MANUAL FOR MENTORING AND INTERNSHIP

AS

OUTCOME FROM
INTERNATIONAL STRATEGICAL PARTNERSHIP
PlaNET Social Enterprise 2.0

MANUAL FOR MENTORING AND INTERNSHIP

Co-funded by the
Erasmus+ Programme
of the European Union

Authors: Dana Gažúrová, Marta Carvalho
Contributing authors: Tomasz Moleda, Breda Retuznik

Introduction

This manual is one of the Intellectual outputs of the project PlaNET SOEN 2.0. Intellectual output is an innovative, tangible, deliverable and elaborated material related to the project which also contributes to the general objective of the project. It is compulsory within higher education and shows a potential impact within the organizations involved (NGOs, schools) and within other sectors and levels (local, regional, national, etc.) in order to exploit and to disseminate it to a wider public.

PlaNET SOEN 2.0 is an international strategic partnership among organizations of Slovakia, Poland, Slovenia and Portugal where the lead partner is Agency for Development of Gemer Region from Slovakia. The main aim of this project is to promote entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities. This project connects non-governmental organizations, schools and local businesses in regions of

4 EU countries facing the same problem - the gap in the area of good quality entrepreneurship education and social entrepreneurship education of youngsters with the connection to local labor market and support by local authorities which contributes to the increasing unemployment rate of young people.

The core of the project is based on non-formal education in students´ project development, bringing methodology which helps to support entrepreneurial spirit among students of high schools by the development of an own project in their school. The platform for the development and implementation of these students projects is based on school participatory budget principles, where students firstly identify the needs of a school community, their personal strengths and weaknesses and create a project which combines all this aspects in order to bring positive change to their school and also to improve themselves in personal and professional way. Money for the projects is coming from a school budget, school community (students, teachers, staff, school management and in some cases also from municipalities) votes for the best ones in secret and transparent votingprocess.

School participatory budget is sort of a simulation for civic actions, community projects and socially oriented businesses development in the future. While implementing the student project (in community which they know well and can orientate in it better) youngsters will gain whole range of knowledge, skills and experience which they will easily transfer to a form of public actions or businesses in thefuture.

Manual for School participatory budget implementation in schools you can be found here: https://soen.sk/downloads/?lang=en

Thanks to mentoring and internship youngsters will gain important support which they need during the implementation of the students' projects and direct connection with the business. Mentors will be their personal guides, advisors and consultants in the process of implementation of their projects which ensures their further personal and professional development, local networking and help them to bring their projects to a professional action or event. Internship will connect them directly with local business and provide them the best practical experience in the field of entrepreneurship.

We developed this manual, to describe the needed aspects of the mentoring and internship as well as to promote these tools as effective non-formal education in field of entrepreneurial learning and personal development.

Content

Structure of the manual

In order to help a user to become more familiar with the context of the manual, we dedicated the first part of this manual to the project through which has been the manual developed. After reading through the first chapter you will get to understand the background of the project, its main aim and strategic objectives, get to know project partners and possible beneficiaries of the project.

The second chapter explains via benefits the reasons, why we decided to include mentorship and internship in this project.

In the third chapter we explain what the mentoring and internship includes and their general definitions.

The fourth chapter explains what the differences between mentoring regarding school project implementation and mentoring during internship are in the context of PlaNET SOEN 2.0 project structure.

In the fifth chapter, you can find our point of view on competences which should mentor have.

The sixth chapter includes aspects and attributes of mentors and mentees.

Seventh chapter includes suggestions for selecting the mentors for implementation of students' project as well as for internships in local businesses.

The eighth chapter is dedicated to the process of matching and making mentoring pairs, support during the mentoring process and suggestions for training for the mentees and mentors.

In the ninth chapter you can find the roles and responsibilities of mentors and mentees from the perspective of the project PlaNET SOEN 2.0 structure.

The tenth brings view on how will it look like in practice and the eleventh chapter explains how the mentoring should be reported and evaluated.

The manual ends with Annexes where the user can find examples of reports and evaluation forms.

1 Project PlaNET SOEN2.0

1.1. Introduction to the project

According to Eurostat (2015), 6.5 million young Europeans were unemployed in 2008 before the impact of the economic crisis. This number increased by more than 40 % in the following years and hit a high in 2013 at 9.3 million unemployed youth.
These critical numbers are mirroring serious situation which is growing in our countries, regions, cities and communities.

With an aim to change this situation in EU and empower young people and help them to develop their entrepreneurship skills, we designed a project which works with youngsters directly in their communities and an environment which is the most convenient for them - their schools.

Focusing on objectives such as promoting entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities we have already built the first initiatives in Gemer region (region with the highest unemployment rate in Slovakia). These initiatives overgrew to a form of international project PlaNET Social Enterprise (http://soen.sk/) focusing on proper entrepreneurship and social entrepreneurship education and training for young people combined with regional mentoring programme and internships in foreign businesses in order to support business ideas of youngsters and help to put them into practice.

Strongly inspired by positive effect of PlaNET SOEN project in this region, we have improved its structure, learned from enriching experience and based on that decided to implement its structure also in other EU regions with similar problems.

Therefore by actions of our project PlaNET SOEN 2.0 we would like to strengthen the business spirit of young people and boost their entrepreneurial skills in a common line with the aspect on social economy. Fostering the employability and productivity of young people is key to bringing them into the labor market not only in their regions, countries but also in the EU.

1.2. Description of the project

The main aim of the PlaNET SOEN 2.0 is to promote entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities.

