SILVER UP

Digital solutions to support mentoring in social innovation

for senior entrepreneurs through Adult Education

2020-1-FR01-KA204-080520

IO1. Online Platform
B-Learning Course / Practical activities

CONTENTS

Introduction

Pragmatic resources are activities, exercises, tools, dynamics or tasks in which senior entrepreneurs learn to apply knowledge and skills in order to a solve problem, find a solution or make a demonstration.

Pragmatic resources are going to be applied in the classroom (face-to-face training), so no further adaptation to e-learning environment is needed.

These face-to-face activities are aimed to the target beneficiaries of SILVER UP project.

All practical activities include the following elements:

1. Learning objectives

2. Detailed description

3. Useful resources

4. Required materials

5. Assessment tools

6. Annex (if relevant)

This document provides guidelines to develop only the **pragmatic resources** on mentoring skills to support social innovation for senior entrepreneurs, organized in areas, levels and units (based on the IO1-Competence Framework)

Dimension 1. Personal awareness

Activity 1. Idea Lab for the Mentor and Mentoring Aspects

This activity covers Learning Unit 2 "Mentor Profile", 3 "Mentee Profile" and 4 "Mentoring Mindset: relational skills".

1. Learning objectives

> To list and explain the main characteristics that define a good mentor and mentee.

> To list and explain the attitudes and manner expected from a mentee.

> To relate the attitudes and manner expected from a mentee and mentor.

> To assess own mentee and mentor profile.

2. Pragmatic resources

Duration: 2 hours 10 minutes

Previous Preparation: If wanted, the cards for the enterpreneurial mindset game can be printed. ANNEX I should be printed per learner.

Description

Step 1: (30 min.)

> ➢ Ask the learners to watch the video here. Ask them the following questions:
>   - Which characteristics of a mentee are mentioned in the video? What else would you prefer to add as a characteristics of a mentee?
>   - While talking about the mentor and mentee, what characteristics of a mentor can be related with the topic here? Which characteristic of a mentor can facilitate the process for mentee?
>   - What do you look for in a mentor or a mentee? What type of person would be the best fit?
> ➢ Allow them to explain their ideas and discuss with each other.

Step 2: (20 min.)

➢ Let them to create a group of pairs. Distribute them the checklist in ANNEX I. Ask them to think about their own experiences and fill in the checklist.

➢ Ask them to share their own experiences and reflect the mentee and mentor profiles they experienced in mentoring and discuss with their pair. Ask them to consider and identify the features in which they need professional development.

➢ Ask them to present their experiences and ideas to the whole class.

Step 3: (30 min.)

➢ In this step, learners are expected to make a reverse brainstorming. This isn't "normal" brainstorming technique. Instead, learners make the worse ideas about the mentor and mentoring characteristics. That makes fun in a group of learners. A learner selected writes all the ideas on a board.

➢ Then, compile all ideas and reverse them again.

➢ Evaluate the ideas with the learners.

Step 4: (20 min.)

➢ Ask the learners to make a SWOT analysis of their own mentor and mentee charactaristics.

STRENGHTS	WEAKNESSES
OPPORTUNITIES	THREATS

Step 5: (30 min.)

> ➢ In this step, learners are expected to play [enterprenurial mindset game](). There are 24 mindset cards in a deck here. They can be printed or through the card generator. The game can be played in two ways:
>   - Each player is dealt 1 card (printed or through the card generator). Players take turns to read the mindset definition and answer the question on the card.
>   - Each player is dealt 2 cards and explains how the mindsets are in some way connected. (If the two cards both have the same mindset, swap a card!)

Compulsary and optional elements: All steps are designed in an order to facilitate apprehension of the learners the learning objectives. It is advised to follow them in order.

Methodological recommendations: Explain the objective to the learners at the beginning. Let them know about each step. Hand out the materials per step just before it. Give the instructions, give the necessary time for the participants to complete the exercise. Allow them to explain their ideas freely and bring their own experiences to the learning environment. Observe the group during the activities in order to carry out a basic evaluation of the motivation, participation and engagement.

3. Useful resources

- [An Abbreviated Guide to Mentor & Menteeship]()
- [A UN Mentoring Programme: Mentee Handbook]()
- [A UN Mentoring Programme: Mentor Handbook]()

4. Required material

- Lap top, internet connection, a board, a board marker.
- Printed checklist of ANNEX I, printed entrepreneurial mindset game cards or laptops to see the digital version.

5. Assessment tools

The learners are asked self-reflection questions based on the observation made during the activity.

- What do you think about the activity? Did it help you to practice mentor and mentee profiles?

- What was your main motivation in this activity?

- What was enjoyable or hard for you? How was the pair works?

6. Annex

ANNEX I_Checklist for a Mentor&Mentee

CHECKLIST FOR A MENTOR	
Characteristics	Yes/No
Realize that each person has a unique culture	
Be aware of your personal biases	
Recognize the contributions and value of different opinions	
Remember that there is no single truth about any subject	
Prioritize the mentoring session	
Share resources and experiences	
Set aside time and space	
Communicate through active listening	
Give full attention to the mentee	
Provide honest feedback	
Respect mentee's limits	
Maintain a professional relationship	
CHECKLIST FOR A MENTEE	
Characteristics	Yes/No
Active listening	
Establishing goals	
Continuous learner	
Collaboration with the mentor	
Clear communication	
Motivation to succeed	
Confidence to her/himself	
Flexibility	
Responsible	

Forget about the generational stereotypes	

Activity 2. "How do you approach?" sessions

This activity covers the Learning Unit 4 "Mentoring Mindset: Relational Skills".

1. Learning objectives

- To build a successful intro session between a mentor and mentee
- To find the right way to develop the mentor and mentee relationship
- To create an atmosphere of both support and challenge that mentee needs
- To learn how to avoid obstructive mentoring sessions
- To develop group dynamic between participants
- To create a welcoming atmosphere to let participants share their opinions freely
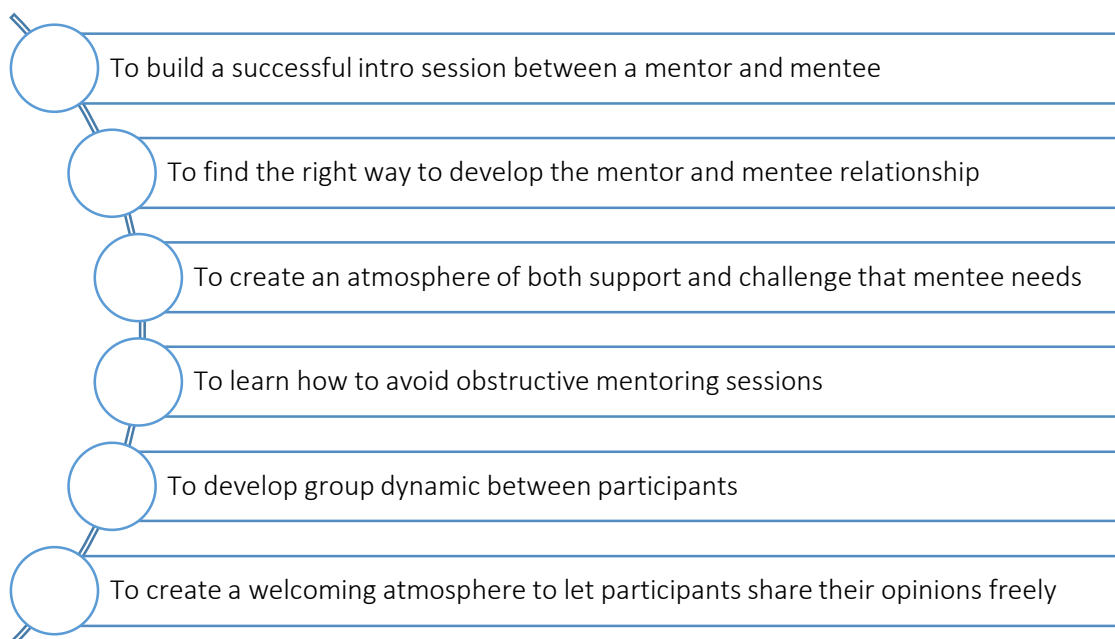
2. Pragmatic resources

Duration: 2 hours

Previous preparation: Print the ANNEX II

Description:

Step 1 (1 hour)

- ➢ Explain all steps to the participants before starting the activity
- ➢ Divide them into small groups. (Facilitator can decide for the number of people in the groups)
- ➢ Distribute worksheets including suggested agenda of sample mentoring sessions.

Step 2 (30 min.)

➢ Ask the learners to read the agenda and try to prepare a mentoring session according to this agenda.

➢ Ask two volunteers to be in front of the class from each group to role play the mentoring session. This will last 60 minutes.

Step 3 (30 min.)

➢ After seeing all presentations, ask to learners below questions to have a free discussion session:

Considering the role-playing presentations;

1. Did mentor have guiding questions during the session?
2. Did mentor give enough time to mentee for expressing herself/himself clearly?
3. Was the meeting place proper for a mentoring session?
4. Did mentor have clear objectives for the first mentoring session?
5. Was mentor empathetic?
6. Were all objectives covered during the mentoring session?
7. What other steps can be taken during the session?
8. How would you guide the session, If you were the mentor in this case?

3. Useful resources

- My career
- How to approach your mentor meeting questions and best practices
- Mentors talk how to approach your 1st mentoring session focus on what's matter
- Mentee. First meeting checklist
- Mentor & Mentee. Meeting guide

4. Required material

- Whiteboard and markers to write down the main titles of feedbacks
- Two chairs for volunteers to present mentor and mentee role play
- Printed ANNEX II including sample agendas
- Printed question list for evaluation per learner

5. Assessment tools

Small group discussions

The class should be divided into smaller groups including 3-4 people considering the total number. Each group will analyse and evaluate the activity and share their feedback with the whole team. Small group dicsussion is a good way to get learners engage with each other without the fear of having to address a large group. At the end of the discussion session each group can share their feedbacks and opinions by choosing a volunteer speaker.

Self-evaluation techniques

Learners can use self-evaluation technique to find out how much progress they have made about mentoring skills. It requires learners to monitor their own abilities and evaluate strengths and weaknesses. It is also a good assessment tool to put learners largely in charge of their own development. They will feel more confident about their talents

Below questions can be used for this technique:

(Considering the sample mentoring session and discussion part)

1. Where do you feel you need more support?
2. What was your strongest approach during the session?
3. What improvements could be made to make your role easier?
4. What should be your first goal to guide a mentee in a better and more professional way?

(Some other questions can also be added to this list by the learners)
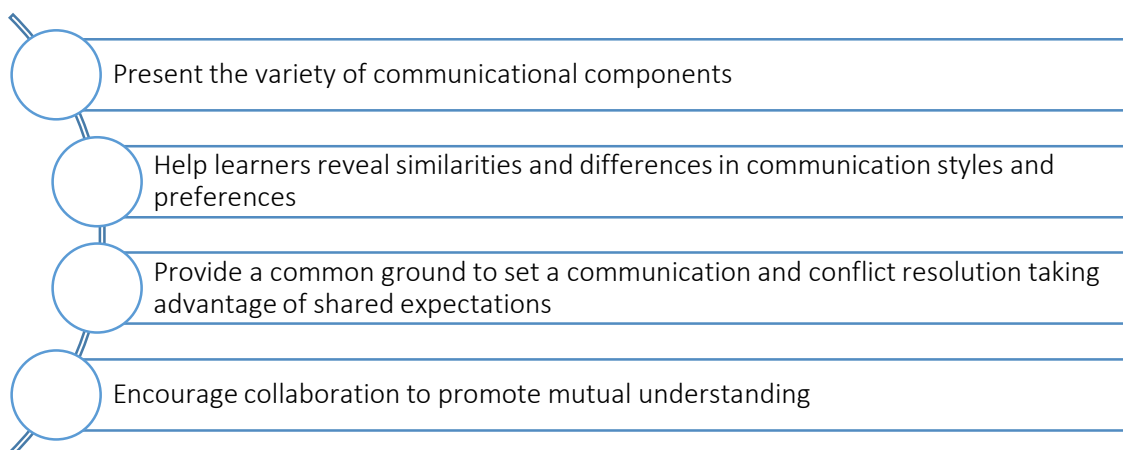
Written Reports

Each learner can prepare a written report for themselves. The report may include self-evaluation comments and general revision of the activity. Writing the report will help learners to review the whole process and share their opinions freely.

After preparing the reports, volunteers can read others' reports just to give an idea to the others. By this means exchanging opinions will make the group bound stronger.

Activity 3. Personal preferences

This activity covers the Learning Unit 5 "Mentoring mindset: communication skills".

1. Learning outcomes

- Present the variety of communicational components
- Help learners reveal similarities and differences in communication styles and preferences
- Provide a common ground to set a communication and conflict resolution taking advantage of shared expectations
- Encourage collaboration to promote mutual understanding

2. Pragmatic resources

Duration: 1 hour

Previous preparation: Remember the print the printable (ANNEX III) out before the activity starts.

Description

Step 1 (10 min.)

➢ Give mentee time (approximately 10 minutes) to fill in the "Personal Preferences" column of the table of the rows labeled "Mentee" with how they prefer to handle the different types of communication.

Step 2 (10 min.)

➢ And then, give mentor time (approximately 10 minutes) to fill in the "Personal Preferences" column of the table of the rows labeled "Mentor" with how they prefer to handle the different types of communication.

Step 3 (20 min.)

> In the next phase, the pair comes together to review and compare their personal preferences for similarities and differences.

Step 4 (20 min.)

> And then, the pair fills out in the "Pair Expectations" column together. This will guide how they will approach each type of communication in their partnership. The pair should use their personal preferences and their conversation in the previous step as a guide to come up with these expectations.

Tip: "Other" entitled sections are available as spaces in which communication topics not listed but important to the participants can be articulated.

3. Useful resources

- A compilation of 75 Tips to help build rapport and effective mentoring relationships
- Activities for Mentors & Mentees: Types & Benefits

4. Required material

Pen and the relevant printable (ANNEX III. Table of Preferences and Expectations)

5. Assessment tools

Review and discussion

After the review, compare and compile session on the Table of Preferences and Expectations, the questions below can be used to assess the individual and relational aspects that contribute to communication in mentoring process.

> Could there be another way to discover shared ground with your mentor/mentee other than exposition with a direct manner? If so, what might those be?

> What outcomes can be expected of building a ground for "shared expectations" out of individual preferences?

> How do you think these the implementation of shared expectations can affect your mentor/mentee relationship and communication?

➢ What sort of conflicts do you think can be prevailed with the help of this activity?

➢ How can you measure your mentoring relationship and communication looking at each other's perspective?

Written Assignment

Looking at the activity above, building a communication code by a shared ground of expectations require adaptation and skills. Learners can be asked to reflect on their strengths and weaknesses in the process of building a mentoring relationship with the help of effective communication skills. Which skills boost effective communication? Does the mentor/mentee regard these skills as strength or weakness of their own? How can they make use of each other's strengths and improve each other's weaknesses?

6. Annex

ANNEX III: Table of Preferences and Expectations

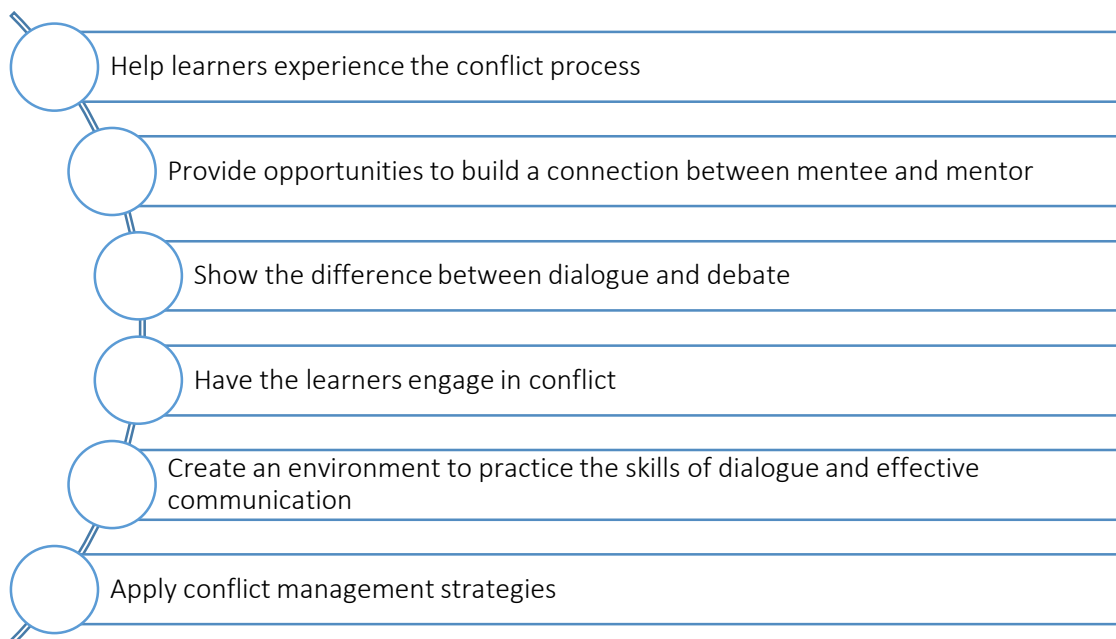| COMMUNICATION TOPIC	PERSONAL PREFERENCES	SHARED EXPECTATIONS
Email (Mentee)		
Email (Mentor)		
Face-to-Face (Mentee)		
Face-to-Face (Mentor)		
Project Progress Updates (Mentee)		
Project Progress Updates (Mentor)		

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Problem Solving (Mentee)		
Problem Solving (Mentor)		
Conflict Resolution (Mentee)		
Conflict Resolution (Mentor)		
Sharing Success (Mentee)		
Sharing Success (Mentor)		
Confidentiality (Mentee)		
Confidentiality (Mentor)		
Other (Mentee)		
Other (Mentor)		

Activity 4. Dialogue VS Debate

This activity covers Learning Unit 6 "Mentoring mindset: resolution skills".

1. Learning objectives

- Help learners experience the conflict process

- Provide opportunities to build a connection between mentee and mentor

- Show the difference between dialogue and debate

- Have the learners engage in conflict

- Create an environment to practice the skills of dialogue and effective communication

- Apply conflict management strategies

2. Pragmatic resources

Duration: 30 minutes

Previous preparation: Put 2 chairs facing each other where the learners can sit during the activity.

Description:

Step 1 (10 min.)

> ➢ Ask learners to pair up with a partner.
> ➢ Have each pair sit on chair face to face

Step 2 (20 min.)

> ➢ Tell them yell out a name of the item they can think of.
> ➢ After yelling out their items, pairs start to debate one another as to why their item could be better or beat the partner's item.
> ➢ Make sure the pairs carry on debating 2-3 minutes, then give a brief time-out to discuss the difference between debate and dialogue.

> ➢ Explain that essential difference between debate and dialogue is that true dialogue is collaborative. Participants are working toward shared understanding and strength and value in each other's positions. A debate is a discussion with the goal of persuading or advocating for their own view, attempting to prove the other side wrong, and searching for flaws and weaknesses in the other's positions. In dialogue, the intention is to really listen to one another's perspective with a willingness to be influenced by what we hear. Dialogue allows people to develop understanding for one another's perspectives, thoughts, and feelings as well as to reevaluate their own position in light of the other's understanding. Then, have the pairs to continue with their conversations but now encourage them to engage in dialogue—asking questions and listening to the answers—to come to an agreement between.

3. Useful resources

- [Resolving Conflict: The Power of Dialogue and Authentic Apology](#)
- [Using the Dialogue Method to Resolve Conflict in the Workplace:](#)
- [Comparing Debate, Discussion and Dialogue:](#)
- [Guide for Mentors (TR)](#)

4. Required material

- 2 chairs for the pairs

5. Assessment tools

After the debate and dialogue processes, the learners will be asked to reflect on the conflict resolution experience they had through the following discussion questions:

1. How did you react to your mini conflict during your debate with your pair?

2. Is this how you normally act in conflict situations? Why or why not?

3. How were you able to come to a consensus?

4. What happened when you switched from debate to dialogue?

5. Is it difficult to listen when someone disagrees with you? Why?

6. What made it easier in this activity?

7. In what ways could you use these skills the next time you are in conflict with another person and/or your mentor?

With these questions, the learners will have the chance to evaluate their communication and resolution skills needed for effective problem solving and conflict resolution.
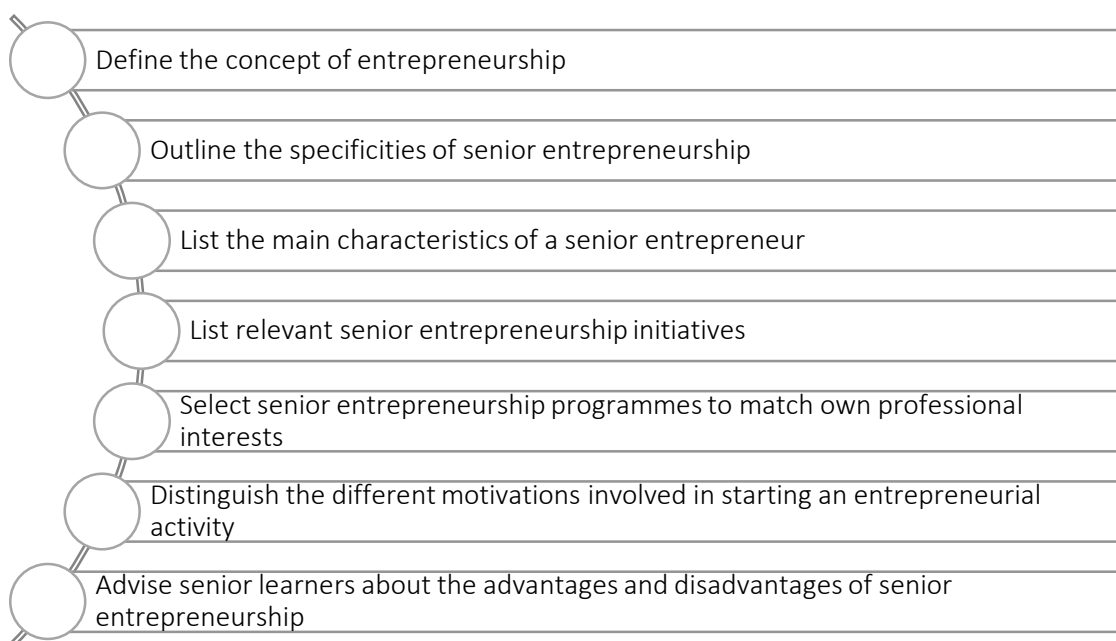
Another variation could be that other learners can be also asked to reflect on these questions from their point of view as an observer.

Dimension 2. Personal development & Continuous learning

Activity 1. Do I have what it takes to be an entrepreneur?

This activity covers Unit 1" Senior Entrepreneurship"

1. Learning outcomes

Define the concept of entrepreneurship

Outline the specificities of senior entrepreneurship

List the main characteristics of a senior entrepreneur

List relevant senior entrepreneurship initiatives

Select senior entrepreneurship programmes to match own professional interests

Distinguish the different motivations involved in starting an entrepreneurial activity

Advise senior learners about the advantages and disadvantages of senior entrepreneurship

2. Pragmatic resources

Duration: 4 hours

Previous preparation: You must prepare yourself and adapt the suggested activities to the context of your participants. The links provided in the resources section can be used as essential readings to prepare each of the indicated steps in the implementation section.

Description

Step 1. Theory, video visualisation and brainwriting exercise (60 min.)

Briefly present the contents and the objectives of the learning unit and introduce the participants to the following video:

- How I became an entrepreneur at 66 | Paul Tasner

After the video visualisation ask participants to gather in groups of three and/or four for a brainwriting exercise. In group, they will have to write a statement answering the

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question "**What defines an entrepreneur?**". Each group will then nominate a speaker to present the text to the whole group. Ask groups to present statements in turns and take notes on a whiteboard/flipchart/digital board of the main characteristics outlined. The objective is to have a final list containing the entrepreneur characteristics outlined by the participants in their responses. Keep this list visible during the next step of the exercise.

Step 2. Research-based exercise (90 min.)

The same groups will now conduct online research to identify relevant sources of information about **senior entrepreneurship.** Provide participants with the following indications to conduct the exercise

> - *Go to your favourite web search engine and search for an article; a platform, a video, or another source of information about senior entrepreneurship.*
> - *List three resources that you find relevant.*
> - *Select one to present to the group.*
> - *Explain why you have selected this resource, by answering the following guiding question: what type of information does this resource provide and why is it relevant to you?*
> - *Give us your group definition of senior entrepreneurship*

While introducing this part of the activity, also ask participants to e-mail you the links and resources they have selected. And while they are preparing the activity to present to the whole group, make a complete list of the resources that you will later share with all participants.

Following the group presentations, ask participants if they relate to any of the characteristics, they have listed in the first part (**What defines an entrepreneur?**") of this activity and their own definition of **senior entrepreneurship**.

Step 3. Debriefing and reflection exercise (90 min.)

To conclude the proposed activities, complete a table where you will compare, together with the participants, the characteristics of an entrepreneur with the skills required in a

mentor role. You can do this exercise using a whiteboard/flipchart/digital board. The objective is to have a link with the previous learning units under dimension 1 "Personal Awareness" referring to core mentoring skills.

End the activities with the presentation of a relevant case study about senior entrepreneurship listed in the resources section and ask participants to complete a self-assessment questionnaire on entrepreneurship skills. Engage participants to share results and to reflect on how senior entrepreurship can potentiate their personal and professional development.

3. Useful resources

- EntreComp: The Entrepreneurship Competence Framework
- The Missing Entrepreneurs 2019 report. *Senior's self-employment and entrepreneurship activities*, p.119-147.
- Senior Entrepreneurship: The other side of the 50+
- Senior Entrepreneurship Good practices manual
- SILVER UP e-Directory
- OCDE Better Entrepreneurship platform: resources about inclusive and social entrepreneurship

4. Required material
- PC/laptops, smartphones and internet connection
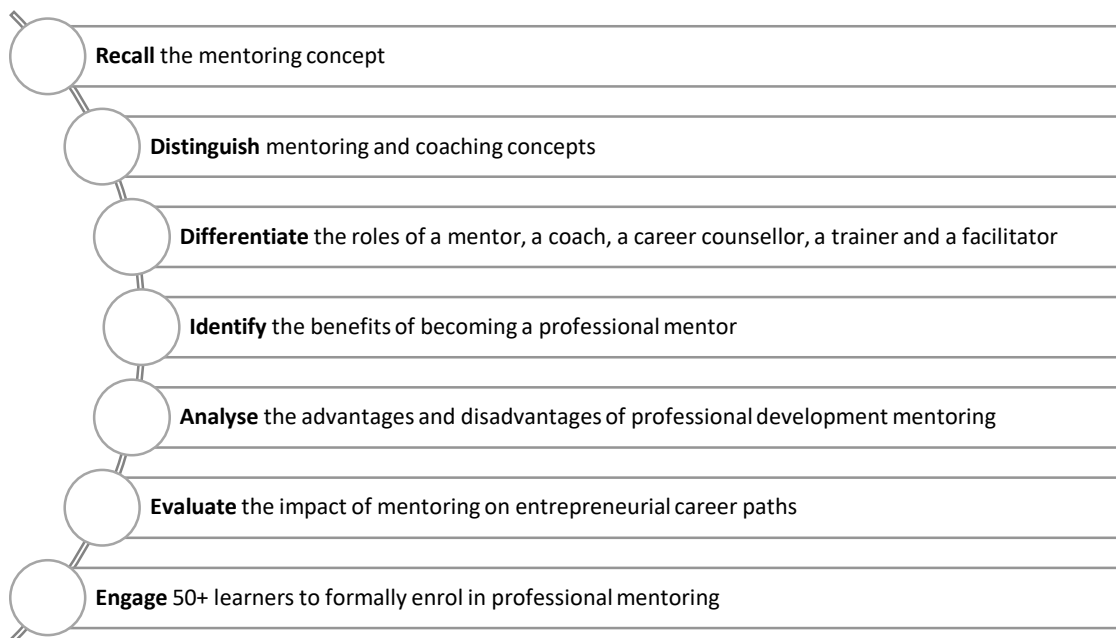- Whiteboard/flipchart/digital board

5. Assessment tools

This activity doesn't require a formal assessment to test the participants' knowledge of the different topics presents. Alternative, we advise you to suggest the participants to take the following suggested online test so they can assess their entrepreneurial spirit and/or mindset:

- Entrepreneurial potential self-assessment

- OCDE – Supporting unemployed in entrepreneurship

Activity 2. First steps to formal mentoring

Recall the mentoring concept

Distinguish mentoring and coaching concepts

Differentiate the roles of a mentor, a coach, a career counsellor, a trainer and a facilitator

Identify the benefits of becoming a professional mentor

Analyse the advantages and disadvantages of professional development mentoring

Evaluate the impact of mentoring on entrepreneurial career paths

Engage 50+ learners to formally enrol in professional mentoring

2. Pragmatic resources

Duration: 3 hours and 45 minutes

Previous preparation: You must prepare yourself and adapt the suggested activities to the context of your participants. To implement step 1, you must prepare a self-assessment test so participants can evaluate to what extent he/she gathers the required competences to be a mentor. To implement step, the facilitator must select in advance up to three case studies and/or best practices on mentoring programmes addressed to promote senior entrepreneurship. The links provided in the resources section can be used as essential readings to prepare each of the indicated steps in the implementation section.

Description

Step 1. Theory, recalling concepts (45 min.)

Briefly recall the main concepts presented in learning unit 1, by reinforcing that entrepreneurship and mentorship have aligned a set of competences and behaviours.

This means that the abilities that define a good mentor are the ones expected from any entrepreneurial mindset.

A mentor is:	An entrepreneur has to:
- Facilitator and a teacher - Problem-solver - Motivator - Listener - Guide - Influencer - Networker	- Be curious (inquisitive mindset) - Be willing to learn - Have the ability to listen - Practice and learn about management (communication, networking, finance, etc.) - Combine interpersonal skills and key soft-skills like strategic thinking, perseverance, critical and creative thinking, problem-solving and the ability to self-lead

Ask participants to take the mentor self-assessment test that you have prepared. After the participants take the test, conduct a conversation so that they can briefly present the results of the assessment. You can conduct the conversation using the following questions:

- Would you consider becoming a professional mentor?
- If yes, what is the relevant expertise you would like to share?
- Do you think you combine both mentor and entrepreneur's skills?
- Were you willing to mentor other seniors?
- What would be the benefits of mentoring other seniors?
- (…)

Take as much as information possible to introduce the next step of the activity.

Step 2. Scenario based exercise

Divide the group into smaller groups and present the scenarios described in **annex 1** to the participants and ask them to complete the first group of tasks. Groups will be then asked to present the solutions they gave to each problem. Explain that they can use the internet to search for resources to support them in completing the tasks.

While you randomly ask participants to share results, you will have to introduce the following concepts and related information:

- Differences between formal and informal mentorship relationships
- Advantages of establishing a formal mentoring relationship
- Types and models of mentoring programmes
- What is a mentorship agreement?
- Mentoring meeting/sessions
- Monitoring mentoring meeting/sessions

After the topic presentation, ask participants to complete the second group of tasks provided in handout 1. Groups will be asked once again to share the results of their work and the resources they use to complete it. Complete this part of the activity by presenting other templates used in formal mentoring so they can and compare with their work results.

Step 3. Debriefing and self-reflection exercise

Select up to three relevant best practices of mentoring programmes aiming at boosting senior entrepreneurship and then ask participants to analyse it focusing on the following aspects

- Type of mentoring programme
- Relevance or advantages for them to enrol

Wrap-up the participants' reflections presenting the following video, as another reflection exercise but this one to keep to themselves: What I Got Wrong About Mentorship | Simon Sinek

3. Useful resources

- EMMC Global Competence Framework, 2015
- ICF Core Competences, 2019
- Mentoring Competency Assessment (MCA) for self-reflection
- Self-assessment: how good a mentor are you?

4. Required material

- PC/laptops, smartphones and internet connection

- Whiteboard/flipchart/digital board

- Annex 1: Scenario based-exercises

5. Assessment tools

This activity doesn't require a formal assessment to test the participants' knowledge of the different topics presents. Alternatively, we advise you to suggest the participants to take the above suggested online test so they can assess their mentoring skills.

6. Annex

Scenario 1: Ruth Applegate, 54

She has been working all her life in a factory and was also a volunteer in her local fire department. She is also an active member of her community and often get involved in social causes. Unfortunately, the factory where she has been working for almost 25 years shut down leaving a lot of people unemployed. Ruth has been searching for a job over a year now, with no success. It seems that she is too old for the job market. In the meantime, she has been helping a local cultural association to raise funds to promote their activities that includes the preservation of an ancestral tradition of knitting pure wool. You see, Ruth is one of the few persons in her village that learn this ancient kraft. And know she has been using her free time to knitting jumpers and scarves and other things to sell and help keep this local association the is promoting the safeguard of this ancestral tradition.

Scenario 2: Roberta Jones, 75

She has been the owner of furniture manufacturer for almost 50 year. She conducted her business family following her grandfather legacy. She decided to retire and passed on the business to her son and daughter who are now running it. She thought she could use the break to rest and enjoy life now, but she immediately found out that she cannot stop having ideas... She misses the business and also being in contact with her employees.

First group of tasks – Why mentoring?

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- Analyse both presented cases and:
  - Explain how these two persons could benefit from engaging in a mentoring relationship.
  - If you agree that they could benefit with a mentoring relationship, who would be the mentor and who would be the mentee?
  - Justify your previous answer by providing us with example of mentoring programmes that you know that are especially designed for senior individuals.
  - Can you explain why these programmes are relevant?

Second group of tasks – First steps in formal mentoring?

Scenario 3: Roberta Jones, 75

Roberta found out a new call… While she was participating in one of the activities promoted by local cultural association where Ruth is a volunteer, she immediately saw a social business opportunity there. According to her, they should be conducting a social business, i.e., keep the wool crafting tradition by selling the products. She recognised in Ruth the abilities to run this business. First to start teaching others about the craft, so the tradition keeps on; and then to create a business plan to the association. But Ruth has some serious doubts about it… This is when Roberta decides she is going to formally mentor Roberta.

- Having in mind Roberta's decision you will have to draft the supporting materials that she would have to use to conduct her mentoring sessions, and this includes:
  - a template for a mentoring agreement
  - a template for the implementation of a mentoring session (mentoring meeting log) with respective monitoring worksheets

Activity 3. Getting into action: my senior entrepreneurship mentoring programme

This activity covers Learning Unit 4 "Reverse mentoring", Learning Unit 5 "Plan, implement and assess a mentoring programme for senior entrepreneurship", and 6 "Plan, implement and assess a reverse mentoring programme".

1. Learning objectives
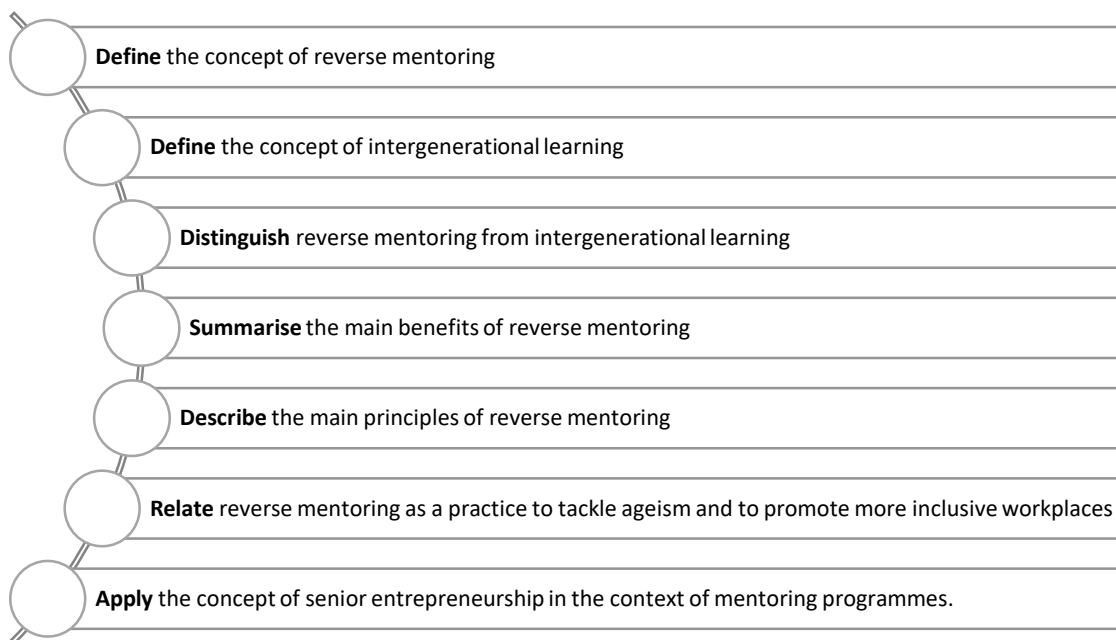
Define the concept of reverse mentoring

Define the concept of intergenerational learning

Distinguish reverse mentoring from intergenerational learning

Summarise the main benefits of reverse mentoring

Describe the main principles of reverse mentoring

Relate reverse mentoring as a practice to tackle ageism and to promote more inclusive workplaces

Apply the concept of senior entrepreneurship in the context of mentoring programmes.

2. Pragmatic resources

Duration: 4 hours

Previous preparation: You must prepare yourself and adapt the suggested activities to the context of your participants. The links provided in the resources section can be used as essential readings to prepare each of the indicated steps on the implementation section. In this activity you will also have to prepare in advanced how you will evaluate the participants projects presentation.

Description

Step 1. Theory, video visualisation, mind-mapping and concept-mapping (60 min.)

Introduce the concepts of reverse mentoring, intergenerational learning and ageism using the following videos:

- **Video 1:** #OldLivesMatter: a worldwide campaign against ageism - Case 1
- **Video 2**: #OldLivesMatter: a worldwide campaign against ageism - Case 2
- **Video 3**: #OldLivesMatter :a worldwide campaign against ageism - Case 3

Organise small groups of three and/or four and give them around 15 minutes to discuss the topic 'How has ageism manifested itself in your workplace'. After the group discussions ask them to present their findings, either verbally or using any other visualisation support they consider pertinent.

As alternative methodologies to introduce the topics of reverse mentoring, you can: use metacognitive processes like mind-mapping and concept-mapping to present these concepts and also relate them with previously presented concepts like mentoring and coaching.

Step 2. Hands-on activity to prepare the project based exercise (90 min.)
Introduce the participants to the basics of the implementation phases of a mentoring programme and provide some examples (see resources section). Then provide participants with handout 2 "Checklist to develop a formal mentoring programme".

Use the handout to explain the objectives of the project-based exercise that they will have to develop. This will require the facilitator to prepare a scenario-based exercise (see resources section), in which the participants are asked the following question: How would you design and implement a formal mentoring relationship? The scenario-based exercise will also have to cover the following features:

- Mentorship agreement (clear aims and objectives, rules and boundaries, action plan).
- Regular mentoring meetings (clear structure and purpose).
- Ending the mentoring relationship (revise initial goals and compare it with the final outcomes).

In this step, you are required to introduce all contents related to formal mentoring programmes that are displayed in the handout. You will give time, between this session and another session (Step 3) for participants to complete their tasks.

You are also advised to encourage participants to work autonomously and in groups but be available to provide support whenever asked.

<u>Step 3. Hands-on activity to present the project based exercise (90 min.)</u>

This last step should be organised as a session for projects' presentation and the facilitator will evaluate the learners' performance based on the results achieved. Alternatively, this can be done using online platforms (e.g. Microsoft Teams, Zoom). In this case, online engagement must be organised as a discussion forum where intercultural mediators are encouraged to share their projects and ideas and learn from each other experiences.

3. Useful resources

- [Together: a UN mentoring programme. Mentor handbook](#)
- [Mentoring: supporting and promoting professional development and learning](#)
- [Evaluating a mentoring programme](#)

4. Required material

- PC/laptops, smartphones and internet connection
- Whiteboard/flipchart/digital board
- Annex 1: Scenario based-exercises

5. Assessment tools

Participants will be assessed following a project-based approach in small groups, developing a scenario planning exercise based on real or fictitious professional contexts, in which participants design a mentoring programme to boost senior entrepreneurship in social innovation ecosystems, applying the set of knowledge, skills and attitudes learned in the 6 previous units.

6. Annex

Part 1 – Aims and objectives of the mentoring programme

☐ Clear definition of the aims

☐ Objectives and purpose of the mentoring programme

Part 2 – Scope of the mentoring programme

☐ Target groups characterisation

☐ Type(s) of mentoring model(s)

☐ Profile of the mentors and mentees

☐ Roles and responsibilities of all participants in the programme

---

Part 3– Programme implementation

☐. Train-the-mentor (if needed)

☐. Matching mentors and mentees

☐. Formal mentoring relationships: number of mentoring sessions; planning; follow-up; ending session and evaluation)

Part 4 – Programme quality processes

☐ Evaluation of the overall mentoring programme and it as responsibility of the persons in charge of implementing the programme

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Part 5 – Tools and templates

☐ Platforms that will be used

☐ Mentoring agreement

☐ Mentoring sessions plan

☐ Mentee action plan

☐ Evaluations forms

☐ Mentoring exercises

☐ Any other tools and templates

Dimension 3. Outcome & Action orientation

Activity 1. Entrepreneurship over 50: it's still possible

This activity covers the Learning Unit 1 "Social entrepreneurship".

1. Learning objectives

Define the concept of social entrepreneurship.

List the main characteristics of a social entrepreneur.

Identify the values and philosophy of social entrepreneurship.

Describe the different approaches to social entrepreneurship.

2. Pragmatic resources

Duration: 2 hours – 3 hours (adjustable according to the case)

Previous preparation: Form senior pairs (depending on the number of participants)

- Provide a list of questions to the participants from a list distributed in the session.

- Description of the processs, including different steps or phases

- Each pair will choose 5 questions and write on a post-it note the answers to each question (see below a set of questions to propose. We can propose more if necessary).

- Feedback: the trainer lists the questions that have been chosen by the pairs and notes them on the flip chart.

- Each pair gives its answer in turn. This should open the way for discussion, clarification, etc.

- Synthesis by the trainer: input on each question. Interaction with the group.

- If there is still time, other questions can be addressed. This is the principle for participants to agree among themselves on the choice of questions to be studied.

- Set of questions in 3 blocks to be given to the participants for the choices they will have to make and the answers they will have to give

Step 1. Senior citizen wishing to engage in social entrepreneurship (1 hour)

1.   I need to undertake because I need a salary

2.   I want to develop my skills

3.   Social entrepreneurship must make a profit

4.   I want to create jobs first

5.   My goal is to help others

6.   I have the right to say when I disagree

7.   It's important to be recognised in your work

Step 2. On work (1 hour)

8.   In the workshops, you have to respect the safety rules

9.   You must have good instructions to do your work

10.   The quality of working relationships is important to feel good in your job

11.   11. Working hours are not important

12.   It is important to do a good job (quality work)

Step 3. On management and the functioning of the company (1 hour)

13.   The boss is always right!

14.   It is difficult to unite a work group

15.   At work, if I need to ask questions, I can do so easily

16.   What is the point of asking colleagues for their opinion

17.   You have to take the initiative

18.   To find your place in the team, you have to be the best

Compulsory and optional elements: projecting oneself in social entrepreneurship, having a senior posture, having had previous experiences...

Methodological recommendations: explain the objective, give the question sheets, give the instructions, give the necessary time for the participants to complete the exercise.

4. Useful resources

The trainer can draw on research but it is best to draw on the experiences of senior participants. Then we can give some information on the framework to adopt:

- Make sure that the participants understand the questions by explaining the instructions
- Confirm with them that they must agree on the questions chosen in the sub-groups set up at the start of the work
- Check that they write down their answers on the post it notes for the presentation (they can use several post it notes)
- Make sure that they all speak up and express themselves (beware of those who "monopolise" the floor too much)

The trainer will also have a role to play in helping participants to project themselves into the entrepreneurial part, reassuring them if necessary and encouraging exchanges within the sub-groups.

5. Required materials

- IT resources: computer, internet, projector, whiteboard, post it, markers, graphics, etc.
- Activity sheet or worksheet, questionnaire, checklist, etc.

6. Assessment tools

The evaluation can be carried out using a SWOT grid: strengths, weaknesses, opportunities, threats, in order to assess what they have learned but also what they would have liked to learn but could not.
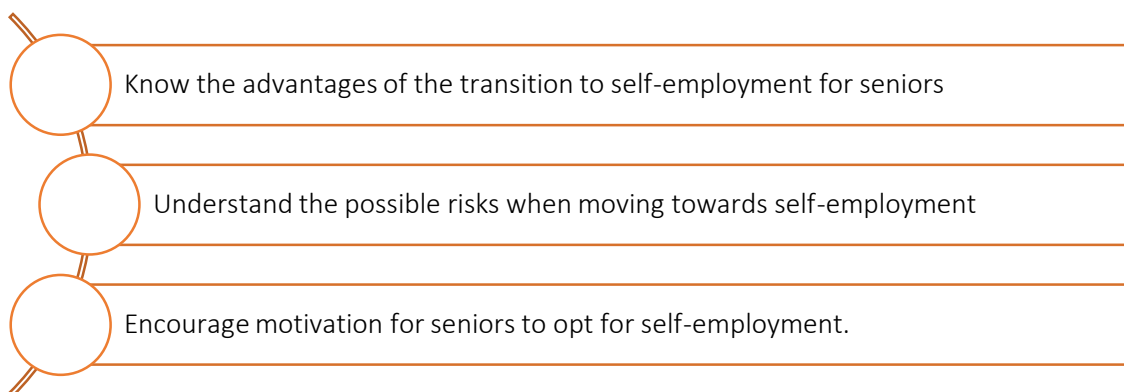
The evaluation can also be carried out at the level of the large group, in a collective evaluation approach.

- Questioning of the participants on each chosen question

- Exchange and discussion within the group

- To make participants aware of their representations of the subject and the issues addressed

Activity 2. My best idea is the entrepreneurship

This activity covers the Learning Unit 5 "Transition to self-employment"

1. Learning objectives

Know the advantages of the transition to self-employment for seniors

Understand the possible risks when moving towards self-employment

Encourage motivation for seniors to opt for self-employment.

2. Pragmatic resource

Duration: 1 hour and 30 minutes (aprox.)

Description:

Step 1 (10 min)

The adult educator will divide the class into three equal groups (equality between men and women, number of participants, etc.). This will benefit the discourse generated among the class as a whole, as at first they will have to discuss in smaller groups, but then they will have to generate a single shared idea among the three groups.

Step 2 (10 min)

Once the class is divided into three groups, they will first have to discuss within each group the personal, economic and social benefits of self-employment for older people. There will be a leader in each of the three sub-groups, who will be in charge of communicating what has been agreed in each group.

Step 3 (10 min)

The same will be done with regard to the possible risks that self-employment may entail for older people.

Step 4 (15 min)

Once you have identified the benefits and potential risks in terms of self-employment of older people, you will make a SWOT diagram on a flipchart.

Step 5 (15 min)

After analysing the strengths and weaknesses of older people's self-employment, they will discuss within each group possible solutions to the dangers they have encountered.

Step 6 (20 min)

The leader of each group will present the benefits, potential risks, SWOT analysis and solutions. They will have to present and argue their opinions and reach a consensus.

Meanwhile, the rest of the class will have to evaluate (blindly) the presentation of the three leaders.

Step 7 (20 min)

 The adult educator will end with a conclusion of the main findings conveyed throughout the session and play the following video for them to reflect on both the findings and what they have learned.

Step 8

The students will have to make a reflection at home, which the adult educator will then correct and design a dossier with all the reflections, which will be printed and shared with all the students. He/she will also provide them with the file in pdf format.

Compulsory and optional elements: It will be compulsory until step 7. Step 8 may be optional.

3. Useful resources

- [Building the vocational decision](#)
- [How to change the world: social entrepreneurs and the power of new ideas](#)
- [Social entrepreneur guideline](#)

4. Required material

- Computer, internet, projector, whiteboard, cardboard, paper, pencils and pens.

5. Assessment tools

In this activity there will be no formal evaluation, but rather an evaluation through non-participant observation by the adult educator.

Participant observation is the main and most widespread type of qualitative observation. The researcher selects a human group (neighbourhood association, users of a waiting room in a large hospital, a youth band, workers in a company, participants in an electronic forum, internet users in a chat room, etc.) and observes it closely, interacting closely with its components. Prolonged stays are essential to gain access to people's meaning and definitions of reality, to get to "converse" with them.

Activity 3. My social business model plan!

This activity covers the Learning Unit 7 "Social business model plan"

1. Learning objectives

Apply the business model canvas methodology to develop a social business plan.

Select methodologies, tools and resources to develop a social business plan.

Use methodologies, tools and resources to develop a social business plan.

Supervise the implementation of a social business plan.

2. Pragmatic resources

Duration: 40-60 minutes (aprox.)

Description:

The development of the business plan (SBMP) will allow us to fully understand the opportunity to business that we want to take advantage of, allowing us to realistically quantify the investment, as well as the means materials and humans necessary to start it, in addition to making a forecast of its profitability. Us It will also serve, once the project is launched, to assess the progress of the business and detect possible deviations from initially planned forecasts.

Let's see the steps to take:

Step 1. Business idea (20 min.)

It is about presenting the idea in a concise way, in three main points. It should not take up more than half a face. Activity: What products or services do you offer? Target clientele: Who might be interested in it? What needs does it cover? Value proposition: What's innovative about it? What advantages does it provide compared to the existing ones?

1.1. Things that we have to be clear about and that we will have to think about beforehand:

• What value does the idea bring? • What need are we helping to solve? • What are other companies or organizations doing to respond to this need? • What products or services do you offer? • What is innovative about them? • Can I diversify my activity? • Why do we want to carry out the project?

1.2. Company data

• Name of the company: • Activity: • Geographical location: • Estimated starting date of the activity: • Legal form chosen: • Number of expected workers: • Total investment: • Own resources and financing needs:

Although it is located at the beginning, it is a recapitulation of the most significant points and it is better to do it when the project has already been developed.

Step 2. Market study (20 min.)

2.1. Clients: Things that we have to be clear about and that we will have to answer: • Who are our clients? • Do we have several types? • What needs do they have? • How many clients can we have? • How much can be spent on our products and services monthly or annually? • What are the main companies or entities that work in the same area with an activity similar to mine and what do they offer? • Could we collaborate with them? • Is there an association or interest group with which we could ally?

2.2. Collaborators / alliances. Providers

2.3. Competition

2.4. SWOT

Step 3. Marketing plan. How are we going to know us (20 min.)

Things that we have to be clear about and that we will have to answer • How are we going to interact with our clients? • How will we publicize our project and our products and services? • What image do we want to give of our company and our products / services? • How are we going to distribute and sell our products / services?

3.1. Communication. The image of the company and our products

3.2. Distribution and sales channel

3.3. Sales estimate (prices and trade margin)

Step 4. Organization plan. Activities and resources (20 min.)

Things that we have to be clear about and that we will have to work on • What activities does the company have to carry out in order to provide the service or offer the products?

• What work capacity do we have and what time can we dedicate to the project? • If we are a team, what are we best at doing? What do we like the most to do? • Organization of tasks and times. • Is my activity seasonal? • What resources are we going to need: material and human?

4.1. Activities. Working capacity. Organization of tasks and times. Business seasonality.

4.2. Material resources. Investments. Fixed and variable costs

4.3. Logistics and stock management. QA.

4.4. Human Resources. Staff costs. Employment growth forecasts. Conciliation of work and family life. Occupational risks

4.5. Fixed cost estimate including personnel costs

Step 5. Economic and financial plan. Costs and benefits. Economic social and environmental balance sheet (20 min.)

Things that we have to be clear about and that we will have to work on: • How much does it cost me to start it up (investments)? • What fixed expenses do I have? • What expenses do I have associated with the sale of my products or services (variable expenses)? • Does my project have any social and / or environmental cost? • How much is the estimated monthly and annual revenue or sales? • What is my activity forecast for growth? • What social and / or environmental benefits does my activity bring?

5.1. Economic balance.

5.1.1. Investment and Financing Plan

5.1.2. Profit and loss account. Economic feasibility. The profitability of the company.

5.1.3. Treasury budget. Financial viability. The solvency of the company.

5.1.4. The balance sheet.

5.1.5. Economic and financial indices. The point of balance.

5.2. Social balance.

5.3. Environmental balance.

Step 6. START UP (20 min.)

Things that we have to be clear about and that we will have to work on • What is the legal form that best suits our project? • Are there any legal regulations that condition my activity? • What accounting, tax, labor, data protection and occupational risk prevention obligations do I have to take into account? • What procedures do I have to carry out in order to register my company and start my activity? • How can I get financing for my business.

Step 7. Viability. Why is our idea viable? (20 min)

Finally we will summarize why we believe that our idea is viable based on everything we have seen in the previous points. Highlighting the market opportunity, the competitive advantages of our products or services, their sales possibilities, the economic and financial viability, and above all the capacity of the human team to carry it out. It should not take up more than half a face.

3. Useful resources

- [Sectorial market studies](#)
- [Information on Foreign Trade](#)

4. Required material

- Computer, internet, projector, paper, witheboard

Some of the variations may need the use of whiteboard, markers, paper, pencils or printed pictures.

5. Assessment tools

The teachers should observe the group during the activities in order to carry out a basic evaluation of the following aspects:

- Motivation, participation and engagement
- Understand and present a good business plan according to the activities carried out.

Furthermore, teacher may ask about the usefulness of the activity and discuss about the SBMP.

Activity 4. Less is more?

This activity covers the Learning Unit 8 "Management practices for sustainability"

1. Learning objectives

Define the concept of sustainable management.

Relate social innovation and social entrepreneurship to sustainability.

Explain the social, economic and environmental impact of social business.

Mention the benefits of integrating the SDGs into social enterprises.

2. Pragmatic resources

Duration: 4 hours

Previous preparation:

The programme of activities to be carried out is presented, motivating students to participate and making them see the importance of these activities for success in the programme. Learners are encouraged to participate by means of questions that facilitate reflection on the usefulness and relevance of the activities they are going to carry out for their professional development, as well as for social, economic and environmental development. The Adult Education professional explains to the students the objectives, the contents to be developed, the methodology, the timetable, the place and who and with whom they are going to participate. This presentation is combined with the presentation of questions and advantages that are used for reflection in small groups and subsequent sharing of conclusions.

In what specific aspects can this first global presentation of the Programme have an influence: in achieving greater success in the participation, involvement and interest of the students and in encouraging them to form a global idea of the aspects to be worked on throughout the Programme.

Description

Step 1. <u>"What do I know about my values and goals?" (2 hours)</u>

In order to build a personal training and professional project, it is necessary to distinguish, first of all, what is considered most important, what is most valued and appreciated and why. Therefore, the values and goals that are prioritised will influence the decision that is taken and it is therefore essential to value their link with sustainable development.

People - in their childhood, youth and adulthood - sometimes ask themselves what they would like to achieve in life, what gives them satisfaction. This activity will awaken that part of curiosity about what is expected in life, at work, about what gives them educational and professional satisfaction; that is, about what are the values-goals that each person has individually in relation to work and from there to contribute to sustainable development.

Step 2. <u>"What do I know about my vocational interests?" (1 hour)</u>

In order to know what are the vocational interests in an objective way, it is essential to obtain information about the different types of training, professional and leisure activities that each person prefers and through which to cooperate in sustainable development.

As in the previous activity, students made an effort to imagine what they expected a job to offer them, this activity will continue to anticipate the future. Other necessary information is analysed in the development of vocational maturity and in the process of socio-occupational inclusion.

Step 3. <u>"What do I know about my abilities or skills?" (1 hour)</u>

Aims to analyse the skills, i.e. the abilities or skills needed to do something more or less successfully, thus contributing to do it with greater satisfaction and how to contribute with them to sustainable development.

> Supporting guide on the process of self-knowledge: values-goals, interests and skills that are needed to undertake the project more successfully on a personal, social, economic and environmental level and, consequently, with greater satisfaction (advantages and discussion questions to prepare the project):

1.   It is an experience that will be enjoyable for you because you are going to research something that you consider worthwhile, that interests you and in which project you could engage in order to continue learning or practising which skills.

2. Do you know what kind of sustainable development experiences fit with your values-goals, interests, skills that you will be able to do successfully, competences and learning objectives? Argue why...

Each participant answers these questions on cards that are given to them (networks of values, goals, interests and skills) and then returned to the Adult Education professional and, if necessary, to the community partners.

In the analysis to be carried out, it is important to help communicate mature thinking: "I consider it worthwhile...", "I can enjoy learning with...; I like projects that demand..."; I feel capable of...".

The answers given are written down and their knowledge and concerns are shared about the need to investigate what motivates them to participate responsibly (in terms of job offers, social and environmental commitment - ecological footprint...).

This reflective analysis takes into account the degree of motivation to participate in sustainable development ("I like it, it's worth it, I feel capable") associated with a wide range of emotions and feelings to be identified (joy; love; trust; empathy; gratitude; enthusiasm; pride; solidarity; surprise; courage...).

Adapted from the source of information: Lucas, 2021. (The support guides with the network of values, goal-objectives, tasks, interests and skills are defined and detailed, with the participatory dynamics to carry them out - Nominal Group...).

Methodological recommendations: As students are the protagonist of the decisions they will make about their educational and professional future: they will search for information individually and in groups; they will ask themselves questions about topics that motivate them using different sources of information; they will solve practical cases

and in response to real needs, evaluated as a priority in cooperative dialogue with the community.

*Cooperative groups should be formed by and always in small heterogeneous groups in which team members help each other and learn together, around 4-5 members, although being flexible.

3. Useful resources

- United Nations General Assembly (2015)
- Human Rights Council. (2019). World Programme for Human Rights Education.
- UNESCO (2021). Berlin Declaration on Education for Sustainable Development

4. Required material

- Paper, pen, blackboard and support guides (see Annex 1)
- Computer, internet, projector, etc.

5. Assessment tools

Level of knowledge that students have about their own values-goals, interests and skills, contrasting their knowledge at the beginning of each session with that discovered later, based on the Values-goals Network, the Interests Questionnaire and the Skills Network.

Reasoning followed by the students to establish their priorities and their application in training-professional and sustainable management options:

The following four value-goals are important to me because……

…

…

…

I reject the following goal-values because…….

…

…

…

Therefore, I think it is worthwhile for my training and professional future......

...

What kind of activities and occupations fit your interests? Argue why...

...

...

...

What kind of activities and occupations do not interest you? Argue why...

...

...

...

The possible need for further research on other options of interest is discussed:...

...

6. Annex

Annex 1. Support guides for students

List of work values-goals (Harringthon O'Shea, 1993; MOW International Research Team, 1987; Lucas, 2021).	What do they mean to you? (Nominal Group Technique).	Advantages and disadvantages of each. (Nominal Group Technique).	Rate from 1 to 10 according to their importance to you. (Individual work).

Dimension 4. Digital resources & Tools

Activity 1. Using Digital Tools for e-Mentoring

This activity covers the Learning Unit 1 "E-Mentoring"

1. Learning objectives

Analyse a range of digital tools in terms of their efficacy for e-mentoring.

Select the most appropriate digital tools for e-mentoring.

Use the key digital tools required for e-mentoring.

2. Pragmatic resource

Duration: 1 hour and 40 minutes

Description

Step 1. Lead in- Discussion – Digital tools for e-mentoring (15 minutes)

1. Put learners into small groups and ask them to discuss the following questions:

   a. List the most relevant digital tools for e-mentoring purposes and example providers   for   each   tool.
   B. Discuss the advantages and disadvantages of each tool for e-mentoring.

2. Once learners have had the opportunity to discuss the questions, elicit feedback and discuss as a whole class. Board any relevant key points, such as the names of the tools and example providers. The key tools to focus on in the session: *email, video conferencing, messaging apps, and digital forums/bulletin boards*.

Step 2. Selection & trialing of digital tools for e-mentoring (45 minutes)

1. Ensure every learner has access to a provided computer and they can access the internet using their mobile. A computer shared between 2 learners is sufficient, along with access to the internet via mobile phone.

2. Working in pairs, every learner should try out the most relevant tools for e-mentoring: 1/ Google workspace- Gmail & Google hangouts 2/ Whatsapp 3/ Skype & Zoom 5/Proboards.

3. Elicit how to access the different tools and board the information. Guide learners on how to navigate the sites by projecting the home pages and showing them where to find the instruction manuals. Learners should read the tool user guides and create an account with each of the tool providers and practise using the tools. Once learners have made their accounts, they should share their usernames with their partner and begin to practice communicating back and forth with one another. When trialing video conferencing tools, it will be necessary to separate the pairs into different locations due to feedback issues. This can be done with the use of a computer and a mobile phone.

4. Explain once they have tried the tools out, they will give a short presentation on how they set up their accounts, how they used the tool, and how effective they found the tools to be. Depending on the class size, it may be necessary to ask each pair to present a different tool to the group rather than discuss every tool per group.

Step 3. Presentations (20 minutes)

Step 4. Whole Class Discussion/ Evaluation (15 minutes)

1. Hold a class discussion evaluating the different digital tools and their ease of use and effectiveness for e-mentoring.

Step 5. Assessment – Self-evaluation Questionnaire (5 minutes)

3. Useful resources

Gmail & Google Hangouts

- User guide

Skype

- [User guide](#)

[Zoom](#)

- [User guide](#)

[WhatsApp](#) and [WhatsApp business](#)

- [User guide](#)

[Proboards](#)

- [User guide](#)

3. Required material

- Computers (at least one between 2), personal mobile phones (inform students prior to the lesson they will need to use their mobile phones during the lesson), projector and personal computer for the adult educator (to guide learners in how to navigate the tools), whiteboard and pens. Wi-Fi.
- It will also be necessary to provide a self-evaluation worksheet at the end of the lesson. Adult educators can prepare their own or use the one provided.

4. Assessment tools

Self-evaluation of their learning through the provision of a survey which the adult educator will ask the learners to complete during the last 5 minutes of the lesson. The questions should ask the learner to consider his/her strengths and weaknesses regarding the knowledge and skills he/she has acquired as a result of the lesson. Please see example self-evaluation below.   *Note: It may be necessary to provide additional support to any learners if requested in question 4. Adult educators can provide additional material and technical support to any such learners.*

<u>Digital Tools for E-mentoring – Self-evaluation</u>

<u>Name:</u>

1. How confident do you feel about using the tools introduced in the lesson today?

(Please circle your answer)

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

Why?

_____

_____

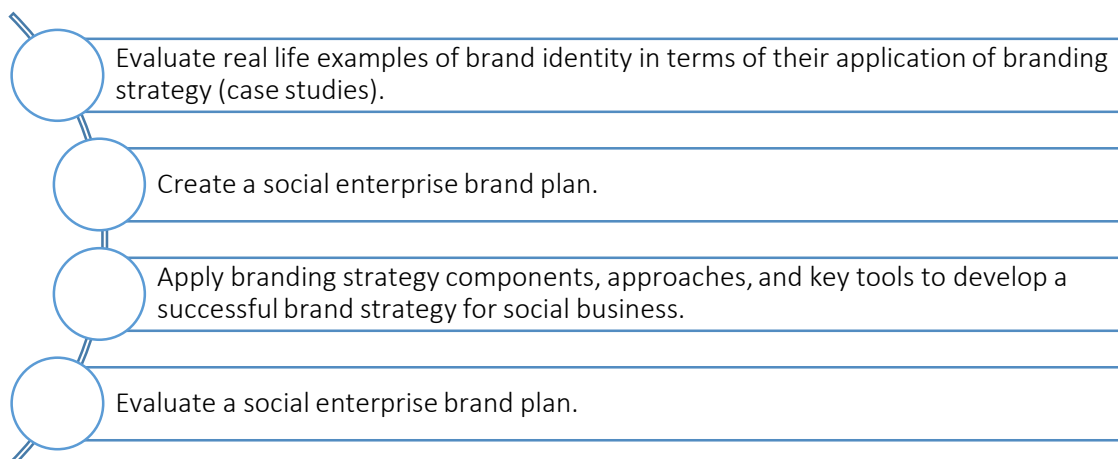2. Which tools did you find the easiest to navigate? Why?

_____

_____

_____

3. Which tools do you think are the most relevant to E-mentoring? Why?

_____

_____

_____

4. Which tools, if any, do you need further support with? Why?

_____

_____

_____

Activity 2. Implementing Branding Strategy for Social Business

This activity covers the Learning Unit 2 "Branding for social business"

1. Learning objectives

Evaluate real life examples of brand identity in terms of their application of branding strategy (case studies).

Create a social enterprise brand plan.

Apply branding strategy components, approaches, and key tools to develop a successful brand strategy for social business.

Evaluate a social enterprise brand plan.

2. Pragmatic resource

Duration: 2 hours 15 minutes

Description

Step 1. Lead-in- Discussion – Branding strategy for social business (15 minutes)

Put learners into small groups and ask them to answer the following questions:

1. *Why is it important to plan your branding strategy (create a Brand Plan)?*
2. *What are the key components of an effective Brand Plan?*
3. *Do you know any branding strategy models?*

Once learners have had time to discuss the questions, request feedback as a whole class and board the key points. Provide a handout at the end summarising the answers to the questions. The information for the handout can be sourced from the eLearning lessons content (Unit 2: Branding for Social Business, lessons 1 & 2).

Step 2. Evaluation of real-life case study examples of the application of brand strategy (35 minutes)

1. Introduce the task, that learners will search online for examples of how successful companies have applied branding strategy and then share what they have learnt with the group. Project an example and point out the key points.

   For example: https://www.designcouncil.org.uk/news-opinion/power-branding

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- This website tells us that Coca-Cola's is the world's most famous brand, where the drink itself is eclipsed by the power of the brand Cola-Cola and its associations, such as Coca-Cola is The Real Thing (the original drink) unlike and set apart from any other, that it is all American, and global, it is youthful, energetic, and so on. It also has many visual associations, the red and white logo and the classic bottle shape and colour.

- We also learn that IKEA's branding strategy is successful because it has a big idea: that good design is available for everyone, not just for the wealthy.

2. Encourage learners to search for similar websites and elicit and board some key words they could use to conduct an online search. Learners should work in pairs for the task, using their mobile phones or the provided computers.

3. Once learners have had the opportunity to search and take notes, put them in small groups and ask them to share the key points they discovered.

4. Ask for whole class feedback, inviting the learners to share the most interesting points they learnt about designing a successful branding strategy.

Step 3. Creation of a branding strategy (Brand plan) for a social business (1 hour)

1. Inform learners they are going to design and present a social enterprise brand plan.

2. Ask learners to identify some examples of social businesses and discuss any potential ideas they have themselves for a new social business in small groups.

3. Inform learners that they can use one of their ideas from the previous lesson step, or they can select a folded-up piece of paper from a container, on which they will find an idea for a social enterprise to base their brand plan on.

4. Learners should work together to design a branding strategy which they will present to the class. They should come up with a name and include all the essential branding strategy components which were reviewed earlier in the lesson.

5. Learners present their Brand Plan to the whole class.

Step 4. Preparation for creation of a branding strategy task

1. Use the examples below to provide a social enterprise business idea for each group (unless they choose to use their own idea). If you prefer you can make up your own (a template has been provided below) The ideas for the lesson below were sourced from: https://www.thesedge.org/socent-spotlights/22-awesome-social-enterprise-business-ideas

A social enterprise that matches travellers with a positive social impact and an intercultural learning experience. Profits are invested back to the community.	A social enterprise that provides a home water filtration system using environmentally friendly materials and processes, that is sold in the first world, with profits invested in developing countries to provide a similar service.
A social enterprise that involves the virtual or real-time sales of ethically and socially conscious products.	A social enterprise that

Step 6. Pre-presentation stage: Preparation for the evaluation of a social enterprise brand plan

1. Prior to learners giving their brand plan presentation, ask them to listen carefully to each group presentation, and take notes of the most effective strategies planned by each group.

Step 7. Post-presentation stage: Discussion & Evaluation of a social enterprise brand plan (20 minutes)

1. Learners should discuss each social enterprise brand plan presented, in terms of the most effective strategies planned, and identify overall the key branding strategies to apply when designing a brand plan. Discuss any potential challenges of designing an effective brand plan and possible solutions.

Step 8. Assessment – Self-evaluation Questionnaire (5 minutes)

3. Useful resources

- [Power branding](#)
- [11 awesome social enterprise business ideas](#)
- [Keller's Brand Equity Model - Strategy Tools From MindTools.com](#)

4. Required material

- Learners will need their mobile phones and access to a computer, shared between 2 if possible. A whiteboard and board markers are also required. The adult educator will need access to a computer and projector. Wi-Fi is also required.

- A handout summarising the answers to the lead-in discussion questions should be prepared in advance of the lesson, information for which can be sourced from the eLearning lessons content (Unit 2: Branding for Social Business, lessons 1 & 2).

- Also, a self-evaluation assessment questionnaire should be prepared. Educators can use the one provided or create their own.

5. Assessment tools

Ask learners to complete the self-evaluation questionnaire.

Self-evaluation - Branding for Social Business

Name:

I understand the essential components involved in creating a social enterprise brand plan.

Agree / Disagree

Comments:

I can apply branding strategy components, approaches, and key tools to develop a branding strategy for a social business.

Agree / Disagree

Comments:

I can evaluate a brand plan and consider whether it presents a successful brand plan.

Agree / Disagree

Comments:

Activity 3. E-Marketing strategies in use

This activity covers the Learning Unit 3 "e-Marketing"

1. Learning objectives

- Identify e-marketing strategies and technologies.
- Evaluate real-life case studies and consider which elements contribute to successful e-marketing.
- Create an e-marketing plan for a brand.
- Apply e-marketing strategies
- Evaluate the implementation of an e-marketing plan.

2. Pragmatic resource

Duration: 2 hours 15 minutes

Description

Step 1. Lead-in- Discussion – E-marketing strategies and technologies (10 minutes)

Put learners into small groups and ask them to answer the following questions:

1. *What strategies (technologies) can be applied to market a company digitally?*

2. *Why is important to have a planned approach to e-marketing?*

3. *Do you know of any models which companies can use to create their e-marketing plan?*

Allow time to discuss the questions before asking for whole class feedback. Note key points on the board and provide a handout summarising the main points (source the key points from the eLearning lesson content: Unit 3: E-marketing, lesson 2: E-marketing strategies and planning).

Step 2. Evaluation of E-marketing strategies – case studies (30 minutes)

Introduce the next step, to evaluate how companies have applied e-marketing strategies by examining real-life case studies.

1. First, provide an example case study to evaluate together. Ask learners to read the case study provided (a worksheet should be prepared in advance, for example, using information [from] and from [GSK]). Set the task to discuss in small groups *which elements contributed to the success of the company's e-marketing campaign* and *use the SOSTAC model to identify the steps undertaken in the e-marketing plan.*

2. Learners should then search online using their phones or provided computers to locate some more examples of case studies showing good practice in e-marketing, making notes as they research and ultimately, presenting their findings to the whole class.

3. Next, set the task to evaluate the most effective strategies they heard about – why were they so effective?

Step 3. Creation of an E-marketing Plan & application of E-marketing strategies (1 hour)

In this activity learners will create an E-marketing plan in small groups and present their ideas to the class.

1. Ask learners to think back to their idea for a social business they developed in lesson 2 and regroup.

2. Inform them they will work together to create an e-marketing plan for the business and will present their ideas to the class. They should also create one social media post using the accounts they opened in lesson 1, if possible. Provide A3 paper for brainstorming and presenting. At the end of the presentations, there will be a whole class evaluation of the ideas they heard.

3. Give learners 60 minutes to work on their plan and post.

Step 4. Presentation and Evaluation of E-marketing plans (30 minutes)

Learners should present their e-marketing plans and social media posts, and then, as a whole class, evaluate the ideas they have heard. Which plans do they think would be particularly successful and why? How effective were the social media posts each group posted? What improvements could they suggest?

Step 5. Assessment – Self-evaluation (5 minutes)

3. Useful resources

- Digital marketing definitions
- SOSTAC marketing planning model guide | Smart Insights
- Digital marketing strategy
- Email marketing definition - What is? | Digital marketing Glossary (davechaffey.com)
- SEO ranking factors definition - What is? | Digital marketing Glossary (davechaffey.com)

4. Required material

- A projector, computers, mobile phones, whiteboard, whiteboard pens, A3 poster paper and pens, and wi-fi.
- Prepare a handout in advance summarising the answers to the lead-in discussion questions (source the key points from the eLearning lesson content: Unit 3: E-marketing, lesson 2: E-marketing strategies and planning).

- A second handout also needs to be provided – detailing a case study/ case studies of e-marketing strategies in practice. For example: GSK

GSK, a science-led global healthcare company, has built up a social media audience of 1 million LinkedIn followers, 264,000 Facebook likes, 157,000 followers on Twitter and more than 5,000 followers on Instagram. They were dissatisfied with their digital landscape, which they felt was fragmented because external and internal digital communication channels were being managed by different teams, which led to the creation and sharing of content of varying styles and tone of voice. They also felt their analytics and insights, and storytelling were inadequate.

Instead, the company aspired to achieve consistent content messaging of the same style and tone of voice across all channels and managed by one team, sophisticated metrics and insights, and a balance of reactive and proactive campaign storytelling that is suited to their audience.

They implemented a measurement framework to analyse consumer interaction: 1/Familiarity – reach and exposure of content, e.g., page views; 2/ Engagement – user engagement with content, e.g., website bounce rates; 3/ Conversion – user-behaviour, e.g., click-throughs to content; 4/ Advocacy – becoming an ambassador for your content, e.g., shares, retweets. This insight was used to shape their content development.

As a result, GSK have seen an increase of 50% in the number of views of their GSK global news stories since 2016, positive feedback from users who report that the website has positively changed their perception of GSK, and 1 million followers on LinkedIn reached.

Sourced from

5. Assessment tools

Assessment will be based on a self-evaluation of knowledge and skills acquired during the lesson. Learners should complete the following self-evaluation questionnaire at the end of the lesson.

E-marketing - Self-evaluation

Name:

1. I can identify e-marketing strategies (technologies).

(Please circle your answer)

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

Why?

_____

_____

2. I can apply e-marketing strategies.

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

Why?

_____

_____

3. I can guide and supervise others in their application of e-marketing strategies (technologies).

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

Why?

_____

_____

4. I know which elements contribute to successful e-marketing.

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

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Why?

_____

_____

5. <u>I can create an e-marketing plan for a brand.</u>

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

Why?

_____

_____

6. <u>I can evaluate the application of an e-marketing plan for a brand.</u>

Very confident ----- Confident ----- Quite confident --------Unconfident -------Very unconfident

Why?

_____

_____

Activity 4. Using social media for promotion and networking

This activity covers the Learning Unit 6 "Online networks"

1. Learning objectives

Use digital environments and tools to perform networking tasks

Compare different types of social media

Select an appropriate social platform to promote social entrepreneurship and social business

Create a social media plan to promote a social entrepreneurial activity

2. Pragmatic resource

Duration: 1 hour 40 minutes

Description

Step 1. Lead-in – Discussion – Social media platforms and networking (15 minutes)

Put learners into small groups and ask them to discuss the following questions:

1. *What is social entrepreneurship and social business?*

2. *Which social media platforms would be most effective at promoting social entrepreneurship and social business? Why?*

3. *Which digital platform is the most popular for networking for business?*

Request feedback on the questions as a whole class and discuss together. Review all platforms and confirm that the most popular platform for business networking is LinkedIn, and for business promotion, platforms such as Instagram, twitter and Facebook are popular. Project the platforms and go through the features together, eliciting from the students as much as possible.

Useful links: https://www.linkedin.com. https://www.twitter.com, https://www.instagram.com, https://www.facebook.com.

Step 2. Creating a LinkedIn account (25 minutes)

1. Project the LinkedIn home page and ask learners if they have a LinkedIn account. If any learners do have an account, ask them to log in to their accounts using the provided computers and show their account to their peers, or if they prefer, go to a random account, and demonstrate the platform's features. Organise the learners into small groups for this task.

2. If no learners have an account, show them your account, or an example account, the account of entrepreneur Richard Branson, and demonstrate the main features of the platform. You need to login to view the full profile: https://www.linkedin.com/in/rbranson/?originalSubdomain=vg

3. Next, ask learners who do not have a LinkedIn account to set one up. Those who have an account already can help their peers with this process, if needed.

Afterwards, they can use the time to work on improving their profile (and can continue to work on their profile pages in their own time). Encourage them to start making connections and to write a post, for example, about this course and what they have learned! Learners can connect with each other first, then they can comment on and like each other's posts.

4. Ask for feedback on what the learners think of LinkedIn and discuss tips on how to get the most out of it.

Step 3. Creating a social media plan to promote a social entrepreneurial activity (40 minutes)

1. Ask learners to form their groups from lessons 2 and 3, where they came up with an idea for a social business, and review how to create a social media plan. Ask for feedback and board any key points. Provide a handout outlining the steps involved in the creation of a social media plan (information for which can be sourced from the eLearning content: Unit 6: Online networking, lesson 2: Social media to promote social entrepreneurship).

2. Next, learners should decide on an activity the business could undertake, for example, if we use the following idea: A social enterprise that involves the virtual or real-time sales of ethically and socially conscious products, the activity could be to start the promotion of a pop-up shop... Learners should select a social media platform to use for the promotion and make the post using the accounts they set up in lesson 1. Advise about free stock photograph platforms such as Pixabay.

3. Learners should present their post, projected, if possible, to the class and receive feedback from their peers.

Step 4. Lesson Assessment (5 minutes)

Provide a self-evaluation questionnaire for learners to complete alone, based on the knowledge and skills acquired during the lesson.

Step 5. Course conclusion (15 minutes)

Next, encourage learners to think back on all the lessons for *Dimension 4*: *Digital Resources and Tools* and evaluate the tools and skills they have learnt about for boosting

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mentoring and entrepreneurship practices. Elicit the unit titles and board to remind learners of all the topics studied. Hold a group discussion on the key points the face-to-face aspect of dimension 4 has taught them and discuss their plans and goals ongoing.

3. Useful resource

- Pixabay
- How to create a social media marketing plan
- Social media metrics
- Marketing solutions

4. Required material

- Computers, projector, mobile phones, whiteboard, pens, wi-fi.
- Provide a handout outlining the steps involved in the creation of a social media plan (information for which can be sourced from the eLearning content: Unit 6: Online networking).
- Also, provide a handout for the assessment: self-evaluation questionnaire.

5. Assessment tools

Provide a self-evaluation questionnaire – evaluating the acquired skills and knowledge gained by participating on the course. For example:

<u>Using social media for promotion and networking</u>

<u>Name:</u>

Rate the statements below:

0 -I don't agree at all/ 2 -I don't agree/3 -I'm not sure/4 -I agree/ 5 -I completely agree

I feel confident using digital environments and tools, such as LinkedIn to perform networking tasks.

I know how to set up a LinkedIn account.

I know how to connect with other users on LinkedIn.

I understand the differences and similarities between the different types of social media platforms.

I can select the most appropriate social media platform to promote social entrepreneurship and social business.

I can navigate social media platforms, such as Facebook or Instagram.

I can make a post on a social media platform. (Which ones?)

I know how to like a post on a social media platform. (Which ones?)

I can create a social media plan to promote a social entrepreneurial activity.