WP4 – Mentoring and Peer learning methods Guide
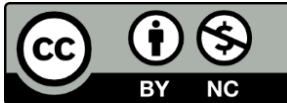
University Spin-offs Alliance:
From the idea to the market through mentoring and transnational entrepreneurial teams

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

Project partners:

CONTENTS

INTRODUCTION

Mentoring and peer-to-peer learning are well recognized as important interventions to support entrepreneurship because they allow the transfer of knowledge from direct experiences and learning of one entrepreneur to another.

Governments are currently placing much emphasis on entrepreneurship to stimulate the growth of economies by supporting a wealth of initiatives. Entrepreneurship within Higher Education is often placed high on their agendas to stimulate innovation and encourage educated individuals to be more entrepreneurial. What is embodied within such government policies, is that the outcomes should be the development of entrepreneurs and this in turn requires that entrepreneurship education goes beyond teaching students about entrepreneurship to develop pedagogies that create entrepreneurs (Kirby, 2007)

The Guide to Mentoring and Peer Learning Methodology for Entrepreneurs, is a comprehensive resource designed to assist universities in implementing effective mentoring and peer learning services for aspiring entrepreneurs. This guide aims to support universities in cultivating a vibrant entrepreneurial ecosystem by equipping students with the necessary skills, knowledge, and networks to succeed in their entrepreneurial endeavours.

In today's rapidly evolving business landscape, entrepreneurship has emerged as a key driver of economic growth and innovation. Recognizing the importance of nurturing entrepreneurial talent, universities are increasingly playing a pivotal role in fostering the next generation of successful entrepreneuWrs. Mentoring and peer learning programs have proven to be invaluable in this regard, providing aspiring entrepreneurs with guidance, support, and opportunities to learn from experienced mentors and peers.

This guide is structured to provide universities with a step-by-step methodology for designing, implementing, and managing effective mentoring and peer learning initiatives. It offers a holistic approach that encompasses all aspects of the program, from initial planning and participant selection to ongoing support and evaluation. By following this methodology, universities can create an inclusive and dynamic environment where entrepreneurs can thrive, collaborate, and learn from each other's experiences.

KEY
FEATURES OF THE
GUIDE

By following the methodologies presented in this guide, universities can establish vibrant ecosystems that foster entrepreneurship, empower aspiring entrepreneurs, and contribute to the overall growth and development of their communities.

Let's embark on this journey together to unlock the entrepreneurial potential within our educational institutions and cultivate a new generation of innovative leaders.

1 Understanding the Benefits: Explore the numerous advantages of mentoring and peer learning programs for both mentors and mentees, including knowledge transfer, networking opportunities, and personal growth.

2 Program Design and Planning: Learn how to develop a tailored program that aligns with the university's goals, resources, and the unique needs of the entrepreneurial community. Gain insights into defining program objectives, establishing program structure, and identifying suitable mentors and participants.

3 Mentor and Mentee Matching: Discover effective strategies for matching mentors and mentees based on their specific skills, expertise, and compatibility. Learn how to facilitate meaningful connections and foster productive relationships.

4 Program Implementation: Gain practical guidance on launching the mentoring and peer learning program, including communication strategies, program logistics, and participant engagement. Explore different approaches such as one-to-one mentoring, group mentoring, and peer-to-peer learning sessions.

5 Continuous Support and Evaluation: Understand the importance of ongoing support for mentors and mentees throughout the program. Learn how to provide resources, training, and opportunities for networking and collaboration. Additionally, discover evaluation techniques to measure the effectiveness of the program and identify areas for improvement.

6 Scaling and Sustainability: Explore strategies for scaling up the mentoring and peer learning program to reach a wider audience. Learn how to create a sustainable framework that can adapt to changing needs and ensure long-term success.

MENTORING ENTREPRENEURS

Mentoring is a personal development relationship in which a more experienced or knowledgeable person (Mentor) accompanies and provides wisdom and guidance based on his or her own experience to a less experienced or less knowledgeable person (Mentee) to achieve their own goals.

In the context of the project of SPINTeams, a mentor is an experienced professional in entrepreneurship (business mentor), and Mentee is the entrepreneur, would be entrepreneur, start-up or spin-off founder who needs support in his/her business project.

The central aspect is that mentoring involves communication and is based on a relationship.

The mentor serves as an advisor and guide, and can use Coaching on some occasions, like a tool to obtain results.

Coaching emphasizes supporting someone through their own intentional change and discovery. The coach focuses on eliciting client generated solutions and strategies (versus "telling" or "advising"). Professional coaching focuses on setting goals, creating outcomes, and managing personal change.

The main variations often are that Mentoring can be more directed and a mentor typically has more experience than the Mentee.

COACHING

Ask open questions
Enables self discovery
Dispels false feelings and beliefs
Can be apply to any situation
Future focused

Aim is
to help

TEACHING

Ask directive questions
Provides information
Seek specific answers
Often highly structured
Based on past learning

MENTORING

Answer direct questions
Provides information sources
Seeks alternative answers
Structured
Based on past experience

BENEFITS OF A MENTORING PROCESS

The emerging entrepreneur begins a path, many times, towards the unexplored or unknown, with challenges and obstacles to overcome, endowed with his knowledge and experience, on some occasions, insufficient to achieve the desired and efficient objectives. For this reason, embarking on the journey accompanied by the expert advice of trusted people, committed to your challenges and who help you draw up your strategy and your plan, is invaluable in achieving your own objectives.

The Mentoring process can help you to:

ENRICH YOUR BUSINESS VISION AND YOUR STRATEGIC PLAN.	COMPARE MANAGEMENT STRATEGIES AND ASSESS RISKS.	CORRECTLY DEFINE YOUR GOALS.	PLAN AND ANTICIPATE ACTIONS TO AVOID IMPROVISATION.
MAKE DECISIONS WITH MORE INFORMATION	HANDLE CHALLENGES THAT ARE UNIQUE TO A CERTAIN FIELD	ACQUIRE KNOWLEDGE AND EXPERIENCE IN THE APPLICABILITY	DEVELOP SKILLS SUCH AS MANAGERIAL AND SOFT SKILLS

As a consequence, entrepreneurs accelerate their development (become professional) and find solutions to develop their business.