In majority of the regions where project partner organizations operate we have identified the same problem - a gap in the area of good quality entrepreneurship education and social entrepreneurship education with connection to local labor market and support by local authorities. By innovative approach based on encouraging active social entrepreneurship supported by regional mentoring programme (each youngster has their own mentor from the region - mentors are successful entrepreneurs and leaders from the region in order to show real life examples of successful people from the region, inspire youngsters to be economically active in their region and to give them proper guiding and personal support), boosting entrepreneurial skills of youngsters with fewer opportunities in innovative non-formal and formal way (local workshops, international trainings and workshops, exchanging good practice examples and by creating the network of young people) together with building a strategic collaboration with regional authorities and entrepreneurs by developing social enterprise business idea and by putting the idea into practice with the support of the strategic collaboration and international cross-sectorial network of social enterprises, this project might be helpful for young people with difficult economic and social background to start a new era of their lives in the region.

What gives power to the project is real experience (of all partners),the implementation of a project with similar idea in the recent past, thanks to which this project works with the real needs of local communities, putting strong emphasis on innovative forms of entrepreneurship education (non-formal trainings, internships), building strong cooperation with local schools, supporting experiential learning of youngsters (school participatory budget) and focusing on professional preparation of entrepreneurs as future mentors for young potential businessmen.

In this project youngsters will adapt entrepreneurship behavior and thinking by development and implementation of socially oriented micro-projects in their schools through "school participatory budget" programme. Thanks to original regional mentoring programme they will receive guidance and consultancy from local successful entrepreneurs and through internship will gain irreplaceable practical experience in real business. International trainings will provide them with additional theoretical knowledge which they will share with their peers through multiplier events.

1.3. Project partners

International scale of the project will ensure the exchange of experience, know-how and good practice examples which are thanks to their different origin much more enriching then just national ones. Each project partner brings different expertise and professional experience to the project (social economy, cooperation of schools and businesses, supporting youngsters' ideas implementation, connecting youngsters and enterprises) which together build core essence of the project and help to internationalize youth work by exchanging good practice examples and by creating the network of young people and organizations with the same objective. Furthermore it helps to build transnational cross-sectorial network of social enterprises in order to promote innovation, exchange of experience and know-how between different types of organizations.

Lead partner - Agency for development of Gemer region

Agency for the development of Gemer region is a non-governmental institution and non-profit organization, which brings young people, different public and private sectors and information together. Its aim as well as commission is to move the development of the region forward, mostly through the innovative and unusual projects done by the agency and volunteers, as well as through helping other entities, e.g. schools, municipalities and other NGOs to prepare their own projects in order to apply for the grants. The organization is neither supported by the state nor municipalities with the state or a municipality budget.

Agency for the development of Gemer region is an organization, which has been established in one of the most excluded regions in Slovakia – Gemer region, which is located in the south of Slovakia, near Hungarian borders, in Banska Bystrica self-governance region. This region is significant not only for rural appearance and high unemployment rate, but also for low work possibilities for young people, high percentage of youth movement from the region in order to find the job mostly in the capital or abroad, high percentage of marginalized Roma communities living under the poverty rate. Despite of all this facts, agency has a good experience with working with volunteers, youngsters, marginalized Roma communities and rural schools.

Project partner - Stowarzyszenie Edukcja przez Internet [EPI] / Association Education by the Internet[AEI]

Association Education by the Internet [AEI] was registered in 2004. Its organization team consists of employees and volunteers, young, forward-looking people, full of optimism and constantly undertaking new challenges.

Its scope of activities is primarily educational and training programmes are targeted at young people, youth workers, teachers, NGOs, companies, institutions and entrepreneurs. Carefully observing the education system, looking for new methods that will not only complement it but also improve it.

One of their goals and areas of expertise is supporting and promoting non-formal and informal learning and distance education (e-learning). For several years, they have been successfully implementing projects for young people. Their support is targeted not only at young people, but also people working with them - youth workers.

The greatest potential of the Association are the people who participate in the preparation of the application and in its subsequent implementation. Despite the young age, they have extensive experience in the implementation of youth or educational projects with an innovative character.

EPI has many years of experience in the implementation of projects aimed at young people and youth workers, e.g. in the frames of "Youth", "Youth in Action", Erasmus+ programme.

They have rich experience in topics such as social economy, school participatory budget or small student project development in the school environment, mentorship & internship (between local SMEs & the students) and dual education.

Project partner - YUPI

YUPI - Youth Union of People with Initiative, Association for Social and Community Development, is a Youth Association formed in 2008 with headquarters in Vila Nova de Famalicão.

YUPI aims to develop, promote, support and instigate youth mobility and volunteer activities in its social aspect, enabling young people, especially those with fewer opportunities, to participate in initiatives that enhance the development of their personal and social skills and a more active and conscious participation in the different areas of intervention: volunteering, active participation, democracy and equal opportunities.

Our mission is to develop projects that aim to increase the active participation of young people in the community, contribute to empowerment and increase opportunities for training, information and mobility conditions; fostering the spirit of solidarity and volunteering for the personal and social development of communities and the use of non-formal education as a tool for the development of skills.

Project partner - Development Agency Kozjansko
Development Agency Kozjansko is a non-profit public institution founded in 1999, in order to proceed with the development of municipalities of Šentjur and Dobje. The Agency has a status of sub regional agency responsible for the development of 7 municipalities (50.000 inhabitants). The Agency has a highly qualified team, which is active in preparation of local and regional development plans, sustainable development of rural sector, eco-tourism, promotion, etc. Important areas in which the Agency works are preparation of the long term development programme for Kozjansko and Dravinjsko area, including a development programme for rural area. In these years the Agency achieved considerable experience in implementing European projects in rural development, tourism, human resources development and other areas.
Development Agency Kozjansko is a manager of a Local Action Group "From Pohorje to Bohor" (LAG). Members of the LAG are the representatives of different societies, associations, local economy, municipalities, different public institutions and active individuals.
Development Agency Kozjansko is involved in CBC cooperation programmes and other international programmes. Areas of these programmes and projects are to set up environmental infrastructure, tourism infrastructure, industrial zones and regional business incubator.

