 - Online tool
 - www.VM2-project.eu toolkit (BG, EN, NL, TR)
 - Guidance via Code of Practice
 - Available via online e-learning platform – free access, www.VM2-project.eu toolkit (BG, EN, NL, TR)
- Framework for external verification of these mentoring programmes

Kate (mentor)

- 38, self-employed HR consultant
- Worked as a manager of staff training and development for a well-known national building society in UK (Scotland).
- Extensive experience and expertise in the field of coaching and mentoring both as a practitioner and participant in various schemes.



Becky (mentee)

- 22, contracted meningitis when she was five days old
- Eating, speech impairment
- 5-18 years old in a state special school, school and post-18 college experience was one of recurrent academic and social challenges
- Describes herself as ‘being slow’ and having learning difficulties that predominantly centre upon her literacy and numeracy skills.

Becky (mentee)

- Had a 6-week period of work experience in a children's nursery, felt that this was the area of work to which she was best suited.
- After leaving college: lack of individual support led to a rapid demise in her self-confidence.
- Never secured paid employment since she left college of further education in 2007.
- Was engaged in short-term voluntary work within her local community.

Becky (mentee)

- Contacted her local Remploi Office during the autumn of 2008 on the suggestion of her local Job Centre Plus office
- Was taken onto the VM2 programme and matched with Kate.
 - Becky had specified her preference for a female mentor.

Kate and Becky

- Were briefed separately by the Project Officer as to the nature and scope of the project – what it could and could not offer and what both parties might reasonably expect from a mentoring partnership.
- The terms of Kate's partnership with Becky was to focus particularly on Becky's personal and social development, for example, the development of her self-esteem and job-readiness.

Kate and Becky

- Worked well together and built sound foundations for a partnership that they have recently agreed would extend beyond the six-month period originally planned.
- Signed a joint agreement as to the terms of reference and conditions of engagement required by the project.

Kate and Becky

- Kate referred to engaging with Becky in a ‘reality check’ where she was invited to reflect on the attainability of her aspirations.
- Kate was keen to encourage Becky to take ‘some fresh steps’ in order to build her self-confidence (e.g. travel unaccompanied on a public bus service from her home to their meeting place and to attend a lunch with other mentees in the student dining room of the University).

Kate and Becky

- Becky is to start shortly at a local supermarket in her home town as a sales assistant.
- Becky shops in the store and feels nervous about working with a large number of people but has expressed her determination to 'have a go'.
 - Kate and Becky visited the store together, had coffee in the store and walked around discussing Becky's feelings about the new challenge. Becky valued this extension of her mentoring context.

Employing PwD

Research shows that workers with a disability have:

- A productivity that is equal to or better than their non-disabled counterparts;
- Fewer workplace accidents;
- Superior attendance rates;
- Increased retention in employment; and
- A positive impact on workplace morale.

Equal treatment at work

- Equality regarding health and safety at work.
- Health and safety should not be used as an excuse for not employing or not continuing to employ disabled people

A workplace that is accessible and safe for people with disabilities is also safer and more accessible for all employees, clients and visitors



Need for risk assessment

- The **task**, for example the design of the job, work activities;
- The **individual**, for example any specific needs with respect to disability;
- Work equipment**, for example assistive technologies, whether workstations and equipment are adjusted to individual requirements;
- The **work environment**, for example the layout of premises, lighting, heating, access, exiting;

Need for risk assessment

- **Work organisation**, e.g. work organisation / schedules;
- **Physical hazards**, such as dangerous substances; e.g. asthma sufferers more sensitive to chemicals used at work;
- **Psychosocial hazards** such as stress or bullying; e.g. disability may be used as an excuse for bullying;
- **Information and training needs**, for example providing safety information and training in different mediums;
- **Involvement of employees and worker representatives**, consulting them about the risks and prevention measures.

Example

- MCA provides disability training to e.g. Shell
 - Be prepared to employ PwD
 - Both employers and employees



Accessibility does not just refer to access to buildings. At work, accessibility refers to the ease with which employees can use the premises, allowing them to be as independent as possible.

This applies to all disabilities, including mobility, learning, visual or hearing impairments. Many measures that are basic and inexpensive can make a significant difference.

