



SILVER UP

Digital solutions to support mentoring in social innovation

for senior entrepreneurs through Adult Education

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Conceptual and Didactical Core
to support Social Innovation for Senior Entrepreneurs
(IO2)



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COUNTRY	ORGANISATION
France	Coopérative d'Activité et d'Emploi dans les Services A la Personne et la Silver Economie [SILVER SAP]
Spain	Instituto para el Fomento del Desarrollo ya la Formacion [INFODEF]
Portugal	Mindshift Talent Advisory [Mindshift]
Spain	Universidad de Salamanca [USAL]
Turkey	Istanbul Valligi [GOI]
Ireland	Innoquality Systems Limited [INQS]

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Introduction

This Conceptual and Didactical Core (CDC) consists of a document analysing and describing the most relevant cutting-edge **theoretical fundamentals and pedagogical approaches** to train senior mentors to support social innovation for senior entrepreneurs.

- a) **Theoretical fundamentals:** rules, principles, or theories on non-conventional teaching-learning methods and resources to train senior mentors to support social innovation for senior entrepreneurs.
- b) **Pedagogical approaches:** ways in which teachers apply methods and resources to train senior mentors to support social innovation for senior entrepreneurs.

The content of this Conceptual and Didactical Core is fully related to IO1 (Competence Framework in Mentoring Skills to support Social Innovation for Senior Entrepreneurs), respecting the dimensions that were originally established.

Dimension 1. Personal awareness

Dimension 2. Professional development & continuous learning

Dimension 3. Outcome & action orientation

Dimension 4. Digital Tools & Resources

These four dimensions are structured into two levels:

1. The first level (*BASICS*) grouping learning units oriented to the development of factual and theoretical knowledge on the main topics of the project - mentoring, entrepreneurship, senior entrepreneurship, social innovation, social entrepreneurship, silver economy, digital resources and tools to support mentoring practices and social entrepreneurship practices.
2. The second level (*PRACTICE*) assembling learning units oriented to promote the development of skills and attitudes on the main topics of the project - mentoring, entrepreneurship, senior entrepreneurship, social innovation, social entrepreneurship, silver economy, digital resources and tools to support mentoring practices and social entrepreneurship practices.

The units to be developed within the framework of each of the dimensions are as follows:

Dimension		Unit
Dimension 1	BASIC	1. Mentoring theory
		2. Mentor profile
		3. Mentee profile
	PRACTICE	4. Mentoring mindset: relational skills
		5. Mentoring mindset: communication skills
		6. Mentoring mindset: resolution skills
Dimension 2	BASIC	1. Senior entrepreneurship
		2. Mentoring for professional development
		3. Type of mentoring programmes
		4. Reverse mentoring
	PRACTICE	5. Plan, implement and assess a mentoring programme for senior entrepreneurship
		6. Plan, implement and assess a reverse mentoring programme
Dimension 3	BASIC	1. Social entrepreneurship
		2. Social innovation
		3. Silver economy
		4. Entrepreneurship for impact
	& PRACTICE	5. Transition to self-employment
		6. Types of social business and social business strategies
		7. Social business model plan
		8. Management practices for sustainability
Dimension 4	BASIS PRACTICE	1. E-Mentoring
		2. Branding for social business
		3. E-Marketing
		4. E-Commerce
		5. Digital entrepreneurship
		6. Online networking

Dimension 1: Personal awareness

The personal awareness dimension comprises learning units designed to enable the senior learner to assess, practise, acquire or improve mentoring skills. All the mentoring skills outlined in this dimension will be analysed and practised from the point of view of the mentor and the mentee roles. This first dimension aims to improve the senior learner's awareness of his/her mentor/mentee profile. Self-awareness is a key competence in mentoring. A good mentor can recognise and understand their own strengths and limits. This ability helps mentors guiding mentees understand their self-worth and general capabilities.

Unit 1. Mentoring theory

Introduction

This unit aims to support senior entrepreneurs and senior mentors with the necessary information about mentoring theories and models, its benefits, stages, and ethics.

Mentoring is described as 'the practice of helping and advising a less experienced person over a period, especially as part of a formal programme in a company, university, etc.' Oxford Dictionary. It is a one-to-one relationship in which an individual uses a more experienced, usually more senior, person as a sounding board and for guidance. Being a mentor helps the acquisition of people-development and feedback skills, while mentees will benefit from the career support provided. It provides mutual benefits for both mentor and mentee.

The next section includes the different definitions of mentoring, its comparison with coaching, the stages of mentoring, mentoring theories, benefits of mentoring for senior mentors and entrepreneurs, mentoring models and the ethics of mentoring.

Description

Mentoring is a useful tool in entrepreneurship. Mentors use life-based experiences to offer advice and help mentees gain insight and knowledge. It is a different concept from coaching. Furthermore, it has its own stages, theories, models, and ethics.

Senior mentors and mentees will be provided with information on mentoring in this unit. The topics to be covered are:

A. What is mentoring?

Mentoring holds great importance in the entrepreneurial development of mentees. It helps mentees gain a concept of business development and growth. This unit helps senior mentors and mentees recognise the basic concepts of mentoring, its definition, aims, basic rules and challenges. The topics to be covered in this section are:

- a) Its origin
- b) Its definition
- c) Its purposes
- d) Basic rules of mentoring
- e) Challenges of mentoring

B. Mentoring vs. coaching

Mentoring and coaching are often confused due to being closely related concepts. In this section, the differences between mentoring and coaching will be presented.

The topics to be covered in this section are:

- a) Differences between mentoring and coaching

C. Stages of mentoring

An effective mentoring relationship has four definite stages of mentoring. In this section the important features of these stages will be covered. The topics to be covered in this section are:

- a) Initiation
- b) Cultivation
- c) Separation
- d) Redefinition

D. Mentoring theories

In recent decades, mentoring has emerged as an effective method of learning and guidance for different target groups. In this section, aspects of 3 mentoring theories will be focused on. The topics to be covered in this section are:

- a) Developmental theory
- b) Learning theory
- c) Social theory

E. Benefits of mentoring for mentor and mentee

Mentoring has benefits for both senior mentors and entrepreneurs. In this section,

these benefits will be presented. The topics to be covered in this section are:

- a) Personal development
- b) Psychosocial support
- c) Career (Instrumental) Support

F. Mentoring models

To offer effective mentoring, it is important to know the different mentoring models suitable for senior entrepreneurs. In this section, different mentoring models will be presented. The topics to be covered in this section are:

- a) Informal mentoring
- b) Developmental mentoring
- c) Structural mentoring
- d) Peer mentoring
- e) Long-term mentoring
- f) Top-down mentoring
- g) Peer mentoring
- h) Reverse mentoring

G. Ethics of mentoring

Mentoring requires certain rules which must be followed by both parties. In this section, the ethical aspects of mentoring will be presented.

Methodological Approach

As the content is addressed to senior mentors and mentees, the andragogical learning principles will be taken into consideration in the development of the training content according to the andragogy of Malcolm Knowles. Life-based examples will be used and some activities that senior mentors and mentees can use based on their own life experiences will be designed. The content will be provided as a text, and it will be supported with suitable visuals and videos. Learners will be given activities & tasks to carry out individually. Further reading materials on mentoring profiles will be provided.

Self-directed learning will also be taken into consideration in the creation of the training contents. The key stages of self-directed learning are being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning. These are compatible with the principles of andragogical learning.

Jack Mezirow's transformative learning is another methodology that could be used for the creation of the training content. According to this methodology, adults can adjust their thinking based on new information. Adults' world views are transformed the more they learn, and that helps them to grasp new concepts and ideas. Learners who acquire new information also evaluate their past ideas and understanding and change their worldview as they obtain new information through critical reflection. Learners will be expected to reflect on their knowledge and transform their past experiences and recent knowledge via case studies.

Assessment

Self-directed learning will also be used in the evaluation. Learners will engage in self-reflection and self-evaluation of their learning goals and progress in the unit.

Evaluation will include:

- self-assessment tests (3 questions per section),
- true-false questions (10 questions at the end of the unit)
- multiple-choice test (10 questions at the end of the unit)
- presentation of case-studies and scenario-planning exercises.

The evaluation tests are designed to help senior mentors and mentees self-assess their learning.

The content will increase the knowledge of senior mentors and mentees on the concept of mentoring in terms of its steps and ethics. It will differentiate between mentoring & coaching, analyse mentoring models, and supervise the mentoring process.

There are no prerequisite skills for this unit. The direct target groups of this unit are senior mentors and mentees. It is expected that they use the training content based on this CDC. In addition, adult training organisations delivering training on mentoring can be secondary beneficiaries.

The CDC and the content can be directly used on entrepreneurship and mentoring educational programmes in different organisations, and it can inspire the development of content for different target groups.

No challenges are foreseen while creating the content.

Conclusions

Unit 1 in Mentoring Theory aims to promote the mentoring and entrepreneurship skills of senior mentor and entrepreneurs. The topics to be covered are what mentoring is, mentoring vs. coaching, stages of mentoring, mentoring theories, benefits of mentoring for mentor and mentee, mentoring models and ethics of mentoring. The content will be designed based on adult learning principles and will be provided as informative text. It will be supported by visuals, videos and further reading materials as well as self-assessment tests, multiple-choice tests, and case studies.

Unit 2. Mentor Profile

Introduction

This unit aims to support senior mentors and entrepreneurs with the concept of mentor profiles: the basic characteristics, roles, and attitudes of a good mentor in entrepreneurship.

A mentor is one of the two important elements of the mentoring process. It is necessary that mentors have certain skills and knowledge about mentor profiles. Strong support from a good mentor will certainly increase the professional, personal, and psychosocial well-being of a mentee and will help mentees reach their goals. Supportive skills of a mentor facilitate the mentoring phases and strengthen the relationship between the mentor and the mentee.

The next section will present the following points: the basic characteristics of a good mentor, the role of the mentor in the mentoring process, attitudes of a good mentor in mentoring phases, understanding the needs of a mentee, and constructing a relevant learning environment.

Description

A mentor is critical in the promotion of many skills in entrepreneurship. A mentor contributes to the mentee in terms of socio-emotional or psychosocial support, skills development and professional progress, career advancement and success. Moreover, a mentor guides a mentee from conception to business growth. This support process requires mentors to take on certain roles and responsibilities.

Senior mentors and mentees will be provided with information on the profile of a mentor in this unit. The topics to be covered in this unit are:

A. Basic characteristics of a good mentor:

The mentor provides the transfer of knowledge and psychosocial support to a mentee as to relevant work, career, or professional development. Certain skills facilitate this transfer of knowledge and increase the effect of mentoring. The topics to be covered in this section are:

- a) Active listening
- b) Giving constructive feedback
- c) Being non-judgmental
- d) Valuing a diversity of perspectives
- e) Collaboration with the mentee

B) The role of a mentor in the mentoring process:

The mentor helps the mentee to find the right direction by asking questions, providing guidance and encouragement. The mentor allows the mentee to explore new ideas and opportunities, thus becoming more self-aware, rather than leaving progress to chance.

The topics to be covered in this section are:

- a) What are the roles of a mentor?
- b) What is not

involved in the role of a mentor?

C) Attitudes of a good mentor in mentoring relationship phases

Mentors

have a great influence on mentees by helping to uncover hidden potential and facilitate the reaching of professional targets. This occurs through understanding the mentee well and being able to plan and organise the steps needed in the mentoring process.

The topics to be covered in this section are:

- a) Attitudes of a good mentor in the initiation, cultivation, separation, and redefinition stages
- b) Understanding the viewpoint and needs of a mentee
- c) Constructing the learning environment according to a mentee

Methodological Approach

The content is addressed to senior mentors to help with the mentoring process of senior entrepreneurs. Their age and learning style will be taken into consideration in the development of the training content, according to the andragogy of Malcolm Knowles. The content will be provided as a text supported with visuals, videos, and concrete examples of the mentoring process. Further reading materials on mentor profiles will be provided.

Self-directed learning will also be taken into consideration in the creation of the training contents. The key stages of self-directed learning are being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning. These are compatible with the principles of andragogical learning.

Jack Mezirow's transformative learning will be used in the creation of training content. According to this methodology, adults can adjust their thinking based on new information. Adults' world views are transformed the more they learn, and that helps them to grasp new concepts and ideas. Learners who acquire new information also evaluate their past ideas and understanding and transform their worldview as they obtain new information through critical reflection. Learners will be expected to reflect on their knowledge and transform their past experiences and recent knowledge via case studies.

Assessment

Self-directed learning will also be used in the evaluation. Learners will engage in self-reflection and self-evaluation of their learning goals and progress in the unit.

Evaluation will include

- self-assessment tests (3 questions per section)
- true-false questions (10 questions at the end of the unit)
- multiple-choice test (10 questions at the end of the unit)
- presentation of a case-study - to analyse the mentor profile.

The evaluation tests are designed to help senior mentors and mentees self-assess their learning.

The content will increase the knowledge of senior mentors and entrepreneurs on the concept of mentor profiles, the basic characteristics of a good mentor, the role of the mentor in the mentoring process, understanding the needs of a mentee, and constructing the learning environment according to the needs of a mentee.

The direct target groups of this unit are senior mentors and entrepreneurs. They are expected to complete Unit 1. Mentoring Theory Dimension 1 before starting this unit. This unit is expected to be a learning resource for the target groups as well as an inspiring and adaptable teaching resource for adult trainers and adult training organisations.

No challenges are foreseen while creating the content.

Conclusions

Unit 2 Mentor Profile aims to support senior mentors in adopting basic characteristics, roles, and attitudes of a good mentor in entrepreneurship. The content will be designed with the age of the senior mentor & entrepreneurs and learning styles of adult learners considered. It will be created as a text with visuals, videos, and concrete examples of the mentoring process. Further reading materials and self-assessment tests, true-false questions, multiple choice questions and a case study will also be provided.

Unit 3. Mentee profile

Introduction

This unit aims to support senior mentors and entrepreneurs with the concept of mentee profile, the basic characteristics of a good mentee, understanding senior entrepreneurs, the roles, and responsibilities of a good mentor in entrepreneurship and the learning styles of adult learners.

A mentee is described as ‘a person who is helped by a mentor or a person who gives a younger or less experienced person help and advice over a period of time, especially at work or school’ (Cambridge Dictionary). It is an excellent method of fostering entrepreneurial skills. Therefore, it is important for a mentor to understand the features of a mentee.

In the next section, the basic characteristics of a good mentee, the needs of a senior entrepreneur, the role of a mentee in mentoring, learning styles and the principles of adult learners will be presented.

Description

A mentor and a mentee are the two key components of mentoring. Both are different individuals with different goals and characteristics. Mentoring works best when it meets the needs of the individuals involved, so, it is therefore necessary to understand the characteristics of both roles. As mentoring helps promote the potential of a mentee, it is therefore vital to understand the needs and mentee profile.

Senior mentors and entrepreneurs will be provided with information on the profile of a mentee in this unit. The topics to be covered in this unit are:

A) Basic characteristics of a good mentee

Certain skills of a mentee facilitate the transfer of know-how and increase the impact of knowledge transfer. The topics to be covered in this section are:

- a) Active listening
- b) Establishing goals
- c) Continuous learning
- d) Collaboration with the mentor

B) Understanding a senior entrepreneur

Mentorship is a professional collaboration in which mentor and mentee work together to promote personal and professional growth. It is useful to explore the entrepreneurial aspects of their own personality and engage in self-evaluation. The topics to be covered in this section are:

- a) The needs of a senior entrepreneur as a mentee
- b) Becoming an active learner
- c) Intergenerational differences among mentees and mentors

C) The role of a mentee in mentoring processes

The definition of roles leads to smooth communication and an effective relationship between a mentor and mentee. A mentee and mentor are expected to behave appropriately during the mentoring process. The topics to be covered in this section are:

- a) What are the roles of a mentee?
- b) Attitudes of a mentee in initiation, cultivation, separation, and redefinition stages

D) Learning styles of adult learners

The age of senior mentors and entrepreneurs affect how they learn. As adult individuals, they have unique learning styles. The topics to be covered in this section are:

- a) Adult learning principles
- b) Mentoring, entrepreneurship, and adult learning

Methodological Approach

The content is addressed to senior mentors to help with the mentoring process of senior entrepreneurs. Their age and learning style will be taken into consideration in the development of the training content according to the andragogy of Malcolm Knowles. The content will be provided as a text supported with visuals, videos, and concrete

examples of the mentoring process. Further reading materials on mentee profiles will be provided.

Self-directed learning will also be taken into consideration in the creation of the training content. The key stages of self-directed learning are being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning, which are compatible with the principles of andragogical learning.

Jack Mezirow's transformative learning will also be used in the creation of training content. According to this methodology, adults can adjust their thinking based on new information. Adults' world views are transformed the more they learn, and that helps them to grasp new concepts and ideas. Learners who acquire new information also evaluate their past ideas and understanding and change their worldview as they obtain new information through critical reflection. Learners will be expected to reflect on their knowledge and transform their past experiences and recent knowledge via case studies.

Assessment

Self-directed learning will also be used in the evaluation. Learners will engage in self-reflection and self-evaluation of their learning goals and progress in the unit.

The evaluation will include:

- self-assessment tests (3 questions per section)
- true-false questions (10 questions at the end of the unit)
- multiple-choices tests (10 questions at the end of the unit)
- presentation of a case-study to analyse the mentee profile.

The evaluation tests are designed to help senior mentors and mentees self-assess their learning.

The unit will improve the knowledge of senior mentors and entrepreneurs of mentee profile, basic characteristics of a good mentee, understanding the needs of a senior entrepreneur, understanding the intergenerational differences, the role of a mentee in the mentoring process, learning principles and styles of adult learners.

The direct target groups of this unit are senior mentors and entrepreneurs. They are expected to complete Unit 1. Mentoring Theory and Unit 2. Mentor Profile in Dimension 1 before starting this unit. This unit is expected to be a learning resource for the target groups as well as an inspiring and adaptable teaching resource for adult trainers and adult training organisations.

No challenges are foreseen in the creation of the content.

Conclusions

Unit 3 Mentee Profile aims to enlighten the senior mentors and mentees in the basic characteristics, roles, and attitudes of a good mentor in entrepreneurship. Understanding the needs of a mentee helps a mentor to use the right strategies and methods in mentoring. Understanding the profile of both a mentor and mentee helps both reciprocally to understand their roles and tasks and improve empathy for each other. The content will be designed taking into account the learning principles of senior mentors and mentees through supportive visuals, videos, case study, further reading materials and with a self-assessment test, true-false questions, a multiple-choice test and a case study.

Unit 4. Mentoring mindset: relational skills

Introduction

The success of the mentoring process is based on a strong mentor-mentee relationship. Sustaining a good relationship leads to better decision-making, problem solving, and the acquisition of new skills. Understanding the principles, dynamics, and strategies of relational skills in mentoring facilitates the mentoring process. It contributes to transparent expectations, a personal connection, and shared values for both parties.

The next section includes the nature of the mentor-mentee relationships, tips, dynamics, and principles of the mentor-mentee relationship, including building a rapport between mentor and mentee, strategies, and tips to for a successful mentor-mentee relationship.

Description

Mentoring is a relationship of choice for professional development in the business area. Thus, it is important to be able to understand the components and characteristics of quality mentoring relationships. In this section, learners will have a better understanding of the characteristics and types of strong and healthy mentoring relationships.

The topics to be covered in this unit are:

A. Understanding the Nature of Mentor-Mentee Relationship

Mentoring is a process that involves communication. Know-how is transferred from mentor to mentee through personal interaction. Understanding the dynamics and

importance of the mentoring relationship fosters the benefits of mentoring. Learning is achieved because of the interrelationship. The topics to be covered in this section are:

- a) Types of Mentoring Relationships
- b) Principles of Building Relationships
- c) Impacts of Strong Mentoring Relationship on Networking Opportunities

A. Building Rapport in Mentor-Mentee Relationship

Building an effective relationship with mutual understanding and trust between the mentor and mentee is a critical component of effective mentoring. In this section, the learners will have a better understanding of how to build a trusting relationship with mentees, including methods and strategies for building rapport using different skills.

The topics to be covered in this section are:

- a) The importance of defining roles in mentorship
- b) Establishing expectations
- c) Building trust
- c) Challenges in mentor and mentee relationships

C. Planning different stages of mentor-mentee relationship for senior mentors and mentees

Mentoring is a critical skill for entrepreneurship. It is built on a team concept and provides advantages for both mentor and mentee. The topics to be covered in this section are:

- a) Methods and strategies for an effective mentoring relationship
- b) Tips to create a successful mentor-mentee relationship

Methodological Approach

As the content is addressed to senior mentors and mentee, their learning principles and styles will be taken into consideration while creating the content according to the andragogy of Malcolm Knowles. Problems and solutions about relational skills will be given. The content will be provided as a text, and it will be supported with suitable visuals and videos. Learners will be given activities & tasks to carry out individually. They will be also provided materials for further reading.

Self-directed learning will also be taken into consideration in the creation of the training contents. The key stages of self-directed learning are being ready to learn, setting

learning goals, engaging in the learning process, and evaluating learning, which are compatible with the principles of andragogical learning.

Jack Mezirow's transformative learning will also be used in the creation of training content. According to this methodology, adults can adjust their thinking based on new information. Adults' world view is transformed the more they learn, and that helps to grasp new concepts and ideas. Learners who acquire new information also evaluate their past ideas and understanding and change their worldview as they obtain new information through critical reflection. Learners will be expected to reflect their knowledge and transform their past experiences and recent knowledge via case studies.

Assessment

Self-directed learning will also be used in the evaluation. Learners will engage in self-reflection and self-evaluation of their learning goals and progress in the unit.

The evaluation will include:

- self-assessment tests (3 questions per each section),
- true-false questions (10 questions at the end of the unit)
- multiple-choice test (10 questions at the end of the unit)
- presentation of case-studies and scenario planning exercises.

The evaluation tests are designed to help senior mentors and mentees self-assess their learning.

The content will increase senior mentors and mentees knowledge of relational skills in mentoring. It will improve their skills and ability to better manage their relationship according to their given role.

The learners are expected to complete the basic units of Dimension 1.

The direct target group of this unit are senior mentors and mentees. It is expected that they use the training content which will be developed based on this Conceptual and Didactical Core. Furthermore, adult training organisations delivering training on mentoring can also be beneficiaries.

The CDC and the content can be directly used on entrepreneurship and mentoring educational programmes in different organisations, or it can be an inspiration to develop content for different target groups.

Conclusions

This Mentoring Mindset: Relational Skills unit aims to promote interrelation skills between a mentor and mentee. The outline of the topics to be covered are understanding the nature of and building rapport in a mentor-mentee relationship, and methods, strategies, and tips on building an effective relationship between them. The content will be designed based on adult learning principles and will be provided as a text. It will be supported by visuals, videos and further reading materials as well as self-assessment test, true-false questions, a multiple-choice test, and case studies.

Unit 5. Mentoring mindset: communication skills

Introduction

One of the primary aspects of the longitudinal mentoring process is its reciprocity. Reciprocity of communication necessitates effective communication skills to constitute a trusting and strong mentoring relationship. The mentor's strength in communication is their ability to shift styles easily, switching from giving advice to eliciting information, or from challenging someone, to being supportive. A balanced approach of communication skills is suitable for the purpose of transmission of a mentor's experience and perspective to the mentee. In this unit, the dynamic and reciprocal relationship between communication skills and the success of the mentoring will be addressed to promote the development of both.

In the next section, effective communication techniques, facilitative and authoritative skills, and roles of the mentor will be contextualized and scrutinized within the scope of its assistance to communication between mentors and mentees. Emotional Intelligence and its significance in communication in diverse environments/cultures will also be addressed, explained, and exemplified.

Description

Communication is the centrepiece of the relationship between mentor and mentee. Healthy communication in the mentoring process, reflection on your thoughts and an exchange of experiences and perspectives to gain personal insight. Communication is

more than exchanging information, it is about understanding the emotion and intentions behind the information. In this unit, barriers, and facilitators to effective communication between mentor and mentee will be addressed.

This unit aims to support senior mentors and senior mentees (entrepreneurs) in defining the sources of communication problems, eliminating the barriers to communication, enhancing communication, and raising awareness of the intelligence types which directly affect the success of communication both in local communities and culturally diverse environments. The content and approaches addressed in this unit can be exploited by adult trainers and organisations in which adult-learning is provided.

“The single biggest problem in communication is the illusion that it has taken place.”
G.B.Shaw

The topics to be covered in this unit are:

A.Characteristics of Successful and Failed Mentoring Relationships

Examination of the characteristics of successful and failed mentoring relationships will help both mentor and mentee develop and gain personal insight on the aspects to follow and avoid in their own communication. This section will serve as an opportunity for senior mentors and senior entrepreneurs (mentees) to develop their own eclectic methods in communication strategies. The topics to be covered in this section are:

- Reciprocity - Poor Communication
- Mutual Respect - Lack of Commitment
- Clear Expectations - Personality Differences
- Personal Connection - Perceived competition and COI (Conflict of Interest)
- Shared Values - Lack of Experience/Knowledge/Skills

B.Effective Communication Techniques in Mentoring

Effective Communication involves forgoing all other activities, focusing on understanding, fully interacting, reflecting on what we understand, clarifying the message in the communication and performing positive, open body language. This section on effective communication serves to enhance the skills for meaningful communication. The topics to be covered in this section are:

- Active Listening
- Reflecting

- Summarizing
- Non-verbal Communication

C. Facilitative and Authoritative Skills

In the mentoring relationship, a balanced approach of facilitative and authoritative skills will enhance the exchange of information and experience. Facilitative skills will support gaining insight, while authoritative skills will help mentors confront and guide mentees. In this section, trainer and mentors will be provided with a set of communicational skills to enhance the communication quality of the mentoring process. The topics to be covered in this section are:

- Supporting - Confronting
- Eliciting - Informing
- Exploring - Guiding

D. Emotional Intelligence (EQ)

Communication is more than the exchanging of information; it is about understanding the emotion and intentions behind the information. In this part of the unit, Emotional Intelligence (EQ) will be defined and its complementary and differing aspects to Intellectual Intelligence will be referred. Since EQ is the ability to feel, understand, articulate, and effectively apply the power of emotions, it is very important for mentors in a world of different cultural norms and behaviours. The topics in this section are:

- a) Developmental differences of Intellectual Intelligence (IQ) and Emotional Intelligence (EQ)
- b) Orthogonal Axes and Principal Aspects of EQ
- c) Affirmative Introspection
- d) Intercultural Literacy
- e) Self Governance
- f) Social Architecting
- g) Emotional Intelligence and Diversity

Methodological Approach

As for the methodology in the conveyance of communicational skills and strategies, the fundamental principles of andragogical learning will be used as a roadmap. A certain

amount of autonomy and flexibility will be provided in accordance with the expectations of senior mentors and senior entrepreneurs (mentees).

Personal and characteristic differences will be considered in the examination of authentic examples from communicational contexts. Practice and observation, communicational and cultural evaluation, authentic role-plays, observation, audio and visual material, and interpretation and criticism of the provided material will constitute the content and approach of the unit.

Self-directed learning will also be taken into consideration in the creation of the training contents. The key stages of self-directed learning are being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning, which are compatible with the principles of andragogical learning.

Jack Mezirow's transformative learning will be used in the creation of the training content. According to this methodology, adults can adjust their thinking based on new information. Adults' world view is transformed the more they learn, and that helps to grasp new concepts and ideas. Learners who acquire new information also evaluate their past ideas and understanding and change their worldview as they obtain new information through critical reflection. Learners will be expected to reflect on their knowledge and transform their past experiences and recent knowledge via case studies.

Assessment of Communication Skills

When it comes to communication, both teaching and assessment materials should be authentic. In the assessment of the skills to be taught in this unit, authentic role-plays, observation of videos/movies, turn-taking, recording, and reflecting will be used. With the contexts provided by the trainer, learners will demonstrate communication skills of various dimensions. Teacher will conduct an assessment based on observation and evaluation criteria.

Self-directed learning will also be used in the evaluation. Learners will engage in self-reflection and self-evaluation of their learning goals and progress in the unit.

In the assessment of communication skills for mentoring, the criteria below will be taken into consideration:

- Active Listening
- Providing constructive feedback
- Non-verbal communication skills

- Pursuing strategies to improve communication
- Accommodating communication styles

This unit will serve as a complementary set of skills to relational and resolution skills. There is not a prerequisite skill for the unit. The target group of this unit are senior mentors and mentees and institutions and organisations providing adult training.

Conclusions

Unit 5 Communication Skills aims to raise awareness of the reciprocity of communication and enhance the quality of communication in mentoring relationships. In the unit, adult trainers will be provided with a balanced approach to promote the development of both communication and the success of the mentoring process. The content is designed based on adult learning principles and will be provided as informative text.

Authentic materials and practice will be used to support the communication skills of the learners. Assessment of the target skills will be conducted through tasks set in authentic situational contexts requiring different communication strategies in accordance with the given criteria.

Unit 6. Mentoring mindset: resolution skills

Introduction

Unit 6 aims to support senior entrepreneurs and senior mentors with the necessary information for conflict management, resolution, and problem-solving processes in mentoring relationships. Conflicts can naturally arise in contexts where diverse cultures and characteristics work together. If a mentoring pair can work through conflicts by valuing how diverse they are, the richness of their different viewpoints, background, and experience, then they can learn a great deal more from each other, precisely because they are not thinking the same way. Seen from this perspective, differences can be a strength, not a weakness of any relationship.

In the next section, causes of conflicts, concepts, and a comparison of conflict management and problem-solving, its impact on a mentoring relationship, strategies and tasks for effective problem solving and conflict management will be included.

Description

Conflict management can be a healthy way to open lines of communication, initiate problem-solving and discuss change. Knowing how to best manage conflict can have many benefits both to mentor and mentee. The fact that conflict exists, however, is not necessarily a bad thing: if it is resolved effectively, it can lead to personal and professional growth. In many cases, effective conflict resolution can make the difference between positive and negative outcomes.

Senior mentors and mentees will be provided with information on how to improve resolution skills in this unit. The topics to be covered in this unit are:

A. Causes of Conflict

Conflict can occur in mentoring relationships that require effective problem-solving. Due to mentoring's nature of bringing diverse people together to work towards a common goal, different conflicts can arise. In this section, learners will have a better understanding of possible causes of conflict that they can face in the mentoring process. The topics to be covered in this section are:

- a) Personal Issues – incompatibility, lack of personal connection, lack of respect between mentor and mentee.
- b) Professional Issues – different working styles, divergent work values, unrealistic expectations between mentor and mentee.
- c) Conflicts of Interest – different goal orientations and motivation towards the mentoring process.

B. Concept of Conflict Management and Creative Problem Solving

Conflict management and problem solving are the concepts or topics that are generally considered to be distinct, but they are interconnected in that they are applied together to come up with the most feasible solution. In this section, the learners will have a clear understanding of conflict management and problem-solving and their impacts on a healthy mentoring relationship. The topics to be covered in this section are:

- a) The definitions of conflict management and problem-solving
- b) Conflict management vs problem-solving
- c) Impacts on the mentoring relationship

C. Conflict Management Strategies (Thomas-Kilmann Model)

In the 1970's Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict: Competitive, Collaborative, Compromising, Accommodating, and Avoiding. In this section, the learners will develop an understanding of the different

conflict management strategies and will adapt the strategies using problem-solving processes through case studies and scenarios. The topics to be covered in this section are:

conflicts in the mentoring relationship
devise effective problem-solving processes

- a) How to resolve
- b) How to

D. Reflecting Conflict Experiences on Mentoring Skills

The resolution of conflict involves different processes, it is particularly important for mentors to question the situation, assess, analyse, conclude, and resolve the conflict to improve the efficiency of the mentoring relationship. These processes contribute to the development of different skills that senior mentors can apply in various mentoring contexts as well.

Methodological Approach

As the content is directed at senior mentors and mentee, the andragogical learning principles will be taken into consideration while creating the content according to the andragogy of Malcolm Knowles. Life-based examples will be used and activities in which senior mentors and mentees can use their own life experiences will be designed.

Self-directed learning will also be taken into consideration in the creation of the training content. The key stages of self-directed learning are being ready to learn, setting learning goals, engaging in the learning process, and evaluating learning, which are compatible with the principles of andragogical learning.

Jack Mezirow's transformative learning will also be used in the creation of training content. According to this methodology, adults can adjust their thinking based on new information. Adults' world view is transformed the more they learn, and that helps them to grasp new concepts and ideas. Learners who acquire new information also evaluate their past ideas and understanding and change their worldview as they obtain new information through critical reflection. Learners will be expected to reflect on their knowledge and transform their past experiences and recent knowledge via case studies.

The content will be designed in a way that fosters critical reflection of senior mentors and mentees and offers direct experiences that will be meaningful for learners. The content will be provided as a short text, and it will include practice-based activities that foster reflection. The learners will be given activities and tasks to carry out in pairs or groups as in the mentoring process. They will be also provided with materials for further reading.

Assessment

Self-directed learning will also be used in the evaluation. Learners will engage in self-reflection and self-evaluation of their learning goals and progress in the unit.

- Presentation of case studies and scenario tasks
- self-assessment tests (3 questions per each section)

The evaluation tests are designed to help senior mentors and mentees self-assess their learning.

The content will increase the knowledge of senior mentors and mentees in conflict management and problem-solving processes; improving their skills to adapt and apply conflict management and problem-solving strategies; and contribute to the professional development of the senior mentor through the acquisition of various skills needed for conflict management.

The learners are expected to complete the basic units of Dimension 1.

The direct target group of this unit are senior mentors and mentees. It is expected that they use the training content based on this CDC. Furthermore, adult training organisations delivering mentoring training can be the secondary beneficiaries.

The CDC and the training content can be directly used by different organisations delivering entrepreneurship and mentoring educational programs or it can be an inspiration for content development for different target groups.

Conclusions

The Mentoring Mindset: Resolution Skills unit supports the application of effective strategies for conflict management and the development of different skills such as critical thinking and empathy which are useful in the mentoring process. The topics to be covered are causes of conflicts, what conflict management is, benefits and impacts of conflict management in mentoring relationships, strategies for conflict management, and methods of devising effective problem-solving processes. The content is designed based on adult learning principles and will be delivered through case studies, scenarios, and real-life experiences of mentors. To encourage transformational learning, the learners will be encouraged to reflect upon their experiences.

Dimension 2: Professional development & continuous learning

The professional development and continuous learning dimension comprises learning units formulated to lead the senior learner to practice core skills related to lifelong learning as one of the most required competences for a mentor-entrepreneur. This unit introduces the concept of senior entrepreneurship, aligning the core competences of a mentor and the core competences of an entrepreneur. This dimension also introduces the concept and theory of reverse mentoring as an approach to pair younger and senior entrepreneurs/professionals, aiming to reduce generation gaps in work environments. The practice will focus on the planning and implementation of mentoring programmes.

Unit 1. Senior entrepreneurship

Introduction

The “Professional Development & Continuous Learning” dimension of the SILVER UP Competence Framework in Mentoring Skills was designed to lead the senior learner to practice core skills related to lifelong learning as one of the most required competences for a senior entrepreneur. The aim of the “Senior entrepreneurship” learning unit is to provide learners with essential knowledge about the concept of entrepreneurship and the main features of senior entrepreneurship.

Description

Theoretical background

Entrepreneurship, according to the European Entrepreneurship Competence Framework (EntreComp), can be described as a transversal key competence applicable by individuals and groups across all spheres of life. Entrepreneurship is acting upon opportunities and ideas, and transforming them into value (financial, cultural, or social). “It refers to value creation in the private, public and third sectors and in any combination of the three. It thus embraces different types of entrepreneurs, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship”.¹

¹ EntreComp: Entrepreneurship Competence Framework, p. 10: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

Intrapreneurship refers to the practice of entrepreneurship inside an organisation. An intrapreneur is an employee who gathers all entrepreneurial skills to create value inside a company, for example by turning ideas into products or services. Intrapreneurs are self-motivated, proactive, and action-oriented individuals who also have great leadership and self-leadership skills.

*Social entrepreneurship*² refers to value creation, by individuals, groups, start-up companies or entrepreneurs, to tackle societal challenges. It can also include the creation of ventures or business that align both profit and impact.

Green entrepreneurship is to consciously act on environmental and societal problems and needs, whether by creating products, services, and solutions (e.g., waste management) or through the design and implementation of sustainable management processes³.

Digital entrepreneurship bases all entrepreneurial practices, involved in the creation or reformulation of a venture or business, in the high use of new digital technologies, for example social media, big data analytics, mobile and cloud systems, etc.⁴

Senior entrepreneurship is a term used to refer to individuals aged 50 or above (50+) who are planning to start a business, are currently in the process of starting one or have recently started one. The terms 'senior entrepreneur', 'older entrepreneur' and 'third-age entrepreneur' are used interchangeably.

Pedagogical approach

In the knowledge domain, it is expected of the senior learner to define the concept of senior entrepreneurship and then outline its specificities by listing the main skills of a senior entrepreneur. To achieve this the senior will be conducted in a research-based exercise to match the skills of an entrepreneur with the skills required for a mentor. The aim here is to have a link with the previous learning units under dimension 1 "Personal Awareness" referring to core mentoring skills. This research-based exercise can have as references the following guiding documents:

² This topic will be deepened in learning unit 1 "Social entrepreneurship" of Dimension 3 "Outcome and Action Orientation".

³ This topic will be deepened in learning unit 8 "Management practices for sustainability" of Dimension 3 "Outcome and Action Orientation".

⁴ This topic will be deepened in learning unit 2 "Digital entrepreneurship" of Dimension 4 "Resources and Tools".

- [EntreComp](#): The Entrepreneurship Competence Framework
- [The Missing Entrepreneurs 2019 report](#). *Seniors' self-employment and entrepreneurship activities*, p.119-147.
- [Senior Entrepreneurship](#): The other side of the 50+

After this research-based exercise, the senior will be then prepared to establish a relationship between the mentor skills and the entrepreneurs' skills. In the skills domain, it is expected of the senior to actively engage in researching for senior entrepreneurship initiatives and programmes that can be of their own interest. To approach this, the facilitator can start by presenting relevant case studies. The selection of case studies can have as starting bases the following reference documents:

- [Senior Entrepreneurship Good practices manual](#)
- SILVER UP e-Directory
- [OCDE Better Entrepreneurship platform](#): resources about inclusive and social entrepreneurship

Conclusions

After the completion of this learning unit the senior learner is expected to define both entrepreneurship and senior entrepreneurship concepts by outlining possible differences and specificities. To achieve this goal, the facilitator is advised to introduce the indicated concepts presenting practical cases of senior entrepreneurship.

The attitude domain, of each learning unit of the SILVER UP Competence Framework in Mentoring skills, must be understood as a set of transversal competences to be assessed after the accomplishment of the SILVER UP training. For the "Senior entrepreneurship" learning unit, the facilitator is advised to provide the 50+ learner with tools and resources so they can support other seniors in acquiring new knowledge about senior entrepreneurship and to consider starting an entrepreneurial activity.

Unit 2. Mentoring for professional development

Introduction

The "Professional Development & Continuous Learning" dimension of the SILVER UP Competence Framework in Mentoring skills was designed to lead the senior learner to

practice core skills related to lifelong learning as one of the most required competences for a senior entrepreneur. The aim of the “Mentoring for professional development” learning unit is to provide the senior learner with the role of mentoring in career development and the mentoring impact on entrepreneurial career paths.

Description

Theoretical background

Mentoring and **coaching** are both development approaches used to enhance an individual’s knowledge, skills, attitudes, behaviours, professional and personal performance. Both mentoring and coaching are often used interchangeably but are there any differences between these two practices?

- The International Coaching Federation defines **coaching** as *partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity, and leadership.*
- The European Mentoring & Coaching Council in its Professional Charter for Coaching and Mentoring gives the following definitions:
 - **Coaching and mentoring** are activities within the area of professional and personal development with focus on individuals and teams and a reliance on the client’s own resources to help them to see and test alternative ways for improvement of competence, decision making and enhancement of quality of life.
 - A **professional coach/mentor** can be described as an expert in establishing a relationship with people in a series of conversations with the purpose of serving the clients to improve their performance or enhance their personal development or both, choosing their own goals and ways of doing it.
 - **Coaching is facilitating** the client’s learning process by using professional methods and techniques to help the client to improve what is

obstructive and nurture what is effective, to reach the client's goals.

- **Coaching is partnering** with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.
- **Mentoring** can be described as a **developmental process** which may involve a transfer of skill or knowledge from a more experienced to a less experienced person through **learning dialogue** and **role modelling** and may also be a **learning partnership between peers**.

Both mentor and coach are regulated professions and the core of competences required to perform such activities are very similar:

Mentor	Coach
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- Understanding self
- Commitment to self-development
- Managing the contract
- Building the relationship
- Enabling insight and learning
- Outcome and action orientation
- Use of models and techniques
- Evaluation

Source: [EMCC Global Competence Framework](#) for Mentors and Coaches

- Ethical practice
- Co-creation of the relationship
- Establishes and maintains agreements
- Cultivates trust and safety
- Maintains presence
- Communicates effectively
- Active listening
- Powerful questioning
- Direct communication
- Evokes awareness
- Designing actions
- Planning and goal setting
- Managing progress and accountability
- Cultivates learning and growth
- Facilitates client growth

Source: [International Coaching Federation Core Competencies](#)

It is worth underlining that the skills and approaches defined by the ICF to the coaching profession are basically the same used to describe a mentor. A good mentor has to be enthusiastic about mentoring and must be willing to help, committed, honest, diplomatic objective and with a sense of fairness. Aside this, a mentor must have the ability to encourage, provide (effective questioning) and receive feedback (effective listening). As an experienced individual who gives counselling, support and guidance to someone less experienced (mentee), the mentor must gather relevant technical, management and life experience to share.

In this sense, mentoring plays an important role in career development as it can help, for example, employees to improve performance and results and widen their professional networks. Formal mentoring in the workplace also validates knowledge and skills development and it helps strengthen bonds between employees.

One of the key benefits of mentoring is to develop the mentees' leadership philosophy, also linked with the advantages of mentoring in the development of an individual entrepreneurial mindset. An entrepreneurial mindset can be described as an assemblance of beliefs, knowledges, skills, and attitudes throughout processes that drives entrepreneurial behaviour, i.e., the ability to take ownership; and be self-directed; action-oriented; highly engaged; resilient; resourceful, solution oriented; curious; creative, etc. Mentoring for an entrepreneurial career path doesn't provide answers but supports the mentee to identify the right questions.

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:
<ul style="list-style-type: none">• A facilitator and a teacher• Problem-solver• Motivator• Listener• Guide• Influencer• Networker	<ul style="list-style-type: none">• 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 such as strategic thinking, perseverance, critical and creative thinking, problem-solving and the ability to self-lead

Pedagogical Approach

In the knowledge domain, it is expected that the senior learner can recall the concept of mentoring and distinguish between mentoring and coaching while differentiating between the roles of mentor, coach, career counsellor, trainer, and facilitator. To achieve this, the facilitator can request the learner takes a self-assessment test to evaluate to what extent he/she has gathered the required competences to be a mentor. The facilitator can develop this self-assessment tool from the following guiding documents:

- EMMC Global Competence Framework, 2015
<https://emccdrive.emccglobal.org/api/file/download/0gzGExlyhoRpVFng5DB7ucXeu1FpQ6pJZk35YbTh>
- ICF Core Competences, 2019
<https://coachingfederation.org/core-competencies>

Alternatively, the following online self-assessment tools can also be adapted:

- Mentoring Competency Assessment (MCA) for self-reflection
https://uwmadison.co1.qualtrics.com/jfe/form/SV_5jMT4fhemifK01n?Q_JFE=qdg
- Self-assessment: how good a mentor are you?
<https://www.nature.com/articles/447791a/tables/1>

To cover the learning outcomes covered in the skills and attitudes domain, the facilitator is advised to conduct a scenario-based exercise where seniors are challenged to enrol in formal mentoring practices.

.Conclusions

The facilitator can make a brief presentation of national certification bodies acting in the fields of mentoring and counselling, with the objective to outline that these are regulated practices.

To wrap up the proposed scenario-based exercise, the facilitator can do a retrospective post-assessment asking seniors to reflect on the learning units' topics and contents before and after the completion of the learning unit.

Unit 3. Types of mentoring programmes

Introduction

The “Professional Development & Continuous Learning” dimension of the SILVER UP Competence Framework in Mentoring skills was designed to lead the senior learner to practise core skills related to lifelong learning as one of the most required competences for a senior entrepreneur. The aim of the “Types of mentoring programmes” learning unit

is to provide the senior learner with relevant knowledge about the uses and the different types of existing mentoring programmes.

Description

Theoretical background

Mentoring can be formal or informal. In informal mentoring, both mentor and mentee establish a relationship without a structured definition of objectives and goals to achieve. A formal mentoring relationship often happens within the context of an organisation, and requires a set of conventional procedures to frame the mentoring process, namely:

- *Mentorship agreement*

Formal document to establish the aims, objectives, rules, and boundaries of the mentoring programme/sessions. It can also include the designing of action plans and other supporting documents for the mentoring meetings/sessions.

- *Mentoring meeting/sessions*

The mentoring relation can be grouped in three phases:

- the beginning/initiation phase
- the development and maturation phase and
- the closing phase.

All these phases must comprise a designated number of meetings/sessions with clear structure and follow through objectives. The number of meetings/sessions can be indicated in the mentorship agreement and must respond to the objectives of the mentoring relationship.

- *Monitoring*

Monitoring is essential to all mentoring lifecycles, and this includes evaluating the mentees' progression but also assessing and/or reflecting on own practices.

There are different mentoring models:

- One-on-one mentoring: traditional type of mentoring, involving a mentor and his/her mentee.
- Group mentoring: one or more mentors working with a group of mentees.
- Peer mentoring: peers in the same professional field, or area of interest, or with shared experiences, pairing up for mutual support.

- E-mentoring: the use of digital platforms to deliver the mentoring relationship.⁵
- Reverse mentoring: when a junior employee mentors a senior professional.

Pedagogical approach

In the knowledge domain, it is expected of the senior learner to distinguish between a formal and informal mentoring programme; to recognise the main purposes of establishing a formal mentoring programme and to list types or models of mentoring programmes. To achieve this, seniors can be conducted in the process of designing formal mentoring tools like a template for a mentoring agreement, a template for the implementation of a mentoring session (mentoring meeting log), with respective monitoring worksheets. Following this practical exercise, the facilitator can then provide seniors with other templates used in formal mentoring so they can compare with their work results.

To comply with the learning outcomes envisaged in the skills and attitudes domain, the approach can incorporate a peer/group activity aimed at analysing the types of mentoring programmes that would be of particular interest for senior entrepreneurship. To design this training activity, the facilitator must select up to three relevant best practices examples of mentoring programmes aiming at boosting senior entrepreneurship.

Conclusions

The facilitator can (re)use the “Senior Entrepreneurship Good Practices Manual” to select best practices of mentoring programmes linked to senior entrepreneurship.

The “Types of mentoring programmes” is a short learning unit, and it can be delivered together with the previous learning unit about mentoring for professional development.

Unit 4. Reverse mentoring

Introduction

The “Professional Development & Continuous Learning” dimension of the SILVER UP Competence Framework in Mentoring skills was designed to lead the senior learner to practice core skills related to lifelong learning as one of the most required competences

⁵ This topic will be deepened in learning unit 1 “e-Mentoring” of Dimension 4 “Resources and Tools”.

for a senior entrepreneur. The aim of the “Reverse mentoring” learning unit is to provide the senior with essential knowledge about the concepts of reverse mentoring and intergenerational learning and the benefits of these types of mentoring programmes.

Description

Theoretical Background

In formal mentoring, especially within an organisation, reverse mentoring is referred to as a mentoring practice where a junior employee provides guidance and support to a senior employee. This happens when senior employees need to gain knowledge and training in a specific area, for example, how to use new digital technologies. Reverse mentoring is considered to have a highly positive impact on organisational cultures as it helps reduce generation gaps and can positively contribute to tackling ageism and promote diversity and inclusion in workplaces.

Ageism, according to the World Health Organisation, refers to the stereotypes (how we think), prejudice (how we feel), and discrimination (how we act) towards others or oneself based on age. In a labour context, ageism tends to affect primarily older workers, mostly because there are persisting myths which are also barriers to individuals who want to extend their work life beyond retirement and to job seekers between their 50s-60s. For example, some of these myths say that 1) the health of ageing workers is insufficient or, 2) productivity decreases with age and 3) the employment of ageing workers reduces job opportunities for younger workers.

Last Eurostat-Ageing Europe statistics on population developments numbers indicate that: *the population of older people (defined here as those aged 65 years or more) in the EU-27 will increase significantly, rising from 90.5 million at the start of 2019 to reach 129.8 million by 2050. During this period, the number of people in the EU-27 aged 75-84 years is projected to expand by 56.1 %, while the number aged 65-74 years is projected to increase by 16.6 %. By contrast, the latest projections suggest that there will be 13.5 % fewer people aged less than 55 years living in the EU-27 by 2050.*

These changing demographics will have a huge impact on different structures of society. Regarding workforce, by 2050, the number of people aged 55-64 still active in the labour market will represent 28.5% of the European population. This will bring major challenges unless actions are taken to reconcile the differences in the labour market between older and younger generations. This is crucial to enhance a well-functioning labour market that

makes use of the full potential of older workers to create more jobs, both for older and younger people.

The challenges are to reflect on the need to adopt more holistic employment strategies and policies focused on the life cycle principles. This means that it is urgent to promote work environments that respect all stages of the life cycle. This notion thus leads us to another concept: intergenerational learning.

Intergenerational learning is simply having people from different ages learning together or learning from each other to gain skills, values, and knowledge. This learning is characterised by being reciprocal and mutual and it can happen in formal, non-formal and informal settings. In this context, reverse mentoring can be an efficient tool for knowledge-sharing, creating engagement, developing leadership and, first and foremost, building intergenerational relations based on mutual acceptance. Intergenerational learning through mentoring and reverse mentoring practices can be a response to the challenges of a changing demographic in Europe's workforce.

Reverse mentoring uses the same principles and processes as any formal mentoring relationship. The major difference to traditional mentoring is that due to his/her age the mentor might not be considered to have enough experience to be a mentor.

Pedagogical approach

In the knowledge domain, it is expected of the senior learner to define the concepts of reverse mentoring and intergenerational learning. To achieve this, the facilitator can use metacognitive processes like mind-mapping and concept-mapping to present these concepts and relate them with previously presented concepts like mentoring and coaching.

To comply with the learning outcomes envisaged in the skills and attitudes domain seniors can be asked to prepare a checklist for designing a reverse mentoring programme. This exercise can be considered as an introduction to learning unit 6 "Plan, implement and assess a reverse mentoring programme".

Conclusions

Both "Reverse mentoring" and "Plan, implement and assess a reverse mentoring programme" learning units can be delivered together. Since mentoring and reverse

mentoring follow the same guidelines and processes, the proposed methodology to lead the learners into designing, implementing, and evaluating a reverse mentoring programme follows the proposed checklist listed presented in the learning unit 5 “Plan, implement and assess a mentoring programme for senior entrepreneurship”. For this reason, there is no need to detail the theoretical background and pedagogical approach for this learning unit. As suggested before, the facilitator is advised to ask seniors to prepare a checklist for designing a reverse mentoring programme as an exercise that can be used to introduce and prepare them for learning unit 5.

Unit 5. Plan, implement and assess a mentoring programme for senior entrepreneurship

Introduction

The “Professional Development & Continuous Learning” dimension of the SILVER UP Competence Framework in Mentoring skills was designed to lead the senior learner to practise core skills related to lifelong learning as one of the most required competences for a senior entrepreneur. The aim of the “Plan, implement and assess a mentoring programme for senior entrepreneurship” learning unit is to guide learners with the main steps to design, implement and evaluate a mentoring programme tailored for senior entrepreneurs.

Description

Theoretical background

Both mentoring and reverse mentoring programmes programme must include the following items:

- Part 1 – Mentoring
 - General information about mentoring and other related concepts
- Part 2 – Aims and objectives of the mentoring programme
 - Clear definition of the aims
 - Objectives and purpose of the mentoring programme
- Part 3 – 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 (e.g., line managers, mentors, mentees, etc.)
- Part 4 – Programme implementation
 - Train-the-mentor
 - Matching mentors and mentees
 - Formal mentoring relationships: number of mentoring sessions; planning; follow-up; ending session and evaluation)
- Part 5 – Programme quality processes
 - evaluation of the overall mentoring programme and responsibility of the persons in charge of implementing the programme (e.g. line managers, project managers, etc.)
- Part 6 – 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

Pedagogical Approach

Learning Unit 5 will be delivered as a workshop-lab to apply all the knowledge gained previously. Senior learners will be provided with real case studies or scenario-based exercises with the aim to design a mentoring programme tailored for senior entrepreneurship. This exercise should provide an opportunity for seniors to:

- Apply the concept of senior entrepreneurship in the context of mentoring programmes
- Adapt the mentoring programmes' principles and steps to the needs of senior entrepreneurship
- Explore the advantages and/or disadvantages of a mentoring programme for senior entrepreneurship
- Evaluate the impact of mentoring programme for senior entrepreneurship

Conclusions

Learning Unit 5 contains all the practical aspects connected to the SILVER UP Competence Framework in Mentoring skills “Dimension 2: Professional Development and continuous Learning”. In this sense, facilitators can use this unit to deliver all contents foreseen in this domain. This can be done using the principles of project-based learning. In this case, seniors would have as a core project the task of designing a mentoring programme tailored to boost senior entrepreneurship by covering the mentoring programme checklist already presented in the theoretical background.

Unit 6. Plan, implement and assess a reverse mentoring programme

Introduction

The “Professional Development & Continuous Learning” dimension of the SILVER UP Competence Framework in Mentoring skills was designed to lead the senior learner to practice core skills related to lifelong learning as one of the most required competences for a senior entrepreneur. The aim of the “Reverse mentoring” learning unit is to guide learners with the main steps to design, implement and evaluate a reverse mentoring programme.

Description

Theoretical background

Both mentoring and reverse mentoring programmes programme must include the following items:

- Part 1 – Mentoring
 - General information about mentoring and other related concepts
- Part 2 – Aims and objectives of the mentoring programme
 - Clear definition of the aims
 - Objectives and purpose of the mentoring programme
- Part 3 – 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 (e.g., line managers, mentors, mentees, etc.)
- Part 4 – Programme implementation
 - Train-the-mentor
 - Matching mentors and mentees
 - Formal mentoring relationships: number of mentoring sessions; planning; follow-up; ending session and evaluation
- Part 5 – Programme quality processes
 - evaluation of the overall mentoring programme and responsibility of the persons in charge of implementing the programme (e.g. line managers, project managers, etc.)
- Part 6 – 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

Pedagogical Approach

Learning Unit 6 will be delivered as a workshop-lab to apply all the knowledge gained previously. Senior learners will be provided with real case studies or scenario-based exercises with the aim of designing a mentoring programme tailored for senior entrepreneurship. This exercised should provide an opportunity for seniors to:

- Select best practices of reverse mentoring
- Identify the main steps involved in the design of reverse mentoring
- Select methodologies, tools, and resources to launch and monitor a reverse mentoring programme
- Use methodologies, tools, and resources to launch and monitor a reverse mentoring programme
- Evaluate the impact of a reverse mentoring programme

Conclusions

Both “Reverse mentoring” and “Plan, implement and assess a reverse mentoring programme” learning units can be delivered together. Since the mentoring and reverse mentoring follow the same guidelines and processes, the proposed methodology to lead the learners into designing, implementing, and evaluating a reverse mentoring programme follows the proposed checklist listed presented in the learning unit 5 “Plan, implement and assess a mentoring programme for senior entrepreneurship”. As suggested before, the facilitator is advised to ask seniors to prepare a checklist for designing a reverse mentoring programme as an exercise that can be used to introduce and prepare them for learning unit 5.

Dimension 3: Outcome & action orientation

An entrepreneurial spirit is characterised by the ability to act in anticipation of future problems, needs or changes. The outcome and action orientation dimension comprises learning units formulated to lead the senior learner to act in his/her mentor-entrepreneur role in the fields of social innovation and silver economy. The practice will focus on the ability of the senior to transition to self-employment and to maximise his/her potential to turn societal challenges into business solutions.

Unit 1. Social entrepreneurship

Introduction

Social entrepreneurship is still relatively unknown if we refer to companies created under this scheme. However, there are many initiatives, but they remain isolated (K. Fulton and A. Blau, 2005a).

There is little capitalisation of knowledge in social entrepreneurship. It is therefore necessary to develop and enhance both empirical and research actions and thus raise awareness of the challenges of this type of entrepreneurship.

For-profit entrepreneurship and social entrepreneurship are worlds with sometimes radically different cultures. There is a need to raise awareness of social entrepreneurship through its vocabulary, concepts, and practices in order to contribute to better collaboration between the two worlds (S. Johnson, 2000).

It is also a way of attracting the human resources that social entrepreneurship needs if it is to develop in a sustainable way and to challenge the public authorities about its usefulness and efficiency.

Description

The term social entrepreneur is relatively recent. It is a new name for the founders of social integration enterprises created from the 1980s onwards and, more broadly, for managing associations which combine an economic concern with a social purpose.

Most social entrepreneurs are members of associative federations. Many of them identify with the social economy or the solidarity economy (SSE).

The term social entrepreneur has been taken up in recent years by a growing number of young people who aim to give new meaning to their work by placing it at the service of society rather than a so-called traditional business.

This search for meaning often involves the creation of a company, either individually or as a group.

These companies can be initiated by young people - senior citizens - from underprivileged backgrounds or with little education, as well as by people who have studied at university or in a business school, and who wish to be part of a dynamic that is less focused on wealth and more focused on social issues.

Profit is no longer the goal of the company, but a means of achieving broader objectives, whose priorities are social, societal and/or environmental.

Most often constituted in the form of an association, cooperative or SAS (simplified joint stock company), these companies are the privileged actors of the social and solidarity economy, which is becoming increasingly popular in France.

By their very nature, they integrate educational concepts from CSR (corporate social responsibility) and sustainable development, which can also be the subject of a specific approach by companies in the traditional economy.

Thus, the fundamentals of social entrepreneurship are based on:

- *The economic viability of the project*

The project must respond to a real demand identified by a market study. Although there is a certain amount of risk inherent in any business creation, it aims to be sufficiently profitable to generate wealth and jobs.

- *Social and/or environmental objectives*

The project is structured around "social value", both for the individuals concerned and for the community. The needs and "quality of life" elements to which the company will respond can be of different kinds: access to health services, energy savings, quality of housing, local consumption, etc.

- *The profit framework*

Depending on the legal status of the company, the profits made are primarily reinvested for the optimal achievement of social and environmental objectives. Personal profits are limited.

- Shared governance

Governance is participatory. Shared decision-making, in which the collective always prevails over individual interests, involves all stakeholders: managers, employees, customers or users, private and public financiers.

Conclusions

Social entrepreneurship is a perspective which provides a different vision of existing economic models. The economy is at the service of general interest in this approach. Managers are also motivated by general interest, and profit is not an end in itself, but a means.

Socially based enterprises create jobs and innovation in both economics and human resources. They generally create jobs in rural areas, sensitive neighbourhoods and areas undergoing conversion. They provide employment for young people, but also older people wishing to re-train in a field with social values, thus making their activities more meaningful.

In the face of the economic, social, and environmental crisis, social entrepreneurship seems to be an interesting solution to promote.

Let's hope that the project will in some way enable an even greater development of social entrepreneurship and, if possible, involve senior entrepreneurs.

Unit 2. Social Innovation

Introduction

Social innovation is the dimension that provides new answers to social needs that are poorly or not satisfied.

According to the Conseil supérieur de l'économie sociale et solidaire (CSESS), "Social innovation consists of developing new responses to new or poorly satisfied social needs under current market and social policy conditions, involving the participation and

cooperation of the actors concerned, in particular users and users. These innovations concern the product or service as well as the mode of organization, distribution, (...). They go through a process involving several steps: emergence, experimentation, dissemination, and evaluation.”

Three categories of actors are involved in social innovation:

Entrepreneurs

- This is known as entrepreneurial social innovation. In France, the social economy sector has a long history of social innovation.
- The voluntary sector is historically the leading laboratory for social innovation. Because of its proximity and in-depth knowledge of populations and territories, it can detect existing social needs that are poorly or badly met, as well as new ones, and help to provide answers to them through experimentation and modelling of the solutions created.
- The new generations of social entrepreneurs are also developing social innovations to provide solutions to major societal challenges.
- Finally, traditional companies can also develop this type of project.

Citizens

- Citizen innovation, carried out by one or more volunteer citizens who are committed to acting and responding to today's major social challenges.

Public authorities

- This is social innovation in public policies, carried out by public actors, in particular regional councils that are seeking to rethink the way their public policies are designed and implemented, by launching experiments with a multidisciplinary approach (citizens, service designers, urban planners, etc.).
- Social innovation concerns all sectors: faced with the major societal challenges that affect all sectors, many social innovation projects provide solutions.

Description

There is no official definition shared by all actors of social innovation. This section aims to explain the different dimensions of the definitions proposed by the literature and by

the European public authorities. Quebec has strongly encouraged research on the concept of social innovation. The definition used is that of Camille Bouchard in 1997: "Any new approach, practice or intervention or any new product developed to improve a situation or to solve a social or socio-economic problem and which has found a taker at the level of the market, institutions, organizations or communities". Thus, social innovation is very often intangible, but it can have a procedural, organisational or institutional dimension. The French economist and researcher, Nadine Richez-Battesti, completes this definition by specifying that these initiatives taken to respond to needs that are poorly or not at all satisfied by the State or the Market, are not "necessarily the object of new ideas, but rather of a different conception" (a different application). Beyond the result and its intentionality, innovation is social in its modalities because it creates new relationships or collaborations: territorialized, it implements collective dynamics that aim to modify social relationships (between the State and local authorities or the State and profit-making companies, for example).

Social innovation is therefore the source of a new form of partnership governance. It is understood that social innovation aims to improve the well-being of society and to improve society's capacity to act. For example, in France, in the Richez-Battesti Nadine Schools, social innovation is presented as a lever for local entrepreneurial development.

The European Commission understands social innovation as "the design and implementation of creative responses to social needs", which covers many areas such as childcare, sustainable transport, and dependency. Social initiatives must be "designed by and for society". The future EU innovation policy defines social innovation broadly as the capacity of individuals, companies, and whole nations to continuously create their desired future.

The Social Solidarity Economy is resolutely innovative. It has developed in response to the limitations of the State and the shortcomings of the market to meet social needs that are poorly, or not at all, satisfied. With the ambition of putting the human being back at the centre of its concerns, the SSE sector is constantly adapting to societal changes to respond to the emergence of new social and ecological needs. Social enterprises therefore develop innovative solutions that increase productivity while delivering quality services in terms of health, education, and social services. In addition, SSE enterprises (cooperatives, associations, mutual societies, etc.) are innovative because of their original organisational methods, which are based on 4 principles:

1. Service to the community or to members, rather than profit.
2. Management autonomy (in relation to the State).
3. Democratic and participatory management.
4. Primacy of people and labour over capital in the distribution of income.

Conclusions

Managers who develop social innovation projects have similar needs for support and funding to other managers of innovative projects (need for support in the 4 phases of the creation process: emergence, experimentation, dissemination, evaluation). However, they encounter many obstacles linked to the specific nature of their innovation, which is still not sufficiently or poorly recognised.

- Identifying support offers for social innovation.
- Leaders have difficulty in identifying the support available for social innovation because of the lack of clarity and visibility.
- Financing the risk.
- Due to the characteristics of this form of innovation, the financing of socially innovative projects requires patient capital that is convinced of the long-term social and economic impacts.
- Recognition of the specificities of a socially innovative project.
- Entrepreneurs encounter obstacles related to the following three characteristics of a social innovation approach: the experimentation phase, R&D in the human and social sciences, and the legal forms of socially innovative enterprises.
- More information on support needs in social innovation.
- The major challenges to be met.

In order to accelerate the development of social innovation, several actions need to be taken:

- Designing public policies in favour of social innovation and opening up innovation financing and support tools to social innovation.
- Training and raising awareness of traditional innovation actors; social innovation actors in accessing traditional innovation funding, in developing mixed funding methods.

- Encouraging convergent and multidisciplinary approaches that bring together researchers, civil society, businesses and associations.
- Encouraging the exchange of practices in order to generate socially innovative projects and disseminate existing social innovations.
- Measuring the social impacts of the projects developed.

Unit 3. Silver Economy

Introduction

According to recent studies (INSEE 2020), one in five French people are 65 years old or more. According to projections, by 2060, one third of the French population will be over 60 years old, with 11.9 million over 75 years old, including 5.4 million over 85 years old.

Faced with this enormous demographic challenge, the observation seems clear to Silver Economy entrepreneurs: the senior citizens market is very promising.

Thus, if many sectors of the Silver Economy are still in the process of development, it is to be believed that the possibilities for senior citizens to undertake are great. The Silver Economy thus offers significant opportunities in terms of job innovations, business creation and training.

In this direction, the idea of training mentors for seniors involved in a Silver Economy project is quite convincing and seems to be promising in the many sectors (see below) associated with what is no longer a trend but an objective opportunity.

Description

The Silver Economy is part of a process of improving the quality of life of the elderly in order to guarantee their autonomy for as long as possible, or even extend their life expectancy. This often-misunderstood term covers all products and services for seniors.

Thus, the new economic, technological and industrial needs linked to advancing age (...) [open] a vast field for the economy and industry in our countries, as the Ministries of the Economy and Finance and of Social Affairs and Health already emphasized in 2013 (Report of the General Commission for Strategy and Prospects).

The fields concerned adapted to seniors cover many sectors such as health (home care, remote medicine, nutrition, connected health objects, etc.), security and autonomy (remote assistance, detectors, etc.), housing (adapted housing, home automation, etc.), services (personal services, household help, provident services, etc.), leisure (tourism, sports, games, etc.), communication (mobile phones, tablets, Internet, etc.), transport (aids for the elderly, etc.), health care (health care services, etc.), and transport (mobility aids, adapted transport...).

In order to structure this sector into a real industrial sector and create a national and regional ecosystem to create a large market and promote the development of French industry, the French government has signed a sector contract for the Silver Economy. This opens a fairly wide field of innovative actions.

We can distinguish 3 groups of people for whom these different products and services are intended:

- the so-called "active", autonomous, and independent seniors.
- the so-called "fragile" seniors, with some limitations or decrease in capacities.
- the so-called "dependent" seniors, who need help to carry out the acts of daily life.

We are dealing with very different situations which have led the ministries concerned to describe the Silver Economy as a very open field which addresses all [seniors], from the youngest to the oldest.

The Silver Economy sector is very interesting because its evolution brings transversality.

Some sectors of the sector are now well mastered, such as health, accommodation, or social action sectors. Others are less so, such as leisure or transport.

Moreover, these very diverse and growing sectors are not used to working with each other, and therefore operate in a compartmentalized manner. The challenge of the Silver Economy would be to bring together the players in these different sectors in a common project, which is certainly ambitious but can help build new economic models.

If this Silver Up project can help to consolidate the work done for senior entrepreneurs, then we can talk about the merits of the Silver Economy.

Conclusion

The Silver Economy is a rich sector that creates jobs and innovations, but it is still very much focused on health, maintenance, and home help professions. However, through its transversality and its development, it allows very interesting projections from the point of view of innovation and employment.

While it seems easier to imagine the needs of the health sector, with programmes to open establishments and the ongoing development of home help, it is more difficult to predict developments in other sectors such as construction, digital technology, home automation, tourism and social work, which cover a wide range of occupations.

It should be noted that there is a lack of, and therefore a need for, supervisory positions and middle management, offering opportunities in particular to senior citizens.

Weaknesses exist in certain sectors such as socio-cultural activities.

Therefore the challenge is so great, both from the point of view of recruitment and of the training to be put in place to develop a broader Silver Economy that will bring new practices.

Moreover, transversality is a central element for this sector and represents a real opportunity that could enable the construction of new economic models that are both original and sustainable for the territory.

Unit 4. Entrepreneurship for impact

Introduction

A look at the economic history of entrepreneurship shows that it has always had an impact on societies: it has contributed to the success of free markets, democracy, the growth of general wealth and the spread of well-being.

Today, there is a significant difference in the possible interconnectedness between cultures, between countries and between individuals, regardless of their origins. Therefore, the impact of contemporary entrepreneurship is widening borders, even making them "obsolete". We need only think of the current challenges of globalization, where there is a significant gap between the vision of young entrepreneurs and that of

the baby boomer generation. The new companies that live in this current, such as UBER, Airbnb and many others that have no borders, are experiencing dizzying growth, changing stock markets but, even more, transforming ways of doing things.

Each generation, in its own way, has transformed the world and the new one will be no exception. It is by rethinking the way we do things that entrepreneurship can change society.

Description

In entrepreneurship education, there is a wide variety of teaching methods, approaches, and modalities (Carrier, 2007; Hindle, 2007), such as the development or evaluation of business plans by students, the development of start-up projects, coaching of young entrepreneurs and assignments to assist them in their endeavours, interviews with entrepreneurs, computer simulations, the use of videos and films, behavioral simulations, the use of cases or the implementation of classical courses.

In our opinion, there is no absolutely right pedagogical method for teaching entrepreneurship. It seems obvious to us that pedagogy is not an end in itself, although teachers often tend to put it first. The choice of technique and methods depends mainly on the objectives, content and constraints imposed by the institutional context. "Learning by Doing", which is often praised by teachers in the field, is well suited to certain pedagogical objectives and certain types of learner but may be unsuitable or ineffective for others. Caution should therefore be the rule, especially since little research has been done on the evaluation of entrepreneurship education (Fayolle, 2007). It has yet to be scientifically demonstrated that one teaching method is more effective than another with regard to a given learning objective, for a given type of learner in a given context. This is undoubtedly a source of issue and challenge for the years to come.

Conclusions

The multitude of definitions and conceptions of entrepreneurship as a phenomenon makes it difficult not to have the same dispersion in its teaching. So much so, that it is often easier to oversimplify and to consider that entrepreneurship is basically the same as starting a business. Complexity, in a contemporary approach to entrepreneurship, refers to the diversity of knowledge, skills, behaviour, situations and contexts that should be taught. And to this, one should add, of course, the variety of objectives, audiences,

methods and learning contexts. Because for a long time, and still today, we have considered the main objective of training to be the training of future entrepreneurs, the focus has been on developing appropriate skills and behaviours in learners, such as developing a business plan.

Unit 5. Transition to self-employment

Introduction

Self-employment has become an option that offers important advantages and opportunities given the lack of job opportunities and the difficulty that a professional over 50 years of age faces to be considered in selection processes. The freedom to direct and manage your own work and earn an income from it, is an attractive work alternative to people over 50 years of age. With self-employment, a person creates their own job and becomes their own boss, either through the creation of their own business or a digital venture.

Self-employment is an adventure that must be valued and investigated with great care to know how to compare its risks and advantages, since in it you use your own capital, effort, and ingenuity.

Various studies highlight that entrepreneurs over 50 years of age have twice the chances of success than younger entrepreneurs. According to the report from the Spanish Entrepreneurship Observatory, 31% of consolidated entrepreneurial initiatives are promoted by people between 55 and 64 years old and 39% by profiles ranging between 45 and 54 years old. What could it be due to? It is considered that the years of professional development, and the sum of the experiences had, make the senior a magnificent candidate with certain advantages when launching as an entrepreneur. The worker over 50 years of age brings endless qualities and skills: experience, contacts, serenity, financing, conciliation, multidisciplinary training, and social vocation.

Description

Definition: Self-employment is a type of work that consists of generating income independently. This includes, for example, those who own a sole proprietorship and freelancers who offer their services. Self-employment is then characterized by exercising

the activity without depending on a salaried job. In addition, the worker negotiates directly with his clients. There are mainly two types of self-employment: 1/ Sole proprietorship: made up of a single individual, who is its owner, manages the business and benefits from the profits. 2/ Self-employed: the worker does not belong to a company but offers his services independently. Thus, he can have several clients, permanent or sporadic. This may be the case for lawyers, architects, graphic designers, amongst others.

Aims: The objectives of this unit are: 1) to analyse the transition to self-employment as a viable option that can be developed in people 50+. 2) to motivate people in this age range, mainly unemployed, who can see self-employment as a way out of their professional problems. 3) to consider the option of retired people who can act as mentors for younger people who may be interested in the self-employment option. 4) to provide the senior learner with relevant knowledge and competencies to assess self-employment opportunities.

Benefits: The person can organize their work schedules and adapt them to his/her lifestyle. The self-employed individual is not dependent on an employer's guidelines but can set their own goals and business model. If the worker has their own company, it can scale to become a large corporation and offer long-term economic support. The person not only generates wealth for him/herself but can offer work to others. The individual can dedicate him/herself to his/her activity of greatest interest. Then he/she will feel more motivated.

Problems: The person must personally take charge of the payment of taxes and all the procedures that must be carried out with the government, such as the acquisition of licences. The worker must be concerned with paying social security (this varies by country). Such payment is usually the responsibility of the employer. Time management can be a difficult task and requires self-discipline. In addition, if the person owns their own business, it can be difficult to disengage from it and delegate functions. Income can be highly variable from period to period. In contrast, a dependent worker is not subject to that level of uncertainty. The risk of the business or activity is assumed, and at some point, it may generate losses or even go bankrupt.

Users: People over 50 years' old

Pedagogical approach & applicability

In this unit the knowledge and skills necessary for senior learners to evaluate self-employment opportunities will be developed.

Professional skills acquisition

Occupational or professional training: It must be adapted according to the gaps in the market studied, and the project in those elements that must be handled as concepts and data but emphasizing the practical applicability of what is transmitted and learned.

Their own knowledge, aptitudes, and interests: Everyone already has acquired knowledge, whether they have gone to school or university or not, simply by having a life experience, a journey that has facilitated the learning of skills and knowledge, even if they are not homologated by academic qualifications. And this knowledge is very practical. Why not consider them as a wealth that facilitates and accelerates the learning of other things?

The general elements: The objectives of the company and business management.

- Teamwork and conflict resolution
- Ethical business conduct
- How the viability of a project is verified
- Project planning
- How to make the initial Technical Report of a project
- Market introduction
- Discovery of the latent market as a source of jobs
- Research methodology
- Notions of marketing and sales techniques
- How the financial plan is made
- The various possible aids at local, regional, and national level, for job creation
- Business project management
- Team decision-making
- The incorporation process and legal requirements
- The various sources of information
- The legal and fiscal framework
- Legal characteristics of the various forms of Social Economy
- Cooperative business operation

Acquisition Of Entrepreneurial Skills

- Improve the social and communication skills of students, facilitating their personal development.
- Enhance personal autonomy about the development of basic skills for job incorporation.
- Knowledge of different strategies for active job search.
- Develop basic teamwork skills capable of being transferred to different jobs.
- Be able to face the analysis of reality (individual and collective) and the analysis of the current labour market, to set individual and collective objectives and to define itineraries.
- Define the personal itineraries of labour incorporation of the participants.

Conclusions

It is considered that the years of professional development and the sum of experiences had made the senior a magnificent candidate with certain advantages when launching as an entrepreneur. The worker over 50 years of age brings endless qualities and skills. Senior professionals, thanks to their trajectory, experience, knowledge, and network of contacts, are the ideal candidates to carry out this type of position.

Why?

Because they allow you to work on several projects and not depend on a single company.

Because they will open doors to new clients and a wide network of contacts, being able to link one project with another.

Because you will have access to all types of companies, large and SMEs, and consider a diversity of budgets and resources.

Because he/she will work with diverse teams from different disciplines, also allowing him/her to continue expanding his/her knowledge and skills, especially digital ones.

Because the labour market increasingly demands these types of figures to add to their projects and the job offers in this regard do not stop growing.

Given all of this, to seriously consider entrepreneurial self-employment, perhaps a series of basic tips regarding the personal attitude with which it should be faced may also be useful:

Confidence in ourselves. Be clear about what we want, work hard to achieve it, and know how to expect the results, which will come.

Have a support network. Having people who help us and can advise us will make it easier for us to make the leap to entrepreneurship.

Introspection and self-analysis. Analysing what we want and what we can offer to others is one of the keys to success.

Positive attitude and an open and constructive mind. We must be open to the changes that are emerging around us and have a positive attitude in the face of difficulties.

Do not stop learning. In an environment of change it is important to continue training to keep up with trends.

Resilience and humility to overcome difficult situations.

Unit 6. Types of social business and social business strategies

Introduction

This unit aims to guide the senior participant in the development of business initiatives aimed at solving some of the social problems it is focused on, generating economic and social value in the population strata.

In this context, we will provide an introduction, approach, and analysis on how to strategically approach the implementation and development of types of social businesses. The main characteristics and aspects of these types of businesses will also be addressed, always bearing in mind that the difficulties, challenges, and characteristics of this business model are as broad as the types of businesses and companies, products, and existing services.

It is proposed to train senior participants to globally design a sustainable social business project and model. To train them to face and solve decision-making problems in the field of social business entrepreneurship, facing its complexity, as well as formulating judgments from uncertain information, through tools.

Increasingly companies, and society in general, are discovering and recognizing the potential of so-called social business. "Sustainable business solutions that go beyond philanthropy and expand access to goods, services and livelihood opportunities for low-income communities in commercially viable ways". (World Business Council for Sustainable Development (WBCSD), 2005). They refer to business initiatives (they can be managed and promoted by companies, but also by NGOs). They are based on a

business model that addresses the segment as a customer, supplier, distributor, or employee. They create return for all, both for the population at the Base of the Pyramid and for the company or entity that promotes them. Regarding the Base of the Pyramid, the aim is to directly improve the quality of life. A social business strategy allows the selection and integration of relevant technologies and processes into business practices. This is done to build relationships and develop collaboration within and outside the organization, improving processes and efficiency and creating value.

Description

Social enterprises operate mainly in four social objectives or common good social objectives:

- Labour integration: training and integration of vulnerable people and the unemployed.
- Personal social services: health, wellness and medical care, vocational training, education, health services, personal care services.
- Local development: social enterprises in rural areas, development social plans, development aid and development cooperation with third world countries.
- Others: including recycling, environmental protection, sports, arts, culture, science, research, and innovation.

These may take legal forms including NGOs, a commercial organization, a government entity. There are factors which contribute to the success of a social business, among them: the entrepreneur's previous experience in the field of management, his/her full dedication to the business, acceptance by the public, the social network of the entrepreneur, the composition of the team, the initial planning and budget, the long-term cooperation, and the ability of the product/service to pass market tests.

Factors of social business strategy.

To develop a successful social business roadmap takes benchmarking as well.

In addition to the stages a business goes through, there are seven success factors that are common in companies that have seen business impact from their social strategies:

Define the overall business goals. You cannot align your social strategy until your business objectives are defined.

Establish the long- term vision. If you are not striving towards the end goal, you are likely to veer off the path. If you want your team to fully invest in your social strategy and you need the support of your entire team, you will need to communicate your vision with clarity and passion.

Ensure executive support. In the early days you may be able to fly under the radar, but at some point, if you want to truly have an impact on the business, you will need the backing and support of key executives.

Define the strategy roadmap. You already know your business objectives and have a clear vision. But how are you going to get there? Plan out your route, what roads you will travel, and what roads you will avoid.

Establish governance and guidelines. Who is responsible for executing the social strategy? What is your process for listening and responding to your customers? If you clearly define this process and then stick to it, you will spend less time floating along throughout the social sphere and more time strategizing your social growth.

Secure staff, resources, and funding. In the early stages of social growth, you might outsource your social media campaign to an agency, and that is fine. But you should also be looking down the road and planning to develop internal resources to take your company to the next level as your social prowess and your business grows.

Invest in technology platforms that evolve. Resist the temptation to jump on the latest technology bandwagon before you have a long-term strategic plan in place. Hold off on making significant technology investments until you are equipped with a sound vision and strategic plan.

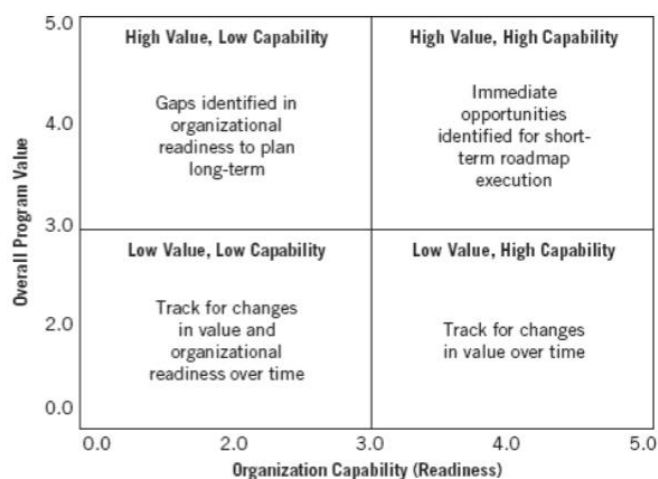
The organisations we studied did not necessarily have each of these success factors fully developed; rather, we found that it was much more important that each factor was aligned with immediate and long- term business goals. These factors are not followed in a linear manner; rather, they coalesce with each other to form a coherent strategy for where that organisation is, in its social business journey.

Defining the overall business goal.

It seems so simple or even commonsensical: base your social strategy on your overall business goals. But business instead places greater value on case studies or industry

best practices, without consideration of whether the examples accurately reflect parallel business outcomes.

- Organisational strategic goal: decrease costs, improve efficiency.
- Strategic metric: reduce customer service costs
- Strategic business: respond via social media
- Strategic business metric: increase number of inquiries.



Conclusions

A social enterprise is an organization whose main and determining purpose in decision-making is the creation of value for society, based on the commercialisation of goods and services, with autonomy in its management and combining various economic and administrative mechanisms that make it economically sustainable.

Although there is no magic and absolute formulae for a social business to be successful, as with any business model, there are several aspects that are considered key to moving forward appropriately:

Value proposition. Companies that serve or integrate the Base of the Pyramid into their value chains must create broad and compelling value propositions, generating an entire business ecosystem that contributes value to the local population and communities in multiple ways, and not just through a single product or service.

Scalability. A significant level of scale is required within the company: that the social business can be replicated and reach/integrate an increasing number of people in a viable manner.

Partnerships. Collaboration with NGOs, administrations and local community actors is essential to build trust, understand needs, risks, and aspirations.

New resources and design processes. Companies must go beyond traditional resources, financing pilot projects in the initial stages of social business design and integrating and leveraging resources such as knowledge and technology.

Innovation. Productive innovation, as well as inclusive innovation, is essential for economic progress and adaptation to new markets.

Results or impact management. It cannot be assumed that the expected social results will be achieved or maintained in the medium-term, but they must be measured periodically.

Social businesses have enormous potential, but they also present major challenges that must be considered in the conception and design of products and services. For the European Commission, a social enterprise is a social economy operator, operating goods, and services for the market in an entrepreneurial and innovative manner.

Unit 7. Social business model plan

Introduction

For this unit, the objective is to provide participants with the necessary tools to deepen the creation of their business plan. We will analyze business plans by real social enterprises that will lead participants to develop an organized and specific plan design that can be implemented.

Business plans are common tools for entrepreneurs when starting or growing their social business or growing a business enterprise. They are processes that describe the basis for creating or developing a business plan, its objectives, and the means to achieve them while reducing risks. These plans seek to achieve an impact on the quality of life of the target population, which is not necessarily expressed in money. The promoters of these plans are the states, multilateral organizations, NGOs, and companies. These plans represent new responses to social demands, which affect the process of social

interactions, and are aimed at improving human well-being. These model business plans are not only good for society, but also enhance the ability of individuals to act, working as a roadmap.

For Kooiman (2003) social problems involve a high degree of complexity, dynamism, and diversity, meaning these plans must be developed using creative strategies that can be applied and last over time. It is for this reason that it is important to teach about methodologies to design, implement and evaluate business plans, as they are key to taking the challenge of working for solutions to problems in a consistent and true way.

Among the main elements of a business plan are the business idea, target audience, value of the product or service for the target audience, in addition to the market size and expected growth, the competitive environment, followed by the development phase of the product, the necessary investment, and the medium and long-term objectives.

The description of the product or unique value requires priority attention to its basic functionalities, keeping in mind the technological support, the origin of the business idea. The target audience to which it is directed and the needs it satisfies are essential. It is necessary to make known what differentiates it from what other competitors offer. It is also necessary to describe the market to understand the areas, profitability, degree of consolidation of the sector, success factors of the market, in addition to the entrance and exit barriers.

In the design process, an entrepreneur must know about existing competitors and new potential competitors. It is good to make comparisons based on the following parameters: sales volume, prices, growth, positioning, product line, customer segmentation, distribution channels, as well as customer services. The business model must also be detailed for the first two years with all figures based on reasonable assumptions.

The business model plan requires having a solid management team who are confident they can carry out the business, and if they have the experience or skills required: how their profile fits with the new business needs. It is necessary to understand the role system established by having the description of the main functions, people, and their responsibilities. For the state of development of the product or service, it is necessary to know if there is (or will be) a prototype or if the product has been tested before by a pilot consumer. To create a company, the decisive factor is to have an entrepreneurial character, and for its implementation, all the proposed activities must be put in place. Remember that strategic alliances are necessary.

Description

A social enterprise is the activity of an organisation that employs business strategies, driven by the market to accomplish a specific goal through support. The design of a business model develops from the activities of the business. While social enterprise business plans address all the questions necessary for any business, social organisations must consider alignment with the mission, organisational background, and structure and financial and social impact assessment.

A plan is a guide for researching, planning, and writing a business plan for organisations.

Objective of this unit

This unit aims to guide senior participants in the design, implementation, and follow-up of a social business plan.

Users

Participants over 50 years of age

Andragogy focus and its applicability

In this unit, the necessary knowledge, skills, and attitudes will be developed in participants to value their competence as entrepreneurs. The evaluation methodology in this unit will be putting into practice a hypothetical social business model plan that applies the set of knowledge, skills and attitudes taught.

Acquisition of professional skills

- Acquire permanent learning in decision-making related to plan modeling, ability to apply adult learning principles in the context of entrepreneurship towards a business model and gain participation strategies in plan design.
- Ability to apply their experience to the social business model plan.
- Ability to design, implement and administer a social business plan. Participants will be able to follow the stages and each of the steps of a business model.
- Ability to apply agile methodologies as a canvas for a business model.
- Be able to apply tools and resources for a social business plan.
- Monitor the implementation of a social business plan.

Conclusions

The correct basis for designing a social business model plan is with a professional methodology, understanding where the company is going, the business model, and the objectives of the company. This leads to conceiving the strategies of the company to establish a social and coherent strategy. In addition, it requires good planning, caution, patience, and perseverance that will help in the process of reaching the objectives.

The Sustainable Development Goals (UN, 2015) highlights the challenge facing so many social agents to cover their investment deficit. Social entrepreneurship causes systematic changes and is a key model for generating innovative, efficient, and sustainable initiatives. The goal is to generate a systemic impact that is scalable and helps solve real social problems.

One way to ensure the success of this type of business model is through the promotion of alliances and the development of competences in the different areas to generate a collaboration ecosystem that allows the search and development of scalable solutions that can grow and develop sustainable, replicable solutions with systemic social impact.

Facing the great challenges by society after the global public health crisis, the engine to achieve large-scale social change is an experienced adult.

For this, a roadmap for a closer and deeper collaboration between all is important to have more support, funding, and ways to multiply learning. All the participants of this course can become drivers of change, transmitting passion that inspires and motivates.

Unit 8. Management practices for sustainability

Introduction

The proposal of this unit of competence is to provide the unemployed and the elderly with the necessary tools to properly apply management practices and incorporate sustainable development as a necessary element for people's success.

Before creating training tools, the personal characteristics of each student must be considered. For example, their interests, abilities, or abilities to interact and create new proposals for improvement. Although we all know that it is a very complicated and difficult process to plan if students are not clear about their future or how to create innovative resources to achieve their personal and professional success.

On the other hand, the ODS play another important role in this process, since without them, practices related to sustainable development could not be incorporated. Ending poverty in the world, ending hunger, achieving better nutrition, or promoting sustainable agriculture are some of the strengths behind this project, in order to guarantee a healthy life and promote the well-being of both the unemployed and poor seniors.

To achieve them successfully, it is essential that the SDGs are known by stakeholders, and it is also very necessary to use guides and tools that help these groups to achieve the goals set. Investing in quality education is the basis for improving people's lives and, therefore, contributing to sustainable development.

Only through access to education can population growth, economic and social sustainability, as well as greater sensitivity and action in relation to the environment, be guaranteed. Some specific indicators to achieve good practice collected in the SDG Compass guide (Global Compact, WBCSD and GRI) are:

- Average hours of training per year per employee, broken down by employee category and gender.
- Approximate proportion of workers along the value chain receiving training per year.
- Proportion of employees' children who have access to local, affordable, and safe childcare services.
- Numbers, types, and impact of company initiatives to raise awareness, train in sustainability and impact on behavioural change and results obtained.

Description

Firstly, it is necessary to create an action plan in which the worker or unemployed person can acquire adequate training for their personal interests and demands. For this, human rights play one of the most diverse and important tools for their acquisition. In addition, the fulfillment of these rights will make the person have a better quality of life.

Secondly, incorporating sustainable development as a necessary element for people's success becomes one of the most beneficial options for them. Although to be able to undertake it, it is necessary to meet a series of requirements:

- Understand the concept of entrepreneur and provide knowledge and personal skills to achieve growth and quality of life.

- Proposing good ideas will contribute to meeting new objectives and values, as well as establishing values such as sustainability, equity, or respect for the population.
- Use personal resources to grow as a person.

It is essential that the workplace is also a learning space for all employees. For this to be possible, it is necessary to encourage learning and have a training offer, and that the responsibilities of the job itself motivate the employee to continue learning. This last point brings us to another issue: the fact that low-skilled workers often occupy positions where they must perform a limited number of tasks, often repetitive, that do not stimulate them to acquire new skills.

It can be deduced, then, that the employer must see his employees more as people who need intellectual stimulation at work than as entities from which they obtain services in exchange for financial remuneration.

Therefore, this action plan can be one of the most beneficial tools for people's self-esteem and interest in caring for the environment. Hence, there are similar examples carried out in Spain, in which very good results have been obtained. Among them, practices such as Valladolid stand out.

This city has a project of ecological gardens for retired people and unemployed people. Since last year, approximately 400 older people developed this activity in the INEA facilities within an active ageing program of Social Services, and a hundred unemployed people, who will have four different spaces in the city managed by the Department of the Environment. The urban gardens for unemployed people are distributed in four areas of Valladolid: Valle de Arán, Santos-Pilarica, Parque Alameda and the Botanical Garden. This activity is proposed as healthy leisure for active ageing according to the City Council. In addition, community gardens are made up of a set of urban plots for the cultivation of horticultural plants, and are based on organic farming, which mostly work thanks to the agreements established by local authorities with one or more people for their exploitation.

Barcelona is another of the cities that is developing a project called "Gardens in the Sky", created by Adela Martínez, which aims to turn the city's disused rooftops into urban gardens, promoting the cultivation of its own fruit and vegetables. In addition, they do all of this through the implementation of the circular economy and act as a platform for the reintegration of disadvantaged groups.

Another example of good practice, developed in 1982, is La Fageda, which launched a business project in Olot with the aim of including people in the region with mental disabilities or severe mental disorders in employment and society thanks to the manufacture of dairy products. (They are currently the second company with the most sales of this type of product in Catalonia).

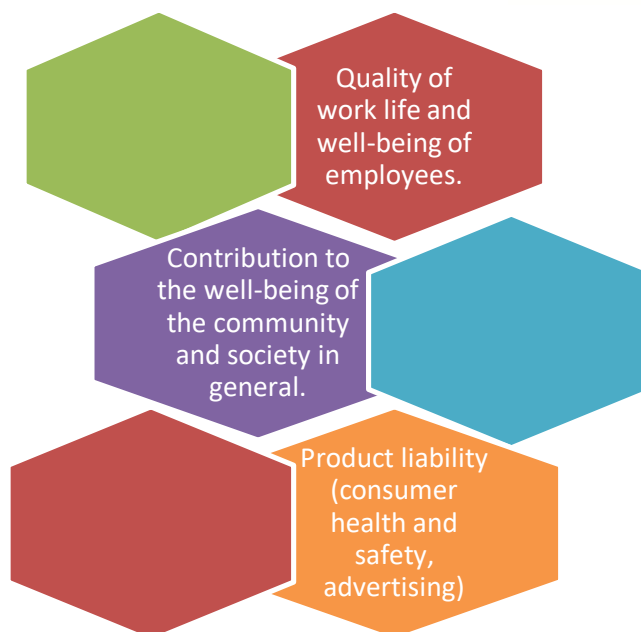
Finally, Espigoladors is another of the most outstanding projects in recent years, which has the philosophy of using food, while empowering people at risk of social exclusion, in a transformative, participatory, inclusive, and sustainable way. They are a non-profit organisation that acts on three social challenges: develop a replicable and transferable model that reduces food waste, improves access to adequate food, and generates new opportunities for people at risk of social exclusion.

Conclusions

The training of the unemployed must address theoretical aspects such as sustainability, the SDGs, and social change. But above all, methodological aspects such as innovations, real participatory dynamics, and the integration of school activity in rural areas must be addressed.

Teachers must become agents of reflective change, researcher, critic and transformer, organisers of dynamic educational programmes that develop interdisciplinarity and diversity, promote teamwork, guide and set an example for the students. All of them are aspects that require permanent and continuous training in new skills.

On the other hand, the social dimension seeks an adequate economic result for those involved, a better quality of life for workers and the community and a decrease in the environmental impact with the social impact of the organisation both internally and externally:



In conclusion, we can say that society and companies are part of sustainable development, that it is a responsibility for all. We must be clear that through sustainability we can also be competitive, that the vision of sustainable development must go beyond compliance with the established regulations and that the objective should be to ensure the continuity of the companies.

Dimension 4: Digital Tools & Resources

Creativity and innovation are core skills in a digital world. To adapt to the demands of the digital era, this “Digital Tools and Resources” Dimension comprises learning units formulated to the development of digital skills to boost mentoring and entrepreneurship practices.

Unit 1. E-Mentoring

Introduction

The Silver Up unit on e-mentoring aims to enhance the adoption of the use of digital tools in mentoring practices.

The Didactical and Conceptual Core will provide relevant theoretical information on e-mentoring, the required digital tools and the benefits and challenges involved. It will outline the factors which determine a successful e-mentoring programme and will provide a link to some relevant e-mentoring case studies and ready-made e-mentoring platforms. It will also suggest pedagogical methodology that can be used when teaching the unit.

Description

E-mentoring is mentoring that involves the use of technology, for example, using a PC, laptop, tablet, or mobile phone for emailing, making conference calls using video platforms, sending messages using text-based communication methods, using chat features, and posting to digital bulletin boards and forums.

E-mentoring aims to enable timely and creative communication between mentor and mentee, through a variety of technology and applications. In this case, the target users are senior mentors and senior mentees, and the goal of the e-mentoring programme is to support these seniors with social innovation and entrepreneurship.

Many programs offer proprietary software systems rather than using public platforms, which allows for more personalised content that is integrated into a single-user platform, for example: <https://www.capterra.com/mentoring-software/> Each platform offers guidance in how to use the software.

Programs vary in the communication tools they provide users. Some provide one single platform or tool for communication, for example, email, while others allow users access to a variety of ways to communicate, for example, video conferencing and chat features.

E-mentoring can be one-to-one or 'mentoring in the open' which engages a community style approach. It takes place in small groups where all communication is visible and accessible to all assigned group members.

Benefits of e-mentoring:

- Mentors and mentees can be situated in different places, cities, or countries even, yet still participate in the mentoring scheme, meaning mentors and mentees who might not have been able to participate in face-to-face mentoring are able to take part. This increases the potential to recruit mentors with specific relevant expertise and skills.
- Communication can be facilitated easily and frequently providing the participants have access to the required technology (PC, laptop, mobile phone, tablet) and to stable wi-fi.
- Mentors or mentees with a physical disability, which could have hindered attendance at in-person mentoring, can easily participate in e-mentoring. Therefore, otherwise unattainable goals are now achievable.
- Communication between mentor and mentee can be synchronous (communicating via video conferencing tools) and asynchronous (communicating by email). Communication can also be set to specific times, or it can be left open, allowing mentors and mentees to communicate when they wish/can. This can be decided from the outset.
- E-mentoring can be entirely conducted through technology, or a blended approach can be taken, where some interaction takes place face-to-face.
- E-mentoring can be conducted 1 to 1, in small groups, or a combination of both. There could be one or more mentees taking part with one or more mentors. The idea of a shared learning environment can be further supported with the use of a digital bulletin board where mentees and mentors can, for example, discuss topics and share ideas and tips. Furthermore, the boards work as networking opportunities for mentors and mentees alike and thus could potentially increase interactions and interest.
- E-mentoring technology, such as email, video conferencing and text/chat services are most likely already quite familiar and are straightforward to use. Email allows for longer messaging and the possibility to attach documents.
- Video conferencing allows real-time, synchronous communication and is more personal, almost 'face-to-face'.

- Text communication is immediate and potentially offers 24/7 communication. It is mobile-friendly, and easy to use.
- A digital forum or bulletin board might be less familiar but again is straightforward and offers benefits including the possibility to communicate with numerous mentors or mentees simultaneously. Messages can be sorted thematically, and sub-groups can be created.
- Using a combination of these methods on a proprietary multi-feature platform offers flexible modes of communication and could potentially be more engaging. Furthermore, with the widespread use of mobile technology, it is possible to access and utilise these communication tools easily.

Challenges:

- An unwillingness to use, or lack of confidence in using, technology.
- Technical issues with the digital tools and wi-fi connection can hinder communication.
- If mentors or mentees are using public resources (for example, a public library PC), and/or the program is utilising social media, potential security and safety challenges may arise. It is more difficult to maintain user privacy in these cases.
- It can be potentially more difficult to connect, to form close, meaningful relationships when communicating using technology rather than face-to-face.

Specific challenges of each digital tool:

- Email communication tends to be asynchronous and involves waiting for a response.
- Video conferencing can increase feelings of distance.
- Text communication does not allow for in-depth conversations and sharing of files can be tricky.
- Users may be overwhelmed by a digital forum at first.
- A proprietary platform may be costly and time-consuming to develop and manage.

Despite these challenges, e-mentoring is innovative and relevant to the present day where we rely more on technology and appreciate the benefits it can provide.

Factors which determine successful e-mentoring programmes:

- Selection of the most suitable digital tools for the programme.

- Matching the right mentor to the right mentee.
- Selecting mentors with mentoring expertise and the right knowledge/skills set for the programme.
- Ensuring e-mentoring platforms are easy to navigate.
- Offering a pre-programme induction to the digital tools to be used on the programme to mentees and mentors & providing ongoing support re. the use of the digital tools if required.
- Initially asking the mentee to set goals for the programme: this will drive the mentee's choice of mentor, the type of programme he/she will follow, and the content and discussion between mentor and mentee. The goals should be monitored, and results measured.

Pedagogical approaches

Teaching methods for this unit could focus on a student-centred approach, with group activities comprising of brainstorming, inquiry-based learning, discussion, analysis of real-life examples, and role-playing where learners can obtain practical experience of applying the tools in a mentor/mentee scenario.

Conclusions

In conclusion, the use of e-mentoring offers many advantages over traditional face-to-face mentoring and is an effective and innovative method of facilitating communication between mentor and mentee, or mentors and mentees. The digital tools required for e-mentoring are simple and easy to use, and each offers different benefits for the users. It is important to consider which tools will bring the desired benefits when selecting by which means to communicate with when designing an e-mentoring programme. Matching the right mentor with the right mentee is another important factor which can help determine the success of an e-mentoring programme.

Unit 2. Branding for social business

Introduction

This unit aims to introduce the senior learner to a set of relevant knowledge, key concepts, and main tools regarding branding strategy for social business.

The Didactical and Conceptual Core will introduce the concept of branding strategy, explain the essential components of an effective branding strategy, and provide links to some branding strategy models and approaches. It will consider the benefits and challenges of branding and provide links to relevant case studies. Finally, it will suggest potential pedagogical approaches for this unit.

Description

A brand is a set of associations that a person or group of people make about a company, product, or service. Therefore, branding strategy is a plan that contains specific long-term goals that can be achieved through the growth of a company's brand – the unique components that make a brand identifiable. It is the marketing practice of actively shaping a brand – of trying to harness, generate influence and control the set of associations to help the business become more successful.

The aim of an effective brand strategy is to set the brand apart from other brands, to make it instantly identifiable and unique from other brands. A brand strategy that is well-defined and executed has an impact on all aspects of a business and is directly connected to consumer needs, emotion, and competitive environments.

The following components are essential when building a comprehensive branding strategy/plan:

1. A definition of the company's purpose: vision and mission statement. What is the company's big idea? What values does it have? Where is it going? It is important to decide on the brand's personality and tone of voice (how do you want it to come across?). A company's purpose can be viewed in 2 ways: as functional (success is measured in terms of immediate and commercial reasons such as making money), or as intentional (success is measured in terms of making money and doing good in the world). Social enterprises need to convey their purpose and the social objectives they are aiming to achieve.

2. *Identification of the company's tagline and messaging pillars:* a tagline is a sentence, word or phrase used to summarise a market position and messaging pillars are the key stories a company wants to talk about their brand.

3. *Consistency:* this refers to only communicating about things that relate to or enhance a brand. It is important to consider what every piece of communication means to the company. Does it align with the company's message? Consistency contributes to brand recognition which impacts on customer loyalty. Creating a style guide (considering tone of voice, colour, positioning, etc) will help achieve consistency.

4. *Emotion:* the use of emotional triggers to connect with customers on a deeper level. (Does the product make them feel more connected with others/part of a group? Does it give them peace of mind? etc.)

5. *Flexibility:* while it is important to be consistent, brands also need to remain flexible to make relevant adjustments to sustain and build interest and set the brand apart

6. *Employee involvement:* ensuring employees understand the brand vision and are communicating with customers and representing the brand in this manner.

7. *Customer awareness:* the better a company understands its customers, the more successful it will be. (What is the problem the social enterprise is trying to solve? What is it helping its customers to achieve?)

8. *Customer loyalty:* rewarding customers for their loyalty. Furthermore, highlighting the positive relationship a company has with its existing customers works to attract further potential customers.

9. *Competitive awareness:* improving a brand by learning from the competition. Looking at what works, and does not work, for other similar companies and using this information to help position the brand.

Examples of brand strategy models and approaches: Brand strategy models are useful in creating clarity: for example, the *Brand Benefit Ladder*, *Simon Sinek's 'Why, How and Who?'*, *Bull's Eye*, and *Keller's Brand Equity Model*. For details about each model and its application, please see this [link 1](#) and [2](#). For different brand strategy approaches, please see [this link](#).

Benefits: An effective brand strategy will help the success of a brand. It will make the brand more identifiable, setting it apart from the competition. The brand will be better

aligned with customers' needs and emotions and, as a result, should lead to customer loyalty and increased sales.

Challenges:

1. Possessing a compelling brand vision that the company itself fully understands. If it does not, marketing and business decisions may be made which do not reflect the company vision.
2. Maintaining brand relevance - keeping the brand up-to-date and engaging.
3. Focusing on logical reasons consumers shop. It is also important to remember consumers are also emotionally driven.
4. Building customer loyalty - retaining current consumers and attracting new ones.
5. Maintaining brand consistency and coherence, value, and position.

Advances in technology mean that we can apply innovative tools to share a company's message across a range of communication channels. Brand design, a company's visual identity, will provide the tools needed to make a brand distinctive and memorable. The tools that make up a company's visual identity are as follows: the logo, typeface, colour palette, imagery, language, and design style. These elements should embody the key ingredients of the brand in a distinctive and memorable way.

Target users: In this case, the target user is the senior entrepreneur.

For case studies of companies and their application of branding strategy, please see [this link](#).

For case studies of social enterprises in particular and their application of branding strategies, please see [this link](#).

Pedagogical approaches

Teaching methods for this unit could focus on a student-centred approach, with group activities comprising of brainstorming, discussion, problem solving, inquiry-based learning, project-based learning, learning-by-doing, presentations, reflective discussion, and analysing real-life examples and best practice exchange.

Conclusions

In conclusion, branding strategy, actively shaping a brand, is a key factor in a company's success. A well-thought-out and effective branding strategy will set a brand apart from

its competition and make it easily identifiable and memorable. It will consider the brand's purpose, values, vision, personality and tone of voice, tagline, messaging pillars and design. It will be consistent and cohesive yet flexible. It will implement the use of emotional triggers and will understand and reward its customers for their loyalty. It will ensure employee engagement and it will learn from the competition.

Unit 3. E-Marketing

Introduction

This unit aims to lead the senior learner into applying digital marketing strategies to promote social business.

The Didactical and Conceptual Core will introduce the concept of e-marketing and list possible strategies (technologies). The importance of a digital marketing plan will be explained and a model for creating a strong digital plan will be introduced. Links to further reading will be provided. The benefit and challenges of digital marketing will be discussed and links to case studies given. Finally, it will suggest potential pedagogical approaches for this unit.

Description

Marketing is the activities a company engages in to promote the buying and selling of its products or services. E-marketing is marketing which is carried out online, with the use of a website or other online tools and resources. It is also known as digital marketing. E-marketing strategy is the design of a marketing plan that capitalises on a company's technological capabilities to meet specified marketing goals. Social business or social enterprise is a business which was created and designed to address a social problem.

E-marketing involves applying strategies (technologies) which form online channels to market a company with the aim of supporting and achieving marketing aims and activities, with the goal of retaining and attracting customers and thus increasing sales and profits. These strategies include social media sites, search engine optimisation, email marketing, the company website, content marketing, online brochures, and blogs.

Successful e-marketing involves recognising the strategic importance of digital technologies and designing a planned approach to connect with and attract customers to online services via digital and more traditional communication. A company can help achieve customer retention by improving its knowledge of their customer profiles,

behaviour, values, and loyalty drivers and then delivering integrated and targeted communications and online services to meet their individual needs.

Dr. Dave Chaffey, a Digital Strategist, outlines 7 D's of managing e-marketing:

1. *Digital Goals*: reviewing what the company is aiming to achieve through e-marketing, considering how e-marketing can help the company become more successful and investing more in *digital transformation* and *always-on marketing* as well as campaign investments.
2. *Digital audience*: understanding online behaviour, characteristics, and preferences of consumers to deliver more relevant content and experiences.
3. *Digital devices*: smartphones, tablets, laptops, PCS, TVs etc.
4. *Digital platforms*: most interactions on digital devices are through a browser or app from a main provider: Facebook, Instagram, Google, YouTube, Twitter, LinkedIn, Apple, Amazon or Microsoft.
5. *Digital media*: Owned, earned, and paid communication channels to reach and engage audiences.
6. *Digital data*: the information and insight companies collect about their customers.
7. *Digital technology*: the marketing technology that companies use to create interactive online experiences, for example, emails, social media, content marketing, advertising technology.

<https://www.davechaffey.com/digital-marketing-definitions/what-is-digital-marketing/>

How to create a strong e-marketing plan: An e-marketing plan needs to include *strategy, tactics, and actions*. The use of a model is recommended, for example: PR Smith's SOSTAC model. SOSTAC stands for:

- Situation – where are we now?
- Objectives – where do we want to be?
- Strategy – how do we get there?
- Tactics – how exactly do we get there?
- Action- what is our plan?
- Control – how did we get there?

For further reading on creating a strong e-marketing plan, please see [this link](#):

Benefits of e-marketing:

- It is possible to reach a far wider audience of potential consumers online than by solely marketing a company offline.
- Results are measurable, accurate and provided in real time, and can be used to inform a company's strategy. Using analytics software, it is possible to measure the return on investment (ROI) of any marketing activity undertaken digitally.
- Nowadays, people spend a lot of their time online. E-marketing is therefore the most effective way to reach current and potential customers.
- E-marketing can save costs.
- A 2-way dialogue between consumer and company can be created through conversation marketing (forums, live chat, online surveys) which can bring the company closer to the consumer and thus allow the company to learn more about their consumers. Furthermore, dialogue is possible between customer and potential customer (reviews).
- E-marketing adds brand value and extends the brand – achieved through informing customers of product developments online, and by providing them with extra benefits, offers and experiences online, including building new communities.
- Search engine optimisation guarantees visibility.

Challenges:

- Reviews posted online, if negative, can be damaging to the brand and difficult to remove.
- Some methods are expensive, for example, search engine optimisation.
- E-marketing can be time-consuming to create and manage.
- Knowledge of different technologies, and how they function, is required.

Target Users: In this case, the target users are senior entrepreneurs

Innovativeness: Emerging e-marketing technologies include automation, artificial intelligence, personalisation, virtual reality, and augmented reality storytelling.

Pedagogical approaches

Teaching methods for this unit could focus on a student-centred approach, with group activities comprising of brainstorming, discussion, problem solving, inquiry-based learning, project-based learning, learning-by-doing, presentations, reflective discussion, and analysing real-life examples and best practice exchange.

Further reading:

- [10 recommended situational analysis tools and insights sources for digital marketing planning](#)
- [Innovating digital marketing 2020 – key trends](#)

Conclusions

In conclusion, e-marketing involves the use of digital technologies to achieve marketing goals to attract and retain customers and increase sales and profits. A strong e-marketing plan needs to be created to plan which digital technologies to use and how. There are many e-marketing plan models available to help a company achieve this.

Unit 4. E-Commerce

Introduction

This unit aims to provide senior learners with relevant knowledge and practice to establish and maintain a consistent web presence.

The Didactical and Conceptual Core will explain the concept of e-commerce and its different types. It will define e-commerce strategy and outline current e-commerce tools, channels, and technology. It will present the benefits and challenges of e-commerce and introduce some emerging trends. Finally, it will provide links to e-commerce case studies and suggest potential pedagogical methodologies.

Description

E-commerce is the buying and selling of products and services using the internet, plus the transfer of money and data to execute these transactions. It refers specifically to the transaction of goods or services online and can exist in substitution of, or in addition to, a physical shop. Almost every product or service imaginable is available through e-commerce, from air tickets, clothing, and books to online banking. Nowadays, every

consumer expects to be able to browse and make purchases online, so it is vital to offer this service.

There are 4 types of e-commerce:

1. Selling online from *business-to-business*, for example *Amazon*, which is now expanding from the business-to-consumer model to include business-to-business. Another example could be a company that sells parts to a manufacturing company, for example, car parts.
2. Selling online from *business-to-consumer* is the business of selling directly to the consumer, for example, a clothing chain such as *Zara*.
3. Selling online from *consumer-to-consumer* is the business model that facilitates business between private individuals, for example, *Ebay*.
4. Selling online from *consumer-to-business* is, for example, when an influencer blogs about a product and provide links to the company's website in return for financial gain. Also, a photographer offering stock photographs to companies.

The aim of e-commerce is to reach, attract and retain customers, to drive sales and boost profits. In this case, the target user is the senior entrepreneur.

E-commerce strategy, technology, tools, and channels:

E-commerce strategy is a planned approach to how a company will use the following tools and channels to reach set objectives:

- *an e-commerce platform*: a company's website where the customer can purchase its goods or services. To create a website, companies can use, for example, *Shopify*, a company which provides the tools required to create an e-commerce website, find customers, increase sales, and manage the business day to day. Other e-commerce platform providers worth investigating include *Magento*, *WooCommerce*, *BigCommerce*, *Wix*, and *Salesforce Commerce Cloud*, for example.
- *a digital payment processing system*: a means of taking payment from customers on your website, for example, *Paypal* or *Stripe*.

- *e-marketing tools*: such as email marketing, for example *MailChimp*, a tool which can help to extend a company's mailing list and help carry out coordinated marketing campaigns.
- *advanced analytics and tracking*: to track and analyse sales information to better understand the buying habits of customers, for example, *Kiss Metrics*. <https://www.kissmetrics.io/> E-commerce businesses should monitor the following KPI's in order to monitor performance, set goals, and act if the figures deviate from the norm: unique visitors; total visitors; page views; new visitors; new customers; total orders per day, week and month; time on site per visit; page views per visit; checkout and cart abandonment; returns rate; gross margin; customer service open cases; pay per click cost acquisition; pay per click total conversions; average order value; Facebook 'talking about this' and likes; Twitter retweets and new followers; Amazon ratings; email open rate; referral sources.
- *shipping service integrations*: *ShippingEasy*, is an example of a shipping software solution for e-commerce businesses.
- *social media management solutions*: as keeping social media sites current can be time consuming, it is possible to use a social media management solution, such as *Hootsuite*. This tool allows the user to access and post all branded digital content in one platform.
- *Customer relationship management (CRM) software*: CRM tools focus on creating and tracking the best customer website experience. *Zendesk* is one of the most popular CRM tools. Use in combination with a customer support team to provide a competitive customer support experience.

Technology:

To access a company's website and make purchases online, a customer needs access to wi-fi, a PC, laptop, tablet or mobile phone and a debit or credit card.

Benefits of e-commerce:

- A wider range of customers can be reached- location is not a barrier providing the organisation has set up a shipping service that can ship to their location.
- If the company successfully sets up a website with pages that load quickly, and uses a shipping service that is reliable, the shopping experience can be more convenient, saving time and energy.

- Customer behaviour can be monitored and analysed and used to help inform e-commerce strategy.

E-commerce challenges:

Starting up can be daunting, with so many different tools and channels to choose from, and so much competition already on the market.

- Selecting the right tools/channels for the organisation and customers.
- Targeting and retaining the right customers: with so much choice, how does an organisation persuade a customer to visit their website? How does the company encourage browsing customers to become paying customers? And, once a customer has purchased a product or service, how can the company encourage the customer to return?
- Cyber security: data security breaches can cause serious damage to a company's operations and image

E-commerce requires the use of the digital tools to reach, attract, retain, and monitor customers. The customer needs access to a PC, laptop, tablet, mobile phone, and Wi-Fi to participate.

Pedagogical approaches

Teaching methods for this unit could focus on a student-centred approach, with group activities comprising of brainstorming, discussion, problem solving, inquiry-based learning, project-based learning, learning-by-doing, presentations, reflective discussion, and analysing real-life examples and best practice exchange.

Conclusions

In conclusion, establishing and maintaining an online presence is essential for every company. Providing a pleasant and easy-to-navigate online user experience where customers can browse, purchase, and receive goods and services effortlessly is vital to attracting and retaining customers. Monitoring customer behaviour is also required to respond to their needs and continue to drive sales and profits. There are many established tools available to help a company achieve this.

Unit 5. Digital Entrepreneurship

Introduction

This unit is aimed at providing the senior learner with relevant knowledge and technical skills regarding the use of different digital tools to boost senior entrepreneurship.

The Didactical and Conceptual Core will review and outline the relevant theoretical knowledge and technical skills required to use digital skills for e-mentoring, branding, e-marketing, and e-commerce to boost senior entrepreneurship. Furthermore, it will suggest potential pedagogical methodologies for this unit.

Description

An entrepreneur is a person who transforms an idea for a business into economic goods or trade. A senior entrepreneur is an entrepreneur aged 50+. Digital entrepreneurship involves using digital tools in this process, essential in today's business world where the online business marketplace is key. It could be said that, in fact, digital tools are reshaping the entrepreneurial process. Senior entrepreneurs should aim to embrace the different digital tools and select the ones most relevant and useful to their company. To do so, it is necessary to examine the digital tools currently available, as well as to consider the required technical skills needed.

To boost senior entrepreneurship, a variety of tools are available:

Video conferencing: Skype, Zoom, Google Hangouts. These are video conferencing tools that allow real time digital 'face-to-face' communication for the e-mentoring process between senior mentor and senior mentee. Basic technical skills are required to set up and use these platforms. Each platform offers the user step-by-step guidance in how to set up and use the technology.

E-mail: Can be used for e-mentoring and e-marketing. Simple to use, requiring basic technical skills. Examples of company email services include *Google Workspace*, which offers all the benefits of Gmail (email, drive, forms, etc) but allows the creation of a personalised business email address, rather than using 'Gmail' in the address. For e-marketing, *MailChimp* is a useful tool which can help extend a company's mailing list and help carry out coordinated marketing campaigns.

Text-based communication tools: Chat features and forums are also effective channels for facilitating communication for e-mentoring to boost senior entrepreneurship. These

can be established using commercially available free tools such as *WhatsApp* or by using tools built into proprietary software platforms.

Branding strategy templates: There are many brandings strategy templates and toolkits online that a company can access, as well as companies such as *Frontify* that specialise in assisting with brand strategy. Furthermore, 'How to Create a Brand Strategy' is a useful, free and easy to follow resource and toolkit, available on Column Five Media's website.

Visual branding design tools: There are many online tools to help businesses set up online, for example, *Looka*. *Looka* is a platform that helps companies design their logo, brand, and digital marketing.

Other branding tools include: *Pikochart*, a tool for designing infographics and search engine optimisation; *SEMrush*, a tool that provides keyword research, competitive analysis and content guidance, which also tailors results according to location and device, thus allowing businesses to design their SEO marketing strategy around their specific target audience; *Instagram's branded content tools*, allows brands to tag other business partners in their posts; for creating professional video content, *Wistia*, offers a budget-friendly platform; *Adobe Illustrator*, a tool for logo design; web-based style guide platforms are useful for ensuring a company's branding remains consistent; *Frontify* can help a company build and share a style guide; and *Quordoba*, a content audit platform, will continually review all created blog posts, articles, social media posts, etc to check a company's style guide is being adhered to by employees.

Social Media sites: Social media sites can be used to promote a brand and reach a wide audience. The most popular social media sites are *Facebook*, *Instagram*, *Twitter*, and *LinkedIn*. Each platform is straightforward to set up and use and offers step-by-step guidance in how to do so. It can be time-consuming to develop and manage social media sites, so the tool *Hootsuite* can be useful as it allows the user to access and post all branded digital content in one platform.

E-marketing: There are many available tools for e-marketing, such as social media sites, search engine optimisation, email marketing, the company website, content marketing, online brochures, and blogs. Furthermore, Google and Facebook offer tools which provide free and accurate tools for marketplace analysis. [Further reading](#)

E-commerce: Many tools exist to make e-commerce easily achievable. Sourcing the most suitable tools for the individual company is key. The creation of an e-commerce

plan will help an entrepreneur plan exactly which tools to use and how. The plan will particularly need to consider:

1. *an e-commerce platform*: a company's website where the customer can purchase its goods or services by, for example, using an e-commerce platform such as [Shopify](#)
2. *a digital payment processing system*: a means of taking payment from customers on your website, for example, *Paypal* or [Stripe](#).
3. *advanced analytics and tracking*: to track and analyse sales information to better understand the buying habits of customers, for example, [Kiss Metrics](#).
- 4.. *shipping service integrations*: for example, [ShippingEasy](#), an example of a shipping software solution for e-commerce businesses.
5. *customer relationship management (CRM) software*: CRM tools focus on creating and tracking the best customer website experience, for example, [Zendesk](#)

Emerging digital technologies to enhance the shopping experience: AR (augmented reality); an increase in the use of voice search; to help businesses learn about their customers: AI (artificial intelligence); to create individualised onsite personalisation: onsite personalised and big data; chatbots to improve the shopping experience; more ways to pay; the use of video; the increasing importance of sustainability; optimising digital strategy for conversion.

Not every emerging trend is suitable for every business. An organisation should monitor its customer data to evaluate whether a trend is the right fit for its customers.

Pedagogical approaches

Teaching methods for this unit could focus on a student-centred approach, with group activities comprising of brainstorming, discussion, problem solving, personalised learning, inquiry-based learning, project-based learning, learning-by-doing, presentations, reflective discussion, and analysing real-life examples and best practice exchange.

Conclusions

In conclusion, the benefits of digital entrepreneurship are clear. To stay aligned with today's consumers: to reach, attract, engage, and procure their business on-going, it is

essential to build and maintain an online presence using a variety of digital tools. Basic technical skills are needed to use these tools, and step-by-step guidance is provided by the tool providers to ensure their products are accessible by all.

Unit 6. Online networking

Introduction

The aim of this unit is to lead the senior learner to use digital environments for networking and to use social media to promote social entrepreneurship.

The Didactical and Conceptual Core will introduce the relevant theoretical knowledge required to provide understanding of digital environments and social media and their application for networking and promotion. It will describe the most popular digital environments available and consider their benefits and challenges. Links to relevant case studies will also be provided and possible pedagogical methodologies suggested.

Description

Networking refers to the process or action of interacting with others to exchange information and develop professional or social contacts. Online networking, therefore, is the process of developing a network of business and social contacts through online communication channels, particularly through social media platforms such as *LinkedIn*, *Facebook*, *Instagram* and *Twitter*, a more innovative means of networking and promotion than more traditional methods. Social media can also be used as a marketing tool, as well as to promote activities, such as, in this case, social entrepreneurship.

To use digital environments for networking and social media for promotion, it is necessary to first set up an account with the most popular social media sites mentioned above. Once an account has been established, it must be managed and developed regularly, by uploading engaging, relevant content.

LinkedIn is the most popular online networking site for businesses and professional individuals. It advertises as a professional community and allows people with similar interests to connect, to join professional groups, to learn from each other as well as offering a space for companies to promote themselves and to advertise job opportunities. Individuals can also promote their own personal skills and work experience to potential employers via an online Curriculum Vitae. LinkedIn can be accessed on a PC, laptop, tablet, or mobile device.

Attending online events is one method of expanding a company's online network. Attendance at smaller virtual events linked to the industry offers a greater opportunity to participate in the conversation and become visible, making it easier to follow-up with the other attendees later by sending a connection request and starting a conversation. Furthermore, hosting a virtual event is also recommended to expand a business's network. It is essential that the information shared at such meetings, or posted on a professional networking site, is in some way helpful to the audience. Providing value could help build positive relationships and lead to an opportunity for a company to talk about what they do in a more natural way than giving a direct pitch.

Overall, online networking offers the following benefits:

- The potential to connect quickly with useful contacts located anywhere in the world.
- The potential to join relevant forums, groups and communities and engage in discussions and receive and offer support. This in turn could lead to establishing yourself as an expert in the field, thus building your reputation and expanding your contacts.

Social media promotion aims to increase traffic to a company website and boost sales in terms of a business, or in this case, promote an idea, such as social entrepreneurship. As most people nowadays rely on social media to obtain web content, it is an essential tool to utilise. The success of a social media site is reliant on the creation and posting of engaging and relevant content. In a business context, the idea is to grab the attention of the reader, by posting a link to a company blog for example, to draw the potential customer to the website. To promote an idea, social media sites work to create interest and share information. Creation of a social media plan will help identify a strategy to follow.

Creating a social media plan using [SMART goals](#):

The most popular social media sites are *Facebook*, *Instagram*, and *Twitter*.

- *Facebook* is a website that allows users to create a profile free of charge. The user then adds 'friends' to communicate with, through posts where they share photographs, opinions, videos and so on, or by commenting on their friends' posts. It is also possible to join groups with shared interests.
- *Instagram* provides a space for users to share photographs, videos and short messages with their 'followers'. It is free of charge to join.

- *Twitter* is a micro-blogging system that allows users to send and receive short posts called 'tweets' to and from their 'followers'. Tweets can be up to 140 characters in length and can include links to websites and resources. It is free of charge to join.

Benefits of using social media sites for promotion include:

- Current and potential customers/individuals can be reached easily and quickly.
- A wider audience can be reached.
- It is possible to share text, video, photographs, and links.
- Most social networking sites are free to use.
- Social networking allows for a more personal connection by facilitating 2-way conversations.
- Social media helps build an idea or brand through consistent and carefully planned posts.
- Organic customer acquisition: users can share content they find interesting with their friends/contacts thus indirectly helping to promote the idea/brand.

Challenges of online networking and social media sites:

- The creation of an effective, well-thought-out, social media plan.
- Knowing which social media platform to use.
- Expanding the list of contacts/followers/friends.
- Understanding the audience and keeping them engaged by creating interesting and relevant content.
- Analysing the social media response.

Disadvantages of online networking and social media sites:

- Limited emotional connection.
- Privacy and security issues.
- Time consuming.

Pedagogical approaches

Teaching methods for this unit could focus on a student-centred approach, with group activities comprising of brainstorming, discussion, problem solving, inquiry-based learning, project-based learning, learning-by-doing, reflective discussion, and analysis of real-life examples and best practice exchange.

Conclusions

In conclusion, using digital environments for networking and social media for promotion are both recommended tools for expanding connections and reaching a wider audience. Considering the amount of time people spend online these days, it is vital to have an online presence. *LinkedIn* is the most popular and respected online professional community, offering many benefits to the individual and to companies. For the promotion of social entrepreneurship, social media sites such as *Facebook*, *Instagram* and *Twitter* are the most relevant sites.

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