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IMPROVING SKILLS OF SOCIAL ENTREPRENEURS

Training Course for Mentors of Social Entrepreneurs

September, 2019

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Editor

João Pedro Constâncio, União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim (PT)

Cátia Sousa, União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim (PT)

Ana Torres, União das Freguesias de Gondomar (S. Cosme), Valbom e Jovim (PT)

Contributor

Maria Lencastre, Coordinator of the Social Entrepreneurship Incubator “Idade Maior” of AMUT - Associação Mutualista de Gondomar (PT)

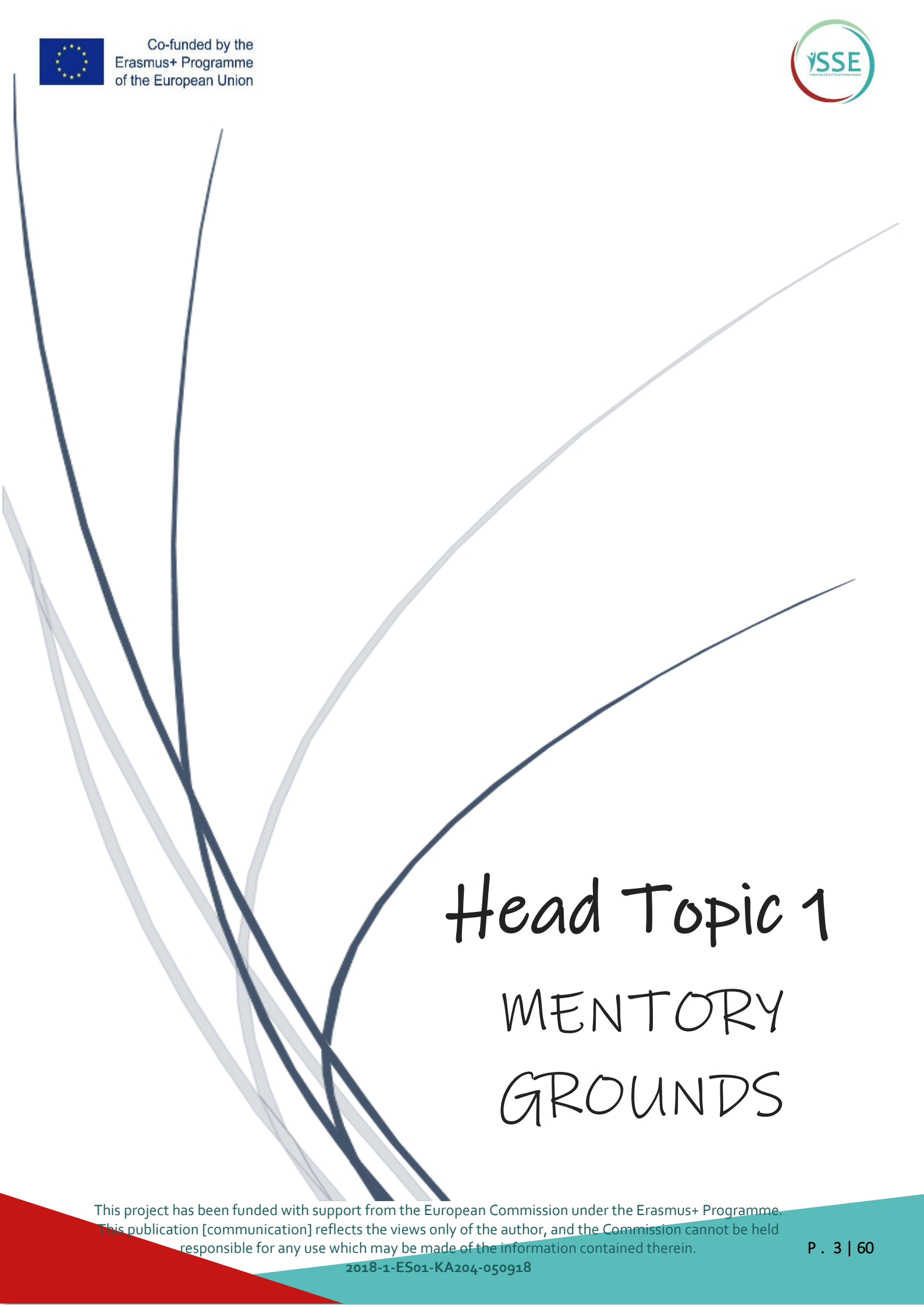
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Editor contact: joao.constancio@uf-gvj.pt

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Head Topic 1

MENTORY GROUNDS



Head Topic 1. EXERCISE 1

Match the correct SKILLS from the list below with the correct statement above (1 points each).

1.	ability to empathise with others.
2.	you should have a good understanding of your own strengths and development needs.
3.	you should be prepared to try to understand different perspectives, approaches and possibly backgrounds of different mentees.
4.	you need excellent communication skills and be able to understanding the ideas and feelings of others. You also need to be a great listener.
5.	you should be able to create an working environment where it is safe for individuals to try out different things, allowing them to contribute in different ways.
6.	you should understand how individuals develop and have experience, either formally or informally, of developing others.
7.	you should know how to get things in the framework that supports mentoring and how things work
8.	you should have personal and professional credibility, this may include being a member of relevant organisations.
9.	be open to new ways of doing things and different ways of working.
10.	you should be willing and able to commit sufficient time to your mentee to offer support and guidance.

Score: ____/10

LIST OF TERMS:

- ☐ Self Awareness
- ☐ Organisational know-how
- ☐ Credibility
- ☐ Accessibility
- ☐ Communication
- ☐ Ability to empower
- ☐ A desire to help others develop
- ☐ Inventiveness
- ☐ Empathy
- ☐ Understanding

Head Topic 1. EXERCISE 2

From the list of phrases below, copy two sentences that you think are correct for each shelf listed below: the mentor rights shelf; the shelf of mentor responsibilities, and; lastly the mentor duties shelf (1 points each).

1) _____

2) _____



Mentor Rights Shelf

1) _____

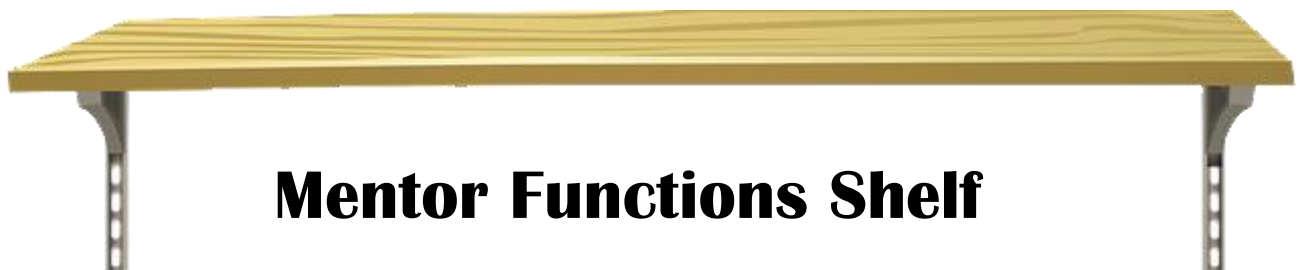
2) _____



Mentor Responsibilities Shelf

1) _____

2) _____



Mentor Functions Shelf

Score: ____/6

Phrase List

- | | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Prepare for meetings or conversations | • Give feedback from your experiences, positive or negative |
| • Financial Support Functions | • Get benefits |
| • The right to refuse any mentee if feels uncomfortable with | • The right to be part of the intellectual property of the mentee project |
| • Function of the role model | • Psychological functions |
| • Be an active learner | • The right to receive sufficient training, support and resources to perform their role well |
| • The right to refuse to do any work that it deems unethical or appropriate | • Take technical and organizational benefits from the relationship by accepting and adapting the advice that is appropriate for your organization / project |
| • Social Functions | |



Head Topic 1. EXERCISE 3

Combine the Mentoring Benefits exposed according to the indicated profiles - Mentor and Mentee - through line links. Follow the exemple provide (1 points each).