PARTIES INVOLVED IN A
MENTORING PROGRAMME

ROLES
DEFINITION

Mentor

Mentee

Project Manager
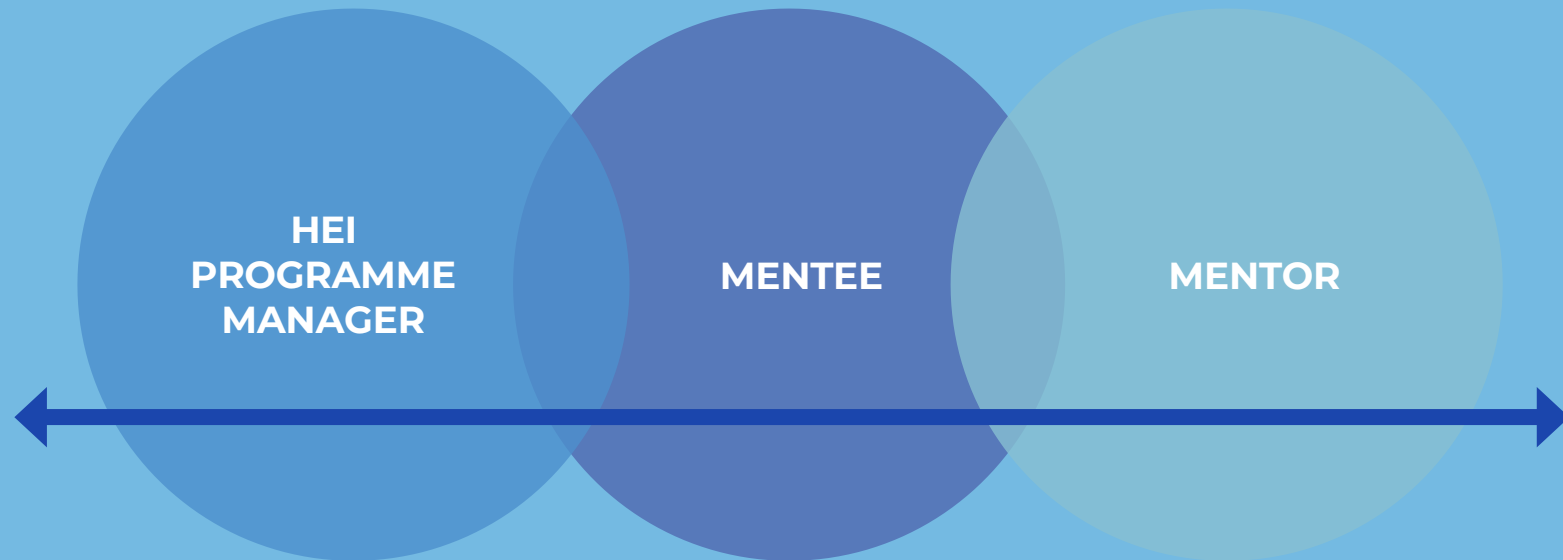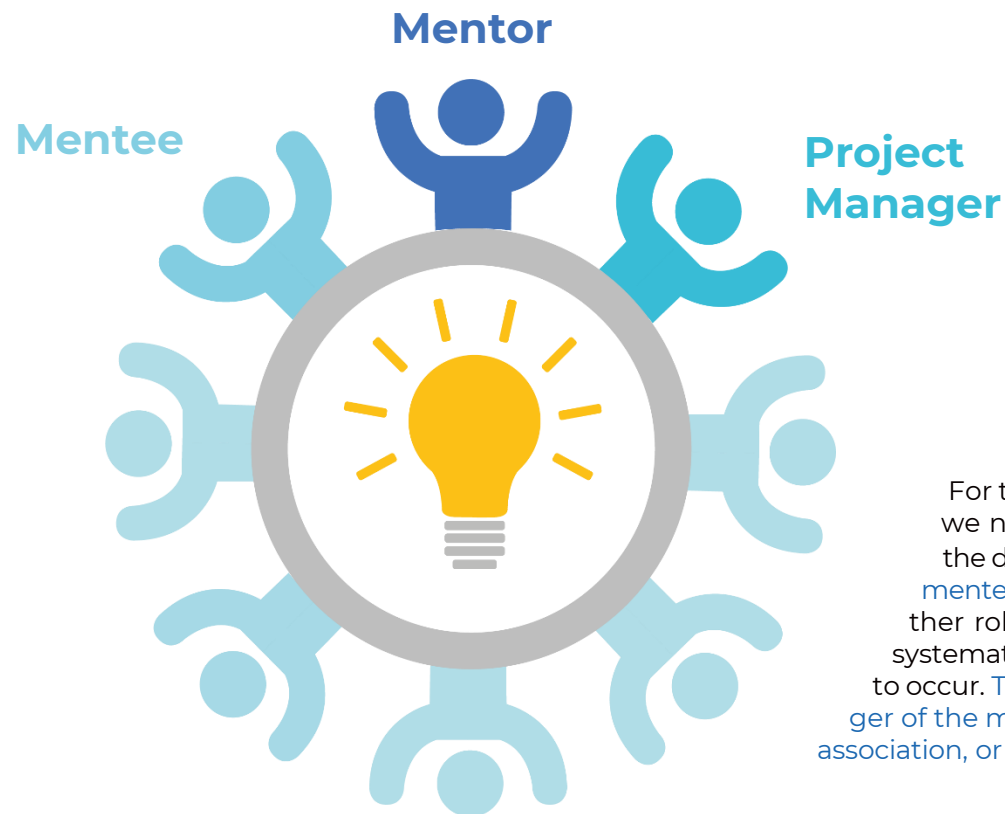
For the mentoring relationship to occur, we need two roles that work to achieve the desired results, the mentor and the mentee, although we must not forget another role that facilitates the structure and systematics for the mentoring relationship to occur. This third figure is the project manager of the mentoring process (in the university, association, or organization).

MENTOR'S ROLE

The mentor will provide guidance to the mentee, for this reason he or she needs to meet certain requirements of experience and knowledge and skills to transfer it on to the mentee, who must be able to make their own decisions. The main tasks of the mentor are:

✓ Provide information from experience to help and support the mentee to find a solution on their own.

✓ Provide advice and direction allowing the mentee to make his or her own decision.

✓ Development of knowledge, skills and resources to solve problems.

✗ Does not give homework, does not control, does not order what and how to do.

✗ Does not make decisions on behalf of the mentee.

✓ Encourages the mentee his/her self-assessment.

✓ Encourages the mentee his/her personal initiative to take necessary actions.

✓ Identify areas for growth and improvement of self-confidence.

✗ Is not a teacher, father or mother.

MENTOR'S BENEFITS ✚

- The prism of social responsibility: the mentor can realize his / her social responsibility needs by providing selfless support to future specialists in specific fields.

- Visibility: the mentor's name and his reflections in his field will be visible on the institution's network

- Direct access to the future industry specialist: Opportunity to directly address the future industry specialist and the industry-oriented part of the society.

- Increase their development skills.

- Increase their networking.

MENTEE'S ROLE

The mentee wishes to participate in a mentoring process because he/she seeks to achieve professional and personal goals, so his/her role in the process is very important. He/she is the protagonist and the one responsible for making decisions and carrying out the necessary commitments to achieve the objectives. The mentee works to improve his professionalism and his business:

- ☑ Sets the direction of the relationship and the agenda in the meetings.