Still not convinced? (Compiled based on past requirements/experience by employers)

	Type of Industry	Nature/ Type of Jobs that PWDs can be engaged in	Minimum Skills Competency*	Type of Disability
1	Manufacturing	Production Operator	Primary or special education.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition.
		Quality Controller	Primary education.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Draftman	ITE. AutoCad knowledge	Hearing Impaired, Physically Disabled, Other Medical Condition

	Type of Industry	Nature/ Type of Jobs that PWDs can be engaged in	Minimum Skills Competency*	Type of Disability
1	Manufacturing	Technician/ Asst Engineer	ITE.	Hearing Impaired, Physically Disabled, Other Medical Condition
		Packer	Primary education.	Hearing Impaired, Visual Impaired, Intellectually Disabled (High), Intellectually Disabled (Low), Physically Disabled, Other Medical Condition
		Storehand	Primary education. Basic computer.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition

	Type of Industry	Nature/ Type of Jobs that PWDs can be engaged in	Minimum Skills Competency*	Type of Disability
1	Manufacturing	Machine Operator	Primary education.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Printer	Primary education.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Polisher	Primary education.	Hearing Impaired, Physically Disabled, Other Medical Condition

2	Cleaning	Toilet Caretaker	Primary education.	Hearing Impaired, Intellectually Disabled (High), Intellectually Disabled (Low), Physically Disabled, Other Medical Condition
		Cleaner/ Sweeper	Primary education.	Hearing Impaired, Visual Impaired, Intellectually Disabled (High), Intellectually Disabled (Low), Physically Disabled, Other Medical Condition
		Home/ Office Cleaning	Primary education	Hearing Impaired, Intellectually Disabled (High), Intellectually Disabled (Low), Physically Disabled, Other Medical Condition

3	Banking/ Service	Data Entry Operator	Computer literate, able to type fast & generally good eyesight.	Hearing Impaired, Physically Disabled, Other Medical Condition
		Document Preparation / Scanning Operator	Primary education. Computer literate.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Office Attendant	Secondary education. Computer literate.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition

3	Banking/ Service	Data Entry Operator	Computer literate, able to type fast & generally good eyesight.	Hearing Impaired, Physically Disabled, Other Medical Condition
		Account Assistant	Secondary education. Accounting software.	Hearing Impaired, Physically Disabled, Other Medical Condition
		Receptionist	Secondary education. Computer literate.	Visual Impaired, Physically Disabled, Other Medical Condition
		Clerk/ Admin Assistant	Secondary education. Computer literate.	Hearing Impaired, Visual Impaired, Physically Disabled, Other Medical Condition

4	Food and Beverage	Restaurant Crew	Primary or special education.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition
		Dish Washer	Primary education.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition
		Dish Collector	Primary education.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition
		Dish Sorter (Stall Holders)	Primary education.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition
		Dish Packer (Airline)	Primary education.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition
		Kitchen Assistant	Primary education.	Hearing Impaired, Intellectually Disabled (High), Other Medical Condition

5	Retail and Hospitality	Laundry Operator	Primary education.	Hearing Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Room Steward/ Chambermaid	Special education.	Hearing Impaired, Visual Impaired, Intellectually Disabled (High), Other Medical Condition
		Carpark Cashier	Primary education.	Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Messuer/ Foot Massage	Primary education.	Hearing Impaired, Visual Impaired, Physically Disabled, Other Medical Condition
		Hotel Room Reservation	Secondary education. Computer literate. Good Telephone Technique.	Physically Disabled, Other Medical Condition
		Telephone Operator	Primary education. Good Telephone Technique	Visual Impaired, Intellectually Disabled (High), Physically Disabled, Other Medical Condition
		Cashier	Primary education.	Physically Disabled, Other Medical Condition

- Pizza Hut, Inc. case

- Over two-thirds of the 4,000 participants in Pizza Hut, Inc.'s “Jobs Plus Program” are persons with mental retardation.
- The current turnover rate among these employees with disabilities is a modest 20% compared to the 150% turnover rate of employees without disabilities.
- This means a drop in recruitment and training costs.

Continual rejection damages anybody's confidence.

Take the time to give unsuccessful candidates feedback about their strengths at interview, and to offer further contact with your organisation as a volunteer, work placement or other contributor if you feel they would benefit from more experience.

Network bringing together companies and organisations with active social policies, targeted towards their employees, as well as to people with disabilities and disadvantaged



www.disadvantaged-employment.eu

PhoenixKM & MCA provide training in:

English, Dutch, French, Bulgarian, Russian

Interested? Contact us:

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