

PR3 LOCAL Thematic Mentoring Cycles

Guidelines for Mentors

Thematic Module 8: Interpersonal and entrepreneurial skills



Boosting Silver Economy through local community mentoring



TMC 8: Interpersonal and entrepreneurial skills

Developed by: ADES

Learning hours		
Hands-on-session	Self-study Assessment	Total hours
3 hours	2 hours	5 hours

Topic 1: Entrepreneurship

Entrepreneurship is the act of starting a business in the aim of making profit. However, our modern perception of entrepreneurship has evolved into recognising its ability to solve large-scale problems and influence social change. Entrepreneurs may also become tough leaders in their fields, although this isn't necessarily a distinguishing factor of someone in this role, but it can be a natural outcome.

Entrepreneurship also plays an important role in the economic development of our vibrant marketplace. It leads to better standards of living and generates new wealth, as well as increased employment and national income.

With technological advancements and market demand for new business ideas and innovation, the practice of entrepreneurship is growing rapidly. Today, more and more self-motivated individuals are looking to become fully independent in their professional lives and are aspiring to create their own future.

The term is not a new one, for example, economist Joseph Schumpeter (1883–1950) defined the role of an entrepreneur as being involved in "creative destruction." Making entrepreneurship responsible for new ideas and innovations that disrupted traditional and existing businesses or industries and replaced them with something new and forward thinking. For the economist Schumpeter, the changes and "dynamic disequilibrium brought on by the innovating entrepreneur [were] the norm of a healthy economy".

Entrepreneurship is thus part of the natural cycles of economic and industrial development and evolution. While potentially disruptive in the short term, in the long term it's expected to bring about positive change and innovation.

Topic 2: Entrepreneurial opportunity in silver economy

The term "silver economy" refers to the collection of goods and services that individuals typically consume in their later years. As individuals progress in age, distinct demands arise necessitating targeted interventions. The potential of emerging technologies suggests that forthcoming solutions are poised to differ significantly from those obtained by prior generations. Specifically, *telecare resources* equipped to prolong individual independence, *telephones tailored to accommodate age-related vision* and hearing issues through the use of icons and sounds, and *biometric cash machines* replacing traditional pin codes with fingerprint recognition to mitigate theft and memory lapses constitute a few examples of novel technological advancements. The ascension of internal demand is poised to invigorate the regional economy, stimulated in part by burgeoning creation of novel products and services, thereby generating fresh employment



opportunities and developing nascent firms, and ultimately intensifying the competitive edge of the European Union. These enterprises have demonstrated a satisfactory performance in terms of return on investment thus far and have proven to be financially lucrative. Emerging fields including nanoscience, biotechnology, robotics, and artificial intelligence are poised to gain financial reward by exploring formulas to enhance the quality of our advanced years.

With the passage of time, it is becoming evidently clear that the emergence of an inverted population pyramid will result in profound complications. Ensuring the sustenance of health and pension systems in regions where the elderly demographic may potentially double, poses a formidable challenge. The aging population necessitates the development of novel products and services, thereby creating a potential market that could serve as a catalyst for industrial growth in the region. In contrast to prevalent pessimistic perspectives, it is evident that advanced age can also confer advantages. One notable aspect concerns its economic potential.

Topic 3: Common traits of an entrepreneur. Practical entrepreneurial skills and knowledge

Becoming an entrepreneur does not require a special qualification, but in order to attain success, here are some skills you need:

Discipline

The number one quality of an entrepreneur is self-discipline. You need to do the work — even when you don't feel like it. If you have a day job, this could mean working long hours. You'll need the self-motivation to wake up early or stay up late as you start your new venture.

Curiosity

The best entrepreneurs always want to learn more. They ask good questions and look for opportunities to grow themselves and their business. These people don't dwell on what they think they know but instead, change their opinions when presented with new information. Curiosity to learn is just part of how they approach the world.

Creativity

This is the spark that drives many successful start-ups. Creativity isn't just for creatives, it's a skill that everyone can cultivate. Entrepreneurs always look for creative ways to solve problems or deliver a service, often with limited resources. They look in many different places for inspiration, and their creativity helps fuel their love for what they do.

Willingness to try things.

As an entrepreneur, you'll constantly be presented with new tasks that challenge your skillset. Resourcefulness goes hand-in-hand with experimentation and problem-solving. Be ready to get creative, think outside the box, and pull from your vast network, experiences, and skills to take on a challenge.

Prepare to watch your solution fail, too. It's inevitable, and every failure is an opportunity to learn and improve on your ideas.

If you strategize well and outline metrics for tracking success, you can quickly adjust and find appropriate solutions. Show your product to a trusted group of friends, read market research to see if there's adequate demand, and stay up to date on the latest industry news. These strategies will help you take calculated risks while trying new things.

Honesty

In the business world, you're only as good as your word. Honesty and integrity are important traits of an entrepreneur. These personality traits will reap several benefits:



- You will develop a reputation as a strong and honest communicator.
- Your employees will value your leadership.
- Clients will know you can deliver on your promises.
- People will be more willing to lend you money for your next idea.
- Your community will support you during tough times.

Always have a plan

Successful businesses leave little to chance. They look far into the future, with backup plans to adapt to unexpected events.

You should have a vision for your company 5–10 years from now. To bring that vision to life, you can use the SMART goal-setting method to set short and long-term business goals.

These are goals that are:

- Specific: What is the exact outcome you're hoping for?
- Measurable: How will you know you achieved this outcome?
- Achievable: Is it reasonable for you to expect to achieve this goal?
- Realistic: Can you arrive at your goal with your current resources?
- Time-Bound: Do you have a clear deadline for your goal?

Each goal should build on the last, bringing you closer to your vision and closer to reality. Also, remember that a lot can change over the years. You're allowed to adjust your plan if needed.

Understanding the value of self-care

Great leaders understand that exhaustion and overwork are a recipe for disaster. They may have all the skills in the world. But, without proper wellness, they won't be able to execute. Budgeting time for self-care will pay you back tenfold.

The same philosophy applies to your employees. Make sure they understand the value of their work and encourage them to rest when they need it. They will pay you back with a positive attitude and stronger work ethic.

Taking risks

Risk takers often do well as business leaders. But you should be clear on your approach and have a backup plan ready to go should things go awry.

This is a characteristic of a good entrepreneur because business owners often need to go off the beaten path. This can be scary, but entrepreneurs must set aside their fears and take the leap needed to make their vision come to life.

Adaptability

The world is constantly changing — and so is how we do business. Entrepreneurs have no shortage of unexpected challenges and surprise opportunities, so they must act quickly and efficiently. This adaptability is what makes a successful business, and it's particularly true for entrepreneurs with a Millennial workforce. Rather than trying to force templates that worked in the past, entrepreneurs must be flexible to changing norms like hybrid work models and offering better employee work-life balance.

Persistence after failure

Successful entrepreneurs understand that failure isn't the end of the world. Instead, failure is a rehearsal for success. Persisting despite any roadblocks increases your confidence, conviction, creativity, and innovation. If you fail, you learn lessons to apply to the next challenge and teach yourself you're grittier than you thought. All that radical thinking may lead to radical results.



Topic 4: Why do businesses fail?

It's easy to make mistakes if this is your first time launching a business, but maybe we can help you avoid a few. Here are some things to look out for:

Not sticking to your budget

It's easy to get carried away when you're starting out. Be careful not to blow your budget too quickly. Stick to the essentials for now, like hiring the right staff, investing in the right tools, and building out your client list. The rest will come later.

Making ill-advised hiring decisions

Your business will thrive or die based on who you hire. Choose your employees wisely. Look for people who share your entrepreneurial mindset and have experience working at a new business. It's also useful to find people who have different expertise than you to cover any of your blind spots.

Setting unachievable goals

Don't expect to make the NASDAQ in your first year. Set achievable goals when you're starting out. Stick to the SMART method we outlined above.

Forgetting to delegate

You hired great people. Use them! Many entrepreneurs don't know how to delegate to others or they're afraid to. Consider whether you need to own a task. You can't control everything so only keep the most important ones. Assign tasks based on others' strengths, set clear expectations, and check in with them regularly. They're your team and they will deliver.

Making decisions out of fear

Clear your head before making big decisions. Emotions like fear, anger, or frustration can cloud your judgment. When you encounter a stressful situation, take a step back, be mindful of your feelings, and approach the problem later with a clear mind.

Topic 5: The more you learn, the more you see.

Continuous learning means continuously gaining new knowledge and improving skills. Continuous learning at work means you keep learning new things and getting better at what you already know. This is usually talked about when people want to improve their job skills and knowledge.

Daily routines and actions are the building blocks of always learning. Continuous learning means that you keep learning new things regularly, no matter how you learn. Learning can happen for a short time or your whole life. Continuous learning means constantly learning new things, and it can be done in many different ways, like taking a class or just learning on your own. It can be a structured or unstructured process. Activities that can help you learn new things include taking a class, watching others who are good at something, asking for help, trying different ways of doing things, reading, talking with others, and practicing what you've learned.

When people keep learning new things at work, they feel more interested in their job, happier, and remember more. To be able to keep up with others, companies need to change with the



times and adjust to the different situations they face. For a company to do well, its workers need to learn new things and keep up with changes in the industry.

The idea of continuous learning at work is to make sure employees remember what they learned and keep improving their skills.

When employees keep learning all the time, they gain knowledge from many different learning experiences. Continuous learning helps companies improve employee knowledge and this improvement is maintained by regularly reinforcing what they have learned.

Continuous learning is really helpful. It means to keep gaining knowledge and skills as time goes on. It has advantages to our lives.

Learning new things at work all the time can make employees better at their job and help them come up with better ideas. This can make them happier and work better overall.

For each worker, this can:

- Get support to reach your job growth objectives.
- Get new or renew old licenses or certificates for your job.
- Find different ways to do your job.
- Keep yourself skilled in a way that employers want to hire you.
- Continuous learning can benefit the organization.
- Help the company achieve its goals.
- Help create a work environment where new and creative ideas are valued and encouraged.
- Make sure your employees feel important and acknowledged. Show them that investing in their personal growth is important to you.

It costs less to train current employees than to hire new ones, so please help us save money.

Continuous learning techniques

Ways to keep learning all the time are called continuous learning strategies. Structured learning means learning in an organised and planned way, following a specific format or order of steps. Formal learning methods are carefully planned ways to learn for specific reasons and objectives.

- Classes you take in school.
- Online classes you can take on the computer.
- Classes or lectures about a particular topic.
- Meetings where people come together to discuss and share ideas.
- Teaching workers how to do their job better.
- Teaching people how to be good managers.
- A training program is a set of activities that teaches people new skills or knowledge.
- Learning by observing and interacting with others in a social setting. People can learn by watching and being around others. It can be serious or not serious, done in-person or online.
- Talking and exchanging ideas with others.
- Co-working means working in a shared space, often with other people who are not in the same company.
- Collaborative problem-solving means working together to solve a problem.



- Coaching and mentoring are when someone helps and guides another person to improve their skills or achieve their goals.
- Training that happens while working.
- Self-directed learning means learning by yourself, without someone telling you what to do or learn. Ways to learn and improve skills without help from someone else. It can happen randomly or on a regular schedule.
- Studying and looking at information.
- Experimentation means trying new things or ideas to see what happens, while exploration means going on adventures to discover new places or things.
- Practice testing means taking tests or quizzes before the actual test to improve understanding and retention of the content.

How to start using or put into action

To make sure employees keep learning, organizations should provide a helpful and encouraging place for them to learn. Workers might not want to start learning new things all the time because they want to finish important tasks first.

Begin with a strategy. Let workers know the company is putting time and money into always learning and create a plan. This means deciding who will be in charge of making learning plans for different levels– like one person, a team, a whole department, or the whole organization. The bosses and workers need to talk to each other to make sure they both know what's most important.

Topic 6: Practical interpersonal skills and knowledge

Interpersonal skills are how people communicate and interact with others.

Interpersonal skills are abilities you use to communicate and get along with people. They talk about situations when communication and teamwork are really important.

These skills mean being able to talk to people and make friends. Interpersonal skills, also known as people skills, include the way you naturally behave and how you handle different social interactions. Having good communication skills can help you in job interviews and can help you move forward in your career.

Some things that show you are good at communicating with other people and understanding their feelings are called interpersonal skills.

- Active listening means giving someone your full attention and really trying to understand what they are saying.
- Teamwork means working together with others to achieve common goals or objectives. It involves collaboration, communication, and cooperation among team members. It is an important skill in most workplaces as it helps to foster productivity, creativity, and a sense of belonging among employees.
- Responsibility means being responsible for one's own actions or duties. It is a task or obligation for which someone is accountable.
- Dependability means being consistent and trustworthy in fulfilling responsibilities and commitments.
- Leadership refers to the ability of a person to lead and guide a group of individuals towards achieving a common goal.
- Motivation is the feeling of wanting to do something or achieve a goal. It helps us to stay focused and keep working towards our objectives.



- Flexibility means being able to bend or move easily without breaking or causing damage. In a broader sense, it refers to the ability to adapt to new situations or conditions without feeling uncomfortable or overwhelmed.
- Being patient means waiting calmly for something without getting angry or upset.
- Empathy means understanding and feeling the emotions of others.

Why is it important to be good at dealing with other people?

Having good people skills can really help you when you go for a job interview, because the people interviewing you want to hire someone who can get along with their colleagues. They can assist you to achieve success in any job by making you comprehend others and adapting your tactics to work in harmony. A software engineer may work alone on code a lot, but sometimes needs to work with others to sell the product.

This is especially true because many companies are working together in a quick and flexible way. Employers want workers who are good at technical tasks and can talk to coworkers nicely.

Here is a list of skills that can help you work with other people. These skills are useful to employers. See if you have any of these skills.

- Active listening means really focusing on and understanding what someone is saying, paying attention to their body language and responding in an attentive way. Active listening means paying attention to others when they talk to learn from them and to show interest in what they are saying. When you talk to someone, it's important to give them your full attention and not do things that could cause them to lose focus or get distracted. People who are good at this are called "active listeners." This means to stop using laptops or phones while listening and to answer questions when asked.
- Dependability means that you can rely on something or someone to always do what they are supposed to do. You can always count on dependable people in any situation. This means doing things like showing up on time and doing what you said you would do. Employers really appreciate workers who are reliable and give them important tasks to do.
- Empathy means understanding and sharing someone else's feelings and experiences. Companies might choose to hire workers who are kind and caring to foster a happy and productive work environment.
- Leading others towards a common goal. Being a good leader means being able to make good decisions when working with others. Good leaders use a lot of people skills, like understanding others and being able to wait, to make choices. Both managers and regular workers can use leadership skills to succeed in their jobs. Employers like it when people take responsibility to work towards shared goals, in any job.
- Teamwork means working together with other people to achieve a common goal. Teamwork means working together and requires skills like talking to one another, listening carefully, being open to change, and doing what you are supposed to do. People who work well with others in a team are usually trusted with important work and have a better chance of getting a promotion.

Jobs where you need to communicate well with others.

To get a job, you need to have skills to communicate with others. Some jobs require good people skills more than others.

- Teachers are people who help students learn by teaching them different subjects. They give lectures, answer questions, and assign homework to assess and improve students' understanding of the material. Teachers play an important role in preparing children and



young adults for their future by providing them with the knowledge and skills necessary to pursue their interests and achieve their goals. Teachers should be good at interacting with other people like their colleagues, bosses, students, and the students' parents. A teacher who is kind and understanding can help students learn and improve in school.

- Administrative assistants are people who help with office work. People who work as administrative assistants often talk and work with customers or clients. This means that they need to be good at talking and getting along with others as part of their job.
- Nurses are people who work in the healthcare sector to assist and care for patients. Nurses need to be good at making patients feel comfortable and taking good care of them. Being able to connect with others and being patient with them is really important for the industry.
- Marketing managers are people who work in a company and are responsible for creating and implementing marketing strategies to promote products or services to customers. Marketing needs many different types of skills, both technical and personal. To do marketing well, you need to be good at talking to others. That includes working with your co-workers, customers, and salespeople to make effective marketing plans.
- People who help customers with their questions and problems. Customer service needs good skills for interacting with people. People who work in customer service usually spend a lot of time helping customers who are upset, confused, or angry.

Topic 7: Tips to improve interpersonal skills.

How to improve interpersonal skills

While interpersonal skills can seem easy to practice as you interact with others on a daily basis, making a deliberate plan can help you quickly improve. Consider the following ways to improve your interpersonal skills:

- Attend workshops or online classes. There are several workshops, online classes, and videos on ways you can practice building interpersonal skills. While many are free, some are available at a cost.
- Seek out opportunities to build relationships. If you work from home or do not otherwise have many opportunities to build interpersonal skills, you might consider joining a group. This could be related to your work like networking or industry-specific groups, or simply a group that shares a similar interest or hobby.
- Be thoughtful about ways your interactions could improve. Take time to review the interactions you have and consider ways you could have interacted more effectively. This might be certain words you said, ways you reacted or body language you used.
- Ask trusted friends or colleagues for constructive criticism. It is helpful to get a third-party perspective about your skill level and specific ways you can improve. Ask friends or trusted colleagues to provide constructive criticism regarding your interpersonal skills.
- Observe other positive interpersonal interactions. It can also be helpful to learn by seeing others use interpersonal skills. Observe positive interactions of those around you and apply those qualities you admire to your own relationships.
- Seek out mentorship. Asking someone you trust, admire and respect to counsel you on improving interpersonal skills and advancing in your career overall can be an extremely effective way to learn.
- Set goals. Setting goals for yourself can also provide structure, making your learning more efficient by understanding when and how you have made adequate improvements.

Topic 8: Case study 1: How to scale a start-up of a senior entrepreneur.

Your dream project is no longer just an idea. It's a reality now. You've successfully launched your product or service, and it is gradually growing. Now you might be questioning yourself: How to scale a start-up?



But there's another crucial question to consider: Is your project ready to scale?

Up to 74% of start-ups fail due to premature scaling. If you make a mistake and start to scale a business when you're not ready, you risk a lot.

Knowing when to scale isn't easy, but you can avoid some risks. This blog post will show you how to scale a start-up. It will also give insights on how to recognize when the start-up is ready to be scaled and how to get prepared. We've also provided some tips and strategies for the whole process.

What's the Difference between Growing and Scaling a Start-up or Business?

What is Start-up Growth?

This is the point where a start-up starts having a consistent customer base and a steady source of income. Here, the company's cash flow begins to increase rapidly.

Because the company is growing, it may start to hire more workers to manage the workload. The start-up also has a clear business model at this point and uses a refined marketing budget.

What is the Start-up Scale?

Start-up scale – the process of growing exponentially and getting a maximum profit with more or less the same investments.

Usually, a scaling start-up has already passed through the growth stage and is ready to increase its number of customers and revenue without significant additional expenses.

For example, you have a shop that serves 10 customers daily. But if you are ready to scale a start-up business, you can handle 1000 customers tomorrow without making a large effort. If you aren't ready, 1000 customers will probably overload your business – you need to grow such a shop first.

How to Scale a Start-up: scaling vs growing

- When to Think About Scaling up Your Start-up?
- Generally, growth is thought in linear terms: adding new resources (capital, people, or technology) results in revenue increases.
- Scaling is definitely alluring fewer resources, more profit.
- But premature scaling can cause financial distress and bankruptcy.
- 70% of start-ups scale too early. And 93% of those start-ups never get revenue over 100k/month.
- Before you accelerate the growth of a business, make sure your business is ready for it.

Activity 1 – Soft Skills Training

Soft skills competence objectives and assessment criteria

Aim 1. RESPECT FOR OTHERS

The ability to treat learners equally taking into consideration their strengths, weaknesses, interests, values, and ambitions.

Objectives for the skill

- To be able to listen to others and value their message and opinions.
- To be able to exhibit an interest in and appreciation of others' perspectives, knowledge, skills, and abilities.
- To be able to express recognition and gratitude for the efforts and contributions of others.



- To be able to react to other people's ideas in a constructive way during conflicts and accept others as they are.
- To be able to address disagreements with others in a diplomatic way, avoiding the conflict.

Criteria

- listens to others and value their message and opinions.
- exhibits an interest in and appreciation of others' perspectives, knowledge, skills, and abilities.
- expresses recognition and gratitude for the efforts and contributions of others.
- reacts to other people's ideas in a constructive way during conflicts and accepts others as they are.
- addresses disagreements with others in a diplomatic way, avoiding the conflict.

Skills demonstration

- Write a self-reflective essay related to the learning objectives and badge criteria (max length 1-2 pages) or create a video (max 30 min) which shows your skill related to respect for others: what means respecting others as an entrepreneur.
- Insert the web link of your evidence into the application form.

Aim 2. OPENNESS TO DIVERSITY

The acceptance of similarities and dissimilarities between the individuals or a group one belongs to. The ability to respond to the differentiated needs of individuals, no matter their personal, social, cultural, ethnic, religious circumstances.

Objectives for the skill

- To be able to accept similarities and dissimilarities between the individuals.
- To be able to initiate and develop relationships with people of a different age, gender, cultural or educational background etc.
- To be able to understand how people can differ in their way of thinking, their beliefs, and values.
- To be able to identify the values important to members of a diverse background.
- To be able to demonstrate openness to new perspectives and diversity of others.
- To be able to interact respectfully and appropriately with people with diverse backgrounds.
- To be able to recognise and critically reflect upon one's own biases (conscious and unconscious) in the relation to age, gender, disabilities, cultural background.

Criteria

- accepts similarities and dissimilarities between the individuals.
- is ready to initiate and develop relationships with people of a different age, gender, cultural background, educational background etc.
- understands how people can differ in their way of thinking, their beliefs, and values.
- identifies the values important to members of a diverse background.
- demonstrates openness to new perspectives and diversity of others.
- interacts respectfully and appropriately with people with diverse backgrounds.
- recognizes and critically reflects upon one's own biases (conscious and unconscious) in the relation to age, gender, disabilities, cultural background.

Skills demonstration

- Write a reflective essay (max length 1-2 pages) where you describe specific situations in which you were forced to undertake special activities / intentionally react appropriately to respond to the differentiated needs of individuals, no matter their personal, social, cultural, ethnic, religious circumstances.

Aim 3. EMPATHY



The ability to see situations from someone else's place.

Objectives for skill

- To be able to facilitate mutual contact and discussion taking into consideration emotions and feelings of the other and avoiding aggressive attitude or rude approach.
- Know how to get at relevant unspoken information, feelings and needs of other people.
- To be able to create a good conversational climate through attention, openness, and respect.
- To be able to show understanding of the opinion and feelings of other people and accept others as they are.
- To be able to focus on understanding the how and why: how the person feels, and why they feel that way.

Criteria

- facilitates mutual contact and discussion taking into consideration emotions and feelings of the other and avoiding aggressive attitude or rude approach.
- knows how to get at relevant unspoken information, feelings and needs of other people.
- creates a good conversational climate through attention, openness, and respect.
- shows understanding of the opinion and feelings of other people and accept others as they are.
- focuses on understanding the how and why: how the person feels, and why they feel that way

Skills demonstration

- Write a self-reflective essay related to the learning objectives and badge criteria (max length 1-2 pages) or create a video (max 30 min) which shows your skill related to respect for others.

Aim 4. CRITICAL THINKING

The ability of actively and skilfully analysing, synthesising, and evaluating information to reach an answer or conclusion. Is seen as goal-oriented thinking.

Objectives for the skill

- To be able to formulate relevant problems and questions clearly and accurately.
- To be able to collect and evaluate important information that can later be effectively interpreted.
- To be able to evaluate everything in an objective way, avoiding subjectivity and analysing the pros and cons of everything.
- To be able to think long before making a judgement.
- To be able to manage emotions, and if we don't know them, give them a name, and control them.

Criteria

- finds solutions to complex problems and communicates them.
- reaches conclusions and solutions, testing them through relevant criteria and standards.
- analyses the concepts from a larger perspective, not limiting oneself to stereotypes or predetermined ideas.
- resolves conflicts.

Skills demonstration

- Write a thoughtful essay in which you describe specific situations about a problem or situation in which the "five steps" have been used to incorporate critical thinking. You can add some captures of asynchronous situations that demonstrate those specific ability.

Aim 5. CREATIVITY



Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable. Creative entrepreneurs can constantly reinvent themselves and adapt their business styles and strategies to better understand and manage the diversity of their clients.

Objectives for skill

- To be able to emphasise process rather than product (vision)
- To be able to understand the importance of allowing time.
- To be able to come up with real new concepts or solutions (innovation)
- To be able to ask stimulating questions and to encourage people to think out of the box, norms, values, procedures, or practical limitations (creative thinking)
- To be able to do more than one way to accomplish a task, experiment with options and try out other approaches (inventiveness)

Criteria

- emphasizes process rather than product.
- allows time to explore all possibilities, moving from popular to more original ideas.
- comes up with real new concepts or solutions.
- asks stimulating questions and to encourage people to think out of the box, norms, values, procedures, or practical limitations.
- applies more than one way to accomplish a task, experiment with options and try out other approaches.

Skills demonstration

- Write a self-reflective essay related to the learning objectives and badge criteria (max length 1-2 pages).

Aim 6. MOTIVATING TO DEVELOPMENT

The ability to encourage employs to achieve learning goals by developing their knowledge, competencies, and talents.

Objectives for the skill

- To be able to make learning convenient and accessible.
- To be able to offer regular constructive feedback throughout the learning process/path.
- To be able to appeal to different learning preferences in order to match learners' personal needs.

Criteria

- makes learning convenient and accessible for employs.
- offers regular constructive feedback throughout the learning process/path.
- appeals to different learning preferences in order to match employs personal needs.
- trains learners' thinking with the goal of improving their perseverance and patience.
- enriches employs by fostering the building of self-esteem and self-confidence.

Skills demonstration

- Write a self-reflective essay related to the learning objectives and badge criteria (max length 1-2 pages).

Aim 7. PASSION AND SELF-MOTIVATION

The ability to maintain energy and enthusiasm to achieve one's goals.

Objectives for the skill

- To be able to apply SMART (Specific, Measurable, Achievable, Realistic, Time Bound) Goal Model in his business activity.
- To be able to align personal goals with the goals of the environment.



- To be able to eliminate the factors of dissatisfaction.
- To be able to reward oneself when one thinks having done things well.
- To be able to avoid postponing tasks, as this can cause decrease of your motivation level and hamper reaching of your goals.
- To be able to generate co-responsibility in the team.
- To be able to establish feedback procedures to support monitoring and supervision.

Criteria

- applies SMART (Specific, Measurable, Achievable, Realistic, Time Bound) Goal Model in his business activity.
- maintains one's effort and enthusiasm as a manager/leader.
- aligns personal goals with the goals of the environment.
- eliminates the factors of dissatisfaction.
- rewards oneself when one thinks having done things well.
- avoids postponing tasks, as this can cause decrease of your motivation level and hamper reaching of your goals.
- generates co-responsibility in the team.
- establishes feedback procedures to support monitoring and supervision.

Skills demonstration

- Write a reflective essay in which you describe an action plan about your activity as a manager in which you have used the SMART goal definition technique.
- Write two lists: One in which you include 5 actions that are based on intrinsic motivation and 5 actions in which the motivation is extrinsic; and explain the different implications they have for you.
- Reflect and write some "techniques" of motivation that you have applied or intend in your business/ life and that have helped you/hope to help you, to be more motivated.

Aim 8. ETHICS

The ability of having a human approach when it comes to making ethical decisions. Understanding the context, the influencing factors and the emotions involved when making a judgement which is based on an innate sense of morality.

Objectives for the skill

- To be able to respect the rights and interests of the others.
- To be able to comply with laws and regulations.
- To be able to analyse one's ethical principles, actions, and judgement in order to improve oneself as an entrepreneur.

Criteria

Applicant/educator:

- respects the rights and interests of the others.
- complies with laws and regulations.
- analyses one's ethical principles, actions, and judgement in order to improve oneself as an entrepreneur.

Skills demonstration

- Write a learning diary/self-evaluation where you describe your actions as an entrepreneur, when you have considered ethical principles and have faced situations reflecting the ethical principles that you embrace:
 - How would you describe your ethical principles and values?
 - What is a fair and human way to do business?
 - What it means when you respect the right and interests of the others?
 - Do you see a need for personal improvement in ethical issues?



Aim 9. INCLUSIVENESS

The ability to include all employees and treating them all fairly and equally and making them feel part of the team.

Objectives for the skill

- To be able to create supportive, collaborative, and respectful environment that increases the participation and contribution of all employees.
- To be able to identify, describe and understand the conceptions and various perspectives of inclusiveness.
- To be able to distinguish and value employees' differences.
- To be able to identify and understand the importance of collaborative working approach.
- To be able to take responsibility for one's own professional development and continuing learning.
- To be able to guarantee equal opportunities for all of the employees.

Criteria

- creates supportive, collaborative, and respectful environment that increases the participation and contribution of all employees.
- distinguishes and value employee's difference.
- supports all learners and take these into account when planning, guiding, and assessing learning.
- guarantees equal opportunities for all of the employees.

Skills demonstration

- Write a reflective essay (max length 1-2 pages) where you describe specific situations in which you were forced to undertake special activities / intentionally react appropriately to include all team members and treating them all fairly and equally and making them feel welcome.

Aim 10. SELF-AWARENESS

Self-awareness is an ability to know oneself, as well as one's strengths and weaknesses. The ability to be aware of one's own preconceptions and assumptions.

Objectives for the skill

- To be able to understand the key elements and importance of self-awareness.
- To be able to evaluate one's own personal qualities and performance as an entrepreneur.
- To be able to recognise one's own strengths and weaknesses.

Criteria

- recognises someone's own personal qualities and performances.
- recognises own strengths and weaknesses.
- points some of personal development areas as an entrepreneur

Skills demonstration

- Write a self-reflective essay related to the learning objectives and badge criteria (max length 1-2 pages) or create a video (max 30 min) which shows your skill related to the self-awareness:
 - what is self-awareness?
 - how you can improve your self-awareness as an entrepreneur (incl. preconceptions and assumptions, your own strengths and weakness)
 - reflect also why self-awareness is important for an entrepreneur.

Aim 11. POSITIVE ATTITUDE



The ability to demonstrate a disposition of optimism and encouragement. A person with a positive attitude possesses a 'glass half-full' mentality.

Objectives for skill

- To be able to strengthen the personal strengths as an entrepreneur to counteract the weaknesses.
- To be able to accept one's mistakes and to know how to improve oneself through introspection.
- To be able to focus on encouragement and the positive side of life and demonstrate it in the relationships with employees and clients.
- To be able to manage one's thoughts and guide thoughts towards empathy, optimism, and enthusiasm in order to obtain the desired results.
- To be able to seek support from mentors and employees when necessary to achieve the best results.

Criteria

- strengthens the personal strengths to counteract the weaknesses.
- accepts one's mistakes and to know how to improve oneself through introspection.
- focuses on encouragement and the positive side of life and demonstrate it in the relationships.
- manages one's thoughts and guide thoughts towards empathy, optimism, and enthusiasm in order to obtain the desired results.
- seeks support from mentors and employees when necessary to achieve the best results.

Skills demonstration

- · Write a learning / self-evaluation diary (max length 1-2 pages) describing your positive or negative behaviour or attitude towards a situation that you faced, analysing how you could improve the behaviour.

Aim 12. INTEGRITY

The ability of being honest and having strong moral and ethical principles.

Objectives for the skill

- To be able to prevent conflict of interests or, if possible, dissolve it in time
- To be able to stick to one's values and moral principles consistently, even under pressure.
- To be able to treat confidential or sensitive information about employees or clients/partners discretely and with care.
- To be able to openly admit one's mistakes and take responsibility for those.
- To be able to be truthfulness in one's communication, actions and sharing of information

Criteria

- prevents conflict of interests or, if possible, dissolves it in time.
- sticks to one's values and moral principles consistently, even under pressure.
- treats confidential or sensitive information about employees or clients/partners discretely and with care.
- openly admits one's mistakes and takes responsibility for those.
- sticks to truthfulness in one's communication, actions and sharing of information.

Skills demonstration

- write a self-reflective essay related to integrity in a particular business that you own or know (max length 1-2 pages).

Aim 13. ACTIVE LISTENING



Showing an interest in, and ability for, picking up important information from conversations. The ability to fully concentrate on what is being said, involving listening with all senses and giving full attention to the speaker.

Objectives for the skill

- To be able to probe the other person if things are not clear during a conversation and react to nonverbal signals.
- To be able to express an understanding of both content and non-verbal messages during conversations through one's reactions.
- To be able to summarize regularly during conversations, check whether he/she has understood the other person and is happy to be corrected.
- To be able to show an interest in the other person during conversations and encourage him/her to carry on talking through eye contact and manner.
- To be able to let others finish what they are saying during conversations, give them space and use silence at the right time.
- To be able to show respect to interlocutors.
- To be able to focus only on what the speaker is telling.

Criteria

- probes the other person if things are not clear during a conversation and react to nonverbal signals.
- expresses an understanding of both content and non-verbal messages during conversations through one's reactions.
- summarizes regularly during conversations, check whether he/she has understood the other person and is happy to be corrected.
- shows an interest in the other person during conversations and encourages him/her to carry on talking through eye contact and manner.
- let's others finish what they are saying during conversations, gives them space and uses silence at the right time.
- shows respect to interlocutors.
- focuses only on what the speaker is telling.

Skills demonstration

- Write a reflective essay (max length 1-2 pages) where you describe specific situations in which you used active listening skill with the explanation of the advantages of presenting that skill in the context of negotiations.

Aim 14. ADAPTABILITY

Flexible attitude and the ability to leave the comfort zone and cope with change.

Objectives for the skill

- To be able to observe and monitor changes in business environment.
- To be able to plan ahead, but having alternative options in case new needs have to be satisfied.
- To be able to anticipate & respond positively to changing business environment.
- To be able to maintain or shift focus on accordance with an unexpected change of priorities.

Criteria

- observes and monitor changes in business environment.
- plans ahead, but having alternative options in case new needs have to be satisfied.
- maintains or shift focus on accordance with an unexpected change of priorities.
- anticipates & responds positively to changing priorities.

Skills demonstration



- Write a self-reflective essay related to a situation that you manage to adapt to a new business environment (max length 1-2 pages).

Aim 15. THE ART OF INQUIRING

The art of inquiry is about how questions can be used to open another person's thinking and to help develop one's thinking further or to stimulate collaborative knowledge creation.

Objectives for the skill

- To be able to form unbiased open questions.
- To be able to start a question with an interrogative pronoun and to ask short questions.
- To be able to ask the other person about their thinking.
- To be able to ask open questions to be able to recognize the key utterances of another's speech.

Criteria

- uses and forms open and unbiased questions by using an interrogative pronoun in order to broaden and facilitate collaborative thinking.
- recognises key utterances from another's speech and is able to continue thinking based on these findings.

Skills demonstration

- Write a reflective essay (max length 1-2 pages) where you describe specific situations when, how and where you have used questions as an opening method.

Activity 2 – Evaluate a business idea.

How to evaluate a business idea.

Pick a business idea, use these steps to evaluate it and make sure it's a sustainable idea to help you be successful:

1. Determine a target market

A target market is a group of people who are likely to purchase a company's products or services. They're the consumers you believe can benefit most from your business idea. It's important to learn what you can about this group so you can better form your idea and later market to them successfully. When you understand your consumers, you can anticipate their needs and serve them appropriately, which can make a major difference in your success.

As you evaluate your business idea, learn more about your target market's wants, needs, motivations, spending habits and challenges. You can collect this information by performing preliminary research, asking different people questions about your business idea, and observing shoppers. Begin to define your ideal customer by considering the following demographics:

- Age
- Gender
- Geographic location
- Income level
- Profession
- Marital status
- Education level

2. Create a buyer persona

As you gather information about your target market's demographics, you can establish buyer personas, which are characters who represent the members of your target audience. Rather than being real customers, personas are fictional customers you create to help guide your business decisions. Personas are important because if you can view each persona as an actual customer, you're more likely to understand and empathize with them.

Create a buyer persona to represent the target market you've identified for your business idea. Consider the persona's background, motivations, values and buying factors. Ask yourself a series



of questions about the persona's characteristics and write down the answers. Some questions to help you create a buyer persona may include:

- What are their personal beliefs or values?
- What challenges are they seeking to resolve?
- How do they learn about products or services in the marketplace?
- What other types of products or services do they buy regularly?
- How does cost factor into their purchasing decisions?

3. *Conduct a market analysis*

A market analysis is an assessment of market factors, which may include economic details, consumer buying patterns, trends, forecasting and the competition in a market. Research various companies in your industry to determine whether a demand exists for the new product or service. You can also further understand the market and your target audience through efforts such as focus groups, interviews, and surveys. Once you've gathered sufficient data, analyse the information carefully to help you determine the viability of your business idea.

4. *Analyse your competitors*

It's important to know more about potential competitors so you can see what they've done to find success and make sure you can supply a unique or higher-quality product or service. To analyse your competition, gather information about the company and its offerings and write an observational list of its strengths and weaknesses. Search online to read reviews about the company's products, pricing, and customer service.

Once you know more about the competition, you can identify ways to distinguish your business idea. Think about why a customer might purchase from you instead of a competing business. You can even write a unique value proposition that tells customers what you offer, how it differs from the competition and why it meets their needs.

5. *Understand your finances*

Part of evaluating a business idea is being able to understand the finances associated with its launch. Even if your idea doesn't require a lot of overhead costs to get started, this analysis can help you gauge your financial outlook. You can use this knowledge to help you work on securing investments, marketing your idea, and planning for future expenses. As you consider your finances, ask yourself these questions:

- How can I get the necessary funds to start my business idea?
- How much money do I plan to invest in the beginning?
- What are my projected income and expenses?
- What's my total earning potential in the first month? Three months? One year?
- How can I realize sustained profits?

6. *Get feedback*

Once you've completed the other steps, you likely have an effective understanding of your business idea's feasibility. At this stage, it can still be helpful to get feedback from others who can provide insights or ask questions you may not have considered. Ask your friends, family, professional contacts, or company stakeholders what they think of your idea. Share your preliminary research to explain why you've developed your idea in a certain direction. Collect their feedback and use it to further evaluate your business idea and determine whether you want to take the next steps.

Activity 3 - How to scale a start-up of a senior entrepreneur.

Below are the 5 crucial checkpoints before starting the scaling process. Pick the business idea presented before (the business of Maria Dinu) imagine it is your own existing business and analyse the following checkpoints.

- *Good Customer Base*



A large number of customers and a solid market share prove that the product or service idea is valid and provides your business with some market stability. Another value brought to you by customers is, of course, revenue. The more sales you have, the easier your project will grow.

One more thing to notice: if you are sure your customers are loyal and likely to buy more, don't start to scale your business until you have enough inventory and employees to serve these customers. Otherwise, you risk not only failing the scaling itself but also losing your existing customer base.

- Reaching Previous Goals

Or not. It may be simple to check the results of previous planning when creating a new and massive strategy, but it is still often forgotten or simply not considered. So how do things stand with your previous plans? In case your projects didn't meet their previous goals, it is better to analyse your pain points before you stake your whole company.

Remember that as you prepare to scale your startup, you shouldn't set goals that are impossible or too difficult to reach. Set high goals but remember to establish the proper resources before you start scaling.

- Positive Cash Flow

Positive cash flow indicates the business is generating more money than is required to support the business. Therefore, with the positive cash flow, you can be sure you have extra money to reinvest into the business. Some business owners may confuse their business' profit with cash flow. While your profit can show whether your business idea is valuable and successful, the positive cash flow helps keep your business workable daily.

- Answers these questions:

- Does your business concept prove itself and work as it is required to?
- Or maybe it needs some upgrades to gain you more sales and profit?
- What about your internal business infrastructure and processes inside your company?
- Obviously, if everything above is in good condition, you're more likely to scale your business successfully.
- Do you have enough money? Do you have qualified staff to cover your customers' needs? Or enough offices to serve them when the number of your visitors starts to grow?

Mentoring scheme implementation

Like most relationships, mentoring relationships progress through stages. Your formal mentoring relationship will likely reflect four developmental stages with each stage forming an inherent part of the next:

I. Building the Relationship

II. Exchanging Information and Setting Goals

III. Working towards Goals/ Deepening the Engagement

IV. Ending the Formal Mentoring Relationship and Planning for the Future

The sections that follow discuss practical activities for progressing successfully through each stage.

Stage I: Building the Relationship



During this phase, you will get to know each other and begin to establish trust. During your first meeting (ideally face-to-face), discuss your backgrounds, experiences, interests, and expectations. You will also make agreements about confidentiality and the frequency of contact.

There are a number of questions you may want to ask your mentee:

- Tell me a little more about yourself, your skills, your organization or community, the political environment, some key challenges you are facing, etc. (Begin by reflecting back a few of the key experiences and interests he or she expressed during your first meeting.)
- How have you benefited from other mentoring relationships?
- What are some of your preliminary goals for our mentoring relationship?

Stage II: Exchanging Information and Setting Goals

During Stage II, you will exchange more information and set goals. Your relationship and trust will deepen. As the mentoring relationship unfolds, be attentive to practicing active listening and consistently expressing encouragement.

Helping Your Mentee Set Goals:

By exchanging information, you will gain insight into the goals your mentee hopes to achieve through the mentoring relationship. Mentors have provided their mentees with input and support on a great variety of issues and challenges. For example, your mentee may want to improve his or her skills in a particular area. Alternatively, he or she may need your guidance on a major decision.

Goals are helpful because they help the mentee see beyond the day-to-day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. Encourage your mentee to discuss his or her goals with you. Suggest that he or she complete the Goal Form and share it with you.

Coach your mentee to refer back to his or her goals periodically as a way of refocusing on goals and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping him or her achieve them.

Stage III: Working Towards Goals/ Deepening the Engagement

During Stage III, which is typically the longest, you will help your mentee work towards achieving his or her goals through conversations, sharing written materials, trying various learning and development activities, and introducing him or her to other colleagues. This is a rich phase marked by openness and trust, meaningful discussion, and application of new insights and approaches. Your mentee needs your ongoing encouragement at this stage. You may also feel comfortable enough to challenge him or her to think in new ways or approach a problem differently. This is a good point in the journey to reflect on progress toward goals and on the relationship itself. Consider discussing the following:

- What are the benefits of the relationship up to this point? How am I helping you (mentee) achieve your goals?
- What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?
- What kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

Other responsibilities will often compete with his or her commitment to the mentoring relationship. If you haven't heard from your mentee, check in with him or her. Take the lead if



necessary. Also take stock of your own time and energy. Is the partnership working well for you? Do you need to make some adjustments?

This is a highly rewarding phase of the relationship, but challenges may arise.

Here are some examples of challenges other mentors and mentees have faced and resolved.

- Time and energy. The most common challenge by far is finding sufficient time to do all you want to do in the partnership. Despite good intentions, other priorities interfere for both of you.
Solution: Think small rather than large, especially in the beginning. Avoid promising more time than you can deliver. Check with your mentee to be certain you are both comfortable with the time you are spending and with the learning that is occurring.
- Building trust quickly. With only a few hours of contact, it is not easy to build the kind of trust you both would like.
Solution: Other mentors have successfully used several strategies, such as the following: Listen very carefully, and remember what your mentee has said in the past. Demonstrate your credibility. Keep your promises and commitments -- if any need to be changed, let your mentee know immediately and reschedule or renegotiate them. Admit some errors made and lessons learned. Avoid talking negatively about others. Above all, keep the confidences your mentee shares with you.
- Not being the “expert” on all your mentee’s needs. Many mentors find it difficult when they do not have all the answers.
Solution: Explain your role as “learning facilitator” early in your relationship. Tell your mentee that you will not have all the answers, and you are looking forward to learning together as well as seeking help from others who are more expert on different topics.
- Being sensitive to differences. Particularly in the beginning, it is tempting to assume that both of you are the same. In fact, you will share experiences. Explore and learn from your differences as well.
Solution: In addition to discovering all your similarities, work carefully to identify the differences between you and your mentee. For example, how do the specifics of his or her position differ from the role(s) you’ve played? What is occurring now for him or her that you did not face? If you are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have you both had? Assume a learning mode and invite discussion about all of these topics.

Stage IV: Ending the Formal Mentoring Relationship and Planning for the Future

During this stage, planning for the mentee’s continued success is balanced with bringing the formal mentoring relationship to a close. Work with your mentee to define the types of support he or she may need in the future. You may want to connect him or her with additional colleagues who can provide benefits other than those provided by you. This is also a good time to explore your mentee’s own interest in one day mentoring someone.

Adjournment brings closure to the journey. Your final discussion should be dedicated to the following:

- Reflecting on accomplishments, challenges, and progress towards goals.
- What will your mentee remember most about the relationship?
- What challenges lie ahead for him or her?
- Exploring other types of support, he or she may still need.



- Discussing whether the relationship will continue informally and how you will implement that.
- Expressing thanks and best wishes!

Resources

Useful resources for mentors

- An article that will clarify your position towards the mentee *Mentoring vs Coaching vs Training* <https://www.thinkific.com/blog/mentoring-vs-coaching-vs-training/>
- A manual to read and to pass to the mentee also, *SKILLS FOR SUCCESSFUL MENTORING: Competencies of Outstanding Mentors and Mentees* by Linda Phillips-Jones, https://my.lerner.udel.edu/wp-content/uploads/Skills_for_Sucessful_Mentoring.pdf
- A video that surprises *The Mutual Benefits of Mentorship*, <https://www.youtube.com/watch?v=2lCjilLK2m8>

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LOCAL

Boosting Silver Economy through local community mentoring



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