1.4. Project beneficiaries

The target group of this project are young people - high school students in the age from 15 to 19 - from 4 regions where the partner organizations operate. Therefore each partner organization will closely cooperate with one high school from their region during the whole project.
Regions are different in culture, history, social and economic situation but despite of that all of them are suffering by "brain drain" caused by high rate of emigration of young people because there is a lack of possibilities for personal or professional development and difficult situation on labor market in the region.
Before the first activities of the project start, all PPs are obliged to build up a cooperation with a local high school and local entrepreneurs with which they will cooperate during the whole project. There will be 4 high schools all together (1 in each PPs country) and at least 12 entrepreneurs (3 in each PPs country - or more - depend on the country how they involve people to mentoring and internship process) involved in the project.

Participants of the project will be selected among the students of these high schools and one teacher from school will became to be the main project coordinator for their institution.

Local entrepreneurs - youngsters' personal mentors - will be involved in the activities of the project from the beginning. Through mentorship programme they will have a chance to interact with young potential entrepreneurs and all involved subjects, coordinate flow of thoughts of future social entrepreneurs towards needs and demand of local market and build future network with them with the idea of mutual help.

Experts from PP who will lead the international workshops will gain international experience, broaden their circles, improve their language, communication and intercultural communication skills and also their skills in the field which they are experts in.

Students involved in this project will gain irreplaceable experience, skills in project development, management, marketing, implementation and propagation. They will learn how to transform their ideas into practice, how to interact with peers and people from other countries and cultures, they will improve their communication skills and English language skills. Thanks to mentorship programme and internship they will get to know the world of business from practical experience and personal stories of successful entrepreneurs. All skills, knowledge and experience will support their personal and professional development and improve their chances on the labor market.

Great benefit goes also to school communities for schools involved in the project. Thanks to school participatory budget active students will implement pro-community and pro-social oriented micro-projects in their school which will improve life in the school and help to fulfill needs of school community. These projects will be chosen by students so it will build inside of them the sense of belonging and feeling of having the power to change community they live in.

Teachers involved in the project as the main coordinators will gain experience in coordinating international project, communication and intercultural skills, they will educate themselves in the topics of entrepreneurship, social entrepreneurship, marketing, financial structure, innovation and sustainability. Thanks to school participatory budget and project activities they will also build better relationship with the students, learn and adapt new learning methods and non-formal education tools.

Strong, indirect benefit goes also to local school communities and communities in the regions of PPs. Thanks to the dissemination of the project results and outcomes through Multiplier events and via webpage and FB page, more people will become familiar with entrepreneurship, social entrepreneurship and non-formal methods in entrepreneurship education.

2 Reasons to include mentorship and internship in this project

The inclusion of mentoring processes in this project is related to mentoring as a way to support the ecosystems of entrepreneurship and innovation.

Several researches mention as structural conditions less favorable to entrepreneurship, issues such as the lack of encouragement by the national culture to individual success, achieved through self-effort. That is, cultural and social norms are not oriented to stimulate entrepreneurship.

In this situation, mentoring can help to mitigate these barriers to successful entrepreneurship, in particular by improving the quality of business initiatives by making them more oriented on more innovative ideas and, above all, by supporting entrepreneurs in the multiple difficulties with which they may come across.

Mentoring thus presents itself as a mechanism that increases the effectiveness of the entrepreneurial process, an objective to be worked on throughout the PlaNET SOEN 2.0 project.

Regarding the benefits of including internships in this project, the labor market is becoming more competitive and demanding and the qualification of the potential employee is a determining factor.

This way, the internship is of great importance in giving opportunity to "learn to do, doing". It is a process that brings advantages to both parties. For companies/employers because it allows them to get to know a certain worker in a period of experimentation and being able to hire him/her later and also make use of his/her knowledge. For the trainee is the opportunity to "learn to do, doing" in real working context.

An internship is an excellent opportunity for the student to enter a company and develop professionally. The company provides the student with a real practice environment and in turn, this contributes with his/her academic knowledge, concepts, methods and techniques that he/she has learned in the classroom.

Being the trainee a professional in the formation phase, still does not have professional habits and it is possible to develop it from the company culture and mold it to have the ideal profile for a certain function.[1]

The internship is thus an opportunity for the student to show himself/herself as a professional, where the company can evaluate factors such as: behavior, attitude, responsibility in the tasks developed, teamwork, interpersonal relationship, commitment to work and company, attendance, ethics and confidentiality. In PlaNET SOEN specifically, is a way for the students to practice what is to be an entrepreneur.

As advantages of performing an internship, it is possible to mention the following:

1. Develop a network of contacts

Internships are an excellent opportunity to develop a network of professional contacts. During the internship, the trainee will work side-by-side with other people who will have the opportunity to know him/her, as well as his/her ability to work. These people may in the future make recommendations that help them get a new job, refer them to concrete opportunities or introduce them to interesting contacts.

2. Acquire professional skills

---

[1] Associação Industrial do Minho (2014). *O Mentoring no Sucesso do Empreendedorismo*.

Whether it is writing a professional and succinct email, answering the phone or greeting colleagues or clients, there's always a professional way of doing things. When working in a real work context, the trainee can, through observation learn from his/her colleagues the best practices of communication and behavior.

3. Putting skills into practice

The internship is a great opportunity to test and apply skills and realize how they work in the real world. By using skills in the real world the trainee can improve self-knowledge and realize where he/she needs or can improve. On the other hand, when applying for a job offer in the future, he/she can demonstrate how he/she has used his/her skills in a professional environment.