- ☑ Be able to define for the mentor his / her authentic growth goals.

- ☑ Be able to take responsibility for their decisions and actions to achieve these goals.

- ☑ Be willing to experiment with new ideas and learn from his/her mentor.

- ☑ In cooperation with the mentor, develop a cooperation plan and principles, determining the times, duration, and types of communication.

- ☑ Respect the mentor's time and resources, do not unnecessarily disturb the mentor outside the agreed meetings and use only the agreed means

- ☑ Keep the promises and commitments in the mentoring relationship, interest, private matter, or rivalry.

MENTEE'S BENEFITS ✚

- The prism of social responsibility: the mentor can realize his / her social responsibility needs by providing selfless support to future

- Visibility: the mentor's name and his reflections in his field will be visible on the institution's network

- Direct access to the future industry specialist: Opportunity to directly address the future industry specialist and the industry-oriented part of the society.

PROJECT MANAGER'S ROLE

The role of the project manager is essential to connect mentor and mentee, and that they can have the security of being part of a safe process and with results for their professional and personal career. The main tasks of the project manager are:

✓ Select and create a portfolio of mentors and mentees.

✓ Ensure the best matching between mentor and mentee.

✓ Ensures the start of the mentoring process.

✓ Performs the follow-up of meetings and evaluations of the participants.

✓ Ensure the principles of the mentoring process are followed for the participants

✓ Collects the evaluations of the participants in the mentoring process.

The manager is contributing to generate synergies so that the business network is enriched and developed, bringing value to society.

PARTIES PROCESS

DESIGN
YOUR PROGRAM

Audience
Goals
Format

ATTRACT
PARTICIPANTS

Recruitment
Training

CONNECT
MENTORS & MENTEES

User profiles
Matching

GUIDE
MENTORING

Workflows
Help resources
Check points

MEASURE
SUCCESS

Program ROI
Learning impact

MENTORING PROGRAMS WITH IMPACT
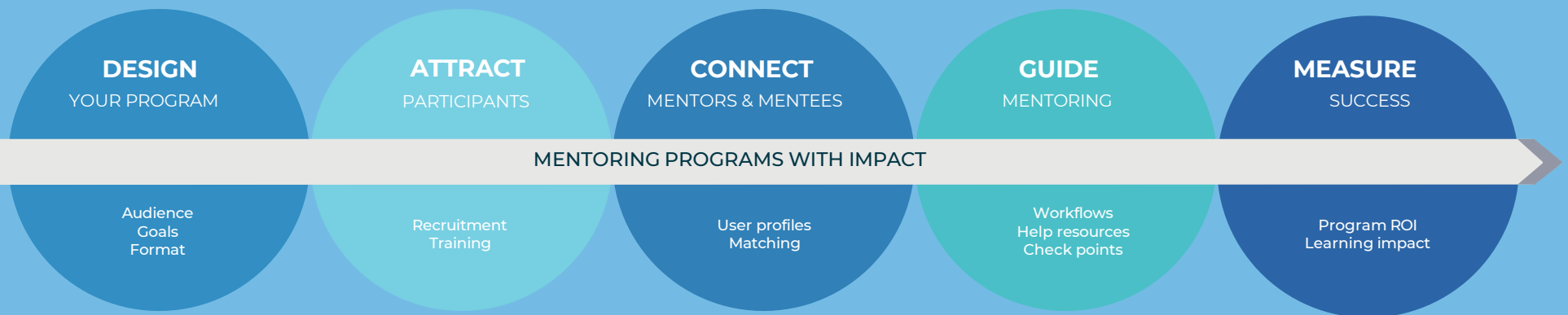
PHASES OF A MENTORING PROCESS

To achieve success in the mentoring process, the intervention of the project manager, mentor and mentee will be needed, through different phases mentioned and explained below:

1 Identify participants' profile

2 Regular meetings

3 Regular meetings

4 Regular meetings

5 Evaluation of mentoring process

1 IDENTIFY PARTICIPANTS

Generating business and growing professionally can be understood from different approaches, for example we can talk about the creation phase, the development phase or the consolidation phase, among others, or approach the business from a commercial or economic approach or product management, among others.

In the first and second steps of the mentoring process, the goal is to bring order and connect people in the best way, in the first one, it is worked with different tasks:

- Define the minimum requirements desired for mentoring candidates.
- Collect information about potential candidates, with questionnaires and interviews.
- Record the information obtained.

The questionnaires and interviews are carried out to get to know the participants better and to find out if they have some minimum requirements that the institution can define to participate in the mentoring, for example in the Mentor:

- At least 5 years of experience in the industry
- He or she is currently actively involved in the activities of the specific field

The project manager can find out the approach that the Mentee wants to address and his abilities to generate a relationship of trust, through a questionnaire "Mentee's Profile" (see Template 1 on Annex). Subsequently, it is recommended to expand the information through a personal interview, in this way, a confused information can be clarified. All information must be recorded in a database.

The same process is used to identify the Mentor profile, through a questionnaire "Mentor's profile" (see template 2 on annex), but some questions will be more specific to learn about their professional background and coaching skills. All this information collected will serve to make the match between mentor and mentee in the next phase.

TEMPLATE 1: MENTEE'S PROFILE

NAME AND SURNAME: _____ **DATE:** _____

What's your LinkedIn URL?

If you had to describe yourself...

Career history

Professional experiences

Professional Goals:

What's the first thing you want to get out of this mentorship?

Why?

Others results that you want to acquire:

What does mentorship mean to you? What kind of relationship do you hope?

TEMPLATE 2: MENTOR'S PROFILE

NAME AND SURNAME: _____   DATE: _____

What's your LinkedIn URL?

Current professional position

Career history

Professional experiences

Competition areas. In what subject are you most qualified to advise and help?

What do you want to learn or achieve of this mentoring?

What do you expect from the participants in the mentoring process?

What kind of people are you most comfortable working with?

What skills do you highlight to build trust relationships?

2 MATCH MENTOR AND MENTEE

Up to this point, we have a list of Mentors and Mentees, and we have to match them to guarantee the best result. We will consider the information collected in the previous phase.

Some tasks are needed to form and inform the pair:

- Match the pair (mentor-mentee)
- Send an individual welcoming mail to mentor and mentee informing about his/her role and give some information about the pairs (role, name, biography, and objectives) and the mentoring process:

    - The document "Principles from the Mentoring Process" (see Template 3) to look both
    - The document "Mentorship goal-setting framework" (see Template 4) to fill it Mentee before the first meeting.
    - In the email, add the first meeting schedule.

To match couples, it will prioritize the general goal of the Mentee to pair them with a Mentor who has experience in that field, who will help him / her to develop the business. It's important consider professional and personal affinities to generate a more robust relationship.

