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In recent years people in Europe have come to realise that being selfemployed also is an option for people with a more intensive need for support. At the same time, the business climate has evolved positively and more people dare to take the plunge.

This manual for Self-Employed and Self-Employed Entrepreneurship (Z²O) aims to inspire supervisors to fully utilize the potential of each person. The principles and values of Supported Employment are supplemented with specific tips and ideas for guiding people with a more intensive support need who want to start or stay as a self-employed person.

We are convinced that many more people can start or continue to work as self-employed entrepreneur as long as we ensure a qualitative and broad support network that takes into account their specific needs and situation

With this handbook, we hope to inspire and encourage anyone working with the toolkit to support more people to develop themselves as self-employed entrepreneurs.

S²E

TOOLKIT FOR SUPPORTED SELF- EMPLOYMENT

A SUPPORTED
EMPLOYMENT GUIDE
TO SET UP YOUR
OWN BUSINESS
AND BECOME
SELF-EMPLOYED



Supported Employment
Entrepreneurship
and Disability

SEEDS Supported Employment Toolkit on Self-Employment reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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WELCOME

“I HAVE NEVER TRIED THAT SO I THINK I SHOULD DEFINITELY BE ABLE TO DO THAT.”

– Pippi Longstocking

Dear reader,

We are delighted to be able to present to you the toolkit for supported selfemployment. We want to offer you a guideline in how to support people to start their own business or be able to keep their business, and this through the method of supported employment.

It is only in recent years that people in Europe have come to realise that being selfemployed also is an option for people with a more intensive need for support. At the same time, the business climate has evolved positively and more people dare to take the plunge.

Throughout Europe several organisations had built experience on finding out how to support these people in their journey towards selfemployed entrepreneurship. We thought it would be very useful to bundle our insights and practices and to adapt the existing Toolkit for Supported Employment to a toolkit for supported Self-Employment. After all, we can also use the values, principles and process of supported employment towards self employment.

Nevertheless, there are some significant differences between both forms of support. The S²E coach, for example, will have to immerse himself sufficiently in the entrepreneurial world in order to be able to offer the right individualised support at the right time in close cooperation with the existing mainstream services.

We are convinced that many more people can start or continue to work as self-employed entrepreneur as long as we ensure a qualitative and broad support network that takes into account their specific needs and situation.

With this manual we want to inspire en engage you to fully use the potential of each person, also in the direction of self-employment.

Thank you for your efforts and a happy reading!

The projectteam

The logo consists of the letters 'S', '2', and 'E' in a red, serif font. The '2' is a superscript, positioned between the 'S' and the 'E'. The entire logo is contained within a white square with a red border, which is part of a larger graphic element on the left side of the page.

INTRODUCTION ON THE PROJECT

NOTE TO READERS

For ease of reading, we make the following adjustments:

- A **SELF-EMPLOYMENT** person works for oneself as a freelance or is the owner of a business rather than for an employer. A self-employed person may also be defined as an independent worker, in contrast with an employee, who is subordinate to and dependent on an employer.
- **ENTREPRENEURSHIP** revolves around the existence of a business concept or idea. Entrepreneurs are attempting to develop something new and as consequence may become self-employed.
- **INTERVENTION MODEL & TOOLKIT** The intervention model adapted for the SEEDS Project is the European Union of Supported Employment Toolkit (www.euse.org) and will be referred to throughout the project as Supported Self Employment Toolkit (SSE Toolkit).
- Supported Self-employment is referred to as SSE.
- The authors use the male form of names, pronouns etc. as neutral form, which refers to both men and women.
- The **TERMS** person with disability and person from disadvantaged situation... have been replaced by:
 - ‘**PRE-STARTER**’ while setting up a business (stage 1 – 3) and
 - ‘**SELF-EMPLOYED**’ when someone has set up (stage 4)
- After each chapter we provide space to make notes.
- Throughout the Toolkit recommendations are made for several tools and practical methodologies. To understand these tools further please refer to them in the Toolkit Annex. SSE-coaches should also identify and explore tools in their own country and networks.
- The professional supporting the client along the process is referred along this guide as a SSE Coach.
- **SUPPORTED SELF EMPLOYMENT (SSE)** is intended for people with disabilities and people from disadvantaged situations, who require assistance/support in becoming self-employed. They require additional monitoring/follow-up and professional support becoming self-employed, and on an ongoing basis after establishing their own business.

- SSE shares the same principles and values as Supported Employment.
- **INDIVIDUALITY:** Supported Employment regards each individual as unique, with his / her own interests, preferences, conditions and life history.
- **RESPECT:** Supported Employment activities are always age appropriate, dignifying and enhancing.
- **SUPPORTED EMPLOYMENT:** Supported Employment assists individuals to improve their interests and preferences, express their choices, and define their employment / life plan according to personal and contextual conditions. It promotes the principles of self-advocacy by service users.
- **INFORMED CHOICE:** Supported Employment assists individuals to understand their opportunities fully so they can choose consistently within their preferences and with an understanding of the consequences of their choices.
- **EMPOWERMENT:** Supported Employment assists individuals to make decisions on their lifestyle and participation in society. Individuals are centrally involved in the planning, evaluation and development of services.
- **CONFIDENTIALITY:** The Supported Employment service provider considers information given by individuals to them as confidential. The service user has access to his personal information gathered by the provider and any disclosure is at the discretion of and with the agreement of the individual.
- **FLEXIBILITY:** Staff and organisational structures are able to change according to the needs of service users. Services are flexible and responsive to the needs of individuals and can be adapted to meet specific requirements.
- **ACCESSIBILITY:** Supported Employment services, facilities and information are fully accessible to all people with disabilities.
- **SELF-EMPLOYMENT** gives disabled/disadvantaged people an opportunity to fully participate in society and economy. Self-employment is one of the options for unemployed people including disabled/disadvantaged people to get back to work. Self Employment should not be viewed as the only option and the choice to become self employed should be made by the individual. Informed choice of employment or self employment is required. Whilst there is the potential for self-employed people to expand and hire employees, there will always be self-employed individuals who will be working on their own.

More and more self-employed will rely on ICT innovations and internet platforms to organise their work and to acquire new assignments from customers. The ability to operate within this ICT environment could represent a pathway into self-employment for many, and notably older workers, the highly educated as well as women with children.

- **SSE-SERVICES** ensure the support to pre-starter and the working environment at dealing with and preventing difficulties at work, which can threaten the success of the business. Examples of obstacles could include customer relationship building, marketing etc. This can significantly reduce the possibility of failure. SSE-services can facilitate and encourage the transition of under-represented groups towards self-employment. The SSE service can be the way to success but it should be remembered that it does not provide monetary support.
- Advice for policy makers:

While SSE takes responsibility for the coaching role for the pre-starter, the professional entrepreneurial support should be provided by partnerships with organizations who provide this support. These organizations should provide inclusive support to all entrepreneurs (e.g. MYBW in Belgium, In Northern Ireland – Invest NI, Enterprise Centres and Council (Municipalities)). Therefore, mainstreaming programs and policies supporting entrepreneurship should provide tools to engage diversity. For example providing the additional support people with disabilities and people from disadvantaged situations may need.

While SSE-coaching organizations work ‘on the field’, it would be important to note that work is required on policy-level to ensure the implementation of policies to stimulate entrepreneurship.

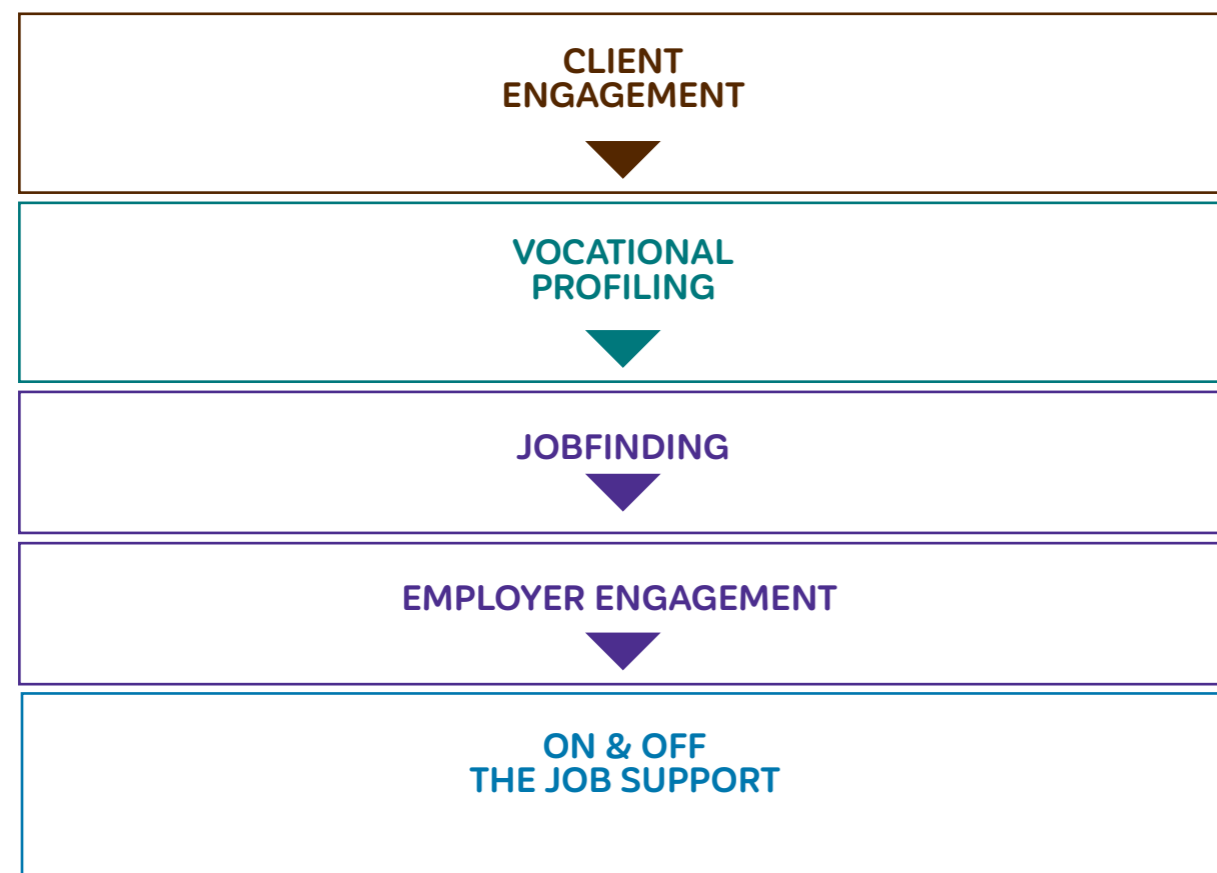
For example: In Northern Ireland Councils (Municipalities) have responsibility to deliver business programmes specifically targeted towards business start-up. In Belgium ‘second chance entrepreneurship’, is a policy-initiative which raises awareness of restarting your business after your business has failed. This may encourage business to restart by providing access to new finances and support.

TOOLKIT INTRODUCTION

The SSE-process aligns with 4 stages of Supported Employment instead of the 5 stages. The Supported Self Employment fits better with in the 4 stages for example in stage 3 and 4 you have to find the match between the job being sought and an employer/workfloor that provides in it. When one becomes self-employed, this is done in the same process where one decides what business to build and what support is needed then.

Within the life-cycle of an enterprise we state that there are phases to define. In an enterprise's existence every period brings its own challenges and needs:

- **PRE-START:** This is from the very first moment someone starts to think about setting up a business until the formal establishment of it.
- **YOUNG ENTERPRISE:** The business has been founded, but there is still a lot to come, everything has to be done for the first time and the network of deliverers, clients, partners, etc. still needs to be worked on.
- **GROWING ENTERPRISE:** (e.g. dealing with personnel, etc.) This can occur in a very early stage, but we define it apart since the challenges and the obstacles to tackle are very typical only for growing enterprises.



- **END-PHASE:** This is when the decision has to be made whether and how to end the business. Reasons for it can vary a lot: retirement, things going bad (bankruptcy), not able to exercise the tasks to be done, someone wants to buy the business, etc.

Within Supported Self-employment we can assist in different aspects of the Enterprise cycle for various reasons. The support itself will always be on the level of personal and professional.

Personal support meaning the support needed to support an individual with the impact of the disability or the vulnerability. Professional support meaning the support on professional competences as: vocational training, career planning, business plan, client orientation, marketing, financial and taxes information, etc.

The following grid provides an overview of the possible SSE-support in the different stages in the life-cycle of an enterprise.

LIFE CYCLE OF A ENTERPRISE				
SSE-STAGES	PRE-START	YOUNG ENTERPRISE	GROWING ENTERPRISE	END-STAGE
ENGAGEMENT ▼				
PROFILING ▼				
SUPPORT DEFINING & FINDING ▼				
ON & OFF THE JOB SUPPORT				



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STAGE 1:

PRE-STARTER- ENGAGEMENT

DEFINITION OF PRE-STARTER ENGAGEMENT

Pre-starter engagement is the first of 4 stages. The outcome of this phase is the guarantee that the pre-starter takes informed choices regarding the use of the SSE model in order to set up his initiative.

It is important to keep in mind that efforts made in this stage will facilitate the work to be done in the following stages, as during this phase the beginning of the action plan is formed in relation to information needs. For example: what support needs are required and who can provide these needs.

The action-plan at the end of this stage is the start of the action-plan in next stages.

WHY DO WE NEED GOOD PRE-STARTER ENGAGEMENT?

A sound pre-starter engagement is necessary in order to ensure that the potential entrepreneur is able to take informed choices, that he gets the support he needs and that the pre-starter has the control of the process together with the self-employment coach. It is essential that every employment coach has a strong belief in the fact that entrepreneurship is possible for people with disabilities and people from disadvantaged situations.

This way the self-employment coach makes sure to provide every pre-starter a chance based on objective information. It is important to avoid prejudice by the coach in relation to their previous experiences of success and failure in entrepreneurship ideas.

The alignment between expectations and possible support is essential in this phase. This way, one can determine whether entrepreneurship and SSE methodology is eligible. For this purpose, it is important to offer relevant information, creating a comfortable environment for the pre-starter, based on respect and confidence.

Relevant information:

- Possible kinds of support:
 - SSE-coach
 - Professional network
 - Personal network (mention that this network can be used)
- Financial consequences (benefits, social security, employment measures,...)
- Timing for start-up (legal restrictions?)
- Mentoring/peer mentoring



Mark had contacted GTB to explore his dream. He was working as a mechanic and in his spare time he restored and sold 2PK cars. He was encouraged by his SSE Coach to take a business course to set up his own business and after complete the course and other course he did. Advise – “Follow your gut but do it well prepared: make sure you know all the aspects of being an entrepreneur: get all the support you can get both on business side and on overall support. You need to look into all aspects of starting self-employed”.

PROCESS OF PRE-STARTER ENGAGEMENT

Activities in this stage will vary depending on the pre-starter. For the general process we refer to the chapter of client-engagement in the EUSE Toolkit. There are some specific differences for coaching towards entrepreneurship:

- Awareness of the SSE-coach: to see entrepreneurship as a possibility for every person. Leaving prejudice behind.
- Different information: SSE-coach gives specific information about entrepreneurship and the coaching towards it.

This initial stage of the Pre-starter Engagement may need several meetings between client and SSE-coach. It may need the involvement of other professionals or other important people in the clients life.

For this reason it is important to know about the natural support the client has. This natural support can help to start or maintain a family business, or it can provide an opportunity to start a complementary business.

Once this stage is completed, the pre-starter will be able to decide if Supported Self Employment is the most appropriate methodology to help him to achieve his objectives. If so, they will follow with the process below:



AWARENESS ON SELF-EMPLOYMENT

AWARENESS OF THE CLIENT

When SSE-service starts, much depends on the client. We may find a client who is looking for a change in his professional career, but does not identify self-employment as a possible pathway to do so. On the other hand, we may find a client with a business idea, that they perceive as viable and which they want to set up immediately, but lacks some competences.

AWARENESS OF ALL EMPLOYMENT-COACHES

SSE-coaches have the responsibility of raising awareness regarding the possibility of becoming an entrepreneur among pre-starters: entrepreneurship is an option for those clients as it is for any individual. And, at the same time, it is a difficult and complex challenge which needs to be tackled with care and ensuring all consequences are explained.

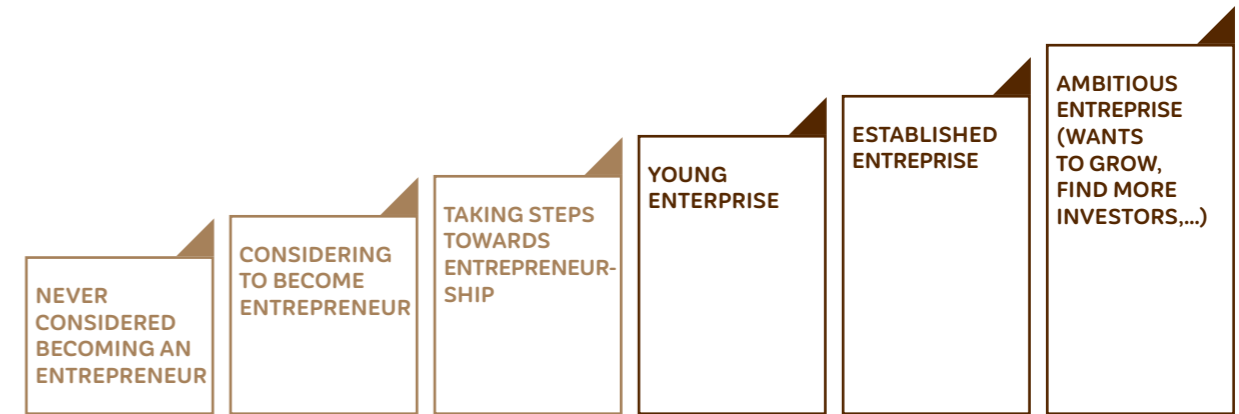
As a consequence, SSE-services have the responsibility to encourage other employment-coaches and services to see entrepreneurship as a possibility towards work. By other services we mean: those involved in orientation and guiding individuals with disability and people from disadvantaged situations. This can be done by providing information, communicating successful experiences or sharing tools and methodologies.

WELCOME

For the general process of 'welcome' we refer to the EUSE Toolkit. There are some specific differences for coaching towards entrepreneurship:

WHAT IS COVERED IN THIS CONTACT?

- Begin with the introduction of the SSE-coach, giving clear and understandable information about:
 - his name and professional profile
 - his role during the interview and along the process
 - the objective of the interview, ways of contacting the coach
 - and any other relevant information
- Defining in what step the client is situated on the entrepreneurial ladder. See on the next figure: Entrepreneurial ladder:



The ladder shows a distinction between latent entrepreneurship and existing entrepreneurship. In phase 1 of the process, a client can only be on the first 3 steps. The last 3 steps are related to stage 4.

Furthermore, the service must be introduced to include its aim and objective(s), the public it is addressed to, its structure and the organization where it is located, the rights and duties of each one of the parts in it and any other relevant information.

BELIEFS AND PREJUDICES OF THE PRE-STARTER

Perceived self-efficacy, this can be defined as: “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.”¹

Regarding self – efficacy, it is very important to find out if the client considers starting an entrepreneurial initiative. To do so, his description of success and failure experiences in the past must be questioned.

SKILLS NEED BY THE SSE-COACH

During the introduction by the client, the SSE coach must apply his skills for active listening and guide the conversation so that relevant information is gathered. In this stage a general overview is sufficient, more detailed information will be gathered in de 2nd stage: profiling.

In those initial contacts the SSE Coach must be able to:

- define whether client is a possible pre-starter
- define a general idea of the support the client will need
- to evaluate self-efficacy of the client

1. (Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998).

ALIGNMENT BETWEEN SUPPORT AND EXPECTATIONS

At this stage, it is important to know the expectations of the pre-starter towards the support service. This will be the starting point to define the goals and the related tasks.

For this purpose, the SSE-coach will question the pre-starter about his expectations. By comparing the result of this questioning with the SSE-possibilities, the decision whether SSE is the right service for this pre-starter can be made. Adjustment of expectations, or seeking an offer to resolve them, may be necessary.

Once the alignment is made, it will be useful to write a mutual statement where all requirements for both the pre-starter and the SSE-service are described. This statement is the start for further actions: setting goals and making action-plan.

SETTING GOALS

Once the pre-starter and SSE-coach agree on this statement, they can start setting goals. These goals concern the process towards entrepreneurship, rather than the set-up of the business.

What we want to achieve is the pre-starter to become the main driving actor at the beginning of this dynamic process. It means that it will be the pre-starter who will define his goals, the commitments he is willing to make, the time he wants to take, etc.

The role of the SSE-coach will be that of guiding this reflection, and to make sure the goals are clear.

Under the header 'Tools', you find tools that can be used to define goals.

FIRST ACTION-PLAN

The action-plan will be the result of a collaboration between SSE-coach, the pre-starter and, if considered necessary and agreed, any other involved person/organization.

The work proposal should be recorded in a format which allows the involved individuals to visualise the process they are about to start. It should be easy to adjust, whenever needed during the process. Planning methodologies such as K-Tool, Kanban, Northstar, etc. can be used.

More information on these tools is provided in the annex-chapter 'Useful tools'.

This action-plan contains the milestones in the development of the plan:

- Mapping professional network
 - Professional network supporting the pre-starter as a person
 - Professional network supporting towards entrepreneurship
- Engaging personal network, when relevant
- Timeline
- Who is responsible for what?

It is important, once the action-plan is designed, to record it and ensure that all the involved have a copy and that they clearly understand the terms of the plan.

This first action-plan is the stepping stone towards profiling and support defining and finding. It will be revised, adjusted and extended throughout the process.

TOOLS

It can be useful to prepare a list of questions about entrepreneurship (topics like dedication, pre-starter relations, responsibility or security) to be tackled by the SSE coach and the pre-starter in this phase in order to ensure he gets a real understanding of what the process and the implications of setting up a business are like. In the chapter ‘useful tools’ there are some examples of questionnaires. Feel free to adapt.

- When trying to make it clear for the pre-starter what entrepreneurship is like there are a number of programmes available to assist in this. Below is an example from across Europe which represent such programmes: Stepping Stones in Northern Ireland. In the framework of the project BE Inspired (Business Enterprise Inspired) a Business Enterprise course CCEA - Understanding Business Enterprise Level 1 (QCF) has been delivered for adults with learning disabilities. The course consists of 3 Units
 - Unit 1 - Understand enterprise and enterprising skills
 - Unit 2 - Understand the personal qualities and abilities for business
 - Unit 3 - Understand the opportunities and risks in running a business

The BE Inspired program is tailored to the most general learning characteristics of adults with mild intellectual disabilities. The training course is however amenable to adjustments (e.g. delivery of a single unit from the entire training course) or a given target-group (e.g. increasing the number of practical activities to individuals with mild to moderate intellectual disabilities).

- The Spanish partnership ANIDA, in which Fundación EMPLEA takes part, has worked on a methodology to assess self-efficacy as a way to improve the pre-starter engagement phase. The partnership has developed 2 Manuals (in Spanish) to guide job coaches in this process.
- The Flemish Agency for Entrepreneurship (Syntra Vlaanderen) has developed a web tool named ENTRE-mirror2.0[®] aimed at making pre-starters aware of their entrepreneurial skills. In the framework of the project Z²O (= self-governing and autonomous entrepreneurship) led by the Flemish organization GTB in close relation with Syntra Flanders, pre-starters are guided by a SSE-Coach through the engagement process.
- A useful, simple and visual tool to define goals is the mental map. In this tool, the pre-starter is situated in the center of the picture and, using symbols or words, the personal and professional goals to achieve are represented around him. Furthermore, tools and methodologies used by Person Centered Planning are extremely recommendable.
- In any case, the tool selected should make the work ahead easy and should let the SSE-coach and the pre-starter feel comfortable using it.

TIPS, ADVICE, REFLECTIVE QUESTIONS FOR PRE-STARTER-ENGAGEMENT

USEFUL TIPS

- Keep in mind that self-employment is only one of the many possibilities towards employment, know when it is time to reset goals.
- The toolkit provides a framework, feel free to tailor the tools and procedures to the needs of the pre-starter.
- This stage can include as many activities as both the job coach and the pre-starter decide, depending of pre-starter’s specific situation.
- Make sure that the pre-starter understands the information you are providing.
- Make sure you understand the information the pre-starter is providing.
- Take the time you need for this first stage, until you are sure you and the pre-starter are ready to go further.
- Remember that, at any time, the pre-starter is the center of the process and no decision should be made without his participation.
- Keep in mind that this is only the first stage of a long process. Make it useful.

THINGS TO AVOID

- Prejudice about the possibilities of someone being self-employed
- Stereotypes

REFLECTIVE QUESTIONS (FOR THE COACH):

- How do you feel about self-employment?
- Do I have personal fears about not being successful in being self-employed?
- Are there many people in your environment who are self-employed?
- You have an idea about what it takes to become self-employed?
- Did I ask the client enough reflective questions about his hobby’s, passions, ideas about being self-employed...?
- And, what is my personal idea or opinion about interests/hobby’s?

STAGE 2: ENTREPRENEUR- FOCUSED PROFILING

“No assessment, no matter how involved, can tell you for certain whether you will succeed as an entrepreneur. All it can do is give you a sense of where you stand in relation to those who have successfully become self-employed. Even having all the qualities of an entrepreneur doesn’t guarantee success. It does, however, provide a starting point—a way to gauge where you stand with regard to self-employment and how much work it would take.”²

DEFINITION OF ENTREPRENEUR-FOCUSED PROFILING

The main objective is to gather and assess information about the pre-starter that is relevant to his entrepreneur aspirations. The aim is to identify the pre-starter’s motivation, interests, work attitudes, resources and support needs, scope of the future business and to establish realistic aims.

The information collected should be future orientated, this means: think ahead rather than look back when it comes to identifying resources, experiences and entrepreneurship goals for the pre-starter. Collecting information about previous work experience/employment, rehabilitation programs and education is a necessary part of the profiling process. However, to focus only on this kind of information, is not sufficient for gaining knowledge about the pre-starter’s entrepreneur-possibilities.

The entrepreneur’s aspirations obtained in the pre-starter stage offer valuable information which makes the profiling process more personal, innovative and opens up a variety of options and opportunities for the future. The profiling process should aim to facilitate the transition into entrepreneurship. This means matching the pre-starter’s skills, abilities, with those skills and abilities required for the business.

WHY DO WE NEED ENTREPRENEUR-FOCUSED PROFILING?

The profiling assists a pre-starter to make informed choices about entrepreneurship. It is useful in further stages:

- Stage 3: this information can be useful to establish the necessary training and support strategies;
- Stage 4: on or off the job support: entrepreneurial services. Profiling may be necessary throughout the further SSE-process. E.g. when enterprise changes, or new aspects in enterprise appear (e.g. starting to work with staff).

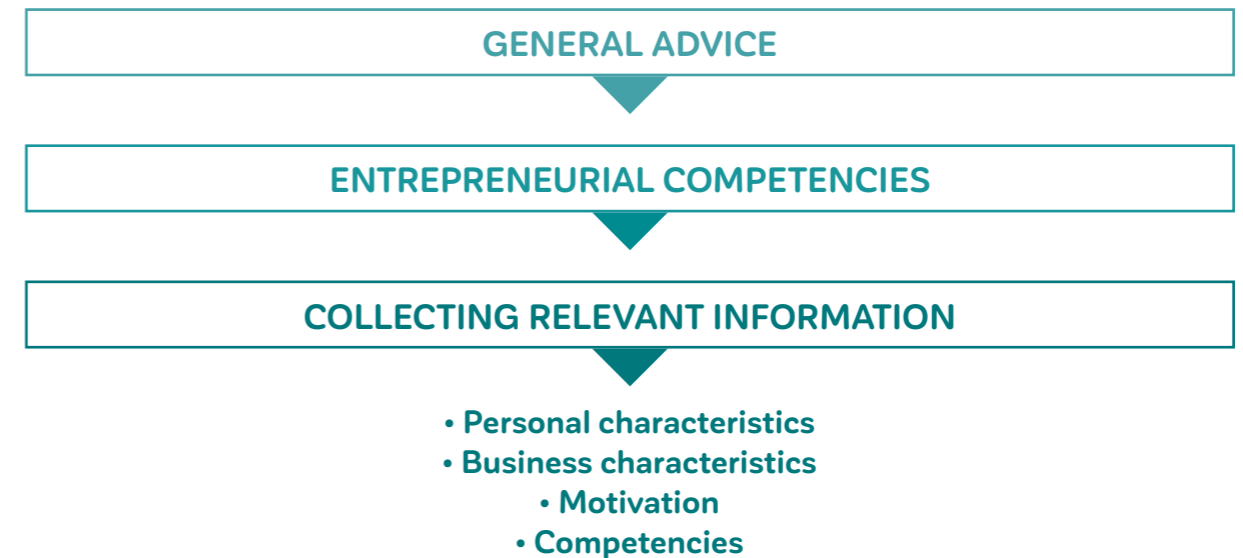
2. Career Quizzes: 12 Tests to Help You Discover and Develop Your Dream Career © 2008 by John J. Liptak Published by JIST Works, an imprint of JIST Publishing



Kris knew he wanted to set up his own business but did not know what. After finishing a course on interior design he was supported by GTB. Initially and then supported by Starterslabo (providing support setting up your own business). As Kris was unemployed the training was offered free of charge. He was encouraged and supported throughout the process. Advice to others: “Go for it, don't give up, even when it sometimes is hard. Find someone who really believes in you.”

The profile is important as a result, but equally so is the process of profiling: self-reflection, insight into own abilities, motivation to develop certain competencies, etc. In other words, essential information for the planning and defining of the support. The basic values and principles of SE and the central idea of the ‘pre-starter being in the driver’s seat’ are clearly present in this way of working.

PROCESS OF PROFILING



GENERAL ADVICE FOR PROFILING

The process should be person-centred, this means:

- The pre-starter’s wishes and needs direct the process. The SSE-coach’s role is to support and guide the job seeker through the profiling.
- The pre-starter and the SSE-coach cooperate in terms of deciding what kind of information is relevant. Relevant information is information, from the pre-starter’s current situation, that may have a positive or negative effect on the entrepreneurship.
- The pre-starter plays an active part in deciding who is going to provide information. For example, this may include family, friends, professionals of different fields, previous employers etc. It is important to include only people that can give relevant information.
- The SSE-coach gives information and contacts of entrepreneurial/business associations to the pre-starter for more information regarding open/starting a business.
- Lastly, the final decision about what kind of information to disclose is decided by the pre-starter.

Note that personal information (e.g. about health, housing, income matters, etc.) may already have been collected at the pre-starter engagement stage (stage 1).

It is crucial to avoid judgmental information about the pre-starter and/or the pre-starter’s family and health conditions.

Judgmental information may lead to stereotyping the pre-starter, and may also disturb the working relationship between the SSE-coach and the pre-starter. (See also awareness on self-employment)

The profiling process is a live, dynamic and creative process which includes several tools (see tools to evaluate competencies)

The information regarding profile, can be gathered in many different ways:

- Self-assessment through questionnaires (e.g. ENTRE-mirror2.0³)
- Assessment exercises with observation
- Pre-starter creates a portfolio (with info on training, ideas for the enterprise, etc.)
- Activities should be job specific and may include:
 - Workplace visits and experience in the context of introduction to tasks
 - Talking to personal and professional networks
 - Attending information sessions (e.g. organized by professional entrepreneur-organizations)
 - Talking to peers
 - Mentoring activity (e.g. alumni-entrepreneurs)
 - Finding businesses on the internet
 - Working side by side in entrepreneurship- tasters and work experience placements
 - Defining stakeholders
 - Or any activity that SSE-coach and pre-starter perceive as meaningful

Combining different profiling methods will increase the accuracy of the profile.

The profiling means arranging a number of meetings between the pre-starter, the SSE-coach and relevant others to gather relevant information.

In order to avoid collecting information for its own sake, the SSE-coach continuously needs to reflect on the important questions below:

- Why do I need this particular information?
- What are the consequences of knowing and disclosing the particular information?
- What are the consequences of not knowing about certain aspects of the job seeker's life?
- How relevant to the job is information about symptoms, health conditions and personal life?
- How much information is necessary to keep in the filing system?
- What kind of information will future colleagues need to know and what is the best way to present information to someone else?

3. The entrepreneurial mirror®: a reflection on entrepreneurial competences.
Tool developed in a ESF-project by Syntra Flanders and KU Leuven (Research University of Leuven). 2005 - 2007

ENTREPRENEURIAL COMPETENCIES

Listing and definition of essential entrepreneurs-competences:

The ENTRE-mirror2.0[®] (=tool/online questionnaire to map someone's entrepreneur-competences) defines 11 entrepreneurial competences:

1. perseverance
2. persuasiveness
3. knowing the market
4. networking
5. estimating risks
6. focus on client
7. realizations of returns
8. responsibility/self-consciousness
9. decisiveness
10. looking for opportunities
11. future-oriented planning

COLLECTING RELEVANT INFORMATION

There are different aspects influencing someone's entrepreneur-profile:

- Personal characteristics
- Business characteristics
- Motivation
- Competencies

PERSONAL CHARACTERISTICS

In general the age between 20 and 40 years is the ideal age to start as an entrepreneur.

At this age knowledge, work-experience, family-situation and financial resources of a person are at its best to become an entrepreneur. Knowledge about entrepreneurship can be acquired through various courses, workshops,...

For an entrepreneur an important source of support is provided by family and personal network. This support can be useful through the start and the further evolution of the business.⁴

These characteristics can be supplemented with entrepreneur-traits such as confidence, longing for autonomy, taking initiative.⁵

According to these authors these characteristics are the foundation for the successful development of an enterprise.⁶

4. Longenecker et al, 2011, Sahin et al., 2009.

5. Kuratko, 2014

6. Upgrade entrepreneurial mirror®: ESF project by Syntra Vlaanderen and KU Leuven (Research University of Leuven), with 'ENTRE-mirror 2.0[®]' as a result. 2014-2015

- **WORK HISTORY** formal and informal. Work experience may include voluntary work, working in organizations, housework, child/family care, work practice through education etc. For persons who became self-employed because no alternative (other than unemployment) was available, the likelihood to survive increases significantly if the venture is connected with previous professional expertise.
- **EDUCATION AND FORMAL QUALIFICATIONS** (education, courses and training) give a picture of what kind of work areas to focus on and are important to include in the profile.
- **SOCIAL SKILLS:** skills and abilities in understanding and interpreting messages given by other people and to act on them accordingly.
- **LOCATION OF POTENTIAL BUSINESS:** including if there are specific facilitating needs in order to overcome communication issues.
- **WORK PREFERENCES:** Preferred environment/surroundings (i.e. working inside or outside, working in a large enterprise or small enterprise, busy or quiet environment.).
- **LOCATION OF POTENTIAL BUSINESS:** e.g. Portugal: the government/public bodies make location available for start-ups.
- **HOBBIES AND INTERESTS**
- **PHYSICAL SKILLS:** are there any physical disabilities?
- **COGNITIVE SKILLS:** learning skills and assessing situations and adapt own behaviour to different situations.
- **SOCIAL CAPITAL:** in the form of networks can also make an important contribution to business survival.
- **PERSONAL AND HOUSEHOLD CHARACTERISTICS:** can have an important impact on survival in self-employment as they have a direct impact on a person's motivation, ability, effort and risk-taking.
- **PERSONAL SKILLS:** including important work related skills like hygiene, dependability, ability to travel independently etc.
- **WORK-LIFE BALANCE:** e.g. the accessibility to childcare when needed, Women's self-employed survival is adversely affected by their more limited access to capital than men. Self-employment survival is also strongly related to the possibility of combining professional life with household responsibilities.

BUSINESS CHARACTERISTICS

- **BUSINESS TYPE PRE-STARTER WISHES TO START:** e.g. e-commerce, shop, service-related business, For example industry specific characteristics are also important. In emerging industries (such as new high-technology product) survival can be strengthened as start-ups have more leeway to experiment and can benefit from the expansion of the industry. Spin-offs within an industry seem to have a stronger survival rate – especially when knowledge is embodied in human rather than physical capital. Institutional settings, such as adequate business development services can have a direct impact on the survival of a business as better counselling can help inexperienced starters to avoid entry mistakes. Finally, self-employed and small businesses are more likely to survive and expand their activities in a stable macro-economic environment (when effective aggregate demand is high).
- **TYPES OF BUSINESS** (i.e. administration, retail, catering, manufacturing, construction, information technology, caring).
- **WORKING HOURS** (fulltime/parttime, dayjob, nightjob, weekendjob).
- **FINANCIAL SITUATION** Information on income: depending on benefits, whether combination with entrepreneurship is possible or not.
- **FINANCIAL SECURITY** (social security, health-insurance, other resources, etc.) and the impact on entrepreneurship. E.g. think of the recent discussions about the introduction of a basic income. Some entrepreneurs associations argue that the introduction of a basic income could encourage entrepreneurship, because the entrepreneur has the financial security to provide for his basic needs.
Has the potential entrepreneur or someone else the financial resources to invest?
If not, what other possibilities does he have to start? E.g. start a webshop first rather than one located on the high street.⁷

In the chapter 'useful tools' the business-canvas-model is suggested as a way to structure this information.

MOTIVATION

Mapping someone's motivation to become an entrepreneur, why does someone want to become an entrepreneur?

Push-factors: out of necessity (e.g. unemployment, dissatisfaction, etc.)

Pull-factors: entrepreneurship is attractive (e.g. autonomy, flexible time commitment, financial progress, etc.)

7. <http://ec.europa.eu/social/main.jsp?langId=en&catId=1196&newsId=2343&furtherNews=yes>

COMPETENCIES

A competency is a combination of knowledge, attitude and skills. Competencies can be acquired and developed in specific workshops, courses, etc.

THE PROFESSIONAL COMPETENCIES: competencies needed in the specific enterprise the pre-starter wants to start. (e.g. hairdresser needs the skills of this profession). These are preferable to be present before starting the coaching to self-employment.

THE ENTREPRENEUR-COMPETENCIES: these are the competencies essential to become self-employed.

Important note: Failure experiences and discontinuations, appear not to be due to a lack of professional expertise, but from a lack of entrepreneurial skills and personal insights herein.⁸

After this gathering of information, the pre-starter should, as detailed as possible, try to explain how much help he will require. This will be done in next stage: 'Support – defining & finding'.

TOOLS

Tools to evaluate the general entrepreneur-competencies:

- **ENTRE-SPIEGEL 2.0***: (at this moment, only available in Dutch) Flemish online tool mapping entrepreneurial skills and linking them to a coaching conversation. There is an integrated possibility to obtain a 360° feedback. This increases the self-knowledge of the pre-starter. In this category, the ENTRE-mirror 2.0° is the only standardized questionnaire.
- **SELF-DIAGNOSTIC FOR ENTREPRENEUR SKILLS**: Portuguese self-assessment-tool comparable with the Flemish ENTRE-mirror 2.0° (also available in English).
- **QUESTIONING OF A FORMER EMPLOYER WITH A QUESTIONNAIRE**: 'Labour-performance at the workplace.' This does not specifically focus on entrepreneurial skills, but on the categories of International Classification of Functioning (ICF) The questionnaire was developed internally by GTB.⁹
- **RAF-S** (questionnaire career-coaching) to get an overall picture of the competencies. The questionnaire is broader than just the entrepreneurial competencies and is suitable if the SSE coach has no clear view of the pre-starter performance. Here the self-image of the pre-starter is compared with the image of people from his surroundings. And observation in a workplace according to the methodology: observation – note – filing – qualifying – evaluation – reporting
- Making **BUSINESS MODEL CANVAS** can be a useful exercise too. E.g. SAMOI.

8. Source: Upgrade entrepreneurial mirror*: ESF project by Syntra Vlaanderen and KU Leuven (Research University of Leuven), with 'entrepreneurial mirror 2.0' as a result. 2014-2015, (ESF Vlaio vzw, 2013)

9. [http://rdb.gtb-vlaanderen.be/docs/default-source/centraal/360-feedback--arbeidsmatig-functioneren-op-de-werkvloer-\(1\).docx](http://rdb.gtb-vlaanderen.be/docs/default-source/centraal/360-feedback--arbeidsmatig-functioneren-op-de-werkvloer-(1).docx)

TIPS, ADVICE, REFLECTIVE QUESTIONS FOR VOCATIONAL PROFILING

USEFUL TIPS

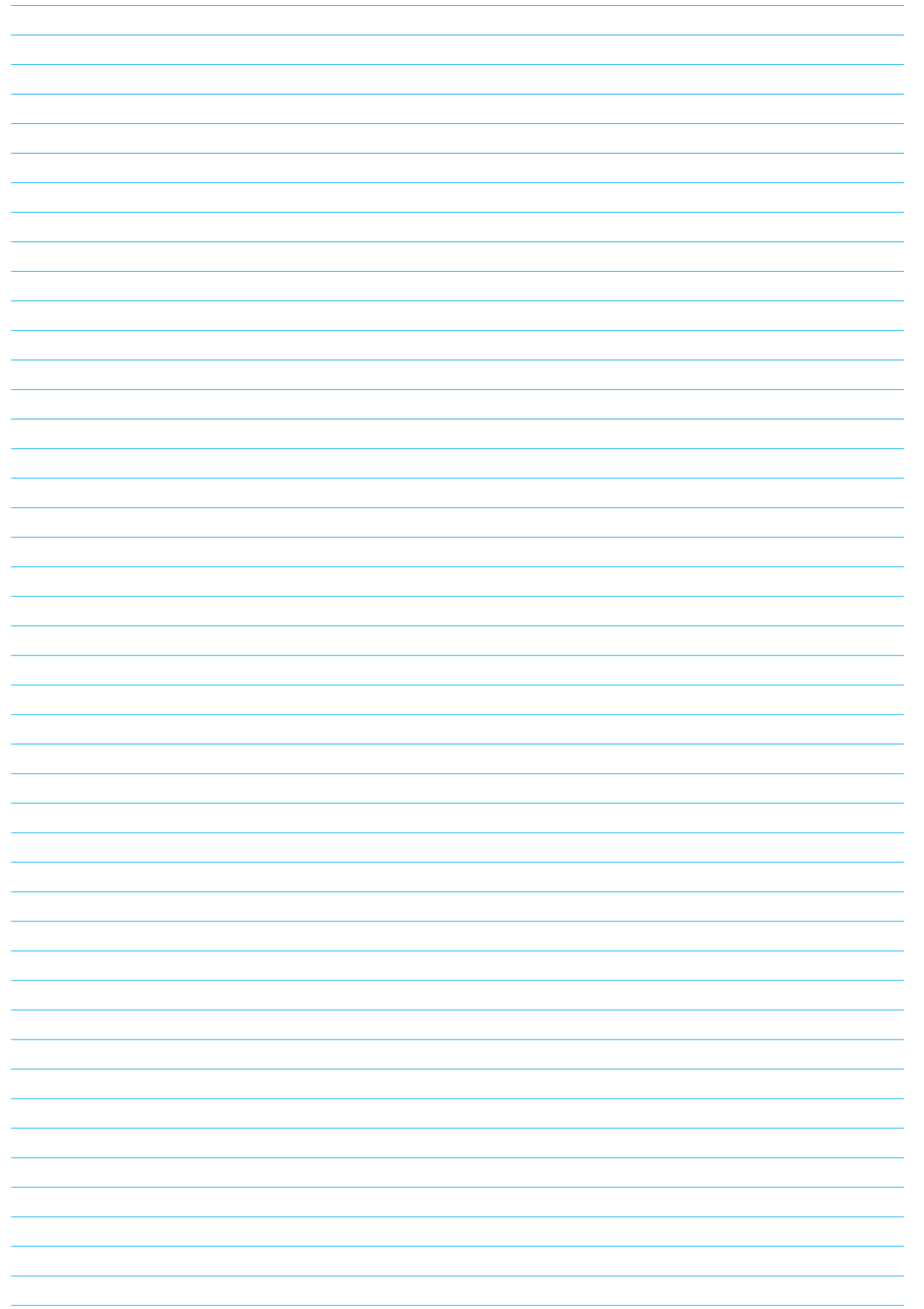
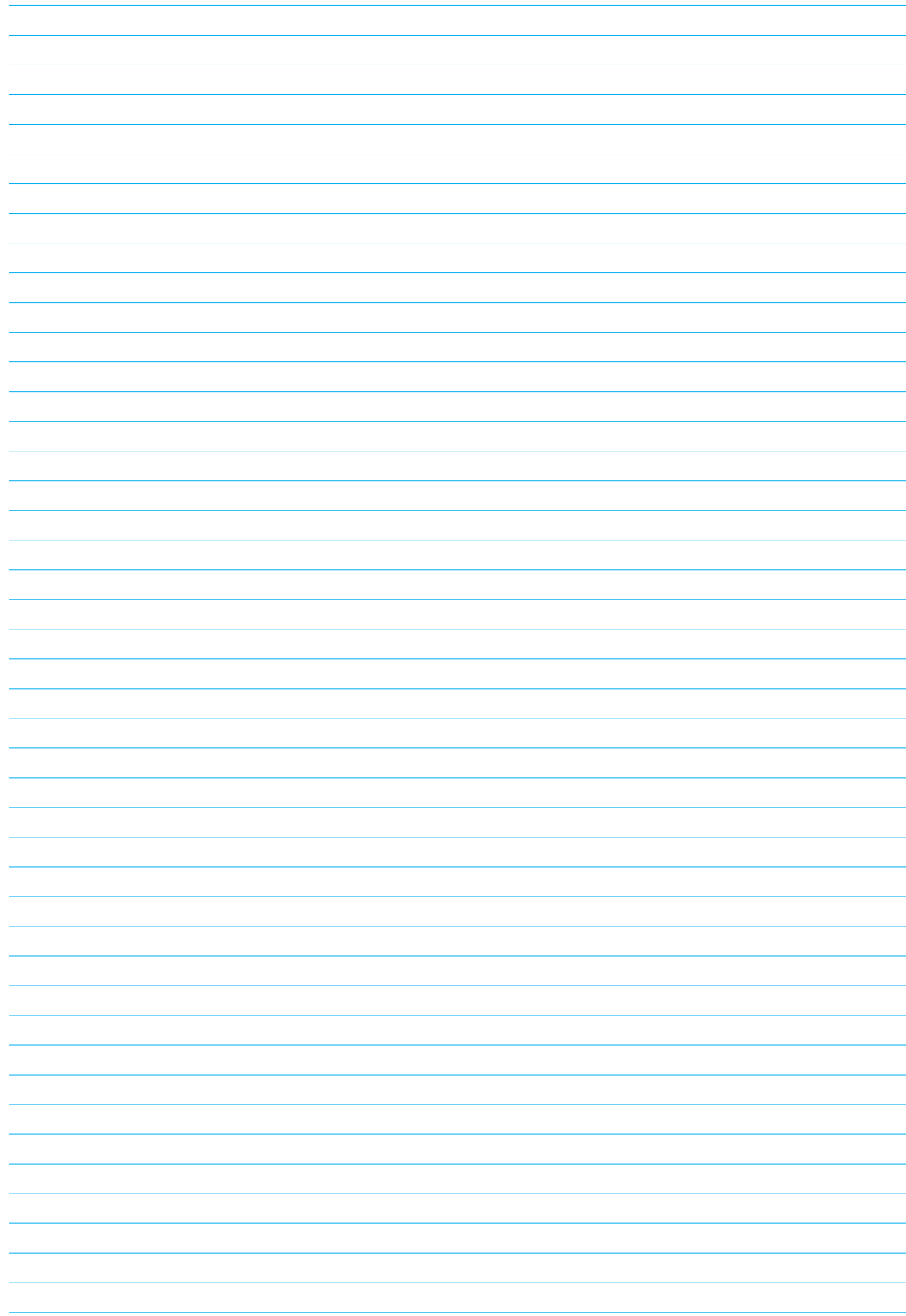
- A person-centred approach should be used to collect relevant job related information.
- Empower the pre-starter to actively take part in the entire process.
- Allow the pre-starter to decide.
- Review the profile frequently.
- The SSE-coach must be guided by the principles and values of Supported Employment.
- Summarise and agree on what has been decided.
- Confidentiality is required.
- Make an action plan and review this frequently.

THINGS TO AVOID

- Do not disclose information that the pre-starter has not agreed with.
- The Vocational Profile should not be an assessment.
- Avoid communication that is not suitable for the pre-starter.
- Avoid an office based process of vocational profiling. It should take place in the environment where the pre-starter lives and interacts with other people.
- Avoid collecting irrelevant information during the process.

REFLECTIVE QUESTIONS

- In what circumstance may medical history be relevant to self-employment?
In what situation may medical history not be appropriate?
- Who decides what information is relevant in what circumstances?
- What kind of information can you gather from an entrepreneurship-taster/work experience placement?
- If you were starting being self-employed, what kind of information about yourself would you provide?
- What can be the consequences of omitting information?





STAGE 3:
SUPPORT –
DEFINING &
FINDING

DEFINITION OF SUPPORT – DEFINING & FINDING

The pre-starter is now informed about tasks and important aspects of starting an enterprise, and has a realistic view on his profile.

In this phase the entrepreneur has to make sure he is aware of the challenges he faces. He can then, according to his own needs, look for the needed support in SSE, in relation to other supporting organizations, personal network, professional network.

Support can be necessary in 3 categories:

- access to skills and competencies
- access to finance
- access to knowledge

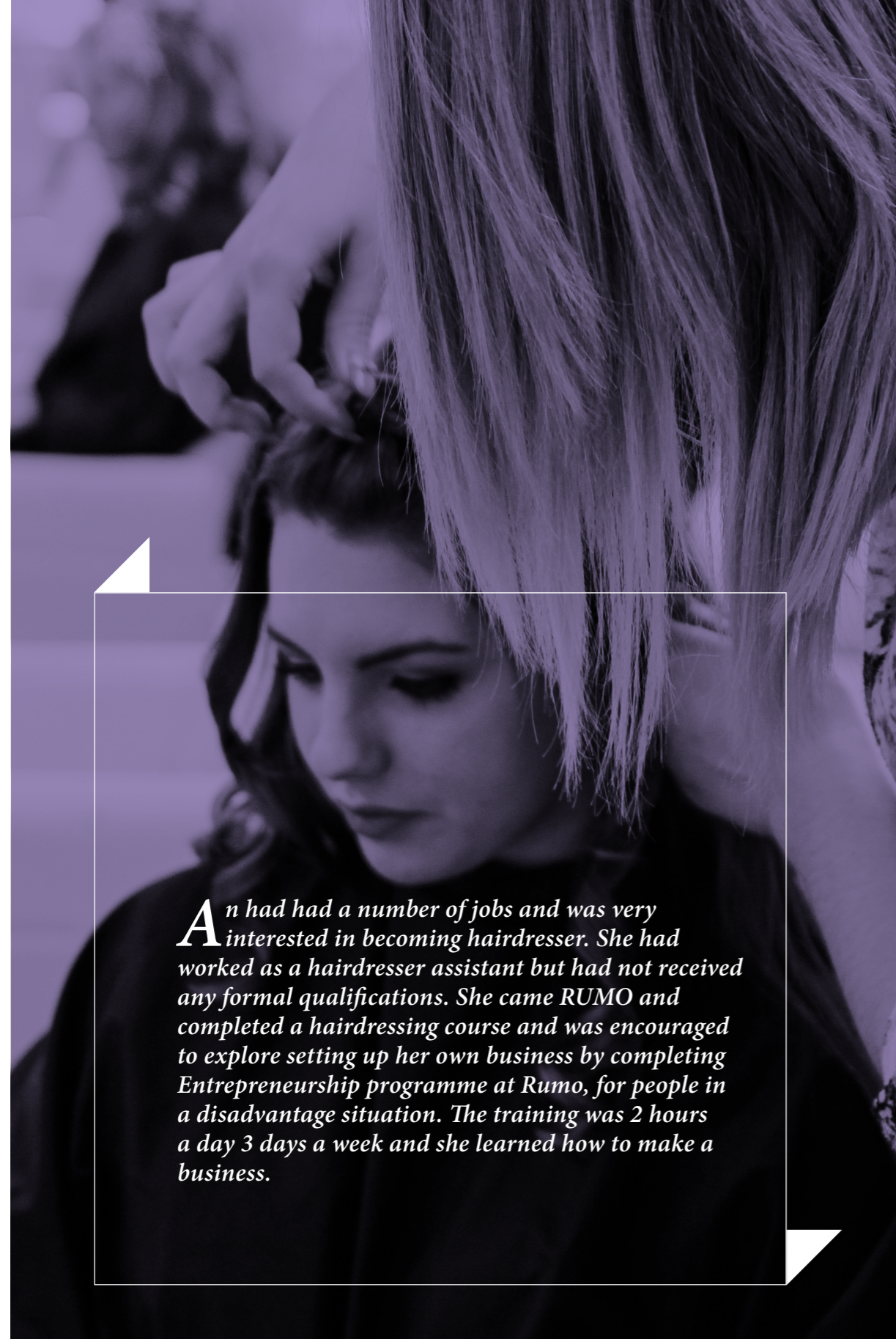
So, in this phase the required training and support is being determined. The result of this stage is a defined action-plan which is agreed on between SSE-coach and entrepreneur.

WHY DO WE NEED SUPPORT – DEFINING & FINDING?

An action plan based on a robust profiling and analysis enables the SSE-coach and pre-starter to define the further process, to agree on who does what, to evaluate and to make adjustments if necessary.

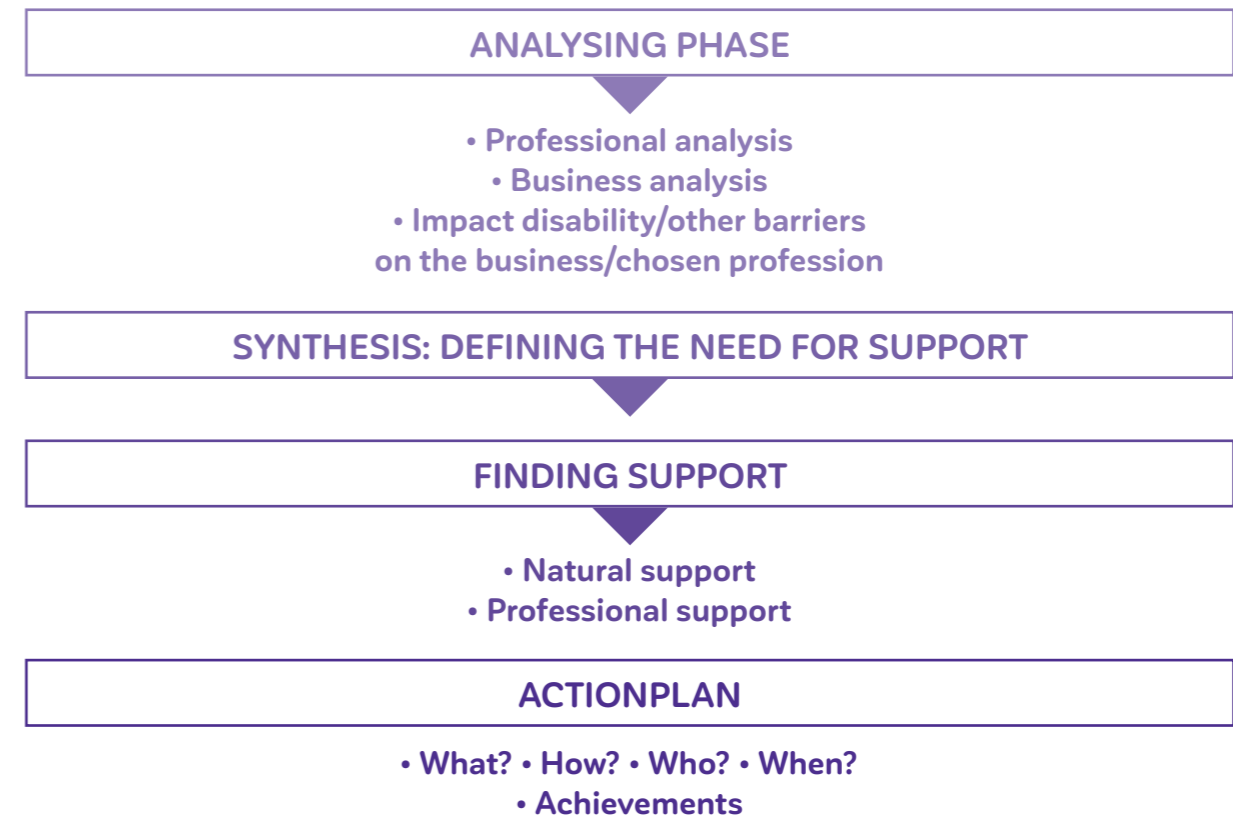
In those initial contacts the SSE Coach must be able to:

- define whether client is a possible pre-starter
- define a general idea of the support the client will need
- to evaluate self-efficacy of the client



An had had a number of jobs and was very interested in becoming hairdresser. She had worked as a hairdresser assistant but had not received any formal qualifications. She came RUMO and completed a hairdressing course and was encouraged to explore setting up her own business by completing Entrepreneurship programme at Rumo, for people in a disadvantage situation. The training was 2 hours a day 3 days a week and she learned how to make a business.

PROCESS OF SUPPORT – DEFINING & FINDING



ANALYSING PHASE

This phase starts with defining tasks and responsibilities for the pre-starter in his specific business. Analysing tasks means finding an answer on following questions:

- What knowledge is needed?
- What physical skills are needed?
- What process skills are needed?
- What psychological skills are needed?
- What social skills are needed?
- What environment should the task be carried out in?

This process is divided in 3 main aspects:

PROFESSIONAL ANALYSIS

The SSE-coach and the pre-starter should examine and discuss what professional tasks will need to be done and the related skills and competencies. E.g. a hairdresser needs the professional skills to cut/colour/brush, etc. hair.

BUSINESS ANALYSIS

In this analysis, the overview of the business as a whole should be defined, (e.g. with business-canvas-model)¹⁰. From this business-idea an overview can be made with the roles and responsibilities. This will be a very individual process, since every pre-starter and every business-idea will be different.

There is no major role for the SSE-coach here, support for this should be found with other (mainstream) partners. The SSE coach and the client need this analysis in order to define the type of support which has to be provided.

Nevertheless, there are some general tasks and responsibilities that can be listed:

BUSINESS RELATED TASKS FOR PRE-STARTER	ADMINISTRATIVE TASKS
<ul style="list-style-type: none"> • DEVELOPING YOUR IDEA • KNOWING & COMPLYING THE START CONDITIONS (DIFFERS PER COUNTRY) • CHOOSING ENTERPRISE-FORM • ... 	<ul style="list-style-type: none"> • FOUNDING THE ENTERPRISE • ARRANGE ENTERPRISE-NUMBER • TAXES (DIFFERS PER COUNTRY) • OPEN AN ACCOUNT

IMPACT DISABILITY/OTHER BARRIERS ON THE BUSINESS/CHOSEN PROFESSION

In order to make a detailed action-plan the SSE-coach should define the gap between the pre-starter's profile and the entrepreneur requirements defined in the professional and business analysis. By matching the profile (see 'Entrepreneur-focused profiling', page 24) and the analysis (see 'professional analysis & business analysis', page 39), SSE-coach and entrepreneur can start defining the need for support and the support itself. This needs to be done for the different tasks ahead (both in the commencement of the business and for the needs ongoing).

E.g. pre-starter with communication difficulties having trouble with contacting people. Will this be a big issue in his aspirations, action-plan, for example.

Providing support at this stage should be proactive, this means planning ahead and having a strategic view on possible challenges in the future evolution of the business; find alternative solutions to problems, build on experiences along in the process.

¹⁰. See tools: SAMOI, business canvas model

SYNTHESIS: DEFINING THE NEED FOR SUPPORT

Once the analysis is complete on all parts, the pre-starter together with the SSE-coach has to put the pieces together and define for what topics he will need support. It is the first step towards a valuable action-plan.

FINDING SUPPORT

While organizing the support, it is important to make the role of the SSE-coach clear and transparent for all people involved. Where and when the support should be provided and by whom is dependent on the pre-starter's needs, the business he wants to start and his resources.

The SSE-coach should only give support on the job when the natural/professional support available is insufficient to meet the needs of the pre-starter.

The SSE-coach should try to foster natural/professional support outside the pre-starter's work-environment. e.g. referring to professionals who can help with economic or family matters, language problems, mental health issues etc.

In addition to supporting the pre-starter directly, the SSE-coach can also give support to people supporting the pre-starter e.g. teacher, pre-starter wants to take lessons and needs specific way of instructions: SSE-coach can help pre-starter on how to inform teacher about this, or specific agreements in relation to other pre-starter needs either physical or emotional.)

NATURAL SUPPORT

From early in the process, the SSE-coach should be looking to foster natural supports. The pre-starter should say how, and by whom he would like to have the extra support/training.

The pre-starter takes the responsibility to ask and agree this with stakeholders, e.g. another entrepreneur as mentor: this mentor should do this voluntarily and have the required social and professional skills; e.g. entrepreneur's spouse does administration of the business.

Peer to peer-support, selected individuals involved in the pre-starter's life, may require support along the process. This support can be provided by the SSE-coach, but in an empowering way as the pre-starter must take the lead in solving. MYBW (Make Your Business Work) is a Flemish initiative – supporting unemployed people towards self employment www.Maakwerkvanjezaak.be

If there are difficulties in the pre-starter's personal life (e.g. regarding health, housing, economic issues, family matters or other obstacles) the SSE-coach should refer the pre-starter to professionals in the appropriate areas. Agreements on this support should be listed in the action-plan.

PROFESSIONAL SUPPORT

Existing entrepreneurial organizations should provide inclusive support to entrepreneurs, SSE can take responsibility for the coaching role for the pre-starter/entrepreneur to find/maintain this professional support. But the professional entrepreneurial support itself (e.g. MYBW (Make your Business Work) cannot be offered by SSE-service (this should be kept in mind throughout the whole process); e.g. MYBW, see BP Belgium.

ACTION PLAN

Based on the previous steps, the pre-starter and SSE-coach agree on the steps ahead. Together they have to decide which are the realistic aspirations. They discuss and agree an action-plan (based on the first action-plan, made at the end of stage 1).

The action-plan should contain the information concerning the evolution from the current situation to the proposed entrepreneur situation, and the needed support for this.

The action-plan is used to record the different steps that are necessary to reach the entrepreneurship-phase and move on to the next stage of the process.

The action-plan needs to clearly state the long term objectives (i.e. entrepreneurship) and the immediate objectives to achieve this.

For each objective, decisions need to be made on:

WHAT?

What does the pre-starter want to achieve? i.e. experience different types of businesses (entrepreneurship-taster), complete a qualification. This will be based on the findings in the profile (see from page 24).

HOW?

How is the pre-starter going to achieve this? What actions/activities will the pre-starter need to undertake?

WHO?

Who is responsible for carrying out the action? I.e. pre-starter, SSE-coach, family member, other professional.

WHEN?

Set realistic time frames to complete action/activity. In addition to setting a time frame for each action, a review date should also be agreed on between the pre-starter and the SSE-coach.

ACHIEVEMENTS

Record actions/activities when completed. This should be discussed at the review stage. As always the pre-starter is at the centre of the action-plan, in conjunction with the SSE-coach.

When preparing the action-plan, it is important to remember:

- Everyone involved should understand exactly what is going to happen.
- All involved should be clear about their specific responsibilities.
- The aims should be written SMART.
- The plan should be reviewed regularly.



Finally, the action-plan is crucial for monitoring purposes. Monitoring will make sure that key milestones are being met and also identifies the need for alternative strategies if the process is not moving forward.

The pre-starter, together with the SSE-coach will agree a timing to review the action-plan. At the review meeting, the progress of the actions will be evaluated, recorded and alternative strategies will be elaborated upon if required.

The action-plan is detailed and states who is responsible for what actions and the timescale. This action-plan addresses work issues as well as personal issues that could affect the pre-starter's performance as an entrepreneur.

The roles and tasks of all involved parties should be noted and communicated to everyone.

The SSE-coach can use positive examples from previous situations to address any issues. There will be continuous reflection during the support process. This important element is the responsibility of the entrepreneur, since he is self-employed. The SSE coach is there to ensure that communication with the relevant parties occurs and is enabling in relation to effective support.

Care must be taken to ensure that any support strategies and adaptations that the pre-starter and SSE-coach implement, must fit to future enterprise needs.

S²E

STAGE 4: ON & OFF THE JOB SUPPORT

DEFINITION OF ON & OFF THE JOB SUPPORT

On and off the job support is the final stage in the 4-stage process. The pre-starter is now an entrepreneur. The support is related both to starting as an entrepreneur and maintaining the enterprise over a period of time.

Providing SSE support enables identification, management and possible prevention of problems which can threaten the business and long-term employment.

It is important to know on who they can contact if they have questions/difficulties concerning their disability/other barriers in combination with self-employment.

The support required after start-up is individualised. The level, amount and forms of support to be provided will depend upon the individual's needs, abilities and enterprise-situation.

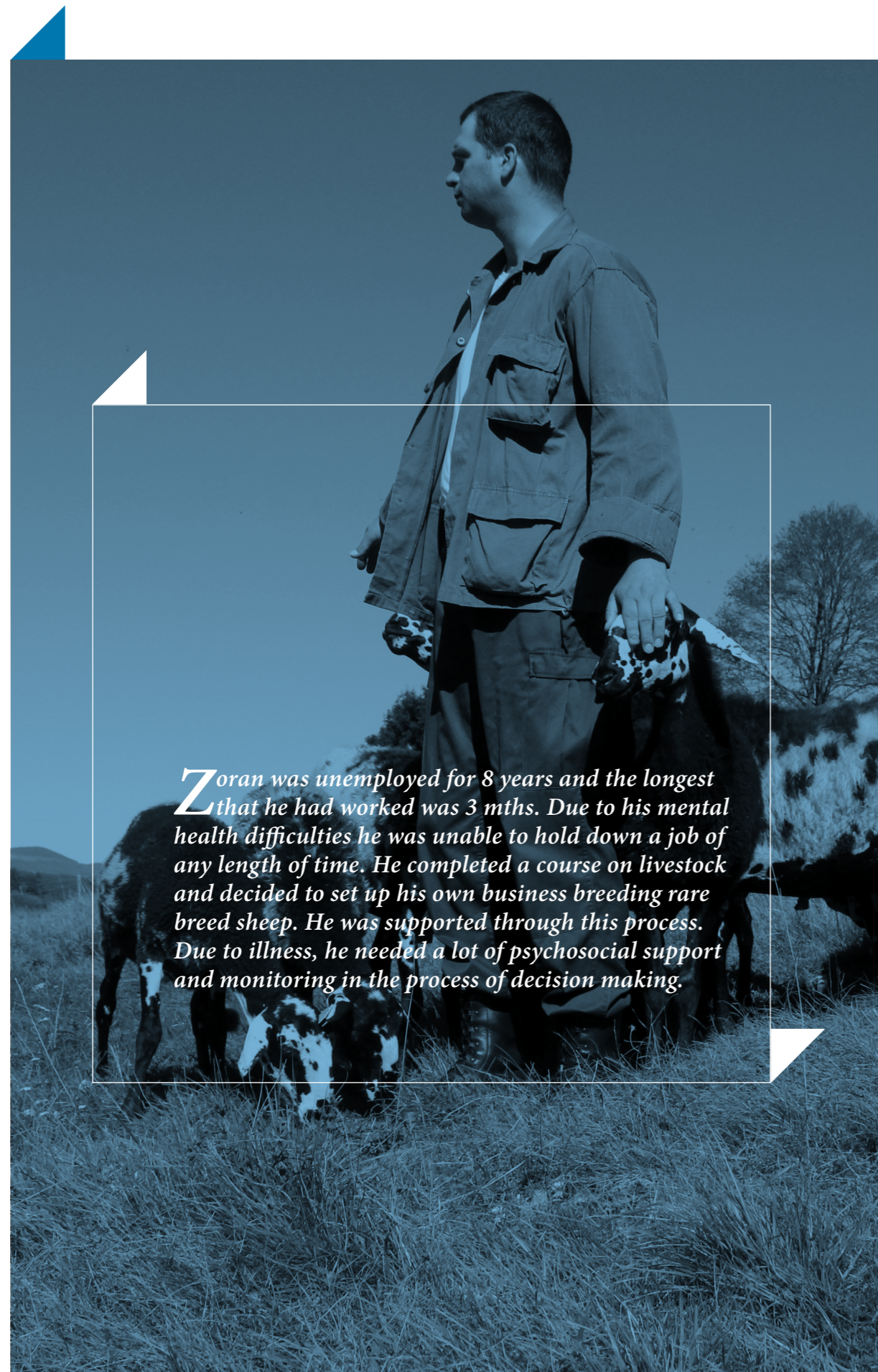
In time, the aim should be to become as redundant as possible as a coach. e.g. availability of the SSE-coach, to remain as a contact in case of problems or questions, and to be solution-oriented.

WHY DO WE NEED ON & OFF THE JOB SUPPORT?

Effective support, once the self-employed starts the enterprise (in the further life-cycle of the enterprise) is one of the core elements of SSE. And is what makes the SSE service different from other services.

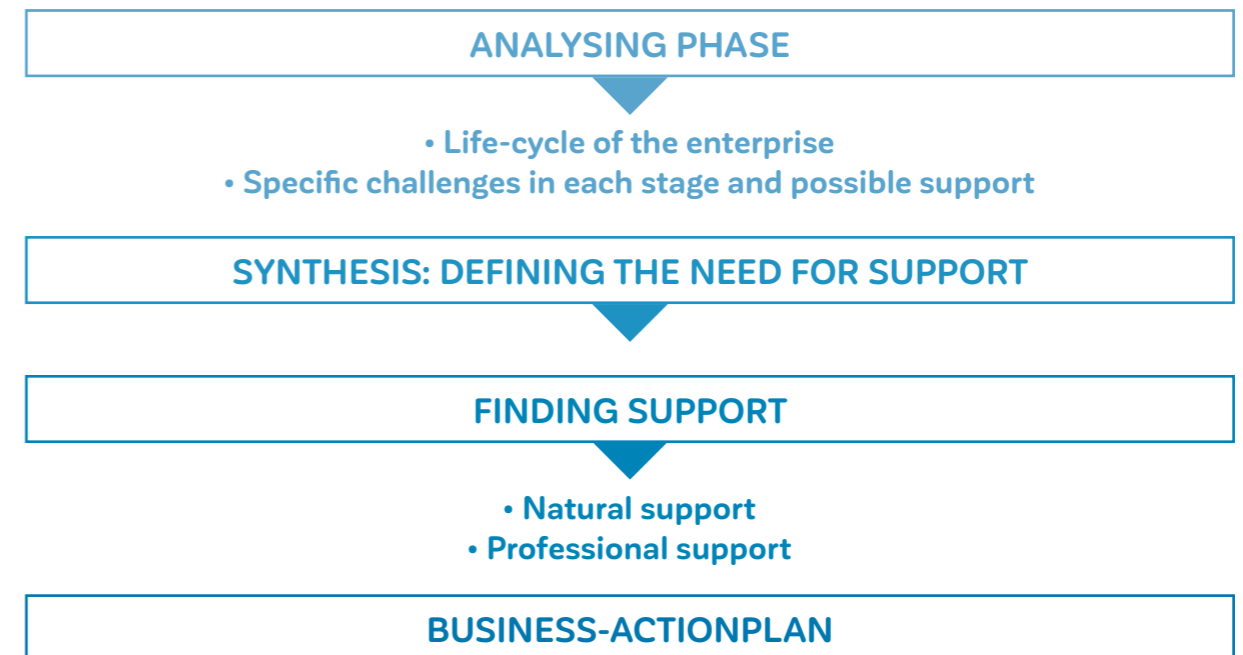
SSE-service ensures professional support for overcoming obstacles at work, working environment and interpersonal relationships. It can significantly reduce the possibility of failure. This way, SSE-services facilitate and encourage the transition of underrepresented groups towards self-employment.

The SSE service can become the pathway to success for the entrepreneur bearing in mind that financial support is the one are not available.



Zoran was unemployed for 8 years and the longest that he had worked was 3 mths. Due to his mental health difficulties he was unable to hold down a job of any length of time. He completed a course on livestock and decided to set up his own business breeding rare breed sheep. He was supported through this process. Due to illness, he needed a lot of psychosocial support and monitoring in the process of decision making.

PROCESS OF ON & OFF THE JOB SUPPORT



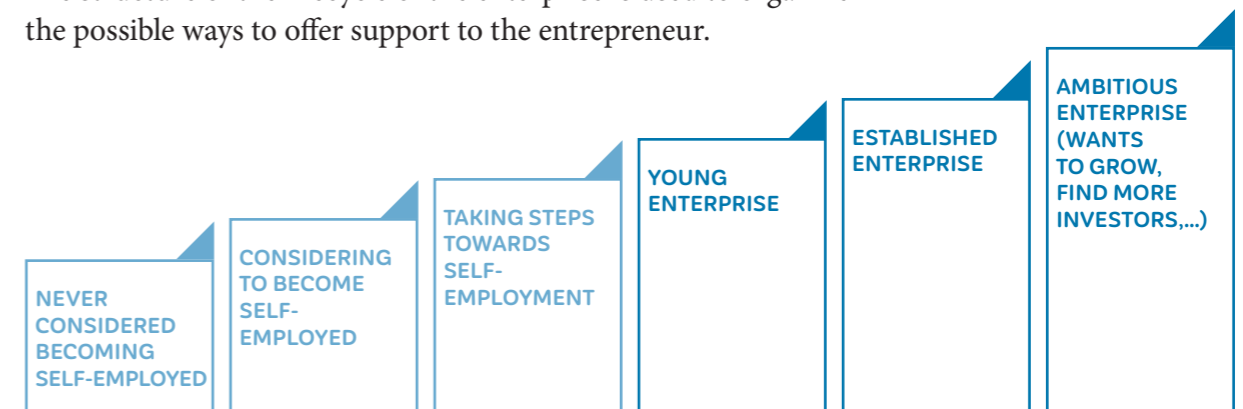
ANALYSING PHASE

LIFE-CYCLE OF THE ENTERPRISE

The support ranges over the complete life-cycle of the enterprise. It is important to first define in what phase of the life-cycle the enterprise is situated.

The entrepreneurial ladder from stage 1 can be used here too, but this time the last 3 steps are relevant. Each step and transition towards the next one, has its specific characteristics and possible support needs.

The structure of the lifecycle of the enterprise is used to organize the possible ways to offer support to the entrepreneur.



SPECIFIC CHALLENGES IN EACH STAGE AND POSSIBLE SUPPORT

The listing contains possible tasks for the entrepreneur and possible support-needs/offers: divided into 4 categories (4 different life-stages of a enterprise):

1. pre-start
2. young enterprise
3. growing enterprise dealing with expansion and personnel)
4. end-phase (selling, retirement, failure, bankruptcy)

Given that responsibilities and tasks change according to the evolution of the enterprise, profiling and support defining and finding, will re-appear in each stage.

When the type and level of the service has been defined, the action-plan is adjusted. This plan states who is responsible for what actions and the timescale. The plan should be agreed upon by all parties involved. The plan should be revised and updated regularly according to the entrepreneur.

In order to find a good solution/support, a robust analysis of the problem is essential. It is also important to know what aspects of the problem that a solution/support can be found.

Here are some 'models' for analysis, depending on the problem/question of the entrepreneur, the most appropriate way can be chosen.

Task analysis:

- Human-related aspects
- Task-related aspects
- Environmental-related aspects

The following questions can be used to analyse a task:

- What are the steps (and their order) of the task?
- What is the content of the task in the work process?
- What is the usual time frame for the task?
- What material is needed for the task?
- What are the potential problems?
- How do I know that the task is finished successfully?

In which areas may the need for support emerge? This is not an exhaustive list but represent some common areas. The list should be individualised and therefore will be supplemented by the entrepreneur and/or the SSE-coach.

As an SSE-coach it is important to maintain motivation, especially in crisis situations (such as health and other personal problems, various changes in business etc.).

SYNTHESIS: DEFINING THE NEED FOR SUPPORT

Once the analysis is complete the pre-starter together with the SSE-coach has to put the pieces together and define what topics he will need support with.

FINDING SUPPORT

While organizing the support, it is important to make the role of the SSE-coach clear and transparent for all involved. Where and when the support should be provided and by whom is dependent on the pre-starter's needs, the enterprise he wants to start and his resources.

The SSE-coach should only give support on the job when the natural/professional support available is insufficient to meet the needs of the pre-starter. The SSE-coach should try to foster natural/professional support outside the workplace, e.g. referring to professionals who can help with economic or family matters, language problems, mental health issues etc.

In addition to supporting the pre-starter directly, the SSE-coach can also give support to people supporting the pre-starter.

NATURAL SUPPORT

In the profiling stage relevant information about possible natural support is collected. It is described in the chapter 'personal characteristics', page 29. Agreements on Natural Support should be listed in the action-plan.

PROFESSIONAL SUPPORT

Existing entrepreneurial organizations should provide inclusive support to entrepreneurs, SSE can take responsibility for the coaching role for the entrepreneur to find/maintain this professional support. But the professional entrepreneurial support itself (e.g. MYBW in Belgium) cannot all be offered by SSE-service (this should be kept in mind throughout the whole process).

BUSINESS-ACTIONPLAN

Based on the conclusions the entrepreneur and SSE-coach agree on the steps ahead. The entrepreneur has to decide what direction he wants his enterprise to go and the consequences that brings.

This analysis is being translated into an action-plan and is discussed with the SSE-coach and agreement reach on the actions to be taken.

TOOLS

During the whole process, the SSE-coach will have to be conscious that time and the level of support required is dependent on the entrepreneur, his business and the related needs.

When providing support, the SSE-coach can use information, gathered with interviews and other methods in previous stages and information from other relevant and available sources.

- Tools/strategies for adjusting tasks: job carving; job stripping and job enrichment:
 - **Job carving:** is when the tasks are taken from the job descriptions of different existing jobs in the enterprise. In that way a new job is created that fits to the abilities of the supported employee. The other employees in the enterprise have more time to do other tasks, which they are qualified for or better suited to do.
 - **Job stripping** is taking away some tasks from the regular job description that are difficult to do for the employee because of his disability, e.g. reading or carrying heavy objects. In exchange, the person might take over other tasks from his co-workers.
 - **Job enrichment** is the adding of new tasks to the job description according to abilities of the employee or to foster inclusion in the enterprise, e.g. in a job with little contact with co-workers during the day, the task of collecting mail in the enterprise is added to allow the person to have more contact with co-workers.
- Solution-focused coaching
- Follow-up: occasional coaching conversation, briefly inquire how things are going. Not only in case of problems (not only at the initiative of the entrepreneur)
- Privacy document
- Individual coaching/monitoring
- Counseling
- Referring to other services (through professional network)
- Effective problem solving in the workplace
- Empowerment
- Guiding and assisting with developing skills (e.g. social skill training through role play or peer support)
- Determining culture in the society where business is provided
- Solving practical problems/issues (e.g. transport)
- Discussing interpersonal work relationship (if there are employees)
- Assisting with welfare benefits bureaucracy
- Maintaining liaison with healthcare, social work and other professionals

TIPS, ADVICE, REFLECTIVE QUESTIONS FOR ON & OFF THE JOB SUPPORT

USEFUL TIPS

- To be able to organize support concerning the other aspects of the list above, a SSE-coach needs to work hard on his own professional network. He needs to have a clear view on existing entrepreneurial organisations, and keep close contact with them. This way an inclusive way of coaching towards entrepreneurship can be realised.
- Remember that finding a solution is a creative and iterative process between the coach, the entrepreneur and his network. There is not just 1 solution per problem.
- The SSE-coach needs to be creative, since every act of coaching throughout the whole process is very much defined by different aspects:
 - the profile of the pre- starter/entrepreneur
 - the kind of business that he wants to start, starts or runs
 - the stage where that business is at within the life-cycle
 - the entrepreneurial conditions of the country/region
- The SSE coach requires to be up to date with relevant information, especially regarding legislation and financial requirements and incentives.
- The SSE coach needs to be up to date with the on-going structural changes (such as technological progress, globalisation, necessary greening of the economy etc.).
- Regular monitoring assists in early identification of possible concerns/problems/difficulties and changes. With timely intervention crisis situations can be prevented.
- The SSE-coach, together with the pre-starter/entrepreneur, is the 'specialist' concerning the pre-starter/entrepreneur and his disability.

REFLECTIVE QUESTIONS:

- What support measures have been used in relation to this particular job and how were they implemented?
- What are your experiences / expectations of support?
- Was there any kind of support that is lacking?
- What kind of information about the purpose of the follow-up are useful/appropriate? How will the information shared be used?
- How do you decide the level of input about specific problems that arise during the self-employment/working process?
- How do you keep in touch with the entrepreneur / or keep track of the entrepreneur? Have you made agreements about this?
- How do you observe the enterprise development?

S²E

APPENDIX

THE LIST BELOW DOES NOT INTEND TO BE COMPLETE, BUT GIVES AN AMOUNT OF RELEVANT TASKS

YOUNG ENTERPRISE (< 5Y)

TASKS FOR ENTREPRENEUR	POSSIBLE SUPPORT
Finding location	Business-complex (with even the possibility to provide support /coaching on location), shop-in shop construction, support in removing environmental/ physical barriers
Financial literacy	Look for education in local schools or education centres.
Announcement and advertising	Training entrepreneurial skills
Creating customer loyalty	Training entrepreneurial skills
Evaluate marketing strategy, business-plan,...	Look for support in local enterprise-centre, or through business-network
Access to finance to start up	Analyse the 'investor readiness' of the pre-starter.
Access to information	E.g. information about different possibilities of financing: bank, crowd-funding platforms, convertible loan providers, business angels, venture capital and private equity funds.
Identifying and exploiting new opportunities	Find a professional network that can help develop the needed entrepreneurial skills for this.
Access to entrepreneurship training	The aim should always be to fit in the 'regular', existing professional network where this education can be given. Some coaching might be necessary to start up, find the right course. The professional advice and education should be given by the professional stakeholders. Coach can help identifying opportunities For entrepreneurship skill formation
Building a network where entrepreneur can rely on	Contact business association
Transport, moving around	Supporting self-employed person in using means of transport
Time management and planning	E.g. consulting the daily schedule
Communicating	E.g. helping in exchange of information with medical and social care institutions
Regular performance evaluation	

YOUNG ENTERPRISE (< 5Y)

TASKS FOR ENTREPRENEUR	POSSIBLE SUPPORT
Analysing the current workplace, tasks, situation	together with the pre-starter, using the tools from this toolkit
Self-assessing the quality of their work, progress and level of satisfaction	Regular monitoring
Dealing with difficult customers, conflicts	Psychosocial support, training in problem solving etc.

EXPANDING ENTERPRISE

TASKS FOR ENTREPRENEUR	POSSIBLE SUPPORT
Evolving from a sideline-activity to main-activity (or vice versa)	
Change to another enterprise-form	
Recruiting staff	
Insurance	Finding support in all formal and legal issues
Employment contract & regulations	
Labour legal requirements (differs per country)	
Dealing with staff	
Recruiting/applications	
Investing in staff competencies (HR)	
Reducing costs personnel	Cooperation with the employment agency, employment service, vocational rehabilitation providers etc.

EXPANDING ENTERPRISE

TASKS FOR ENTREPRENEUR	POSSIBLE SUPPORT
Enterprise-form & pay yourself wages (+ tax)	
Dealing with financial situations (cash flow, profitability,...)	
Changes in the private life (e.g. birth of a child,...)	
Access to finance: to expand activity, and hire people	Entrepreneurs seeking capital can apply to different types of investors: crowdfunding platforms, convertible loan providers, business angels, venture capital and private equity funds. Defining what type of investor best fits the aspirations of his enterprise. SSE coach can help to find out: What alternatives are possible. Varies from country to country. SSE-coach needs to know what professional service (professional network) can help with this?
Identifying and exploiting new opportunities	Find a professional network that can help develop the needed entrepreneurial skills for this.
Access to entrepreneurship training	The aim should always be to fit in the mainstream, existing professional network where this education can be given. Some coaching might be necessary to start up, find the right course,... and can be given by the SSE-coach. But the professional advice and education should be given by the professional stakeholders.
Improving leadership skills & abilities	
Developing managerial skills	
Knowledge of employment protection legislation and inefficient legal systems: may give rise to high firing costs which discourage the self-employed from hiring. In some countries, less stringent labour law rules	Finding support for all formal and legal issues related to running a business (such as remuneration, incentives etc.)
Building a network where entrepreneur can rely on	Contact business association

EXPANDING ENTERPRISE

TASKS FOR ENTREPRENEUR	POSSIBLE SUPPORT
Transport, moving around	Supporting self-employed person in using means of transport
Time management and planning	E.g. consulting the daily schedule
Communicating	E.g. helping in exchange of information with medical and social care institutions
Regular performance evaluation	
Dealing with difficult costumers, conflict-situations...	

END-PHASE

TASKS FOR ENTREPRENEUR	POSSIBLE SUPPORT
Regulate financial safety net	
To retire	Providing psychosocial support in the process from employment to retirement
Fulfil legal obligations regarding abandonment	Finding support in all formal and legal issues
Reducing bankruptcy-costs	
Building a network where entrepreneur can rely on	Providing information on possible inclusion in the various associations and similar societies for elderly or those linked with entrepreneur's interests
Restart /reboot after bankruptcy	Second chance entrepreneurship, is in Belgium a policy-initiative. To make it easier for bankrupted entrepreneurs to restart. (Legally by making sure the bankrupted entrepreneur has access to new finances to restart, and also by sponsoring a program to guide bankrupted entrepreneurs.)
Succession/acquisition	

S²E

COLOPHON

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