Mentor
Benefits ●

●	Recognition	●
●	Learn the business world	●
●	Personal satisfaction / fulfillment	●
●	Actualization	●
●	Have trusted people to ask questions without fear, because they are people who know they are still learning	●
●	Access to networks of people / contacts	●
●	Counseling and support	●
●	Legacy	●
●	Faster evolution	●
●	Motivation	●

● Mentee
Benefits

Score: ____/10

In your opinion more benefits could exist in both - mentor and mentee. Name two possible benefits for both mentor and mentee and share with others the reasons or why you say so.

MENTOR BENEFITS

1.

2.

MENTEE BENEFITS

1.

2.



Head Topic 1. EXERCISE 4 - Social Business Model template

Key Resources	Key Activities	Type of Intervention	Segments	Value Proposition
<p>What resources will you need to run your activities? People, finance, access?</p>		What is the format of your intervention?	Beneficiary	Social Value Proposition
		Channels	Customer	Impact Measures
				How will you show that you are creating social impact?
				Customer Value Proposition
Partners + key Stakeholders	<p>What programme and non-programme activities will your organisation be carrying out?</p>	How are you reaching your beneficiaries?	Who are the people or organisations who will pay to address this issue?	What do your customers want to get out of this initiative?
Cost structure		Surplus	Revenue	
<p>What are your biggest expenditure areas? How do they change as you scale up?</p>		Where do you plan to invest your profits?	Break down your revenue sources by %	



Head Topic 2

MENTORY PREPARATION



Head Topic 2. EXERCISE 1

Mentee Application Form

In this exercise we make available in the context of mentoring, an example form that can be explored by the mentee and submitted to the organization / incubator as a tool for selection and matching process.

Mentee name: _____	
Title: _____	
Phone: _____	Email: _____

To help us make the best mentor-mentee match, please complete this questionnaire. The information will be used to match you with a mentor who has similar interests and can provide you with the type of support you need. All information will be strictly confidential and will be used only for program administration purposes. Thank you for your participation.

1. The reason I am interested in the mentoring is...

2. My interests/expectations are...

3. My top three professional strengths are...

4. My top three professional development needs are...



5. The goals I wish to work toward with a mentor are...

6. Regarding the mentoring process, this is: (select one)...

- a. My first time signing up ☐
- b. My second experience opportunity ☐
- c. More than two mentoring experiences I've had ☐

6.1. If it is at least the second time, please indicate what in the previous experiments went well.

6.2. If this is at least the second time, please indicate what in the previous experiments went less well.

7. I would like to work with a mentor who... (put an X in the options you think are most appropriate)

Sentences	Verification Indicator
Has experience in mentoring and advising in entrepreneurship.	<input type="checkbox"/>
He/She will give me global visibility to my project through marketing, for example.	<input type="checkbox"/>
He/She can help identify funds or access to resources (from legislation, for example).	<input type="checkbox"/>



Can help in planning my social enterprise, short and long term goals.	<input type="checkbox"/>
Can help with networking opportunities.	<input type="checkbox"/>
Can you help me improve my social entrepreneur skills.	<input type="checkbox"/>
Others (please specify).	<input type="checkbox"/>
a. _____	<input type="checkbox"/>
b. _____	<input type="checkbox"/>

8. The person I would like to be my mentor is...

1st choice: _____

2nd choice: _____

3rd choice: _____

No preference: ☐

Note: We will do our best to match your preferences but obviously this cannot be guaranteed.

8. My hobbies and interests are...

9. Other comments...



Head Topic 2. EXERCISE 2

Mentor Application Form

In this exercise we provide in the context of mentoring, an example form that can be explored by mentors and submitted to the organization / incubator as a mentor selection tool for their mentoring program.

Mentor name: _____
Title: _____
Phone: _____ Email: _____

To help us make the best mentor-mentee match, please complete the attached questionnaire. The information will be used to match you with a mentee who has similar interests and can benefit most from your guidance. All information will be strictly confidential and will be used only for program administration purposes. Thank you for your participation.

1. The reason I am interested in becoming a mentor is or are...

2. The areas of expertise or social business development in which I would be most effective in providing guidance to a mentee are (put an X in the options you think are most appropriate)

Sentences	Verification Indicator
Has experience in mentoring and advising in entrepreneurship.	<input type="checkbox"/>
Improving visibility through marketing, for example.	<input type="checkbox"/>
Identifying funds or accessing resources (from legislation, for example).	<input type="checkbox"/>
Social enterprise planning, both short and long term goals.	<input type="checkbox"/>
Technical networking opportunities.	<input type="checkbox"/>
Help improve social entrepreneur skills.	<input type="checkbox"/>
Others (please specify).	<input type="checkbox"/>
a. _____	<input type="checkbox"/>
b. _____	<input type="checkbox"/>



3. My top three professional strengths are...

4. My top three professional development needs are...

5. I would prefer to work with a mentee who... (put an X in the options you think are most appropriate)

Sentences	Verification Indicator
This is the first time that he/she is enrolled as mentee in a mentoring process.	<input type="checkbox"/>
Who has had experience of mentee in a mentoring process.	<input type="checkbox"/>
Others (please specify).	<input type="checkbox"/>
a. _____	<input type="checkbox"/>
b. _____	<input type="checkbox"/>

6. Tick which is true for you (put an X in the options you think are most appropriate):

- I have previous mentoring experience ☐
- I do not have previous mentoring experience ☐
- My previous mentoring experience was formal ☐
- My previous mentoring experience was informal ☐

7. The person I would like to be my mentee is...

1st choice: _____

2nd choice: _____

3rd choice: _____



No preference: ☐

Note: We will do our best to match your preferences but obviously this can not be guaranteed.

8. My hobbies and interests are...

9. Other comments...



Head Topic 2. EXERCISE 3

Mentoring Contract

This contract forms the basic agreement and commitment to the Mentoring relationship. It should be completed within the first or second meeting, a copy kept by both Mentee and Mentor and a copy returned to the Mentoring organization.

Mentor Details	
Name	
Agreed contact method	
Tel number	
Email	
Agreed times for contact	

Mentee Details	
Name	
Agreed contact method	
Tel number	
Email	
Agreed times for contact	

Agreed details of Mentoring Relationship	
Frequency of meetings	
Duration of meetings	
Venue for meetings	
Cancellation procedure	
Style of mentoring (in addition to info given in this pack)	
Limits of the relationship / Personal boundaries	
Any other information (including medical, etc)	



Mentee

Mentor

Signed

Signed

.....

.....

Print

Name

Print

Name

.....

.....

Date

Date



Head Topic 2. EXERCISE 4

Mentoring Action Plan

Name:

Date:

My goals for the next 6 months are (should be SMART & in a sequential order as milestones):

1.

2.

3.

add more rows if needed...

My goals between now and the next meeting with my Mentor / Mentee are (in priority order):

1.

2.

3.

add more rows if needed...

The practical steps to achieve these are:

Action	By whom	By when



How will I know when I have achieved my goal:

Review Date	Comments on progress



Head Topic 2. EXERCISE 5

Mentoring Review Form

Name of Mentee	
Name of Mentor	
Date	

How are you getting on with your Mentee/ Mentor?

What are the good points / benefits from the meetings so far?

Are there any issues / problems regarding the mentoring relationship?



Have you agreed any targets / objectives? Please detail below.

What progress have you made towards your agreed targets / objectives?

How could the programme be improved?

Date and time of next review meeting:

Date

Signed



Head Topic 2. EXERCISE 6

Mentee Preparation Worksheet

Mentee Name:		Date:
Challenges/Topics I would like to explore in the session		
How to:		
How to:		
How to:		
The Green Zone		The Red Zone
Issues in the Green Zone:	Issues in the Red Zone:	
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	
Steps I can take to tackle these issues are:	Steps I can take to tackle these issues are:	
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	
Any other thoughts around challenges/topics I would like to explore in the session based on my preparation?		
How to:		
<ul style="list-style-type: none"> • • • 		



Head Topic 2. EXERCISE 7

Mentoring Session Worksheet

Mentee Name:	Date:
Mentor Name:	Duration of Session:
The Challenges / Agenda for the Session:	
Actions to take for the next Session	
Incomplete from previous Session?	
Insights during the Session	

Head Topic 2. EXERCISE 8

Mentoring Time Log

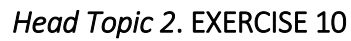
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Head Topic 2. EXERCISE 9

Mentee Partnership Evaluation Form

Mentee Name:	Date:
Mentor Name:	Hours Spent:
Please explain in your own words how you experienced the mentoring process	
What was the personal value you gained from the mentoring experience?	
Three things you want to acknowledge yourself for	
Three things you want to acknowledge your mentor for	
Three pieces of specific feedback for your mentor	
What, if anything would have made the mentoring experience better?	



Mentor Partnership Evaluation Form

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Head Topic 2. EXERCISE 11

Mentoring Relationship Evaluation Form

Please complete as much of this form as possible, to allow us to gain feedback on how the Mentoring relationship has supported you and your social business.

Once completed, please email to <insert email address>. Thank you.

Your Details

Full Name			
Contact Number			
email			
Mentor		Number of Sessions	

Mentoring Relationship

Please review the areas below and mark if the Mentoring Relationship has impacted in any of these areas:

	Impact				
	Agree		Disagree		
The Mentor was well matched to my needs					
The Mentor was very supportive during the programme					
Having a Mentor has made a difference to myself personally					
Having a Mentor has made a difference to my business					
The Mentor supported gaining additional information that I was unaware of					
The Mentoring process matched with my expectations					
I would recommend the Mentoring programme to other business owners					
Comments:					



Personal Outcomes

Please review the areas below and mark if the Mentoring Relationship has impacted in any of these areas:

	Not Applicable	Impact			
		Low		Med	High
Enterprise Starting Up					
Franchise Start Up					
Business Planning					
Business Development					
Franchising a Business Model					
Exit Strategy / Selling a Business					
Location and premises					
Project and Change Management					
Business Efficiency / Process Improvement					
Suppliers / outsourcing					
Customer relationships & retention					
Innovation and New Product Introductions (NPI)					
Legal / Commercial					
Personal Skills (delegation, networking, confidence, etc)					
Finance, accounting, external investment and tax					
International Trade					
Environmental Issues					
Human Resource / Recruitment					
Sales & Techniques					
Advertising and PR					
Marketing Strategies					
Web / Search Engine Optimisation (SEO)					
Social Media / Digital Marketing					
Information and Communication Technologies (ICT)					
Personal Effectiveness / time management					



Managing in an unpredictable environment						
Problem Solving and Decision Making						
Communication Skills						

Social Business Outcomes

Please review the areas below and mark if the Mentoring Relationship has impacted in any of these areas:

	Impact				
	Low		Med		High
Improvement in turnover					
Increase in sales					
Improvement in profits					
Improved morale					
New contracts/business					
Improved Brand Awareness					
Increase in customer satisfaction					
Increased Business Networks					
Succession planning					

Other Outcomes

Any other Comments or Unexpected Outcomes of the Programme?

If you think the programme is of value, would you please supply a short testimonial to either the programme or you Mentor.



Head Topic 3

RELATIONSHIP BUILDING



Head Topic 3. EXERCISE 1

There are a variety of definitions of the concept of motivation according to different authors, but in general, many definitions of the concept do not vary greatly and tend to include four fundamental elements. Match these elements and their meanings through an arrow line linking the element and meaning.

FUNDAMENTAL ELEMENTS		MEANING	
Reward	•	•	Observed Behavior
Stimulation	•	•	Time extension of motivated behavior
Movement and persistence	•	•	Reinforcement of previous actions
Action and effort	•	•	Energy forces responsible for triggering behavior

Score: ____/4

Head Topic 3. EXERCISE 2

Jane began her social entrepreneurial activities moved by compassion to improve the quality of life of the community in which she operates and in particular where she sees immense problems and gaps in childrens. The kind of motivation that drives Jane we can call by _____.

a. Internal Motivation; b. External Motivation; c. Intrinsic Motivation; Extrinsic Motivation.

Score: ____/1

Head Topic 3. EXERCISE 3

According to Vroom's Theory of Expectation, the degree of motivation towards a behavior, action, or task depends on three fundamental perceptions or concepts: **valence**, **instrumentality**, and **expectation**. In the following sentences, write the most appropriate perception for each sentence.

☞ The extent to which an individual's attraction to a particular outcome or the satisfaction he or she expects to receive from a particular outcome is referred to as _____.

☞ A person's perception of the relationship between performing an action and experiencing a particular outcome is called _____.

☞ _____ is the likelihood that a particular action will lead to a desired outcome, provided that the means and competencies are available for success.

Score: ____/3

Head Topic 3. EXERCISE 4

According to McClelland's Motivational Theory three types of learned needs act as drivers or mobiles in the human being - achievement, affiliation and Power. Match each learned need with the characteristics of the exposed list that you find appropriate to each need through an arrow line.

NEEDS LEARNED	LIST OF FEATURES
<div style="text-align: center;"> <p>Achievement</p> <p>Affiliation</p> <p>Power</p> </div>	<ul style="list-style-type: none"> • Seeks to succeed • Gives more importance to people than to tasks • Preferably relates to experts • Cares about prestige • Make efforts to build friendships • Aspires to achieve high but realistic goals • Tries to assume leadership positions • Looking for strong interpersonal relationships • Take moderate risks • Needs / likes to impact • Seeks approval from others • Take initiative • Take high risks

Score: ____/13



Head Topic 3. EXERCISE 5

Indicate what are the three steps or parts of the perceptual process.

- a) _____
- b) _____
- c) _____

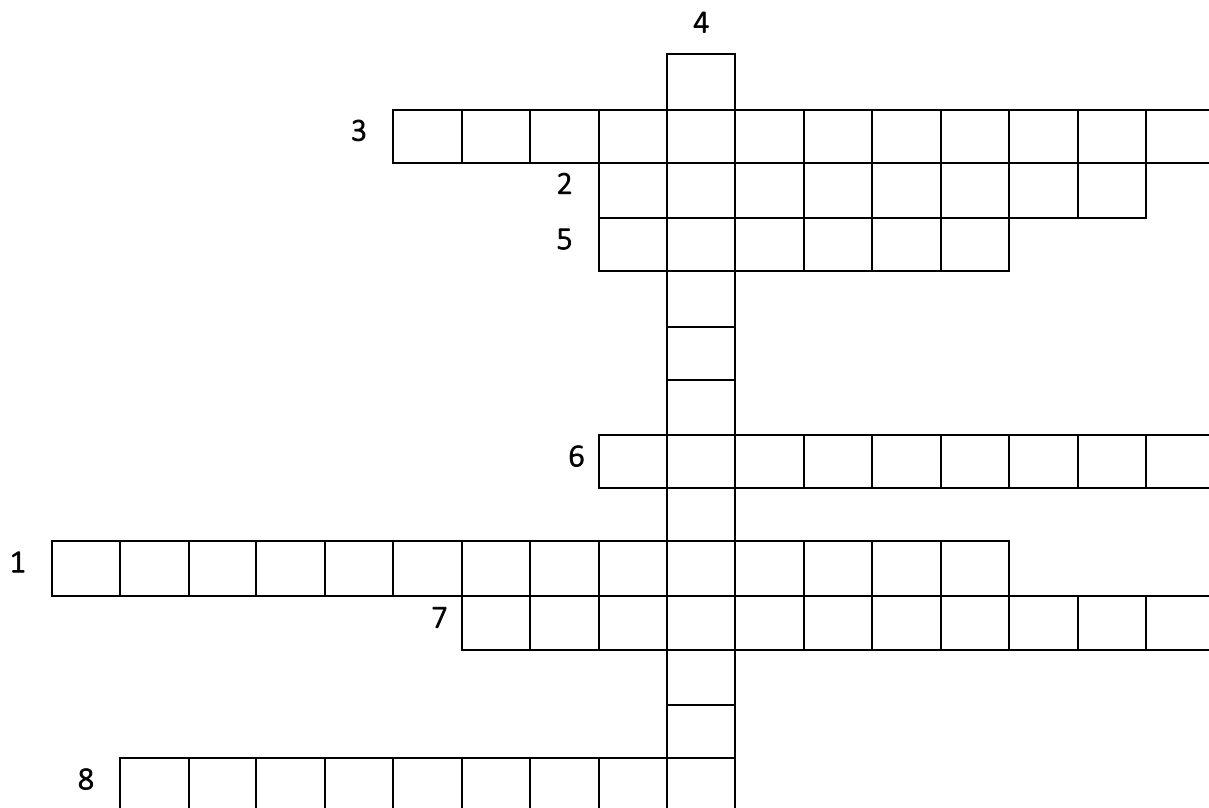
Score: ____/3

Choose one of the three and explain it by your own words.



Head Topic 3. EXERCISE 6

Fill in the following crossword table:



1	Result of the filter performances that involve drawing principles or conclusions from particular evidence or facts
2	A general psychological predisposition to something. I.e., it is a behavior that emerges from an internal predisposition that directs in a certain sense all interactions with the object in question
3	Stage in which convert stimuli into patterns, ie, recognizable in order to interpret
4	Stage at which assigns meaning to the observations initially presented
5	Irrational subjective certainty (not always unconscious but that is usually forgotten) give by a personal nature (inner certainty) or social order (certainty of a determined period of time)
6	Result of the filter performances that blotting out, erasing, or canceling information
7	Result of the filter performances that involve twisting or bending information out of shape
8	It is the first step that determines the stimuli that will choose to focus on them

Score: ____/8



Head Topic 3. EXERCISE 7

Matches the description with the areas that exist in the model of Johari Window through an arrow line

AREAS OR QUADRANTS	DESCRIPTION
Blind area ●	● Includes information about ourselves that we and others know
Hidden area ●	● Refers to the “unknown” information about ourselves that neither we nor others know about
Unknown area ●	● Includes information about ourselves that we don’t know but others do
Free area ●	● Includes information about ourselves that we know but that others do not

Score: ____/4

Head Topic 3. EXERCISE 8

Matches the Communication Standard Type with the areas that exist in the model of Johari Window through an arrow line

AREAS OR QUADRANTS	COMMUNICATION STANDARD TYPE
Blind area ●	● Type D
Hidden area ●	● Type C
Unknown area ●	● Type B
Free area ●	● Type A

Score: ____/4

In your own words, how do you describe the communication standard type D?



Head Topic 3. EXERCISE 9

Match the different Active Listening techniques set out in column A with the purposes to which a given technique corresponds, as shown in Column B.

COLUMN A - Technique		COLUMN B - Purpose
Paraphrase	●	● Get more information
Verbalize emotions	●	● Help the entrepreneur see other points of view
Questioning	●	● Elucidate what is said
Summarize	●	● Incentivize to keep talking
Clarify	●	● Convey interest
Encourage	●	● Show that someone understands you
Balance	●	● Review progress

Score: ____/7

Head Topic 3. EXERCISE 10

Through active listening techniques and different types of questioning aligned throughout the session, for problem solving, conducting the interview, make the appropriate correspondence between the different types of questions, exposed in Column A under the scope of active listening techniques, with the different preponderant components for resolution, exposed in Column B.

COLUMN A - Types of Questioning		COLUMN B - Major componentes for resolution
Open questions (Questioning; Paraphrase; Verbalizing emotions)	●	● VISUALIZE CAPABILITIES
Control questions (Clarify; To encourage)	●	● IDENTIFY PROBLEMS / MOTIVES / SITUATION / EXPECTATIONS
Confirmation Questions (Clarify; balance)	●	● EXPLORE IMPACTS / BENEFITS



Head Topic 4

RELATIONSHIP REGULATION



Head Topic 4. EXERCISE 1

KWHLAQ Chart

It is crucial to evaluate one's strengths, weaknesses and areas for development in order to assess one's trajectory of growth. The KWHLAQ chart is useful for both mentor and mentee to assess where one is at currently and where one intends to go in order to remain focused and on track in the mentoring journey. It is also useful in determining what actions have been taken, what new learning has been gathered, and whether new needs may arise. It can be used in the beginning of the mentoring journey and updated towards the end of each phase.

KWHLAQ chart		
K	What do I k now?	
W	What do I w ant to know?	
H	How do I find out more?	
L	What have I learnt?	
A	What a ction will I take?	
Q	What new q uestions do I have?	



Head Topic 4. EXERCISE 2

Mentorship agreement template #1¹

The purpose of this template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationships. This template is expected to be altered to meet individual needs.

1. *Goals* (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.).
2. *Steps to achieving goals* as stated above (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.).
3. *Meeting frequency* (frequency, duration, and location of meetings).
4. *Confidentiality*: Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include.
5. Plan for *evaluating relationship effectiveness* (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments).
6. *Relationship termination clause*: In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.
7. *Duration*: This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until.

¹ All three Mentoring Agreement Models for training context were extracted from the following source:
https://www.washington.edu/medicine/pediatrics/pednet/documents/mentoring/sample_mentoring_agreements.docx



Head Topic 4. EXERCISE 3

Mentorship agreement template #2

This contract is between the mentee and his/her mentors. The mentee and each mentor must complete the form individually, and then jointly review and discuss each person's answers in order to reach an agreement. The mentee must re-write the agreed upon answers before the contract is signed and dated by him/her and each mentor. The mentee is responsible for keeping the contract and reviewing/updating it as necessary. The first joint review should occur one month after the initial meeting to check-up and agree to any needed changes.

1. What type of assistance does the mentee want from the mentor?
2. What expectations do the mentors have of the mentee?
3. What expectations does the mentee have of the mentors?
4. How often will you meet?
5. When and where will you meet?
6. For how long?
7. Who will be responsible for scheduling the meetings?
8. What will meeting topics include?
9. What will be the ground rules for discussions? (E.g., confidentiality, openness, candor, truthfulness, etc.)
10. If problems arise, how will they be resolved?
11. Any concerns the mentee wants discussed and resolved?
12. Any concerns the mentors want discussed and resolved?
13. How will you know when the mentoring relationship has served its purpose and needs to be terminated?
14. We have agreed that our initial meetings will focus on these three topics:
 - a. _____
 - b. _____
 - c. _____

15. Any additional areas/issues you want to discuss and agree to?

Mentee Signature

Date

Mentor Signature

Date

Mentor Signature

Date

Adapted from: Hook, Edward W III and Audrey Wrenn. UAB Center for Clinical and Translational Science Mentoring Contract.



Head Topic 4. EXERCISE 4

Mentoring agreement template #3

Name of mentor:

Name of mentee:

1. **Description of work that will be the subject of mentoring focus during mentorship.** *(Briefly describe the work area around which mentoring will occur and state its objectives. Do not be overly ambitious - think carefully about a realistic scope of work that fits with the time and resources available to mentor and mentee. Also, be aware that IRB approvals or other external factors may have an impact on the feasibility of certain projects, and try and avoid having the collaboration's project focus be held hostage to factors beyond either the mentor's or mentee's control).*

2. **Description of current mentoring.** *(Briefly describe the mentorship that the mentee currently has available in his/her institution in terms of primary research mentor, research career advisor, fellowship director, dissertation chair, division chief, department chair, or center director. Please describe the general areas in which you feel you need more mentoring and why this is not available to you currently).*

3. **Define skills development objectives for the mentee** *(Describe the skills that will be the focus of the mentoring. Provide one or two realistic objectives that the mentorship will attempt to achieve during the 12 months that relate to these skills).*

4. **Description of communication plan** *(Clearly articulate the expectations for contact and exchange during the mentorship. Avoid ambiguous terms and specify the mutual expectation of exchange in terms of frequency, duration, and method. Clarify responsibilities for coverage of any costs associated with this program of exchange).*

5. **Description of any planned meetings**

6. **Commitments that will be made to each other** *(List the commitments that will actually be made to each other in order to fulfill the objective of skills development for mentee).*

7. **Expectations of each other** *(List the types of expectations you both have of the mentor and the mentee during the mentorship. Keep these brief and at a general level. For example: expectations of mentor - review of instrument development; guidance on overall strategy of study execution; review of manuscript. Expectations of mentee - preparation of all study instruments; preparation of draft manuscript; securing of any necessary approvals).*

8. **Outputs** *(List the outputs the mentorship is expected to deliver, and indicate the time it is expected for these to be finalized. Try and be as specific as possible - this will be an aid to both of you to determine that the mentorship is proceeding as planned. Ideally, specify outputs expected after 3, 9, and 12 months of mentorship).*

Commitments of mentors and mentees

I have read the above and undertake I will conduct my participation in this mentorship in accordance with the *Mentoring agreement* and principles and description provided above.

(Signature mentee)

(Signature mentor)



Head Topic 4. EXERCISE 5

Needs-Fear mapping²

Description: The Needs-Fears Mapping is an actor oriented clarification tool. For each actor, the issues, interests/expectations/needs, fears, means and options are listed in a table. This enables comparison and quick reference. It can be used 1) to analyse a conflict by one actor, writing the points for the other actors hypothetically, 2) by a third party to clarify her/his perception of the actors hypothetically, 3) during mediation an abbreviated table can be used, e.g. with issues and interests. By seeing one's issues and interests written down on a flip chart or pin board, a conflict party has some assurance that his/her point has been heard, 4) it can be used as a conflict perspective change exercise, when each actor fills in the table for the other actors, and they then exchange about "self" and "foreign" images. A certain degree of trust and understanding is needed for this last version to work.

Aim:

- ✓ To clarify in a comparable format the various actors' attributes;
- ✓ To leave deadlocked positions, and focus on needs and fears, and possible options to deal with these;
- ✓ To help people understand each others perceptions;
- ✓ To stimulate discussion.

Step by step instructions:

1. Draw a table with the following columns: Issues, interests/needs, fears, means and options.
2. a) A conflict party or third party fills the table in as a conflict analysis tool, the table is not viewed by the other conflict parties. b) In a moderated workshop setting, each conflict party fills in the table for their own situation. The joint table is discussed in the group. The facilitator clarifies the importance of focusing on interests (why people want something) and not positions (what people say they want). The options don't necessarily need to be realisable in the near future.

² Source: www.act4transformation.net



PARTIES	ISSUES	INTERESTS	FEARS	MEANS	OPTIONS



Head Topic 4. EXERCISE 6

The conflict tree

In many conflicts there will be a range of opinions concerning questions such as:

- ✓ What is the core problem?
- ✓ What are the root causes?
- ✓ What are the effects that have been resulted from this problem?

What is the most important issue for our group to address?

The conflict tree offers a method for identify the issues that each of them sees as important and then sort into three categories:

1. Core problems
2. Causes
3. Effects

Many issues can be seen as both causes and effects of the conflict.

This can form the basis for a useful discussion about the cycle of violence and the way in which communities can become trapped by conflict.

Head Topic 4. EXERCISE 7

Case Formulation Worksheet

Adapted from cognitive psychology, this tool allows an analysis of the entrepreneur's thoughts, feelings, behaviors, and physical sensations associated with a specific here-and-now situation is included. This worksheet is designed to be completed by the mentor only, based on information provided by the entrepreneur in online session. It's designed to gather data (event (s) that led to failure the social business) and designed to explore the mechanisms underlying these problematic situations (feelings, emotions and feelings, thoughts and beliefs the entrepreneur is experiencing as well their possible cognitive distortions).

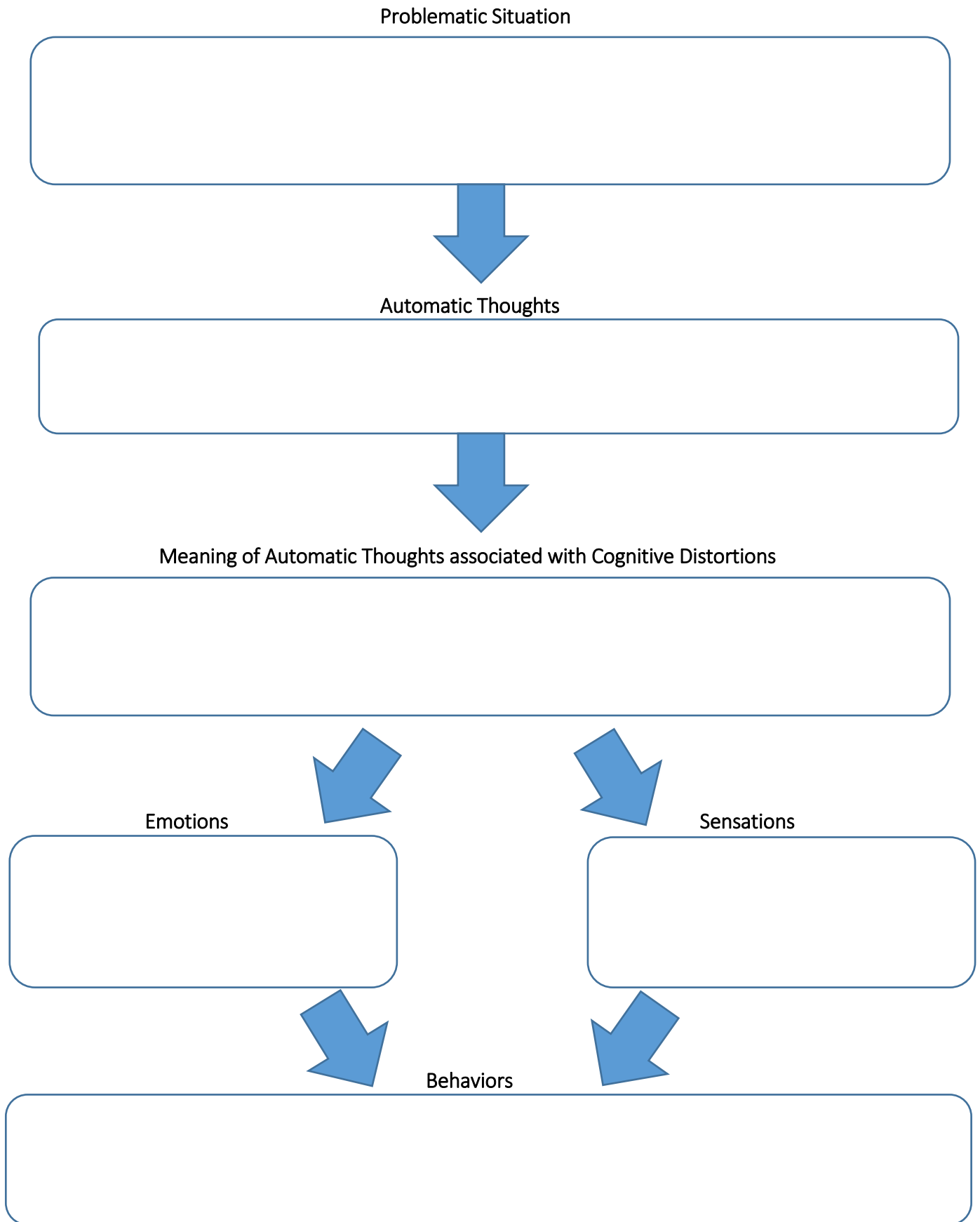
- 1) Identify a problematic situation
- 2) Identify automatic thoughts
- 3) Identify the meaning of those automatic thoughts
- 4) Identify what emotion(s) was associated with the automatic thought
- 5) Identify accompanying physical sensations
- 6) Explore how the client behaved as a result

To help you complete the worksheet, here is a List of Cognitive* Distortions is expose:

	Filtering Focusing solely on the negative and ignoring all of the positive.		Polarized thinking Black and white thinking not seeing the grey.
	Overgeneralization Assuming all experience and people are the same, based on one negative experience.		Jumping to conclusions Being convinced of something with little to no evidence to support it.
	Catastrophizing Assuming the worst case scenario magnifying the negative and minimizing the positive.		Personalization Believing that you are at least partially responsible for everything bad that happens around you.
	Control fallacies Thinking everything that happens to you is either all your fault or not at all your fault.		Fallacy of fairness Being too concerned over whether everything is fair.
	Blaming Pointing to others when looking for a cause of any negative event, instead of looking at yourself.		Shoulds Holding tight to your personal rules on how people ought to behave.
	Emotional reasoning Believing "If I feel it, it must be true!".		Fallacy of change Expecting others to change to suit your needs or desires.
	Global labelling / mislabelling Generalizing one or two instances into an overall judgment, using exaggerated and emotionally loaded language.		Always being right Believing that it is absolutely unacceptable to be wrong.
	Heavens' reward fallacy Believing that any good act on your part will be repaid or rewarded.		



Case Formulation Worksheet³



³ Adapted from the following source: [PositivePsychology.com](https://www.positivepsychology.com)



Head Topic 4. EXERCISE 8

Results and Expectations Review Worksheet

What were the planned goals for the social entrepreneur in this project / adventure:

Short term

Mid-term

Long term

With this project / adventure what results were intended / expected for the social entrepreneur:

Professional level

Personal level

What of the project can still be used for a partnership with another entrepreneur who can fill the part that is within the problem area, for example, or that can still allow a new adventure where the entrepreneur can achieve professionally and personally medium and long term?

At this point it is recommended to the social entrepreneur (put an X in the options):

Specific training ☐

Networking ☐

Partnership ☐

Other(s). Which?



Head Topic 4. EXERCISE 9

How Did “The Problem” Develop? Worksheet

1. What happened to the Entrepreneur in his Business Plan?

3. What is keeping “The Problem” going?

2. What events or triggers occurred just before “The Problem” developed?

If possible what the social entrepreneur needs to be able to mitigate or even eliminate the failure



Head Topic 4. EXERCISE 10

Review of the Social Business Plan

The present tool intends as an alternative to be an exercise of analysis of the social business plan based on The Social Business Model Canvas between what is going well or went well and what is not working or obtained unsatisfactory results.

This tool proposes to make this analysis according to the integrative modules of the:

- **MISSION:** social-purpose businesses are on a mission to change society for the better.
- **IMPLEMENTATION:** Key Allies; Key Resources, and; Key Activities.
- **VALUE:** Social Innovation and; Value Proposition.
- **MARKET:** Customer Relationships; Customer Benefits, and; Channels.
- **FINANCES:** Cost of Delivery; Community Reinvestment, and; Revenue Streams.

It is an exercise that looks at what was planned and what is presently wrong course which forces the players to point solutions or alternatives to improve the social business plan.

In this sense, the analysis requires for each integrative module to respond to the following variables:

- Variable *DIFFERENCE* - What is the difference between the planned and what is actually happening in each integrative module of the social business plan;
- Variable *SOLUTIONS* - What is the most appropriate solution or solutions that mitigate, eliminate or counteract the causes or factors that contribute to such unsatisfactory performance.

Finally, it is a tool that encourages the mentor and the mentee to an analytical-rational moment of the social business plan and if in the final analysis one should continue with the original business plan.



Review of the Social Business Plan – Part I

	DIFFERENCE(S)	SOLUTION(S)
MISSION		
What change are you planning to make in the world?		
Is the social business plan in line with the mission initially planned?		
OBSERVATIONS FOR THE MISSION		

	DIFFERENCE(S)	SOLUTION(S)
IMPLEMENTATION		
Key Allies		
Key Resources		
key Activities		
OBSERVATIONS FOR THE IMPLEMENTATION		

	DIFFERENCE(S)	SOLUTION(S)
VALUE		
Social Innovation		
Value Proposition		
OBSERVATIONS FOR THE VALUE		



Review of the Social Business Plan – Part II

	DIFFERENCE(S)	SOLUTION(S)
MARKET		
Customer Relationships		
Customer Benefits		
Channels		
OBSERVATIONS FOR THE MARKET		

	DIFFERENCE(S)	SOLUTION(S)
FINANCES		
Cost of Delivery		
Community Reinvestment		
Revenue Streams		
OBSERVATIONS FOR THE FINANCES		



Head Topic 4. EXERCISE 11

Mentor Learning Log – Part I

SOCIAL BUSSINESS PROJECT	
Name of the Mentee:	
Main Social Bussiness Proposal:	
Year:	

Integrative module(s) of the Business Plan that is not or did not go as planned and why			
IMPLEMENTATION	Key Allies	Key Resources	key Activities
Put an "X" in the option or options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHY			
VALUE	Social Innovation	-	Value Proposition
Put an "X" in the option or options	<input type="checkbox"/>		<input type="checkbox"/>
WHY			
MARKET	Customer Relationships	Customer Benefits	Channels
Put an "X" in the option or options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHY			
FINANCES	Community Reinvestment	Cost of Delivery	Revenue Streams
Put an "X" in the option or options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHY			



Mentor Learning Log – Part II

SOCIAL BUSSINESS PROJECT	
Corrective action and solutions worked together	
Final outcome after corrective actions:	
Final outcome	



SOLUTIONS



Head Topic 1. EXERCISE 1

1. Empathy	ability to empathise with others.
2. Self Awareness	you should have a good understanding of your own strengths and development needs.
3. Understanding	you should be prepared to try to understand different perspectives, approaches and possibly backgrounds of different mentees.
4. Communication	you need excellent communication skills and be able to understanding the ideas and feelings of others. You also need to be a great listener.
5. Ability to empower	you should be able to create an working environment where it is safe for individuals to try out different things, allowing them to contribute in different ways.
6. A desire to help others develop	you should understand how individuals develop and have experience, either formally or informally, of developing others.
7. Organisational know-how	you should know how to get things in the framework that supports mentoring and how things work
8. Credibility	you should have personal and professional credibility, this may include being a member of relevant organisations.
9. Inventiveness	be open to new ways of doing things and different ways of working.
10. Accessibility	you should be willing and able to commit sufficient time to your mentee to offer support and guidance.



Head Topic 1. EXERCISE 2

- 1) The right to receive sufficient training, support and resources to perform their role well
- 2) The right to refuse to do any work that it deems unethical or appropriate



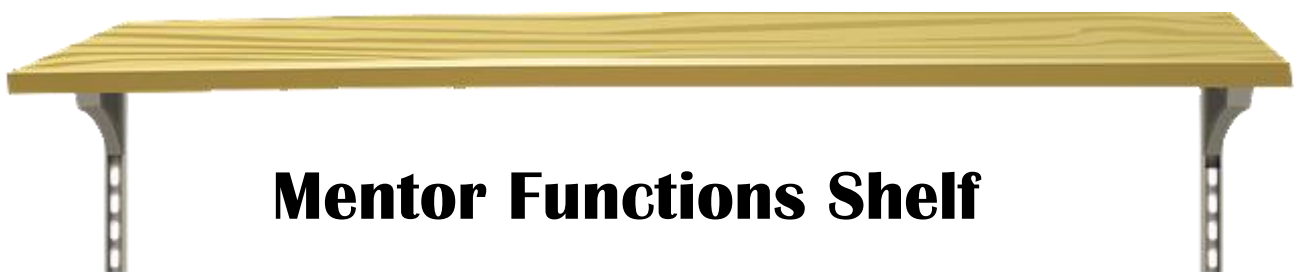
Mentor Rights Shelf

- 1) Prepare for meetings or conversations
- 2) Give feedback from your experiences, positive or negative



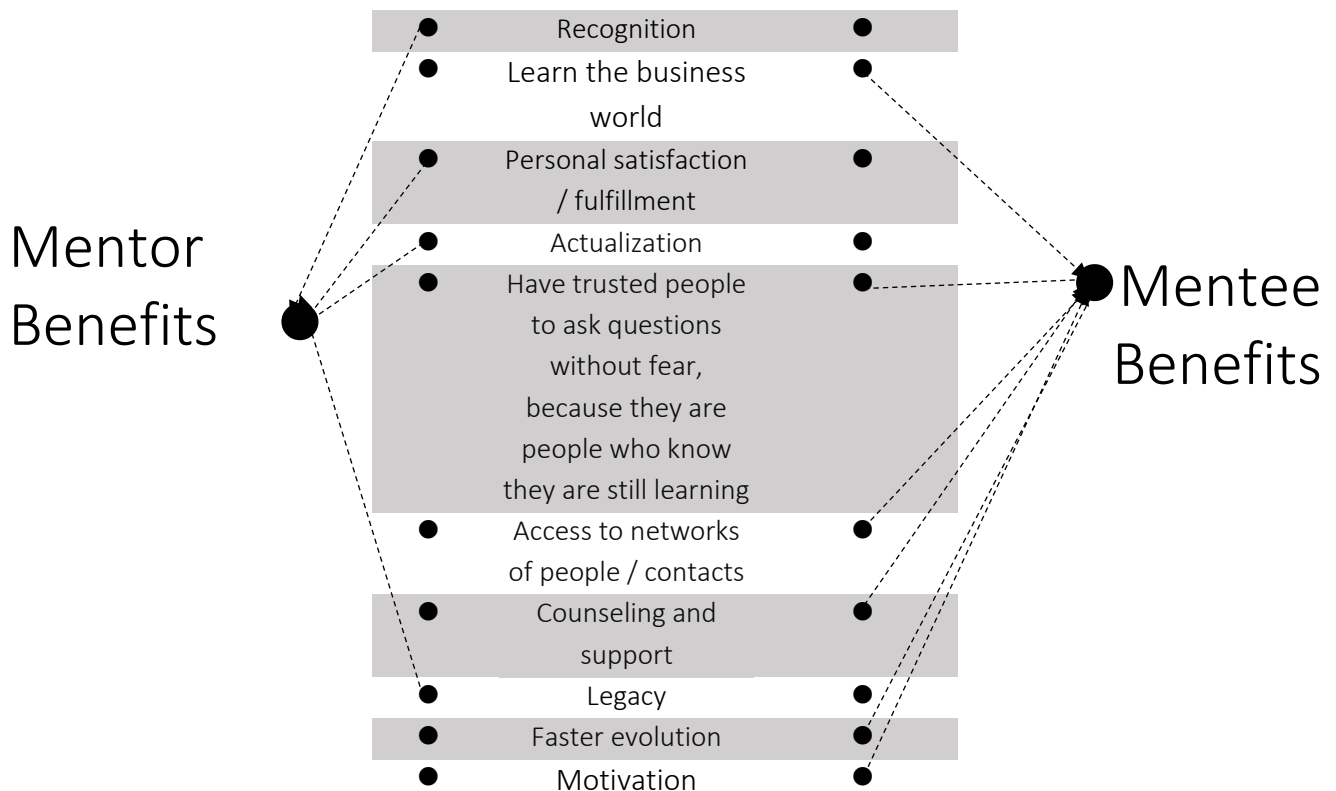
Mentor Responsibilities Shelf

- 1) Function of the role model
- 2) Psychological functions



Mentor Functions Shelf

Head Topic 1. EXERCISE 3



Head Topic 3. EXERCISE 1

FUNDAMENTAL ELEMENTS	MEANING
Reward	Observed behavior
Stimulation	Time extension of motivated behavior
Movement and persistence	Reinforcement of previous actions
Action and effort	Energy forces responsible for triggering behavior

Head Topic 3. EXERCISE 2

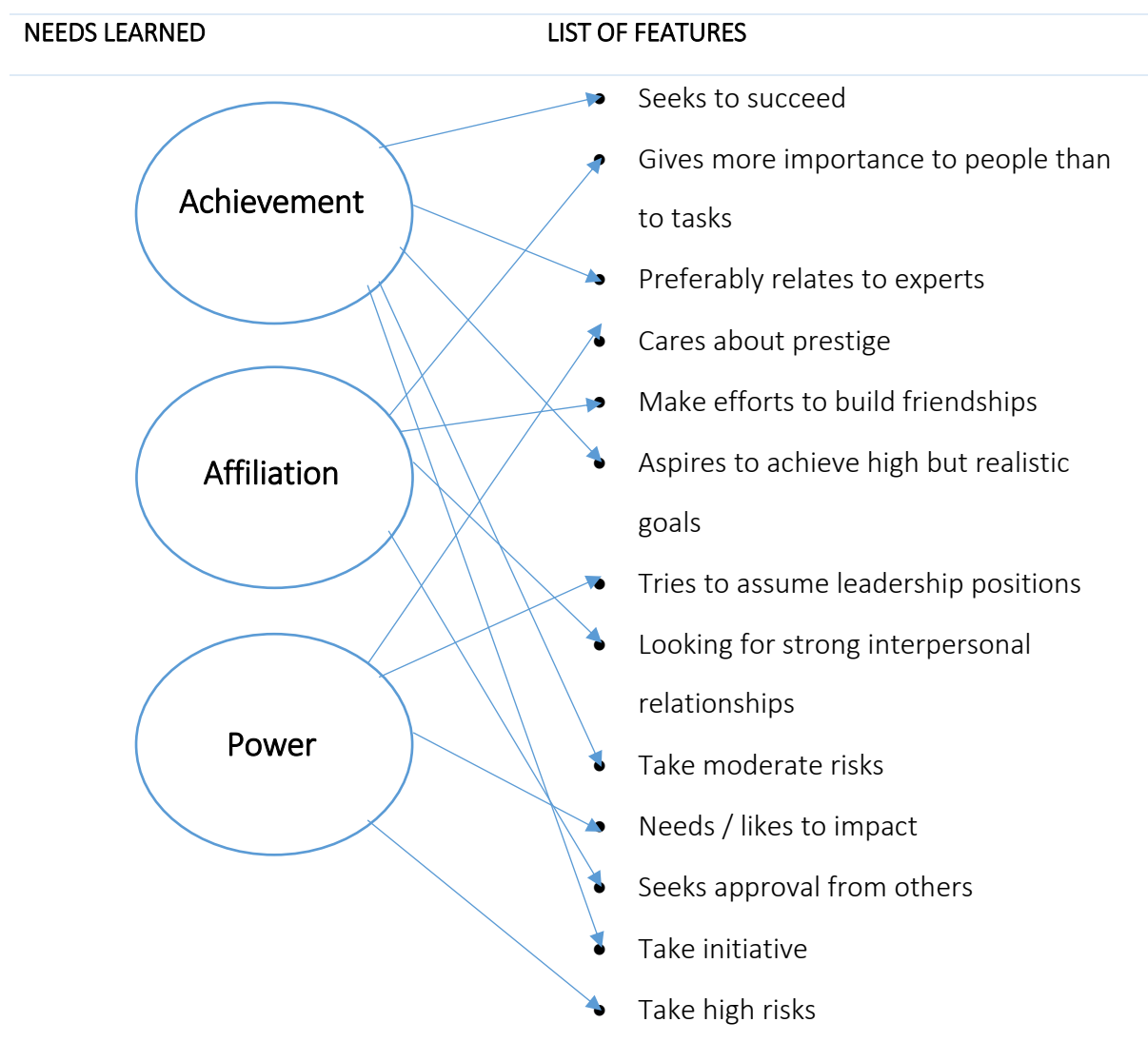
Jane began her social entrepreneurial activities moved by compassion to improve the quality of life of the community in which she operates and in particular where she sees immense problems and gaps in childrens. The kind of motivation that drives Jane we can call by Intrinsic Motivation.

Head Topic 3. EXERCISE 3

valence, instrumentality, and **expectation**. In the following sentences, write the most appropriate perception for each sentence.

- ☞ The extent to which an individual's attraction to a particular outcome or the satisfaction he or she expects to receive from a particular outcome is referred to as valence.
- ☞ A person's perception of the relationship between performing an action and experiencing a particular outcome is called instrumentality.
- ☞ Expectation is the likelihood that a particular action will lead to a desired outcome, provided that the means and competencies are available for success.

Head Topic 3. EXERCISE 4



Head Topic 3. EXERCISE 5

Indicate what are the three steps or parts of the perceptual process.

- a) **Selection** – represents the first step that determines the stimuli you will “select” to focus on.
- b) **Organization** - stage at which stimuli are “converted” into patterns, ie, recognizable to be able to interpret.
- c) **Interpretation** - the stage in which meaning is attributed to the observations initially presented.

Head Topic 3. EXERCISE 6

Fill in the following crossword table:

[illegible]

Head Topic 3. EXERCISE 7

AREAS OR QUADRANTS	DESCRIPTION
Blind area ●	● Includes information about ourselves that we and others know
Hidden area ●	● Refers to the “unknown” information about ourselves that neither we nor others know about
Unknown area ●	● Includes information about ourselves that we don’t know but others do
Free area ●	● Includes information about ourselves that we know but that others do not

Head Topic 3. EXERCISE 8

AREAS OR QUADRANTS	COMMUNICATION STANDARD TYPE
Blind area ●	● Type D
Hidden area ●	● Type C
Unknown area ●	● Type B
Free area ●	● Type A



Head Topic 3. EXERCISE 9

COLUMN A - Technique		COLUMN B - Purpose
Paraphrase	●	● Get more information
Verbalize emotions	●	● Help the entrepreneur see other points of view
Questioning	●	● Elucidate what is said
Summarize	●	● Incentivize to keep talking
Clarify	●	● Convey interest
Encourage	●	● Show that someone understands you
Balance	●	● Review progress

Head Topic 3. EXERCISE 10

COLUMN A - Types of Questioning		COLUMN B - Major componentes for resolution
Open questions (Questioning; Paraphrase; Verbalizing emotions)	●	● VIEW CAPABILITIES
Control questions (Clarify; To encourage)	●	● IDENTIFY PROBLEMS / MOTIVES / SITUATION / EXPECTATIONS
Confirmation Questions (Clarify; balance)	●	● EXPLORE IMPACTS / BENEFITS