When the couple is formed, the project manager sends a welcoming mail to mentor and mentee, informing about his/her role, and give some introductory information such as name, professional position, objectives pursued and biography. The participants already have a first impression of the other, and with this information they go to the first meeting with less uncertainty and doubts.

In addition, the project manager must secure some documents for the participants. In the first place, the document that informs about the good characteristics and behaviors to carry out the mentoring relationship will be known, the document "Principles of the mentoring process" will be attached in appendix 3. Secondly, the template of the "Framework of Mentoring Goal Setting" to be completed by the mentee and one to be used in each session and will help the mentor and mentee set small, specific goals needed to achieve the Overall Goal of the mentoring process.

Remember to attach the schedule of the first meeting to the email. Before being able to offer this appointment, the project manager has first spoken with the mentor to find out his availability and then has made it with the mentee.

If the participants need more information to correctly formulate the objectives, the project manager can provide a definition of "Smart Goals" (see Lexicon).

Another option to connect mentor and mentee would be to design a tool so that the mentee himself can choose a mentor from a list of candidates, being the one he chooses according to his needs and preferences.

TEMPLATE 3: PRINCIPLES FROM THE MENTORING PROCESS

HOW TO BE A GREAT MENTEE?

1 *Set your goals with help of your mentor. Use a mentorship goal-setting framework.*

2 *Be open about your needs. Give your mentor a view of your expectations and aspirations.*

3 *Come to each meeting with an agenda because your mentor won't have much feedback or advice if you don't have a purpose or goals.*

4 *Take responsibility of your own learning. Make your tasks and carry on the mentor's recommendations like read books, listen the podcasts.*

5 *Heed mentors experience and advice. Don't be defensive because your mentor wants to help you.*

6 *Learn and have fun. Being a mentee should be a fruitful experience.*

7 *Confidentiality is agreed*

HOW TO BE A GREAT MENTOR?

1 *Help set mentee goals. Use a mentorship goal-setting framework.*

2 *Listen patiently and repeat the view of your mentee's aspirations.*

3 *Share experience and give advice. It's a must, your knowledge it's important.*

4 *Recommend tasks and resources: books, events, podcasts, webs, blogs...*

5 *Encourage Independence. You are setting the stage for intrinsic and ongoing growth.*

6 *Inspire confidence. Inspire your mentee to get more challenges goals.*

7 *Confidentiality is agreed*

TEMPLATE 4: MENTORSHIP GOAL-SETTING FRAMEWORK

MENTEES' NAME: _____ SESSION NUMBER: _____ DATE: _____

1 FIGURE OUT YOUR GOALS

a) In 5 minutes write your goals:

b) Look through, curate an prioritize the goals that you want formalized.

2 SELECT A SMART GOAL (Specific, measurable, achievable, relevant and time based):

3 FIGURE OUT YOUR GOALS

a) Phase 1 The aim here is to just take a step. Make it very easy to achieve. Examples: register for two networking events; download a smartphone app.

b) Phase 2: Provides the "development" of the goal. The main action phase. Examples: meet-up with the two executives; use the app during 10 minutes every day.

c) Phase 3: Make it familiar. become a habit. Examples: Send emails to people you met and get feedback from networking events; maintain new habit of use the app.

3 ESTABLISH THE RELATIONSHIP
COLLABORATION AGREEMENT

As in any relationship between people, knowing the framework is essential for the generation of trust, as well as helping in the interrelationship to carry out a process exposed to talking about dreams, goals and vulnerabilities.

For this reason, in addition to the fact that the two participants know each other, it is necessary to agree on some aspects for the relationship to work, including the institution to which the project manager belongs, which will provide the document that includes these aspects and that includes the signature, it is called the COLLABORA-TION AGREEMENT (see Template 5), and contents:

- Ethical aspect: correctly identify roles and responsibilities, making clear the limits of the relationship
- Confidentiality clause
- Logistical aspect: the duration of the process and of the sessions, calendar and way to cancel the session in advance, price if it's needed.
- Identify the general objective to be achieved in the mentoring process
- Identify ways to measure progress
- Date of the alliance

The project manager must ensure that the mentor has this printed document to bring to the first meeting and collect the signatures of the two participants.

The logistical aspects may be limited by the institution that promotes the mentoring, but if this is not the case, the participants have to agree on them, as well as the next Meetings. And no less important is to indicate the objective pursued by the process and the success measurement indicators, since without this data we will not be able to evaluate the process or put corrective measures in place.

In addition, the first meeting of the mentoring process will serve for the two participants to get to know each other, personal background, goals, thinking process, skills and abilities. The mentor has available a template "First meeting, first conversation" to guidance this first conversation (see Template 6)

Once the mentor and the mentee already know each other, it is a question of addressing the issue for which the mentoring has been initiated. To do this, the mentee must bring to each session the document where the objectives to be discussed in the session are marked and that was previously sent to him "Mentorship goal-setting framework".

Once all this work is done, the mentor has information to work on accompanying and supporting the mentee in his goal.

In summary, this phase has different objectives:

● Create the collaboration agreement
● Have a deeper knowledge of each other
● Obtain commitments from the mentee to work towards the achievement of their goal.

This initial session can last a little longer than the regular ones, around 90 – 120 minutes.

TEMPLATE 6: FIRST MEETING, FIRST CONVERSATION

Personal Background: Life history, career history, experiences, core values, personal motto...

Goals: Personal, career, progress toward achieving, obstacles in achieving...

Thinking Process: How you like to learn, solve problems, or make decisions...your new areas of interest...

Skills and Abilities: What you do best, what you want to do more of, what you want to learn to do...

Examples of some questions:

Which assignments have provided you with the most challenge? The least challenge? Why?

Tell me about an accomplishment of which you are particularly proud.

What are your most important values? Which values are met and not met at work?

What actions have you taken to manage your project? What assistance may I provide?

4 REGULAR MEETINGS

In each of the meetings, the mentee must be responsible for bringing an agenda of topics to be able to work with the mentor, the document "Mentorship goal-setting framework" will help him/her. The mentor must pay attention to understand mentee and helps to define SMART objectives to achieve the General Goal (identified in the first meeting), if they are not enough clear.

The mentor begins sharing experience, knowledge and advises. As well, he/she proposes activities and little challenges to mentee to try and look for opportunities and limitations. The mentor has to be emphatic and have openness attitude, asking open questions to mentee to generate reflection and challenges.

During the mentorship, the mentor will have a "Mentoring Worksheet" (see Template 7) template to fill. But at the end of the session, mentor share the evaluation template with mentee who can enrich according to him/her point of view as a mentee. In this template you can find some indicators to observe and check the steps of the dynamic of the mentoring. It is the opportunity for both sharing them feelings, elements to improve and progress.