4. Realize better what one wants to do

In the early days of the career it is normal not to have a clear idea of what do you like or what do you want to do. During the internship, in addition to testifying to their own duties and responsibilities, the trainee may also be aware of the day-to-day work of their colleagues. This way, he/she will be able to see what kind of functions and areas likes best and understand what does he/she wants to do next.

5. Being exposed to a corporate culture

When taking an internship, the trainee is exposed to the culture and professional environment of the company. Internships thus translate into a more formal and organized context for a large company or, for example, the informality and agility of smaller companies. By being exposed to different realities, the trainee will be able to see in what type of companies he/she wants to work in the future.

6. Gain new skills

Most likely, when doing an intern, the trainee will gain new skills in the area. It may be the beginning of a path of continuous learning and development in career.

7. Get a job

Good performance during the internship may even be the gateway to a job. Companies are always looking for dedicated professionals and workers. The internship should thus be seen as an opportunity to demonstrate skills to occupy a particular job position.[2]

---

[2] https://blog.alertaemprego.pt/estagios-principais-vantagens-o-estagiario/

3 Mentoring and internship general definitions

To be able to think about benefits of mentoring and internship, roles and responsibilities of mentors and mentees or interns, it is important, firstly to understand whole context of these two tools.

3.1 Definition of mentoring

Mentoring presents itself as a professional development tool, but also personal, in which a more experienced professional (mentor) helps, based on his/her personal and professional experience acquired during his/her career, someone less experienced (mentee). The main goal is to motivate and inspire the mentee/learner/pupil, increase their potential and also convey some knowledge and know-how.

The mentor helps the mentee to analyze, reflect and act.

The mentor/mentee relationship usually includes experiences and conversations on the most varied subjects, in selected areas among those involved, through the discussion of concerns and doubts of the mentee in relation to the professional context.

The principle of mentoring has existed in society since medieval times when craftsmen often accepted young apprentices who lived and worked in their workshop. The learners learned the "art" to one day be able to take over the business and through this system, skills were handed down from generation to generation without the risk of losing "business secrets" to the competition.

The forms of mentoring are diverse not only in number of actors, but also in the organization of the relationship and in the means and frequency of contact.

It is possible to consider that there are two types of mentoring: informal and formal.

In the informal mentoring process, neither side is aware that it is a mentoring relationship, however, they take advantage of this relationship.

Formal mentoring, on the other hand, refers to a structured process. There are goals to achieve, schedules, training (for both mentors and mentees) and evaluation.

In addition to *traditional (one-to-one) mentoring*, it is important to analyze *e-mentoring*, *peer mentoring*, *team mentoring* and *group mentoring*.

Traditional mentoring, the most common, occurs when one accompanies another with less experience. It applies in different contexts, from religious communities to universities, passing through companies. This type of mentoring is often adopted because it provides to the mentee a personalized attention. The major disadvantage is that having only one mentee per mentor, much more mentors are needed than other types of program.

E-mentoring, also known as *virtual mentoring* corresponds to the establishment of a mentoring relationship through internet. In this type of relationship it is essential that mentor and mentee feel comfortable in using the chosen technologies.

Mentoring between peers places a youngster with another youngster. It is applied in schools and universities in which an older student accompanies another in the integration phase.

Team mentoring corresponds to the work of several adults with small groups of young people - at most four per mentor.

In *group mentoring* there is only one mentor who normally helps more than four mentees, assuming himself/herself as leader and cohesion factor among them. This model requires

great coordination and careful scheduling of activities and is suitable for organizations with a high demand for a small number of mentors. *Group mentoring* has the advantage of providing a greater diversity of relationships, since the mentee receives feedback from all participants. Disadvantages are the difficulty in developing a personal relationship between mentor and mentee and in coordinating the schedules of so many people in order to hold regular meetings.

In order to take advantage of both, *group mentoring* and *traditional mentoring* are often combined.

In a mentoring relationship it is possible to identify three phases.

1. The first stage in which the "matching" between mentor and mentee is established, that is, the moment in which the mentor is paired with the mentee considering their personal and professional characteristics. This process must be carefully thought out to avoid creating a forced and non-authentic relationship. In addition, it must be a process in which both enter freely.

2. In the second phase the mentoring process takes place; it is the longest phase.

3. And in the third stage, the moment of separation takes place, in which the mentee demonstrates to be autonomous.

Quite often, when thinking about mentoring, you might think of the mentor as an older person and mentee as a younger one. Although this situation is the most frequent one, the reverse may happen. For example, a young man/woman who mastered the new technologies can mentor someone older who knows little about technology. It is therefore of the utmost importance that in a relationship of mentoring there is a posture of humility on both sides and of wanting not only to convey wisdom but also to receive it.

Being the mentoring a strategy that relies a little on modeling learning, a theory created by the psychologist Albert Bandura in the 60s, we learn by imitation and observation of competent models to perform actions that produce positive effects. The more involved mentees are with the right mentors, the more admiration they will have, and then they will want to take them for example. Thus one can easily perceive the importance of choosing the right mentor.[3]

3. 2 Definition of internship

The internship is defined as a moment in which the student can experience and apply in practice the theoretical knowledge he/she has learned in the classroom and thereby develop his/her skills in the real world. It is a practical complement to the learning that has been carried out, being able to refer to several levels/degrees of education.

The internship is a supervised school-based educational act, developed in the workplace and aimed at preparing the student for productive work.[4]

---

[3] Girão, P. B. R. (2013). *O Mentoring no Ensino Superior.* (Relatório de estágio apresentado à Faculdade de Economia da Universidade de Coimbra para cumprimento dos requisitos necessários à obtenção do grau de Mestre de Gestão). Universidade de Coimbra, Portugal.
Associação Industrial do Minho (2014). *O Mentoring no Sucesso do Empreendedorismo*.
[4] https://conceito.de/estagio

4 Mentoring regarding to school project implementation and mentoring during internship

In the context of this project, PlaNET SOEN 2.0, it was planned to make use of mentoring process in two different moments. On the one hand, it was conceived the follow-up by mentors in the process of implementing the winning ideas of the School Participatory Budget and on the other, the monitoring by mentors during the internships in companies.

PlaNET SOEN 2.0 includes several actions and the first one to be implemented is related with School Participatory Budget. In this sense, in each one of the partner schools of the project, the School Participatory Budget is developed, from which three winning ideas to be applied in the school emerge. In order to carry out this process, each winning team can count on the contribution of mentors, entrepreneurs of the local business context, willing to contribute to a better and more focused application of ideas in practice.

Another action consists on five-day internships at local companies, where each participant can count on a mentor's guidance throughout the process. Being integrated into the work context, each of the participants has the opportunity in the first person to follow the day-to-day of an entrepreneur and simultaneously be accompanied by a mentor in this process.

The presence of mentors was considered important in these two moments so that the students can feel supported in the implementation of their projects. Monitoring by mentors, both in the implementation of projects within the scope of the School Participatory Budget and during the internships, provides students with a true experience of entrepreneurship, with the opportunity to carry out effective learning processes that can be very useful in future.

5 Competences of the mentors

In a mentoring relationship there are several aspects that contribute to its success or failure, but in general, they are closely related to characteristics directly related to mentor and mentee. Examples of such aspects are, for example, the degree of commitment each party makes to the mentoring relationship or the willingness of each to work with the other to achieve the development goals or needs which they identified earlier. This orientation to success may be considered a personality trait, but in fact it will be more related to effective or ineffective traits that each presents. These characteristics can be learned and as such changed when it comes to more negative traits, and in case of positive traits can be hit by anyone as long as they are willing to make an effort.

Mentors should be people with accumulated experience, preferably with influence and diverse contacts, willing and available, with empathy and assertiveness to guide their mentees and above all with the capacity to promote reflection.

The mentor should be someone very sure of himself/herself and without feelings of competitiveness towards his/her mentee, since it can happen the phenomenon in which the "student supersedes the master".

Mentoring is a useful process and what makes mentors participate by donating time is often the potential of their mentee's ideas. One strong motive that leads mentors to accept a mentoring process is to truly believe that the knowledge of years of experience when transferred to a mentee, a high-impact entrepreneur, has the power to be applied and replicated.[5]

6 Aspects and attributes of mentors and mentees

In order to be able to select the right mentees and mentors for mentoring but also for the internship, it is crucial to be aware of what characteristics and attributes should a mentor and also a mentee have.

6.1 Aspects and attributes of "good mentors"

Here are 7 key characteristics of a good mentor:

1. Desire to help
The mentor needs to have an interest and willingness to help other people.
2. Good experiences
Anyone who has had positive experiences, whether formal or otherwise, with a mentor tends to be a good counselor as well.
3. Good reputation
The mentor should be an experienced person with a good background in helping others develop and improve their skills.
4. Time and energy
This point is essential. More than knowledge, the mentor gives time. For this same reason, he/she needs to have spare hours and energy to devote to the relationship with the mentee.
5. Up-to-date knowledge
People who keep their technological skills and knowledge up-to-date are more likely to be exemplary mentors.
6. Ability to learn
The mentor needs to be able to learn and be able to realize the potential benefits of a mentoring relationship.
7. Demonstrate effective skills
It is very important that the mentor has effective skills to advise the mentee and also a relevant network of contacts.[6]

---

[5] Girão, P. B. R. (2013). *O Mentoring no Ensino Superior.* (Relatório de estágio apresentado à Faculdade de Economia da Universidade de Coimbra para cumprimento dos requisitos necessários à obtenção do grau de Mestre de Gestão). Universidade de Coimbra, Portugal.
Associação Industrial do Minho (2014). *O Mentoring no Sucesso doEmpreendedorismo*.
[6] https://exame.abril.com.br/pme/7-caracteristicas-fundamentais-de-um-bom-mentor/

6.2 Aspects and attributes of a "good mentee"

- Effective Features of a Mentee:
• Goal oriented - an effective mentee greatly values setting and achieving goals;
• Seeks challenges - is not satisfied with the current situation of things, wanting and accepting new challenges;
• Take initiative - an effective mentee does not wait for others to notice him or her skills, he/she is available to initiate positive learning activities;
• Shows a willingness to learn - is curious about what he/she does not know and is able to ask for help or look for resources when faced with unfamiliar circumstances;
• Accepts personal responsibilities - an effective mentee does not try to exculpate, procrastinate or distract easily from his/her goal. However, he/she readily admits that he/she has flaws or failures.

- Ineffective Characteristics of a Mentee:
• Too convinced - an ineffective mentee is constantly competing for position and status rather than focusing on personal and professional development;
• Too busy - has too many activities going on simultaneously in his/her life and cannot devote the due time and attention to the mentoring relationship so that it is successful;
• Disinterest in the area of expertise of the mentor - shows no interest and motivation to excel in the specialty area of his/her mentor, which may contribute to an ill-adjusted relationship;
• Lack of focus - jumps from one thing to another without compromising with anything;
• Too dependent - an ineffective mentee has too much need for approval and seeks constant supervision, which is the work of a supervisor rather than a mentor.[7]

7 Selecting the mentors

In the project PlaNET SOEN 2.0 there will be used two different types of mentoring:
- Mentoring for implementation of students project
- Mentoring during internships in local businesses
These types of mentoring are different in their character, aim and also roles of these types of mentors. Because of that people who will be involved in the project as mentors for the implementation of students project can be totally different than mentors in mentoring during internships in local businesses. This means that you will probably have to make the selecting process of the mentors two times.
However, in an ideal situation you could be able to find people who would be suitable for both types of mentoring and also willing to mentor students in both stages of their development.

7.1 Mentors for implementation of students' project

Coming from our experience in School participatory budget, in process of implementation of the projects, students need support from a person who has an experience in the field of students' project, who organized similar type of project before either as a professional or as

---

[7] https://www.riversoftware.com/mentee-mentor-advice/effective-mentees/
FEUC-Faculdade de Economia da Universidade de Coimbra (s.d.). *Manual do Mentorando.*

a volunteer and who can be able to support the mentee based on his/her own experience from the past. In an ideal situation, the mentor is familiar with environment in particular school or has experience with cooperation with other schools.

Who can be the mentor?
- School alumni

Pros*: familiar with school environment, understand students' needs, it is possible that mentee know the alumni already
Cons: background and past of the alumni from time when she/he was a student can affect the mentoring
- Person from non-governmental sector

Pros: rich experience with project management, high possibility to have experience in work with youth, high possibility to have experience in exact field of student project
Cons: can be very busy and occupied by her/his own projects
- Local businessman

Pros: possible professional experience in field of students' project, possible continuation as mentor in internship
Cons: can be very busy and occupied by her/his own business, she/he could see mentoring more as a burden than benefit, possibly harder cooperation
- Active citizen

Pros: not too professional approach toward the students, more open communication
Cons: possible not enough experience in project management and experience only as a volunteer or helper

How to find and contact this mentor?
If you have already a database of people with who you were cooperating with in similar projects before, the easiest would be for you to contact these people for a new project. If you do not have any experience with coordinating the mentoring and you have to approach people first time for such a cooperation, you can try to use this channels:
- business incubators and co-working places
- local municipality
- local NGOs
- alumni network
- school supporters
- school council
- parents committee in school
- volunteer centers

These institutions could be a good source of information about possible mentors or places where you can directly approach the possible mentors. You can contact them by email, phone or directly by person. Depends on their social status and occupation.
In the first contact it is of course the best to explain the project and its background and then the details about mentoring. Do not forget to mention not only benefits for students but also what can the mentor gain from the mentorship.

7.2 Mentors for internships in local businesses

After the students gain skills and knowledge in the process of the project development and implementation they will get the chance to push their personal and professional development forward thanks to internships in local businesses. We see students' projects as

small businesses on which they can learn the whole process and after that during the internship understand also the economic point of view of the business and become more familiar with business environment.

Only students who have participated also in school participatory budget and who declare their motivation towards internship by the best cover letters can participate in the internship. Important part of this cover letter is the description of the field in which the student is interested in and how she/he prefers to spend the internship. Therefore you should try to find the enterprise for the internship which is the most connected with the field of student interest. You should keep in mind that the mentor has to have sufficient time capacity, professional background and rich experience with the business to be able to provide to the mentee valuable internship experience.

Who can be the mentor?

• Local NGOs statutory representative

Pros: meeting needs of students who are more socially and community oriented, owner is also the person who operate the activities, intern can have direct experience with person who leads the organization, personal approach

Cons: not enough work also for an intern, intern can feel not useful, small scale of work

• Freelance with no employees

Pros: owner is also the person who operate the activities, intern can have direct experience with person who leads the business, personal approach, business independence linked to ownership of the business, focusing the business on local markets, personal approach

Cons: not enough work also for an intern, intern can feel not useful, small scale of work

• Small local business (up to 50 employees)

Pros: business independence linked to ownership of the business, one or few owners, simple management and organizational structure, focusing the business on local markets

Cons: intern could not come to direct contact with the person who built the business or owner

• Medium size business (up to 250 employees)

Pros: one or few owners, possible focusing the business on local markets, could have already experience with the interns

Cons: intern will not come to direct contact with the person who built the business or owner and will be coordinated by other employees or by their leader

• Big company (more than 250 employees)

Pros: they have probably already experience with the interns and have developed own internship programs

Cons: intern will not come to direct contact with the person who built the business or owner and will be coordinated by other employees or by their leader

How to find and contact this mentor?

If you have already database of businesses who you were cooperating with in similar projects before, the easiest would be for you to contact these businesses for new project. If you do not have any experience with coordinating the internship and you have to approach businesses first time for such a cooperation, you can try to use this channels:

- business incubators and co - working places
- local municipality
- local NGOs
- alumni network
- school supporters

- school council
- parents committee in school

These institutions could be a good source of information about possible mentors or places where you can directly approach possible mentors. You can contact them by email, phone or directly by person. Depends on their social status and occupation.

It is possible that if you are going to reach a bigger company you will manage to speak only with a director of certain department or other representative of the company. It is not a problem. Note that it is important to make sure that the person who will lead the internship from the side of business will be able to provide the best value to the intern.

In the first contact it is of course the best to explain the project and its background and then details about mentoring. Don´t forget to mention not only the benefits for students but also what can the mentor gain from having an intern in their company.

8 Matching and making a mentoring pairs

This step is probably the most important one and it is the core for the whole mentoring process.

It is important to pay attention to matching. If a mentor and a mentee are well matched, there is much to be gained by both parties, and ultimately also by the project.

If the mentoring pair would not be set in an ideal way, at worst, it might impact negatively, not only the project and other's perception of mentoring, but also the mentee and even his/her personal development.

It is important to establish both the mentee's and mentor's motivation: despite it might seem to be clear coming from nature of the project, personal motivation of both parts of mentoring can be very various.

Establish also what sort of advice the mentor is prepared to provide, and some areas of interest (personal/professional/cultural background).

This information will be useful for matching as the most successful relationships will be where there is a common ground on both personal and professional terms.

There are certain information which you should summarize about mentees and also mentors in order to be able to start the matching process in the best way.

Suggestions for matching:
• experiences
• career interests
• hobbies
• future aspirations
• logistical issues (especially if split-site department, or if both the mentor and mentee work flexibility, ensure there is some time in the week when they can meet).
• personal compatibility (If the mentor and mentee know each other already - whether in a professional capacity or otherwise, it can affect mentoring process).

Ideally, students firstly receive the profile of possible mentors and have a right to express their preferences. These profiles can be prepared by the coordinator and presented to the students or mentors can prepare profiles by themselves and the coordinator will forward it to the students. These profiles can be supported also by the photo of the mentor.

Other option is to ask mentors to make a short video profile about them and the coordinator can play it or forward it to the students with additional information about the mentors.

In case of internship, present and introduce not only the mentor but also the business where they would take the internship.

Students can express their preferences in a way of numbers according to who would be their first choice, the second and the third choice. They can write it on a paper or send it to you by email. However, they have to be aware that there is a possibility that more students would choose the same mentor as the first choice and in this case the coordinator will try to find the best match for each of them according to their preferences and also the profile of the mentor. Then coordinator announces mentoring couples to students and the students give an approval.

Admittedly, the matching process is not easy, and you will not always get it right, however hard you try. The importance is then shifted to the next stage - support.

8.1 Support

It is also important that both the mentor and the mentee can tell you as a coordinator, when the relationship is not working, for whatever reason. It should then be possible to assign a different mentor. However, such problems will happen less frequently where a training has been given to the mentees and also mentors at the beginning.

8.1.1 Training for the mentees and mentors

At the beginning of the mentoring, you should organize meeting with all the mentees and mentors and make sure that they understand all important aspects of the mentoring, such as:
- role of mentor
- role of mentee
- responsibilities of mentor
- responsibilities of mentee
- process of mentoring
- benefits of mentoring
- reporting of mentoring

This training can be organized separately for the mentees and separately for the mentors or in the same day for mentees and mentors together. If you are able to get both sides of mentoring couples together for the training, allocate some time during the training also for a teambuilding and get to know each other to support relationship building between mentor and mentee.

If you cannot get mentors for the training because they are too busy or occupied by work that day, make sure that you explain everything necessary to them during another personal meeting, via phone or at least email.

All the roles and responsibilities of mentors and mentees should be summarized in a separate document and shared with mentees and mentors as a supportive document during the mentorship and internship.

9 Roles and responsibilities coming from the projectstructure

Mentoring is always mentee-driven process where firstly a mentee has to show the interest to take part in, to learn from the mentor and also make the first step in communication. Despite of that not only mentee but also mentor has to follow certain rules and to be aware of his/her responsibilities in order to provide the best service for the mentee.

9.1 Roles and responsibilities in mentoring during the implementation of the students project

Mentoring should connect winning teams of School participatory budget with a person who is experienced in the field of their project in order to support them during the implementation of the project.
Therefore mentor:
- can give advice, suggestions to the team, share his/her experiences and contacts which can be useful for them;
- is mental and also practical support for the project team during the whole process of its implementation;
- is not the one who is going to do the project instead of the students or solve the problems instead of them. The students are the ones who do it, mentors only support them.

In this case, it can be a group mentoring where there will be more mentees for one mentor and mentoring is going to help the whole project team or the team can decide to assign one person as a leader and that will be the person who will be mentored, attend the meetings with a mentor and also take all the responsibilities.
A mentee has to be the one who:
- contacts the mentor with request for a meeting and always try to adapt to his/her calendar and location;
- always comes to the meeting prepared with a list of questions or doubts;
- in case of email or phone communication, the mentee is the one who initiates the communication and always approaches the mentor with concrete questions or requests for advice;
- takes care about all the documents from project PlaNET SOEN 2.0 which have to be signed by mentor and mentee in order to prove the mentoring process;
- takes some pictures from the process of implementation of the project and mentoring meetings and support approval documents by it.

9.2 Roles and responsibilities in mentoring during an internship in local business

This mentoring connects local entrepreneur or leader of local NGO with the students who took part in School participatory budget and want to develop themselves more in personal and professional way thanks to internship.
In this case a mentor:
- provides an internship for a student in his/her company/NGO;
- shares with the student his/her business story (or NGO story) and personal experience;
- provides a student with sufficient information about the company/NGO, its structure

- involves the student actively into company/NGO activities, which means that the student actively helps with some tasks or even receives own tasks which she/he has to fulfill;
- ensures that the student receives detailed information about his/her task to be able to work on it properly;
- ensures that if he/she does not have time to take care about mentee personally, leader of the department or other leader will takeover.

Internship should be tailor-made for the intern to ensure professional and also personal development of the intern and also contribution from his/her work for the company/NGO where the internship is held. In this case it can look like the mentor should follow their mentees needs and adjust according it but in reality it isn´t like that.

Mentee (intern) has to:
- contact the mentor with a request for an internship day and always try to adapt to the calendar of the mentor;
- always comes to work prepared with a list of possible questions or doubts connected with his work and business of his/her mentor;
- comes to work on time as agreed with the mentor and spends time period which he/she is responsible to (4 hours per day)in work;
- in case of email or phone communication, the mentee is the one who initiates the communication and always approaches the mentor with concrete questions or requests;
- takes care about all documents from project PlaNET SOEN 2.0 which have to be signed by the mentor and the mentee in order to prove the mentoring process;
- takes some pictures from process of implementation of the project and internship and support approval documents by it.

10 How will it look like in practice

Mentoring and internship are supportive programmes which are implemented in the same time as School participatory budget.

After winning students projects are voted and granted with money from School participatory budget it is time for their implementation. It means that projects can be implemented since winning projects announcement till June 2019 (end of the school year)the latest. And that is the time for mentoring and internship.

10.1 Mentoring during implementation of the students project

After the announcement of the winning projects, we can approach the mentors from our database who focus in their work or activities on fields which are the most similar to the field of students' projects. Then we can share their profiles with the students and start the matching process explained in the chapter 3. After mentoring couples are created, the mentoring can start.

How will it look like?
- minimum three meetings in period of the mentoring;
- minimum one personal meeting;
- other meetings can be done by Skype, email or phone if personal meeting is not possible and there is a need for consultation from the side of the mentee in that time.

As we mentioned above, mentoring is mentee-driven process, therefore mentee is the one who always takes the first step and approaches the mentor.

10.2 Mentoring during internship in local business

Internship will complete entrepreneurship preparation of the participants by practical skills from real business. It will also help to develop entrepreneurship behavior through the activation of practical experience of learning of young people and to build a cross-sectorial network of social enterprises, schools and NGOs to promote innovation, exchange of experience and know-how among different types of organizations.

We recommend firstly to manage the process of matching for mentoring during the implementation of the students' project and to start this mentoring. After this is closed and mentoring is already going on, you can fully focus on the process of the internship management.

How will the preparation for the internship look

like? 1.) Open call for internships

- The students who participated in the process of School participatory budget (do not have to be the students from winning projects) can apply for an internship in local business

- you can promote it by a direct email (by using database which you have from school participatory budget process), personal promotion, personal messages, school Facebook page or school webpage

- students have to express their motivation to take part in the internship by writing a cover letter where they also explain the area of a business which they are interested in

2.) Applications and choosing

- you as coordinator, go through the applications and choose those students who expressed the best motivation

- you can invite other teachers to help you in the process of decision

making

3.) Finding suitable mentor and matching

- approach entrepreneurs/NGOs/companies from your database who have similar profile as is the student's area of interest

- training for mentees (interns) and mentors (explained in chapter 3)

4.)Internship

- students approach mentors to arrange the best timing for the internship

How will it look like?

- minimum 5 days internship in local business/NGO

- it does not have to be 5 days in a row, it can be any of day until June 2019 according to the agreement with the mentor

- minimum 4 hours per day

11 Reporting of the mentoring and feedback

As far as mentoring and internship is one of the activities of the project PlaNET SOEN 2.0, it is important to keep all documents, pictures or videos which can be used as a proof of this

activity. Coming from the same fact, it is important to receive feedback in written and/or oral form from the mentees (interns) and also the mentors.

11.1 Reporting

For this purpose we have developed two forms (one for mentoring during the implementation of the students' project and one for the internship) which have to be signed by mentor and mentee. The mentee is responsible to take care of it, fill in necessary parts and always ask mentor to sign in particular lines. You as the coordinator are responsible to control the mentee if she/he takes care of it. These documents prove the type of the activity, the period when the activity happened, the dates of meetings or internships, the hours of the internship and a mentor and also a mentee have to sign it each day. These documents you can be found as Annex no. 1 and Annex no.2.

Mentoring and internship have to be supported by at least 2 pictures from each activity and additionally can be supported also by the video.

11.2 Evaluation and feedback

In order to have also a written document with the evaluation and feedback of the mentoring and internship, you will be responsible to ensure that each participant in these activities fills in the evaluation form. The evaluation form shows the learning outcomes of the participant, his/her satisfaction with the activity and recommendations for improvements. Each evaluation form has to be signed by the participant. Evaluation form you can be found in Annex no.3.

Probably, it would be very difficult to receive filled in evaluation forms also from the mentors. You should try to approach them personally or at least by phone to receive an oral feedback from them which you will summarize into the form of evaluation.

If they would be open to meet personally, the best would be to arrange a meeting together with the mentee in order to open a discussion about the mentoring/internship where both sides will be presented.

Never ask mentee to evaluate the mentor as a person or the mentor to evaluate the mentee as a person without having a common meeting with both sides. In case of not having this kind of meeting, ask them only to evaluate the process, not the personality.

After the internship, you as the coordinator are responsible to issue the certificates for the participants. These certificates prove that they have practical experience from real business/NGO and it can help them in the future while applying for a university or a job.

Annexes

Annex 1
Report from the mentoring

REPORT FROM THE MENTORING OF PLANET SOEN 2.0 PROJECT						
Number of the meeting and type (personal/online)	**Name (mentee and mentor)**	**Surname (mentee and mentor)**	**School of mentee/Company of mentor**	**Date of the meeting**	**Note**	**Signature**

Annex 2
Report from the internship

REPORT FROM THE INTERNSHIP OF PLANET SOEN 2.0 PROJECT						
Number of working day	**Name (mentee and mentor)**	**Surname (mentee and mentor)**	**School of mentee/Company of mentor**	**Date of the meeting**	**Task which the intern is working on**	**Signature**

Annex 3
Evaluation form

Name:
Surname:
School:
Period of mentoring/Internship:
Name of the mentor and company/NGO:
What did you learn during the mentoring/internship:
What do you see as the biggest benefit for you?
Did you gain totally new skills? If yes, what skills?
What would you change on your mentoring/internship (if you could)?
Would you suggest any improvements for the future
menotring/internships?

Lead partner of the project:

Project partners - Non-formal organizations:

Project partners - schools: