



Communication and the Pedagogical Accompaniment of Students with Startup Projects

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Abstract

Pedagogical accompaniment professors encounter several situational challenges and diverse personalities when working with students with startup projects. These encounters revolve around communicating effectively to maximize the benefits of this guidance and training relationship. The project owner frequently faces many challenges and strategic considerations, followed by financial and psychological pressure when making decisions. This paper seeks to unravel the peculiarities of pedagogical accompaniment for students with projects as a communicative relationship based on a set of methods and strategies. It suggests ways to equip students with the necessary skills and guide and advise them to lead their projects from concept to reality.

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1. Introduction

Algerian universities have adopted the higher education quality policy that qualitatively integrates pedagogical accompaniment approaches for students once they join the institution, following current educational directions in higher education. Consequently, Algerian universities face challenges concerning positioning themselves as effective and adaptable to evolving requirements.

After the COVID-19 era, the Algerian university system adopted several measures that tackled pedagogical accompaniment, such as distance learning, digital platforms, and integrating other information and communication technologies. It also introduced training programs for individuals across the sector and drafted structured regulations, including Article 3 of Decree 03-09, dated January 3, 2009, concerning establishing “the Pedagogical Accompaniment Unit.” The findings of previous research influenced this shift. Some emphasized the weaknesses of traditional assessment and examination methods and mechanisms. Other research mentioned the importance of incorporating social aspects into the objectives of university education. The aim is to expand the scope of academic training and assist students in developing a concrete vision of their professional prospects after graduation. To create an equilibrium between universities and the professional market, Algeria has introduced measures that follow global economic trends that support and consider micro-enterprises as the main drivers of economies worldwide. Among these

measures is Decree 1275, issued on September 27, 2022, which outlines the criteria for obtaining a university degree with a startup label.

Students nowadays are inclined towards launching their own businesses. The current job market situation drives them to consider entrepreneurship to avoid unemployment. Some think university years are the ideal time to initiate their future projects, as they offer both resilience and limited financial risks. Pursuing an entrepreneurial path requires balancing academic and professional commitments. To solve such issues, university business incubators facilitate the process and guide students. Incubators help them organize their schedules to make time for their studies and establish a startup.

Based on empirical studies of communication in accompanying university students pursuing startups, this paper seeks to answer the following questions:

- What are the objectives of pedagogical accompaniment for university students seeking to launch startups?
- What communication methods and tools are used when accompanying students within university business incubators?
- What communication strategies are adopted across different phases of accompanying accepted projects?

2. What is a Startup?

According to Blank and Dorf (2020), a startup is an enterprise built on innovation, technology, and a creative economic model characterized by its potential for rapid growth. The two authors clarify that it is often linked to solving a specific problem or addressing an unmet market need.

Stinchcombe argues that working on a new organizational structure brings challenges and difficulties. From this perspective, launching a startup company becomes less complicated. A startup is an emerging enterprise that considers learning new roles essential since the owner will work on an innovative idea and navigate the early stages of skill acquisition. In order to guarantee support, this new business entity must demonstrate credibility, as the new project lacks trust among stakeholders.

A startup must continuously work on proving itself. It needs to demonstrate how viable its vision is and its ability to direct its project. Then, it must focus on accomplishing its objectives and building its reputation in the future market. Seasoned entrepreneurs capitalize on professional legitimacy gained from experience and established networks. These advantages help them win the trust of their social partners. However, the skills of students with startup project skills and expertise evolve in an academic environment and are shaped through exercises and simulation instead of exposure to real-world situations. Thus, potential partners view these experiences as educational rather than professional. At

this point, pedagogical accompaniment professors and business incubators take on a crucial role.

3. University Business Incubators

University business incubators support the creation and development of emerging startups. They provide necessary resources such as accompaniment, funding, workspace, and so on (Bollingtoft, 2005). Students interact with their peers throughout their university education, sharing their knowledge and experiences, which are usually similar. In this context, the incubator plays a significant role in creating new opportunities for the students. He guides and helps them build many connections that benefit their expertise and enhance their social capital. This process develops in several stages:

- **Diversity in Projects:** Incubators provide a suitable space for the beneficial and dynamic exchange of ideas between students whose projects have been accepted into the program. These encounters are important because the students' different backgrounds stimulate constructive conversations and the exchange of valuable ideas and advice.
- **Facilitating Networking:** Incubators promote events dedicated to networking to motivate project owners to form future potential partnerships. They also organize workshops and invite industry professionals. This helps students develop the necessary technical and personal development skills at different stages of their projects.

- **One-on-one Accompaniment:** Students benefit from one-on-one accompaniment. This helps them get valuable advice from their accompanying professors. These professors belong to two categories: university or faculty members, often professors of entrepreneurship or technical experts with the necessary experience to supervise these projects. Incubators can also receive assistance from local entrepreneurs who can provide information on the local business sector based on their extensive experience and professional networks.

4. Pedagogical Accompaniment

According to Article 2 of Decree 09-03, pedagogical accompaniment is a continuous process of advising students, helping them get used to university life, and providing them with necessary information about the job market.

Pedagogical accompaniment comes in different ways. It seeks to achieve educational and learning goals based on various reference frameworks while addressing the students' concerns and aspirations. It also stimulates the entrepreneurial mindset and helps develop the needed knowledge and skills that assist project owners in establishing their businesses and solving complicated problems (Foliard et al., 2021).

Martine de Granpré investigated student accompaniment in higher education (University of Quebec). Based on his research, four main objectives of accompaniment have been identified.

4.1 Objectives of Pedagogical Accompaniment for University Students

4.1.1 Getting Back on Track (Addressing an Academic Deficiency)

This type of accompaniment allows professors to guide students who do not understand certain concepts and help them resolve any knowledge gaps. The objectives are set in this context without introducing any new learning situation. This form of pedagogical accompaniment falls under what is commonly known as Academic Supervision or Tutoring.

4.1.2 Exploring New Approaches (Addressing a New Academic Challenge)

Students encounter new academic challenges and try starting a new project; the main objective in this scenario is to ask for assistance. The accompanying professor offers the student a new learning experience where reference frameworks are specified and more flexible than the first type. This second objective of pedagogical accompaniment can be considered a Coaching process.

4.1.3 Rediscovering Overlooked or Unfamiliar Approaches (Addressing an Identity Crisis)

Some students struggle to take advantage of their abilities or organize their tasks. They usually cannot overcome these challenges because they cannot determine their needs and aspirations by themselves. As a result, they need the help and support of a mentor to tackle them and propose solutions. In this situation, reference

frameworks are open-ended; knowledge and skills are present but not utilized or recognized. This form of pedagogical accompaniment is known as Mentorship.

4.1.4 Embarking on a new Adventure (New Problematic)

In this type, reference frameworks are very open-ended. The student's main concern is to explore new topics. At the same time, the professor seeks to support and guide him through the process. Thus, the two become partners and strive together to realize the work's objectives. The professor's role becomes similar to entrepreneurial accompaniment (Promotor), as both work together to achieve a common goal.

4.2 Accompaniment in University Entrepreneurship

According to Etzkowitz (2003), university entrepreneurship is part of a historical process that took shape as a third responsibility alongside the traditional roles of university professors, which include economic and social development. Etzkowitz adds that this role consists of students, professors, or researchers collaborating in founding enterprises

stemming from their discoveries or scientific inventions. This new educational paradigm led to the development of pedagogical approaches that help professors meet the requirements to fulfil this emerging role.

For several years, new pedagogical approaches have been introduced that explore different aspects of horizontal learning. Thus, the student has become the focal point of the learning process. These approaches often use different designations, such as problem-based learning, case studies, flipped classrooms, distance learning, and specialized training programs.

When these approaches were standardized, they created a shift in the roles and responsibilities of university professors. The change lies in them becoming mentors or pedagogical accompanying professors rather than ordinary lecturers. Therefore, they now do not interfere with the cognitive side of learning but focus on guiding the learning experience. The professor tries to motivate the students, stimulate their curiosity, and direct them towards accomplishing their goals.

Table 1. Types of pedagogical accompaniment

Type of Accompaniment	Definition	Methods
Cognitive Support	The professor helps students process educational content.	- Providing explanations of key concepts. - Rephrasing ambiguous points that they did not understand.
Methodological Support	The professor assists students in developing study strategies and work methods.	- Suggesting communication tools (forums, email, chat, etc.). - Organizing student groups or peer workshops.
Motivation	The professor encourages student engagement with the course.	- Introducing icebreakers and discussing students' personal goals. - Implementing meaningful, integrative activities. - Providing individualized feedback to strengthen engagement and enhance learning.

Source: (Bergin & Bergin, 2009)

The right type of pedagogical accompaniment varies according to different educational contexts and criteria. Each type is determined based on several factors, including the number of students (small or large groups), whether it is an individual or group accompaniment, the mode of professor (in-person or remote), and the adopted pedagogical strategy (problem-based learning, horizontal learning, and others). Pedagogical accompaniment is essential in distance learning. It links the students and creates a space for mutual interaction. It is also important to build connections among them during the first phases of the educational process. That is why selecting an appropriate communication method that enables the accompanying professor to effectively engage and motivate students remotely is necessary.

4.3 Communication Methods in Distance Accompaniment

Distance learning is constantly evolving in university teaching. It offers many advantages for those who participate in educational and learning processes. One of its most significant benefits is enabling digital interaction with students. E-learning provides many features that help maintain engagement and guarantee the necessary motivation to achieve accompaniment objectives while considering the professors' and students' circumstances. In addition, there are two main types of communication in distance education: synchronous and asynchronous learning.

4.3.1 Asynchronous Communication in Distance Education

Asynchronous learning offers the flexibility that many professors and students seek. It allows them to organize their schedules according to personal, professional, or health-related

commitments. Asynchronous learning also makes access to accompaniment easier since it provides different communication tools and methods. Consequently, essential interactions and connections are efficiently maintained and managed within the pedagogical accompaniment process.

Table 2. Communication in asynchronous learning

Communication Tool	Advantages	Considerations and Precautions
Internet Forums	- One of the best ways to communicate with a group of students. - Ensures interactions, allowing all participants to review past discussions.	- Some students may struggle to participate due to the group setting. - Requires continuous engagement and encouragement for students to use the platform.
Email	- A reliable means of communication with students. - Flexible in terms of time and location.	- The timing of messages can influence communication effectiveness. - dedicating time for reading and responding to emails.

The students' talent and unique abilities Development Program is one of the educational methods used in pedagogical accompaniment. According to Ben Ziyane and Boutaba (2013), electronic platforms provide several benefits, as students can create university-affiliated pages or forums. The two researchers add that such spaces work as a free discussion environment because they can openly express their opinions and ideas without being constrained by time limitations.

4.3.2 Communication Methods in Face-to-Face Learning

In face-to-face learning, the students' tendency to engage and interact depends on establishing meaningful relationships with the professor. This interaction stems from the student's comfort level, motivation, and participation. To create these relationships, it is important to dedicate more time to discussion and ensure equal student participation

opportunities. Using smartphones to send anonymous messages is also one of the best ways for students to share their opinions and interact freely with the professor. Another effective tool is Wooclap (a simple collaborative platform designed for education). The platform helps professors design their courses more interactively and allows them to simultaneously assess the

learners' levels of comprehension and degree of satisfaction.

Opinion polls are another valuable tool for evaluating training effectiveness. They help understand students' perspectives and expectations regarding the provided training. By analyzing poll results, professors can determine and integrate activities that break barriers and ensure cohesiveness in the classroom. This can be done by

encouraging student interaction and extending it beyond training hours (using asynchronous communication tools and methods).

Face-to-face education guarantees immediate communication, direct exchanges, and spontaneous interactions.

Table 3. Synchronous communication in education

Communication Tool	Advantages	Considerations and Precautions
Chat	- Provides quick and immediate responses to questions.	- It is important to set specific time slots. - This method becomes less effective when the group size is too large.
Virtual Classroom	- Enables real-time interaction and the use of webcams. - The professor can share their screen with all participants and request students to do the same.	- Requires synchronized availability between students and the professor. - The duration of virtual lessons should not exceed 90 minutes to maintain student attention and allow for better session organization. - Virtual classroom sessions must be well planned and structured; improvisation is not an option. - Relying on body language through a webcam to aid comprehension or emphasize key points is challenging. - The professor acts as a facilitator, coordinator, and interactions manager. - The objective is to ensure that all students have a chance to participate and that activities are well organized.

Source: (Bergin & Bergin, 2009)

Relying simply on the previously mentioned communication methods to achieve the objectives of accompanying student with startup projects is not enough. These methods focus on how

students can benefit from specific tools. Nevertheless, there is a need to consider accompanying students and professors and helping them get acquainted with this digital shift, which

has had a significant impact on pedagogical accompaniment approaches.

5. Essential Communication Skills for Effective Pedagogical Support

5.1 Skills of the accompanying professor

Nowadays, possessing knowledge alone is no longer a decisive factor. What matters is how to manage it effectively. To thrive and become part of today's world, individuals must acquire higher knowledge management skills compared to previous generations. As a result, learning has become an ongoing challenge. Educational institutions now bear the responsibility of developing learners' competencies in a manner that pushes them to pursue continuous self-learning. In other words, the educational process must provide sustainable learning experiences that can be transformed into scientific competencies (Al-Maghribiyah, 2009). These competencies allow learners to deal with different problems and situations during or after their academic journey. Furthermore, digital learning is one of the most valuable tools a professor can utilize to support his students' acquired knowledge and turn it into competencies.

In a digital learning environment, professor accompaniment aims to emphasize the integration of modern technologies into pedagogical activities, including various ongoing training programs designed to reach high levels of knowledge acquisition. These programs use competency-based approaches to

guide and support participants. In addition, pedagogical competencies and frameworks can be used to set up more complex and continuous learning scenarios to develop student competencies, including:

- **Promoting Digital Education:** Encouraging professors to embrace this modern approach to support digital education.
- **Organizing Online Learning Activities:** The objective is to improve course content and enhance students' competencies.
- **Organizing Pedagogical Events:** This includes lectures, seminars, presentations, and open discussions to exchange ideas and experiences. For instance, faculty members can organize workshops to discuss major pedagogical issues and study the relationship between the professor and the student to identify significant challenges. To achieve the desired results, the university must comprehensively evaluate such events to measure their effectiveness and availability to support student project owners.
- **Upgrading Learning Spaces:** Updating university learning spaces like business incubators and equipping them with modern technologies. These incubators can simulate professional scenarios and help create an environment similar to an actual enterprise.

- **Providing Digital Pedagogical Resources:** Ensuring the availability of technological resources is essential for meeting the needs of professors and students. It is also necessary to help them evaluate the progress made using these tools.
- **Audio-visual Resources:** Tutorials and podcasts are simple yet effective tools to support and enrich the courses because they play a major role in encouraging engagement, comprehension, and interaction. They can be utilized in many disciplines, as professors can contribute to creating content in different stages, including production and editing. Establishing recording studios to create professional and high-quality content is also recommended.

5.2 Skills and Qualifications of Students with startup projects

Pedagogical accompaniment is a key element in the educational process. Its objective is to create an adequate environment that fosters the relationship between accompanying professors and students. This relationship helps the former determine students' needs and preferences and how to meet and develop them. Other objectives consist of promoting certain activities and setting teaching methods suitable for each learning situation (Al-Said & Abdelli, 2018).

To achieve the overall objective of pedagogical accompaniment of project owners, students must possess

a set of skills and qualifications that they acquire in their society and environment. These criteria are divided into two types:

5.2.1 Personal Qualifications (Human Capital)

Entrepreneurship requires a set of qualifications and competencies that serve as the foundation for overcoming challenges. It is a high-risk field that demands vigilance, accountability, communication, technological, and managerial skills. The project owner must also have the characteristics of a leader. Entrepreneurs must be nontraditional individuals who tackle their tasks innovatively and effectively. Most importantly, they must be able to make decisions in unpredictable and high-risk environments. They must also have an economic mindset and a strong desire to accomplish their missions (Ahmed & Barham, 2008).

Students belong to a social environment that shapes their characteristics, and those exposed to an entrepreneurial environment appear to be more prepared to venture into entrepreneurial life, unlike those not exposed. Incubators thus play a crucial role, as they help students develop their human capital on both individual and collective levels.

Incubators are major players in the growth of human capital. They assess and engage students interactively to facilitate the process of selecting those who need support.

These entities offer training programs based on robust theoretical foundations that show students how to utilize any field procedures to benefit their projects. Such programs come in a variety of forms. For instance, collaborative workshops bring together dedicated project owners and offer a space for exchanging their experiences, ideas, and perspectives. Accompanying professors can also help and guide students in analyzing and determining the competencies they lack and help develop them.

5.2.2 Social Qualifications (Social Capital)

Social capital encompasses the opportunities available through networking; individuals can make the most of it to access the knowledge and resources they lack on a personal level (human capital). It is generally linked to the environment in which students with projects operate.

Geographical factors influence individuals' perspectives on entrepreneurship according to how they facilitate or obstruct the entrepreneurial process. For instance, they may include an active social environment open to individual initiatives, access to financial resources, venture capital institutions, and regional and local support mechanisms. All these factors stimulate the creation of micro-enterprises and encourage novice entrepreneurs (Sellami, 2012).

Several studies indicate that social capital can have a positive impact in two ways:

- **Family Environment:** The support of family and friends increases the possibility of individuals' involvement in creating entrepreneurial enterprises and enhances their chances of success through financial, moral, and emotional support.
- **New Networks:** This includes the relationships established during academic or professional experiences. Expanding one's network provides access to resources necessary for starting a business. In this context, field experiments have proven that complementary resources are often acquired from individuals with diverse backgrounds (i.e., new connections established outside the framework of personal acquaintances). Granovetter confirms that these external networks provide him with better opportunities than close relationships with people with similar experiences, information, and knowledge.

6. Types of Communication Messages in Pedagogical Accompaniment

Pedagogical accompaniment consists of educational services that provide students with continuous support and guidance to help them adjust to university and familiarize themselves with the job market (Daamach, 2021). Because pedagogical accompaniment has different objectives and contexts, different message types must be utilized and tailored to fit each student category and learning

situation. Certainly, there are specific message types dedicated to project owners.

In pedagogical accompaniment, communication messages are divided into two main types: Reactive and Proactive. The professor selects the most suitable type based on answers to the following key questions:

- When should proactive messages be used, and when are interactive messages more suitable?
- Are individual exchanges more effective in the current educational context, or should group interactions be prioritized?
- What communication tools are being used, and what are their benefits and drawbacks?
- What is the optimal timeframe for providing feedback?
- When is the best time to engage with students?

6.1 Proactive Messages

Such messages can be prepared in advance and addressed to all students. Professors do not wait for students to ask questions. Instead, they initiate the communicative process themselves. This type's primary goal is saving time and ensuring mutual communication with the students. The second goal is to guide students in organizing and managing their tasks efficiently. Eventually, professors strive to connect students to their learning

environment and eliminate any feelings of disengagement or alienation.

6.2 Reactive Messages

When it comes to reactive communication, professors participate at the learners' request. Students who struggle to participate or engage in discussions should also be encouraged to be part of this process. Reactive messages assist in accompaniment and guiding students through interaction and are preferred during face-to-face learning sessions. They contribute to the group's cohesiveness through regular and structured interactions at the right time and appropriate place. They are also helpful in distance learning sessions where professors use tools such as chats, forums, and emails.

7. Mentoring Communication

Kalbfleisch (2002) states that communication is the pillar of initiating and developing mentoring relationships. According to Burleson B.R., accompanying professors can establish a two-way communicative relationship to offer support or receive help requests (Radu et al., 2014). Directive communication is a distinct type of interpersonal communication. It is exercised between the accompanying professors and students with startup projects. Its primary goal is to use available communication strategies to make an impact by developing knowledge or changing an individual's behavior in specific scenarios.

De Clercq (2023) argues that, within entrepreneurial pedagogical accompaniment, mentors primarily seek to support students with startup projects in visualizing a feasible enterprise project, assessing its chances of success, and aligning it with the job market requirements. De Clercq adds that mentoring is an important reciprocal relationship that helps individuals acquire expertise, develop skills, and construct evolving knowledge and competencies in specific contexts.

The second objective of accompaniment is to create added value for the future customer. Professors help their students suggest a specific service or product different from what is common in the market. To facilitate this process, conducting a meticulous analysis of the market's components is necessary, which in turn helps provide adequate suggestions and justify the need for that added value.

The communicative roles of the accompanying professor are not limited to only achieving the already determined objectives but encompass other tasks. ST-Jean (2011) identifies nine important entrepreneurial roles that mentors should take on: project initiation and integration, informational support, confrontation, leadership, psychological support, consulting, protection, motivation, trust-building, and role modeling.

At the beginning of the project, accompanying professors provide informational support to project owners and help them conceptualize their ideas. They also show their students how to immerse themselves in their tasks immediately and teach them leadership skills so that they feel confident and overcome any challenges related to launching a startup. In addition, they can use confrontation and interference as techniques to help their students design their business plans. It is an effective procedure that involves critical analysis and profound discussions to deduce effective and sustainable strategies.

7. Mentoring Communication Strategies

Based on an empirical study conducted on 50 entrepreneurial projects within the incubator of the “École Supérieure de Commerce de Paris”, Radu et al. (2014) identified four key communication strategies employed by accompanying professors: Persuasion Commitment, Criticism, and Provocation. According to the researchers, these strategies are based on the theoretical foundations of other disciplines, including psychology, linguistics, and communication sciences. The study was a two-phase experiment. The first phase consisted of determining communication strategies and the context in which they were used, while the second focused on evaluating the impact of these strategies on project owners and their enterprises.

Table 4. Mentors' communication strategies

Communication Strategy	Definition	Objective	Most Common Usage Scenario	Example Statements from Mentors
Persuasion	Communication aimed at convincing the entrepreneur to adjust the structure and content of their business project to enhance its coherence with perceived social norms and expectations.	Strengthening the entrepreneur's ability to respond to social expectations regarding the form and content of their business project.	Business model development, Fundraising preparation.	"I present arguments in favor of certain legal, financial, or marketing choices."
Commitment	Communication that seeks to deepen the entrepreneur's personal involvement in their business project, thereby reinforcing their social identity.	Enhancing the entrepreneur's ability to fully embrace their social role through concrete actions to launch, finance, and grow their business.	Business concept development, Simulated business meetings, Business plan preparation.	"I guide them toward the most urgent actions to take."
Criticism	Communication focused on analyzing the business project, identifying its weaknesses, mistakes, and gaps, while also proposing solutions to address them.	Strengthening the entrepreneur's ability to assess the viability, feasibility, and added value of their business project.	Business model and business plan development, Fundraising preparation.	"I encourage them to move in a specific direction."
Provocation	Communication designed to challenge the entrepreneur's goals, strategic choices, and stance to help them strengthen the alignment between their personal identity and their business project.	Encouraging the entrepreneur to question their beliefs and assumptions to better express them in their project or to rethink their approach.		

Source: (Radu et al., 2014, p. 25)

The study's results indicate that there is a possible impact of each strategy on the process of project accompaniment:

- **Persuasion:** centers on adjusting the enterprise project to fit the market and the expectations of clients, investors, and partners.
- **Commitment:** strengthening the personal investment of the project owners and helping build their social identity as entrepreneurs.
- **Criticism:** sheds light on mistakes, negligence, and omissions in a project and proposes solutions to overcome them.
- **Provocation:** Questioning and challenging the entrepreneur's personal and professional goals and self-perceptions.

The most suitable communication strategy changes depending on the context of accompaniment. They are implemented in business concept development, business meeting simulations, networking events, business plan preparation, business model development, training, and securing operational funding.

From a communicative standpoint, persuasion and commitment support adaptation to the economic, cultural, and social environment. However, criticism and provocation allow accompanying professors to ask questions about the project through critical reflection. This drives mentees to develop an innovative business

proposition. In addition, persuasion and commitment are effective in helping the project owner integrate into the market. Criticism and provocation, on the other hand, keep motivation high by critically assessing the market to promote novelty.

8. Conclusion

Accompaniment is a shared commitment between the accompanying professor and the project owner in which the former supports and guides the latter. The main objective of this pedagogical process is to ensure a project's success. The two parties work together to transform an innovative idea into a startup. It involves accompanying professors using several communication strategies to influence the students and their projects. Mentoring communication strategies can contribute to the improvement of the startup's productivity and profitability. They can also positively influence its commercial strategy and financial planning.

The context dictates the nature of accompaniment. Accompanying professors determine acceptance criteria upon which the next phases of accompaniment are built. They set their communicative goals, considering that communication is the pillar of this relationship. Roles are also assigned to both parties to help them succeed in launching a startup.

Accompanying professors utilize mentoring communication strategies, synchronous and asynchronous teaching methods, and communication tools that

range from traditional to modern and digital. These tools and methods are used depending on accompaniment situations and contexts.

Furthermore, there are four communication strategies in pedagogical accompaniment: persuasion, commitment, criticism, and provocation. The most important thing is to focus on corresponding the selected communication strategy with the accompaniment context since each strategy has various levels of influence, considering that implementing the wrong strategy can lead to negative outcomes.

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