The estimated duration of the phase of regular meetings depends on the plan to achieve the General Goal of mentoring establish in the COLLABORATION AGREETMENT in the first meeting, but it can be for 60-90 minutes.

TEMPLATE 7: MENTORING WORKSHEET

SESSION NUMBER: _____

MENTEE NAME: _____   MENTOR NAME: _____   DATE: _____

Has the welcome at the start of the session occurred? (Yes /no)

Has the COLLABORATION AGRREMENT been reviewed? (Yes /no)

Define the SMART objective of the session:

What activities has the mentor proposed to the mentee?

What recommendations has the mentor to mentee made?

List the conclusions of the mentee.

Mentee commitments before the next session

What aspects would you highlight of the relationship maintained in the session?

Elements of improvement in the process

Other comments:

5 EVALUATION OF MENTORING PROCESS

Throughout the process, the coordinator will ensure that a quality mentoring relationship is carried out, to bring corrective actions in the case some variables may fail. The project manager must pay attention to check two aspects of the process of mentoring:

1 The aspects reflected in the established COLLABORATION AGREETMENT are being fulfilled.
2 Improvement in the General Objective of the Process
3 The participants' satisfaction

The template "Evaluation questions for mentors and mentees" (see Template 8), can be used to know the participants' opinion. The project manager can use it in the middle and in the end of the process.

The project manager can also use the occasional face-to-face or telephone interview to monitor the process.

TEMPLATE 8: EVALUATION QUESTIONS FOR MENTORS AND MENTEES

MENTOR NAME: _____   MENTEE NAME: _____   PERIOD OF REGULAR MEETINGS: _____

OBJECTIVES

Have you managed to achieve the General Objective of the process?

List your conclusions.

Have you perceived a safe relationship where you can develop?

I need more of:

I need less of:

Additional comments or observation:

PEER-TO-PEER LEARNING AND SUPPORT ENTREPRENEURS

The Peer Learning is a learning practice between equals where the participants interact to improve their professional competences that are achieved through interaction, in a space to exchange, for discussion and with the feedback on the own knowledge and the new one, based on the idea that if something is explained to another person "it clears up, develops and reconceptualise the material" (King, 2002)

To be equal means having some necessities or circumstantial variables in common. In the case of company employees, they share objectives, processes, and corporative culture. Being equals makes them have the same interests and needs, maintaining a more empathetic and open attitude to try to understand the opinions and thoughts of equals.

Also, the common context of the equals, turn this practice in experiential and meaningful, because the learning outcomes give them immediate value, overcoming like this the limitations of the context that can occur in other kind of practices and that stops the learning in adults.

As asserted by Knowles' constructivist theory (2021), this kind of most significant practices like peer learning are efficient because:

- Impact immediately in the daily troublesome of the equals
- Generate differential values to them and motivating to keep learning.
- Adults self-directed towards learning and take advantage of the value that others can contribute to their own knowledge.

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Moreover, the same context of equals generates the necessary empathy to collaborate between them, always if there is respect and confidence, then equals can exchange knowledge without fear, generating an open-mind and willingness to participate attitude. At the same time, it can be a difficult to implant the methodology because without this trust environment exchanges will not occur.

But a specific context it is not enough to create a rich and diverse learning spaces. To create a thoughts confrontation with practical, social, personal or research problems, the participants must have differences between them. The participants must have heterogeneous variables between them, like the digital competences, or communication habits, variables such as it studied in the generation's studies. As well, in the diagnostic assessment we can find heterogeneous competences between employees that we can use like topic in our peer learning.

If you believe that there is a lack of heterogeneity in the group or want to contribute a more complete degree of know-how, you can have one or more guests to share their experiences.

This exchange between learners, changes the participant perceptions and conceptualizations, through the dialogue. In this exchange between equals awareness of behaviours and attitudes may occur, clarification of interpretations, objectification of adopted beliefs, visualization of other possibilities not considered before, thus generating new alternatives for the individual who is curious, generating new knowledge. Does not matter that participants have different knowledge about the topics because this is what enriches the dynamics of peer learning.
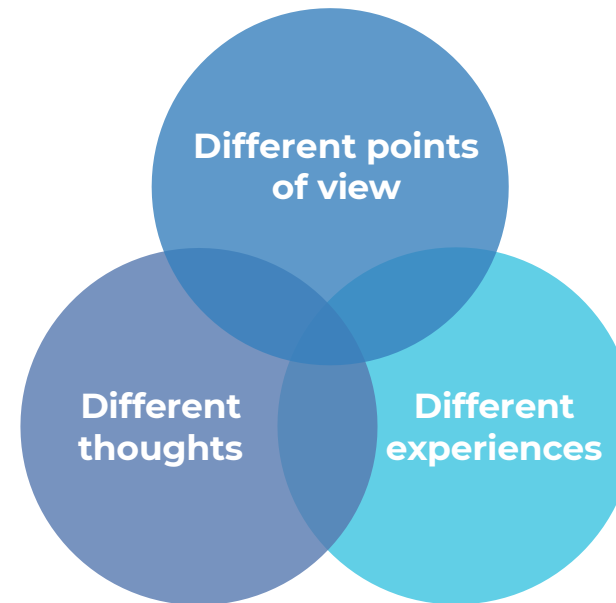
You can use some didactics and activities materials to write some thoughts it helps participant to generate knowledge.

In this line, the methodology motivates to start conversations from the action not from the theorical content because its challenge is improving the professional and personal competences for better performance in the task, from know-how, thus the participants learn through the auto-reflexion and visualize other ways to do things.
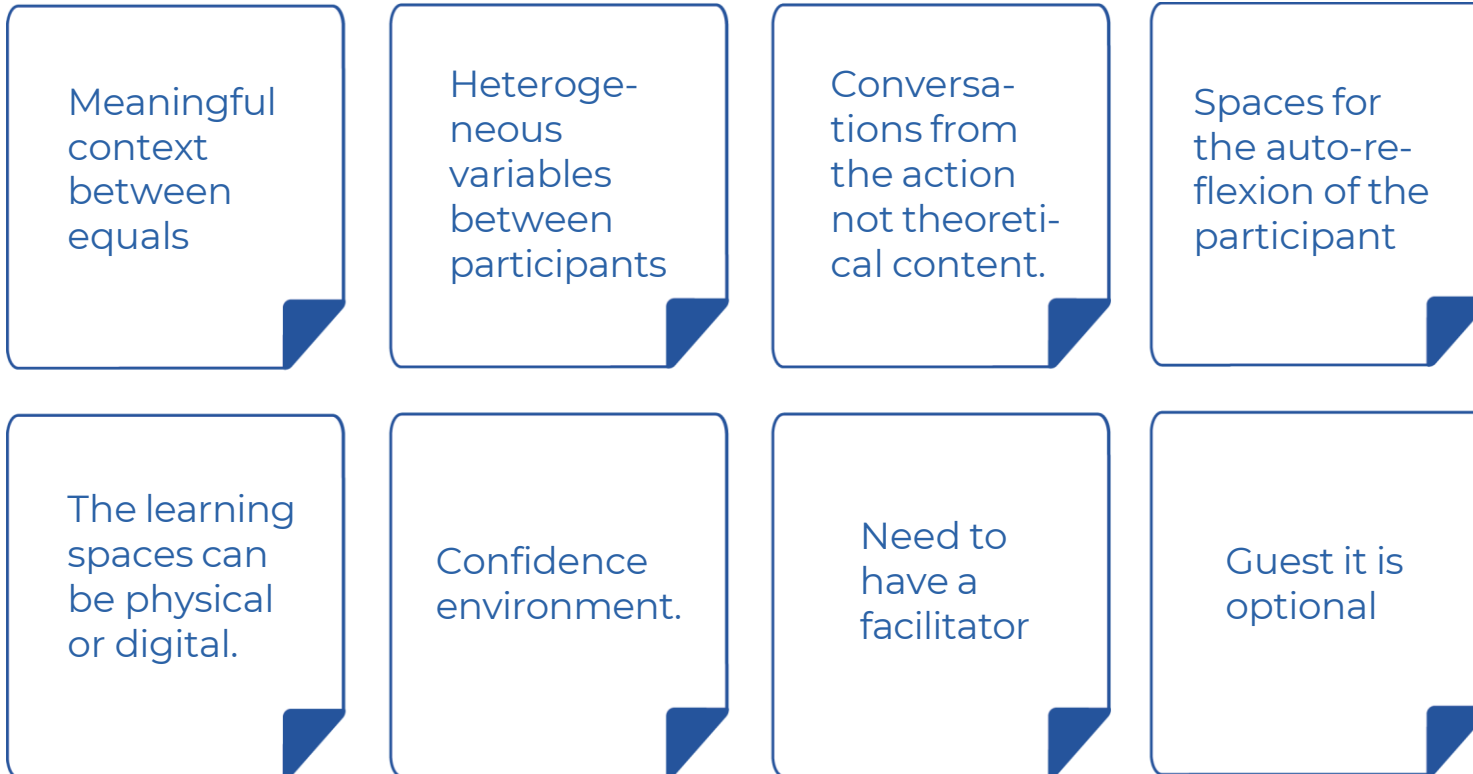
So that these spaces for the exchange of experiences can take place without interference and with a clear focus on the objective set in the session, a facilitator is needed. He is not a trainer who transmits knowledge but is the person who ensures that knowledge exchanges take place, moderating that everyone can dialogue, and that the participants can think. This facilitator accompanies the participants in their learning process asking open questions and summarizing key ideas.

The facilitator manages some aspect of the practice how indicates Nieto (1998): "Specification the objectives of the subject, make a set of pre-instructional decisions, group size, level of homogeneity and heterogeneity, group assigned functions or any of its members, materials or educative resources that must be used". These are some aspects to consider carrying out the practice.

Different points of view

Different thoughts

Different experiences

Among some principal characteristics of Peer Learning we can highlight:

Meaningful context between equals

Heteroge-neous variables between participants

Conversa-tions from the action not theoreti-cal content.

Spaces for the auto-re-flexion of the participant

The learning spaces can be physical or digital.

Confidence environment.

Need to have a facilitator

Guest it is optional

The dynamic that is generated promotes positive changes and improve the organizational working cohesion and the participant can evaluate the progress or the success.

BENEFITS OF
PEER LEARNING PROCESS

- Promote mutual and reciprocal benefits.
- Promote interdisciplinary cooperation.
- Promote intergenerational understanding.
- Promote positive changes.
- Promotes the feeling of belonging.
- Improve internal processes for innovation and adaptation.
- Have rich and diverse learning spaces.
- Develop capital and team cohesion.
- Generate network of contacts.
- Impact immediately in the daily troublesome of the equals.

A peer learning activity can have different expected learning outcomes according to the participant profiles and in relation to the topic chosen.

This expected result of the SPINTeams proposed peer learning activity for new entrepreneurs support, where HEIs can learn successful methodologies than can be implemented at HEIs as curricular o extra-curricular activity to foster entreprenership among their advanced students, Pdh students, researchers, and start-ups/spin-offs founders.

PARTIES INVOLVED IN A PEER LEARNING PROGRAMME

HEI PROGRAMME MANAGER/ FACILITATOR

PARTICIPANT

GUEST PERSON
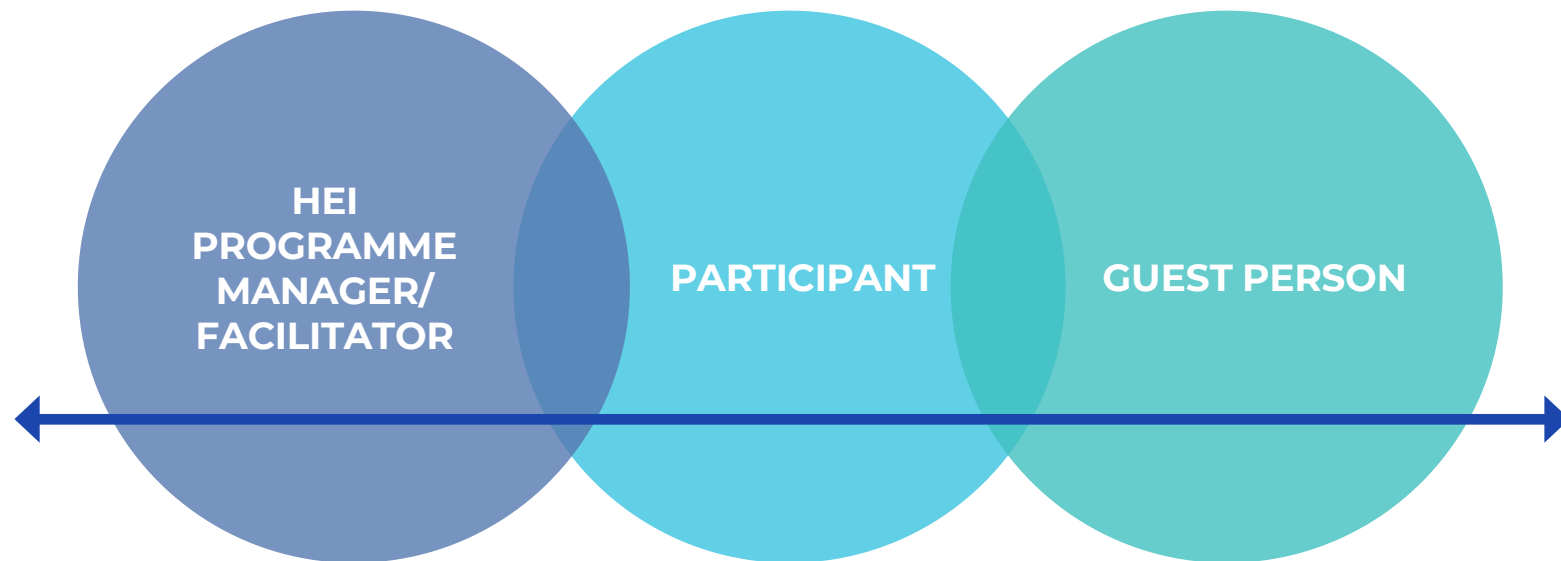
ROLES AND
RESPONSABILITIES

PROJECT
MANAGER

Having and updating the dynamics manual

Deciding the topic to be discussed.

Planning and managing the material and human resources to carry out the session.

Ensuring the number of participants

Selecting of participants.

Communicating relevant data to the participants to carry out the practice.

Monitoring of the satisfaction of the participants.

Controlling and settlement of expenses and income of the session responsibilities

FACILITATOR

Designing activities for participants

Introducing the methodology, the topic to be treated as well as the rules of the dynamics.

Introducing the guests if it is the case.

Ensuring the necessary rules, time, roles, and documents during the session

Accompanying the participants and speakers during the session to achieve the objective of the session.

Dynamizing and moderate if necessary, the exchange and generation of knowledge.

PARTICIPANTS

Attendance at sessions

Active participation in the discussion and dynamics of the session

Commitment to expose their experiences.

Compliance with regulations and confidentiality

GUEST
PERSON

Present their knowledge and experience on a specific topic.

Attendance the possible questions of the group participants.

He will stay the necessary time in the session to make his intervention, then he will leave, leaving the group to discuss.

BENEFITS OF
PEER LEARNING PROCESS

BEFORE THE EXPERIENCE

1 Stablishing the objective

On what common topic do the participants need to acquire new knowledge?

- What personal or professional competence does the participant want to improve?

- What digital competence the participants want to improve?

Make sure that we are dealing with a training objective that can be dealt with in a heterogeneous group (some participants with a high level of Know-how and others with a low level of knowledge).

2 Choosing the participants

Who will be the participants?

Create a diverse group, between 10 and 15 collaborative people who share context and with heterogeneous variables of ability, knowledge, age, or experience.

It is especially important when you create the group that there cannot be a conflict of interests, for example, if the participants are entrepreneurs, they should not be in competition with each other.

Participants must have an open and curious attitude to exchange knowledge and experiences in the group.

Checklist on participant's profile:

- What context do they have in common?
- Which variables are heterogeneous between them?
- Is there any conflict of interests between the participants?

Some questions about individual soft skills of participants:

- Is this person collaborative?
- How does he/she feel to share experiences with another people?
- Does he/she believe in the benefits of collaboration to generate new knowledge? Can he/she add value to the group?
- Is this person willing to share and to participate?
- Will he/she participate with questions and reflections in the discussion?
- Does he/she like to exchange knowledge?

3   Choosing the resources

What resources will I need for the session?

There are some formal aspects necessary for the correct functioning of the dynamic.

- Will I need to give some trainer material to the participants?
- Where and when will the session be?
- How many people will participate? The number of participants will determinate the room or space.
- When would be the best day and time to hold the session? It is important to fix a date that is expected to be better than others in terms of being less stressful. For example, in the middle of the week, without being the beginning or end of the month.

Also you need to select the experience facilitator for during the dynamics who will manage and ensure that the objectives of the training are effective.

About the facilitator:

- Has this person skills to manage a learning dynamic and to generate participa
  tion among attendees, facilitating the exchange of knowledge and new learning?
- Does the facilitator know the dynamics of peer learning? Can the facilitator exp
  lain it to the participants correctly?
- Does the facilitator have the right communication skills?
- Does the facilitator know the objective and expected expectations of the session?
- Can the facilitator explain it clearly to the participants?
- Does the facilitator break the participants dialogue only when necessary?
- Does the facilitator energize the session with questions that activate participa
  tion?
- Does the facilitator have skills to facilitate acquaintance between people?
- Does the facilitator control the time and other formal aspects of the session as
  standards and documents?
- Can the facilitator accompany the participants to achieve the objective of the
  session?

4 Communication

People who participate in the activity must be informed about what they will do, where, when and why. You can design a program that reports these aspects to inform attendees. it is important to send it at least one week in advance.
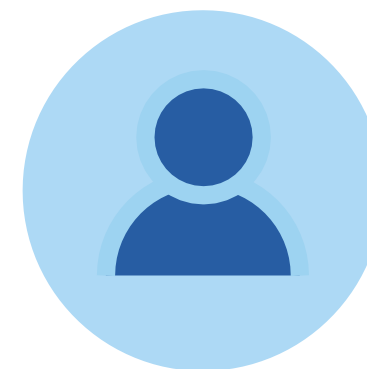
Can be used the template 1 "Previous check list to begin the peer learning"

PREVIOUS CHECK LIST TO BEGIN THE PEER LEARNING

OBJECTIVE

Topic of the session

PARTICIPANTS		RESOURCES	
Number of participants	☐	*Do you have the session program?*	☐
Shared context	☐	*Where session will take place?*	☐
Heterogeneous variables between them	☐	*Accessibility: are there someone that can have disabilities such as visual problems, movement difficulties, …?*	☐
Conflict of interests between participants	☐		
Are their companies of a similar size?	☐	*Do you need didactic material?*	☐
Are guests involved in the session?	☐	*Do you have an attendance sheet?*	☐
PRACTICE FACILITATOR		**COMMUNICATION**	
Does he/she know about the dynamic?	☐	*Have you decided how to do make the communication to the participants?*	☐
Does he/she know the desired goal of the session?	☐		
Does he/she know the duration of the session?	☐	*What is the maximum delay for sending the communication?*	☐
Does he/she need any material to give to the participants?	☐		
Does he/she know how moderate and ask open questions?	☐	*Does the guest know about the topic of the session?*	☐

DURING THE EXPERIENCE

In this part of the methodology, the space for the intervention of the participants is created, ensuring that they achieve new learning about the established objectives. The facilitator can use the template 2 "Facilitator Worksheet".

The introduction to explain the objectives and normative context of the methodology will generate trust in the participants, and also understanding on his/her contribution and purpose. In addition, an introduction of the participants should be made at the first session (if a set of several sessions is planned). The role of the facilitator is to create an atmosphere of trust and openness.

During the exchange session the facilitator dynamizes the dialogue, summarizing key ideas, asking open questions, and moderating the time of interventions of participants because all participants must contribute.

After the dialogue, it is interesting that all participants tell the most important thing for them in the session, highlighting the learning, ideas, reflexions, thoughts or knowledges. It is the final turn to speak. This emphasizes the learning outcomes acquired.

Agenda of a session example:

- Welcome to participants.
- Introduction of the agenda and methodology.
- Explaining the objectives pursued in the session.
- Establishing the role of the participants and the dynamics facilitator
- Presentation of the participants.
- Starting the exchange of experiences. Each of the participants will talk about their digital experience related to the specific topic, setting a question time up after the presentation.
- Creation of post-presentation debate. If it does not arise spontaneously, it is the role of the mentor-facilitator to ask open questions to stimulate the discussion.
- Ensuring that a 15-minute break is made in the session, without interrupting any of the presentations and discussions.
- Once the presentations and subsequent discussions are over. A round of final opinions of participants will be carried out in order to reinforce the conclusions, that will be highlighted by the facilitator.
- Farewell to participants.
- During the dynamics, the facilitator will take some notes on the dynamic.

TEMPLATE 2: FACILITATOR WORKSHEET

FACILITATOR: _____   SESSION DATE: _____

SESSION TOPIC

Write the definition:

OBSERVATION

How many participants have participated in the session?

To what degree from 1to 10 has there been an exchange of experiences and knowledge?

To what degree from 1to 10 has the dynamic facilitator intervened?

Difficulties for collaboration

Has the objective been achieved?

Has it been deepened through questions?

How has been the communication between the participants

Has a space of trust and openness been created?

Does he/she know the desired goal of the session?

Does he/she know the duration of the session?

Does he/she need any material to give to the participants?

Does he/she know how moderate and ask open questions?

OTHER COMMENTS

AFTER THE EXPERIENCE

In the peer learning methodology, the self-evaluation of the learning participants, their usefulness in the work context and daily needs is important. Therefore, it is essential to design a questionnaire to evaluate these improvements in the participants (see Template 3 "Final evaluation peer learning").

Analysing the results will help us to improve the weak points of our methodology, making a continuous improvement for the next session when a set of peer learning dynamics is set with the same group.

TEMPLATE 3: FINAL EVALUATION PEER LEARNING

Question	1	2	3	4	5
How do you assess the methodology used in the session (exchange of experiences and subsequent dialogue)?	☐	☐	☐	☐	☐
What would you improve it?					
Has the session met your expectations?					
Which ones have not been covered?					
The acquired learning, to what degree can you apply it at your company?	☐	☐	☐	☐	☐
Please rate the communication and organization of the session	☐	☐	☐	☐	☐
Globally rate the session	☐	☐	☐	☐	☐

BEST PRACTICES ANALYSIS

By sharing experiences and good practices in these methodologies, the group of partners to generate synergies and analyze in depth the advantages and points to take into account when starting up.

Most partners offer individual support from business experts or even Start-up experts, exactly where the student or entrepreneur needs it. In some cases, mentoring is more group and as a complement/activity within a larger meeting event between mentors and students/entrepreneurs where they get to know each other and the entrepreneur can choose the mentor that suits them best, and also meet other entrepreneurs. and establish professional contacts and network.

The impact of mentoring on the entrepreneur or start-up is very relevant, at the level of review of the business model, business plan, viability, financing, etc., that all partners agree that one form or another of mentoring increases the survival of newly created companies, and that Start-up create many of the most innovative solutions to society's biggest challenges.

It is also important for the respective partner entities/organizations, since they can collect wishes and suggestions on the ecosystem, the political framework, funding and more together with the community. The

impact of mentoring on the entrepreneur or start-up is very relevant, at the level of review of the business model, business plan, viability, financing, etc., that all partners agree that one form or another of mentoring increases the survival of newly created companies, and that Start-up create many of the most innovative solutions to society's biggest challenges.

It is also important for the respective partner entities/organizations, since they can collect wishes and suggestions on the ecosystem, the political framework, funding and more together with the community.
All partners agree that entrepreneurs and start-ups require extensive awareness-raising measures to convince young entrepreneurs of the need for suport.

Start-ups readily accept existing suport, while especially young entrepreneurs have a strong need for "independence" in the first months after start-up, and are more reluctant to accept suport from external sources.

The mentoring offers practical examples, real problem situations and useful tools to the entrepreneurs.

Mentoring is a win-win for both parties.

LEXICON

APPROACHABILITY AND DESIRE
The mentor can let the mentee know that he / her are interested and available by sharing. Be truly interested in helping someone else, without promise of help in return.

SHARING
The mentor can share experiences, feelings, observations and knowledge openly. Establish a pattern of mutual exchange of information

CONFIDENTIALITY
Both respect the personal or professional information that is shared from either party.

OPENNESS
Find ways to make sure contact is regular and meaningful.

TRUST
Ensure that mentor and mentee feel free to discuss issues without fear of retaliation or judgment. Create an environment where it is comfortable to test ideas and explore.

RESPECT
Make it known that you respect each other's times and opinions. It is good to recognize skills and progress.

APPROPRIATE FEEDBACK
Express feelings in a respectful and kind way. Assertive, empathetic and honest communication is important.

COMMITMENT AND PERSEVERANCE
Invest enough time in the relationship and the agreed

SMART OBJECTIVE

The role of the mentor is providing support, guidance, and feedback to generate development in some personal and professional competences of the mentee. But where does mentor focus on? The mentee and mentor must define a SMART objective (Specific, measurable, achievable, relevant and time based) to achieve in the process.

The trainer will learn mentor what is a SMART objective and how to co-create with the mentee. There are several webs with content about SMART objectives and videos like: https://www.mindtools.com/pages/article/smart-goals.html

The mentor has to know some questions to define de SMART objective:

Specific: The goal should be clear and specific for this reason some questions are important:

> -What does the mentee want to accomplish?
> -Why is this goal important?
> -Who is involved?
> -Where is it located?
> -Which resources or limits are involved?

Measurable: This feature allows mentor and mentee to know if the desired result has been achieved or not, as well as the evolution or percentage of progress of the objective.

> -What indicators of monitoring do both consider?
> -How will I know when it is accomplished?
> -How do both know the progress of the process?

Achievable: This attribute refers to the resources that are owned. So, the goal must be consistent with the mentee's capabilities, ensuring that the stated goal can be achieved. The idea is to set an ambitious goal, but at the same time possible.

> -What digital capabilities has the mentee?
> -Is the mentee trained to carry out a certain task?
> -What learning capacity does the mentee have?
> -How can I accomplish this goal?

Time based: The objectives must have a time frame within the cycle that has been determined. In the reverse mentoring the time depends on the regular meetings (phase III).

> -How much time does the mentee have to achieve the goal?

Relevant: This step is about ensuring that the mentee's goal matters to him/her, and that it also aligns with other relevant goals:

> -Does the objective applicable in the current work environment?
> -What other benefits will mentor have when he/she achieves the goal?
> -Why is success important to the mentor?

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Project partners: