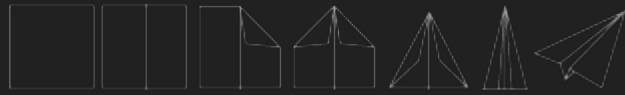


COOPST...RTER



Toolkit for mentors

CoopStarter 2.0
Intellectual output 8

Tools for mentoring cooperative
ambassadors and entrepreneurs

PROJECT

Name	CoopStarter 2.0
Coordinator	Cooperatives Europe
Erasmus + project	2017-1-BE01-KA202-024764
Project start	01 September 2017
Duration	36 months
Website	www.starter.coop
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DELIVERABLE

Number	IO 8
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INTRODUCTION

The present document is a key resource for mentors to help ambassadors in organizing successful local multiplier events. It provides a toolkit that complements training material with technical supporting tools, activity sheets and templates for mentoring.

The document is presented as a set of distinct but complementary tools, to be made available on the Knowledge Base. Each tool can be used independently or mixed and matched with others.

Technical Supporting Tools (TST)

- 1. Business Model You**
Obtain a structured general vision of your project through introspection
- 2. Structure a project**
Questions to ask yourself before starting
- 3. Storytelling**
Some essential tips to tell a captivating story, tricks to speak in public and to give a feedback about a public speaking
- 4. Positive communication**
Tips to adopt a positive way of communication and to encourage the ambassador with examples of constructive and positive feedback
- 5. The Game as a learning tool**
How to proceed? Why and how to debrief a game?
- 6. Purposeful Questions**
A list of thinking questions
- 7. Visualize Your Cooperative Balance sheet**
A spreadsheet to make the first calculation of related costs and revenues for a cooperative business

Activity sheets (AS)

1. **The Change Maker Canvas**
The narrative of your entrepreneurial journey
2. **Cooperation Games**
Game's activity sheet
3. **Inclusion Games**
Game's activity sheet
4. **Open minded Games**
Game's activity sheet
5. **Energizer Games**
Game's activity sheet

Templates (T)

1. **Questionnaire determining whether the cooperative model fits your business idea**
2. **Quality assessment survey** (template for the recognition of learning outcomes)
3. **Self-evaluation tool** (template for the evaluation of intellectual outputs)
4. **Record of mentoring sessions/notes** (this will enable the mentor to plan the sessions more effectively and chart progress against agreed goals).
5. **Mentoring action plan** (this provides the ambassador with an ongoing action plan for the mentoring process and sets out tasks/goals against dates to achieve them).
6. **Ambassador feedback form** (this will help mentors with their reflective practice and in planning subsequent sessions).

TECHNICAL SUPPORTING TOOLS

Short guide to Technical Supporting Tools (TST)

TST names and objectives	When to use
<p>TST.1 Business Model You</p> <ul style="list-style-type: none"> • Allow a global visualization and the way you use strengths and talents to grow professionally and personally. 	before or during “let’s cooperate”
<p>TST.2 Structure a project</p> <ul style="list-style-type: none"> • Present and speak about your project according to the objectives you’ve determined upstream by asking the good questions. 	before “let’s cooperate”
<p>TST. 3 Storytelling</p> <ul style="list-style-type: none"> • Capture the attention • Arouse emotions • Anchor the mind of your interlocutor • Get something 	before “let’s cooperate”
<p>TST.4 Positive communication</p> <ul style="list-style-type: none"> • Build trusting, solid relationships to cooperate on projects. 	throughout mentoring

<p>TST.5 The Game as a learning tool</p> <ul style="list-style-type: none"> • Creates a link between participants and so trust between the people. • Strengthens learning in the body, heart and head (actions, emotions, thoughts). 	<p>during the multiplier events</p>
<p>TST.6 Purposeful Questions</p> <ul style="list-style-type: none"> • Reconsider the way the ambassador approaches his problem or his ambition • Open the ambassador 's mind to something he had never thought about • Encourage the ambassador to see the "big picture" • Encourage the ambassador to be in touch with his real feelings • Challenge the ambassador (to do something else or react/behave/feel in a different way) 	<p>throughout mentoring</p>
<p>TST.7 Visualize Your Cooperative Balance sheet</p> <ul style="list-style-type: none"> • Provides an overview of a business at a particular date. 	<p>during local events</p>

TST.1 - Business Model You

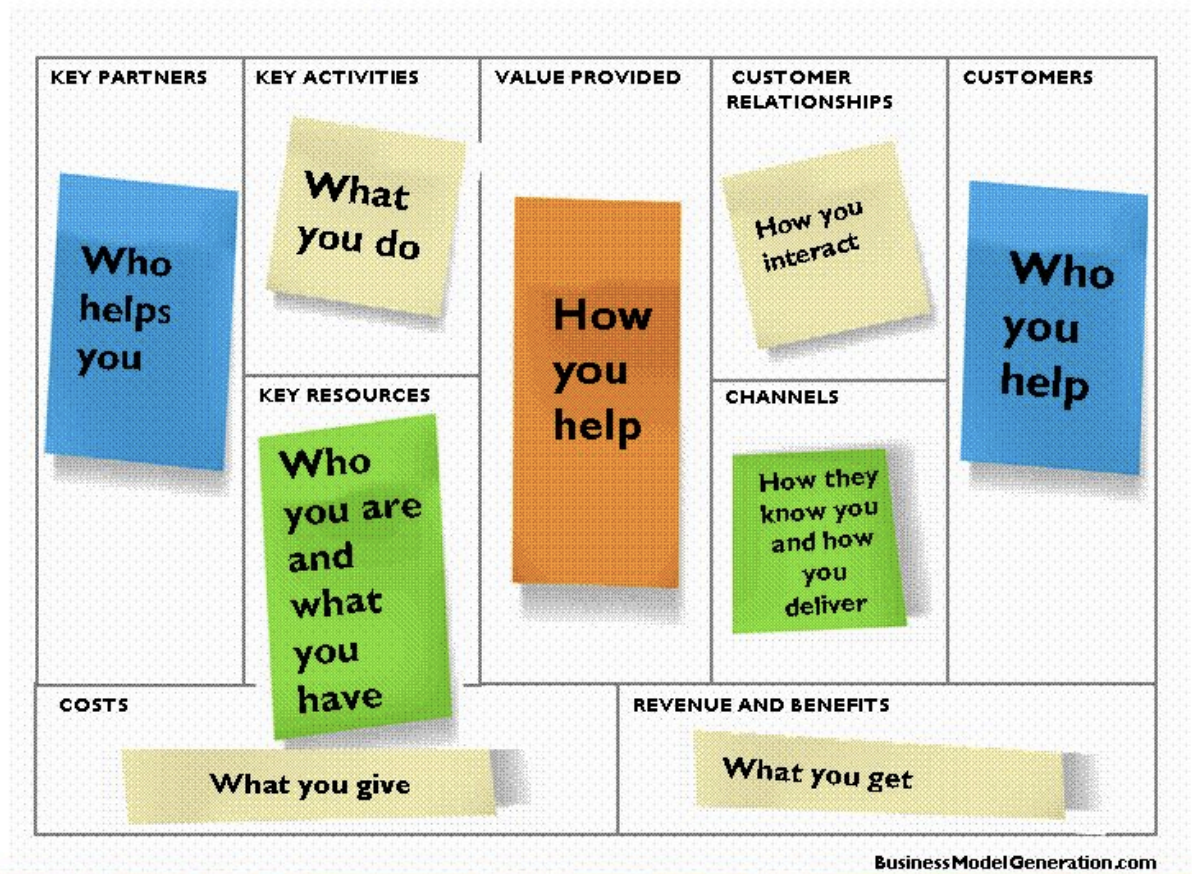
Objectives

- Allow a global visualization and the way you use strengths and talents to grow professionally and personally.

TO USE BEFORE or DURING “LET’S COOPERATE”

Business Model You

Here's the latest conception (v2.0.5):



Answer these questions (1 word per question)

1. Who you are and what you have? *Ex: a co-operator*
2. What you do? *Ex: mentoring*
List activities you perform at work each day that distinguish your occupation from others.
3. Who do you help? For whom do you create value? *Ex: students*
4. How do you help? *Ex: advance career*
Describe specific benefits customers enjoy as a result of your work
5. How do you deliver? Through which channels do your customers want to be reached? *Ex: workshop*

6. How do you interact? *Ex: collective session*
Describe the types of relationships you have in place now
7. Who helps you? Are there partners who supply key resources or perform key activities for you? Could they? *Ex: my professional network*
8. What do you get? *Ex: feel useful*
9. What do you give? *Ex: energy*

Once you have answered all the above questions, the idea is to choose one thing you want to change or improve and to adapt the means to get there and release action tracks.

For example, get new customers: working adults

- value: advance career
- new channel: online community
- new activities: build / lead online community
- new partners: my personal network
- new revenues: money
- new interaction: online
- new costs: personal time

This helps you to formulate your pitch

*Today, as [your title], I [added value] for / from / with [clients] in [activities] via [channels, relations] with [partners] I rely on [resources] and that brings me [benefits] despite [costs].
E.g.: Today, as entrepreneur, I advance career for working adults in building and leading an online community via my personal network. I rely on my experience and that brings me money despite personal time investment.*

TST.2 - Structure a project

Objectives

- Present and speak about your project according to the objectives you have determined upstream by asking the good questions.

TO USE BEFORE "LET'S COOPERATE"

Structure a project

1. What is the **starting problem**?
2. What is the **global context**?
3. What does this have **as consequences**?
4. What are **the causes**?
5. Who are the people affected by the problem? Make a list **from the most affected people** to the less.
6. Describe/draw **the ideal situation** – realistic if all the problems are solved.
7. What tracks to reach the desired future situation? What are **the brakes and the levers** which you can activate directly?
8. **Your goal?** What do you want to achieve as objectives at the end of the project?
9. Your **expected results**? sufficient and necessary to reach the goal.
10. What kind of achievements to establish during the project? **Which activities**?
11. **Means needed**?
12. What is **the first small and concrete step** you need to do now to reach this objective?

Example

1. What is the starting problem? *Frequent bus accident*
2. What is the global context? *Traffic jam*
3. What does this have as consequences? *Injured passengers, expensive insurance*
4. What are the causes? *Careless drivers, vehicles in poor condition (old vehicles, faulty maintenance), roads in poor condition, too much vehicle density*
5. Who are the people implicated by the problem? (make a list from the most involved people to the less) *Bus drivers and passengers, pedestrians, family of the people injured, people in charge of road maintenance, person who plans the bus schedule, bus builders, local politicians, population living in the area at risk....*
6. Describe/draw the ideal situation? (realistic if all the problems are worked) *Fewer injured passengers, cheaper insurance*
7. Which tracks to reach the desired future situation? What are the brakes and the levers which you can act directly? *More cautious drivers, vehicles in better condition, roads in better condition, road rules respected*
8. Your goal? What do you want to achieve as objectives at the end of the project? *Vehicles in better condition*
9. Your expected results? (sufficient and necessary to reach the goal) *newer vehicles, better maintenance*
10. What kind of achievements to establish during the project? Which activities? *To be determined with involved stakeholders*
11. Means needed? *Talents, information, travel, financing...sufficient and necessary to carry out the activities*
12. What is the first small and concrete step you need to do now to reach this objective? *Meet 5 experts in car insurance and ask them the most common causes for accidents involving a bus.*

Tips for goal setting

1. **Write the objective** down.
2. Decline your objective in **one short sentence** easy to communicate.
3. Make it **understandable** for anyone reading it.
4. **Use positive** tone, words, and sentences.
5. Make **short sentences**.
6. Make it ambitious but **realistic**.
7. Ensure the objective is **in your hands** (up your abilities).
8. Decide **the criteria** that will indicate you if you reach the objective.
9. Ensure that it **respects** you and all the persons concerned.
10. Ensure that if you project yourselves having reached the objective you feel **happy, proud and comfortable**.
11. Ensure it is **flexible** (to be redefined following different parameters).
12. Create together a **big picture**, symbol that represent your objective and put it in a place where everyone can see it.
13. Give it a **deadline** (in one year...).
14. Precise what will be **your first small step** to reach your objective.

TST.3 - Storytelling

Objectives

- Capture the attention.
- Arouse emotions.
- Anchor the mind of your interlocutor.
- Get something.

TO USE BEFORE "LET'S COOPERATE"

Storytelling

Questions to ask yourself before telling your story

- What are your **values**? (words)
- What is your **mission**? (verb/action)
- What **problem** are you trying to solve?
- How do you **differentiate**? What are your skills?
- Why? What is your **motivation**? What kind of emotion do you want to create? What kind of universe do you want to bring people in?

3-step structure

1. A captivating **introduction**.
2. A **disruptive element**, develop a major idea with clear explanations.
3. An engaging **resolution** with your call to action (see IO3).

4 Ingredients

1. Empathy
2. Identification
3. Anecdotes
4. No lies!

4 Key points

1. Probity (truth, sincerity, reality): share an anecdote, **speak with your heart**, authenticity and realism allows credibility.
2. Proximity (secret, sharing, empathy): **universal feeling**, familiarity, confidence, humanize to facilitate the adhesion.
3. Projection (mirror, example, transfer): analogy, we see ourselves, we put ourselves in the place of the hero or the victim, we **project ourselves** as if it happened to us.
4. Promise (dream, solution, success): the **hope** that it is possible.

Tricks to speak in public

- Define your goals. If the speaker knows the **intention** that animates his communication, every action he will take will be the incarnation and the message will pass through all channels: text (verbal), body (non-verbal), or word (para- minutes).
- Put yourself on the scene. Enjoy and **have fun**.
- The weapon against stage fright: it is the **preparation** and the **repetition**, visit the room the day before, walk in the room, observe the practical and technical details. You have to manage your rehearsal time. It is customary to say that the preparation must take 10 times longer than the speech itself.
- **Think about your audience**, allow them to identify themselves with your story so they want to solve your problem.
- **Breathe** deeply. If you feel stressed, start by exhaling for a long time (8 sec), then inhaling (4 sec).
- **Articulate**, pronounce the e at the end of the word to slow down the flow of speech. Repeat your text with a pen in your mouth.
- Advance towards the public, show that you want to get closer to those who came to listen and show that you want to **give** something to your audience. **Welcome** your audience. **Watch** for the audience to feel concerned, scan the whole room, locate a focal point.
- **Set a goal for yourself**.

- Make **gestures** related to the key ideas, move calmly.
- Smile! Use instinctive sympathy. The **smile** creates positive attitudes in the other person.
- Mark **breaks**, effective speaking starts with a silence of 4 to 5 seconds, silence is a public listening tool, it allows your audience to digest the information.
- The red thread: **emotion**.
- Make it visible (describe, use images): **“Do not say, show”**.
- Use the **5 senses** of your interlocutor (sensations, smells, noises, colors)

How to give a feedback about a public speech?

Refer to “the basics of an appropriate debriefing” (see “The Game as learning tool”). Experiment this when participants train themselves to a speaking in public exercise.

Specific observations

First, have a check about **the way** to communicate:

- **Verbal**: literal **meaning of words**.
- **Nonverbal** (body language): breathing (short, fluent), position (movement, rigidity...), (micro)gestures (head, hands, foot, eyes, ...).
- **Paraverbal**: tone, fluidity, rhythm, volume, strength, melody.

Ensure that the goal of the presentation is **clear** for everyone:

- The presentation answers to the **“5W’s rule”**: **Who - Why - What - hoW - When?**
- The presentation goes **crescendo**
- The way to make the presentation is **original**
- The presentation has an **appropriate duration** (depending on the objective)

- **Space** (stage, ...) is used appropriately
- Some **media support** is included in the presentation (video, screen...)
- There is an adequate **place for emotion(s)**
- The requests (**call to action**) of the speaker are clear
- The speaker **listens carefully** to the public/audience 's questions
- The presentation has been rehearsed but seems "**natural**".
- The speaker **keeps calm** even if a question is destabilizing
- The speaker doesn't take things **personally**

TST.4 - Positive communication

Objectives

- Build trust, solid relationships to cooperate on projects.

TO USE THROUGHOUT MENTORING

Positive communication

Start a new lifestyle and adopt one of the **4 Toltec Agreements**

1. **Be Impeccable with your Word**

Speak with integrity. Say only what you mean. Avoid using the Word to speak against yourself or to gossip about others. Use the power of your Word in the direction of truth and love.

2. **Don't Take Anything Personally**

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

3. **Don't Make Assumptions**

Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama. With just this one agreement, you can completely transform your life.

4. Always **Do your Best**

It is going to change from one moment to another; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

To keep in mind

- The mentor will give a feedback only if a real bond of trust exists between mentor and the ambassador.
- The feedback is a gift! It means that the intentions of the mentor are positive, to help the ambassador.
- The best way would be that the mentor asks the ambassador if he wants feedback.
- A single negative remark has more impact than 10 positive feedbacks because our brain is wired to detect the negative first. Knowing this, it is even more important to use the right words when talking to someone.

A good feedback is

- Based on facts, observations.
- Very detailed and specific.
- Positive, what means "based on different positive elements".
- Includes tips for one or two improvement.
- Short.
- Oral, better than written because the nonverbal attitude of the mentor may reinforce the impact of the feedback. A feedback that was written may be confused, and may lead to some misunderstanding.
- Constructive, i.e. "the ambassador is now able to take actions in order to ameliorate his actions".

Avoid

- Generalities (always, never, often...).
- To give feedback in public (always in face to face).
- To give feedback about the "know-how" of the ambassador. "Centered on acts and not on actor" / "I speak to you about what you have done and not what you are".

Examples of constructive and positive feedbacks

- *- You produced a qualitative paper. Your references are varied and include differing opinions. Your point of view is based on solid facts and analysis. I particularly appreciated the metaphor you used because it clarified my understanding of this chapter. May I add a suggestion?...*
 - Yes
 - *Ok, thank you. May I suggest you to add a diagram at page 32 in order to explicit the model you described?*

- *- I see that the option you found to solve the issue with your two colleagues is working well. It seems that their tasks are well defined so they can work more efficiently. May I ask something?*
 - Yes
 - *Did you congratulate them for the work they did, and for the way they accept to test your option?*
 - No
 - *Ok. How do you feel about that?*
 - *Well I am not used to congratulate my colleagues. I am afraid they think that I want to be too friendly with them, especially if they are women. But I understand that it is important for them... I will do so this afternoon.*
 - *Super! Now you are positively challenging yourself.*

Tips to adopt a positive way of communication when your energy is low, you feel down or upset

- Write down on a sheet of paper what concerns you / makes you upset, or draw it with a symbol and let the paper on you table, face down.
- Listen to a song which put you in positive energy (and dance/move if you are alone!)
- Remind you the last time you laughed for a while in a kind atmosphere.
- Choose a color that inspires you in the room where you stand, look at it for 2 or 3 minutes in breathing deeply.
- Move up!
- If your mind is still upset, **be authentic** with your interlocutor: Say that you are preoccupied and there is nothing (for him/her) to take personally. **This attitude will make you more relaxed!**

TST.5 - Purposeful Question

Objectives

- Reconsider the way the ambassador approaches his/her problem or his/her ambition.
- Open the ambassador's mind to something she/he had never thought about.
- Encourage the ambassador to see the "big picture".
- Encourage the ambassador to connect with his deep feelings.
- Challenge the ambassador (to do something else or react/behave/feel in a different way).

TO USE THROUGHOUT MENTORING

Purposeful Question

Tips

- A purposeful question is always open-ended.
(Closed-ended questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and more than a simple one-word answer.)
- Preferably challenge the ambassador about his strengths, competences, and abilities.
- Avoid answering on behalf of the ambassador.
- If silence comes, it may be a sign that your question is powerful. It is recommended to let the silence settle until the ambassador answers.

UNDERSTAND to gain knowledge and solicit insights

// THE PERSON

In which areas would you like to grow?
 What do you love to do?
 What do you need to be at your very best?
 What should you like to be doing in three years?
 How can we make the most of your skills?
 What are you really passionate about?
 What is your “why” – your core motivation for working?

// THE PROJECT / PROCESS

What is the goal?
 What are your plans?
 What are the alternative choices to be considered?
 What is the current situation?
 What would you need to make this project a success?
 Who are the key players in your team?
 Who are the stakeholders?

INNOVATE to generate ideas and improve methods

// THE PERSON

What would you do if funds were unlimited?
 What would you do differently if you had no fear of failing?
 When do you feel the most creative?
 Who do you brainstorm the best with?
 What is one thing you would change today?
 What do you think our business will look like in 10 years?

// THE PROJECT / PROCESS

What if we looked at this from a totally different perspective?
 How could we do this in half the time?
 Who implements this process better than anyone in the world?
 Which tasks do not improve your value proposition towards our customer?
What is one more alternative to consider?

MOTIVATE to achieve a goal and implement a plan

// THE PERSON

What needs to happen for this to succeed?
What do you think the next steps should be?
How can I help or support you at best?
How can we maintain focus and excitement?
Do we have the right people in the right roles to ensure success?

// THE PROJECT / PROCESS

Which barriers do you need removed?
How will we know if we are successful?
Which quick wins can we achieve and celebrate?
What is the accountability process?
What has been going well so far?

<p>CREATING</p> <p>to build new ideas</p> <ul style="list-style-type: none"> • What could be a solution to...? • Can you make a proposal that would...? • What theory can you come up with for...? • What may happen if...? • How could you create/improve/develop...? 	<p>ANALYSING</p> <p>to better understand it</p> <ul style="list-style-type: none"> • What is similar to / or different from...? • Is the information based on a fact or an opinion? • What is the underlying theme / meaning? • Who do you think...? • Which conclusions can you draw? • Can you explain what would have happened?
<p>EVALUATING</p> <p>to express and support my opinion</p> <ul style="list-style-type: none"> • What would happen if...? • What is your opinion about...? • What shows you that...happened? • How could... be improved? • Using what you know, how would you explain...? • What evidence would support your point of view? • Do you agree with the outcome? 	<p>APPLYING</p> <p>to do it in a new way</p> <ul style="list-style-type: none"> • How / Why is... an example of...? • What would happen if...? • What can you use to illustrate or explain...? • Can you group / sort by features such as...? • Which factors would you change if...? • How would you solve...?
<p>UNDERSTANDING</p> <p>to explain ideas</p> <ul style="list-style-type: none"> • How would you compare/contrast? • How would you sum up? • Who do you think...? • Which example could you give of...? • How would you tell it in your own words? • How would you explain...? • What may have happened next...? 	<p>REMEMBERING</p> <p>to recall facts</p> <ul style="list-style-type: none"> • What is...? • Where is...? • How many...? • How would you explain... describe... show...? • What happened after...? • Can you identify/select/picture...? • Who did I talk with...? • Who or what were...? • How did... happen? • Can you outline...?

TST.6 - The game as a learning tool

Objectives

- Builds a link among participants, and thus trust among people.
- Strengthens learning in the body, heart and head (actions, emotions, thoughts).

TO USE DURING LOCAL EVENTS

The game

- Is embedded into a specific space and time, with a beginning and an end: we know that at some point we will leave this context (space and time).
- In this spacetime, there is enough room for imagination, humour...
- Is a space of decisions, so choices must be made: entering the game, stopping the game, get around a rule... => participants use their creativity, take responsibilities...
- Sets rules to which players must adhere when playing. Such rules are related to a common purpose and, as such, are mandatory.
- Rules "make" the game; without rules, there is no game.
- Is a place of unique experiment in a safe environment. It entails comparisons with the private and professional life.
- Is a space of uncertainty, unknown: what are we going to achieve? How are we going to do? => improvisation, creativity, decisions, hypothesis, solutions ...

ref. Definitions of the game, by Dr. Eric Lardinois, MMI (ID Solution)

ref. Viavectis (www.viavectis.com)

The 3C framework

Why a framework and which one?

To strengthen inclusion, positive feelings of belonging to a group/a team, self confidence and trust in others, every participant's role before to start an activity, a game or a training...

1. C-choice

Playing is optional. Participants can decide not to play – being instead attributed a role of “observer” to validate his/her membership to the group through his/her feedback about the game.

2. C-omfort

Ask yourself: *If I feel uncomfortable, what do I need to feel more comfortable?*
The answer is often: *to be able to express my needs.*

Examples

I don't understand a game rule. Could you please reformulate the rule?

I feel puzzled, could we please have a break now?

Let's examine the second example. In this situation, once the need has been expressed, it is up to the group and the facilitator to approve or refuse the demand
is this suitable, comfortable for everyone (or the majority) at this moment?

3. C-onfidentiality

In respect for what is happening in the game and during the activity, the meeting... each one commits (orally, non-orally) to keep the confidentiality about what is said inside the group.

Make sure that the framework makes everyone comfortable, yourself included. Ask for remarks or questions! Take into consideration that the group may add other criteria to the framework.

How to proceed?

Keep in mind the following outline:

Meaning > Process > Content

It means that “Why we do things” prevails over “How we do things”, which prevails over “What we do”. We need to know why we are doing things, the meaning of our implication. Without a meaning, people feel useless, disrespected, unrecognized for their work, efforts and abilities!

Before to start a game, think about what you want the group work on: inclusion, ability to communicate, discovering talents...? Then, choose the game that contributes to your goal and debrief about what the game makes the participants learn about themselves.

Why and how debriefing a game?

There is no meaning to do an activity or a game without taking the time and opportunity to debrief together the exercise. As participants/gamers learn the most from their observations, it is essential to make them aware about what happened during the game/activity, what they can learn from it, what they can keep, improve or change.

Mentor’s role

Mentor’s role is to guide participants through the debriefing, to help them putting into words their feelings and observations, and transform ideas into objectives and contents.

During debriefing, the mentor

- Looks at the participants.
- Listens actively and carefully.
- Avoids judgment about what is said.
- Avoids bossing tone.
- Plays with silence (in order to encourage people to speak).
- Takes care of what participants feel (observes verbal and non-verbal attitudes).
- Takes time for the interactions.
- Reminds that the participation to a game is not mandatory, but it is asked to join as an observer (important for inclusion in the group) and to participate in debriefing.

Basics about an appropriate debriefing

Start by asking participants

- What are you happy with? or What did you do well?
- Ask for several positive answers. Reframe nicely if necessary.
- Encourage each one to speak, to give his/her personal opinion.
- Go on with:
 - What are you unhappy with? or What didn't you feel comfortable with?
 - Ensure that the discussion remains friendly, objective (based on facts, not on judgement, not on criticisms). Reframe nicely if necessary.
 - What could you improve or change for future replication?
 - What do you want to test, to experiment for future replication?
 - How could you challenge yourselves?

TST.7 - Balance Sheet

Objectives

The Balance Sheet, or **statement of financial position**, provides an overview of a business at a particular date. It shows how much the owners have invested in the business, and the total assets and liabilities the business owns (i.e. the wealth the business has accumulated).

The statement of financial position is divided into three sections: assets, liabilities, and owner's equity.

Assets are the resources that are used in the running of a business: for example, machinery, vehicles, land and buildings, inventory, and cash, or, intangibles such as registered patents.

Liabilities are the amounts the business owes to people or organizations they borrowed from.

Owner's equity refers to the amount of money that the owners invested in the business, including undrawn profits or retained earnings (i.e. the profit the business has made over the years that it decided not to pay out to the owners, and was instead reinvested in the business to finance its activities, while still belonging to the owners).

While an income statement just tells you if you are good at doing what you have set out to do, i.e. if your revenues exceed your costs by an adequate amount, the balance sheet tells you **MUCH MORE RELEVANT AND CRUCIAL** information about your business: how much do you have to invest to keep up the work? Whose money are you mostly using to finance your activities? How much cash is your business capable to produce over time? How long does it take for your business to truly reach a mature state?

Why do I need to know what a Balance Sheet is?

Owners and managers of business make use of financial information to make decisions such as where to cut costs, how much money to borrow to expand their activities. If you only look at the income statement, you will not be able to fully understand the essential structure of your business, hence you will not know which decisions to make and why. So, if you are setting out to create a model for your business, you definitely need to know how your business's balance sheet will look like – in order to make the right kind of decisions.

$$\text{ASSETS} = \text{LIABILITIES} + \text{OWNER'S EQUITY}$$

BALANCE SHEET

ASSETS

*GOODS AND RESOURCES OWNED BY THE COMPANY

CURRENT (ACCOUNTS RECEIVABLE, CASH)
NON-CURRENT (REAL ESTATE, MACHINERY)

TOTAL ASSETS:

LIABILITIES

*DEBTS OF THE COMPANY
SOURCE OF CASH

OWNER'S EQUITY

*CONTRIBUTION OF OWNERS AND PAST EARNINGS
RESOURCES THAT ARE THERE TO BE PLACED AT RISK

TOTAL LIABILITIES AND OWNER'S EQUITY:
SOURCE OF CASH

=

ACTIVITY SHEETS

Short guide to Activity Sheets (AS)

AS names and objectives	When to use
<p>AS.1 The Change Maker Canvas</p> <ul style="list-style-type: none"> To help with the narrative of an entrepreneurial journey. 	before “let’s cooperate”
<p>AS.2 Cooperation Games</p> <ul style="list-style-type: none"> Discover how the group tames and manages cooperation and therefore, which levers of cooperation are needed to be improved as "alone we go faster, together we go further". Create links among participants easily and quickly Allow participant to (re)connect with some interpersonal skills (such as leadership, listening, analysis, team spirit, try & try again...) 	during local events
<p>AS.3 Inclusion Games</p> <ul style="list-style-type: none"> To give a sense of belonging to a group at the start of a project, event, collaborative and long-term activity. To establish a climate of trust within the group. 	during local events

<p>AS.4 Open minded Games</p> <ul style="list-style-type: none"> • use as an introduction of presentation to each one (when starting a project / activity....). 	<p>during local events</p>
<p>AS.5 Energizer Games</p> <ul style="list-style-type: none"> • Stimulate attention, to refresh the minds, to install good mood when energy seems to decrease (people feel tired or lose their attention) or, on the contrary, it seems to become "electric" (too much noise). 	<p>during local events</p>

AS.1 - The Change Makers Story Canvas

Objectives

- To help with the narrative of an entrepreneurial journey.

TO USE BEFORE "LET'S COOPERATE"

YOUR STORY
INSPIRE
INNOVATE
IGNITE
Changemaker Story Canvas

PAST

I grew up in

Memorable incidents are....

I studied....

I worked at....

'Aha' and 'Ouch' moments...

WHO AM I?

PRESENT

The challenges I face are....

My partners are....

What I do is...

The problem I am solving is....

In year ---- the world will be like this...

FUTURE

I will be doing this....

I want you to....

My message to the world is....

My tips to other changemakers are....

src: <https://yourstory.com/2015/09/changemaker-story-canvas/>

The Change Maker Story Canvas is structured in three parts

How? (the past)

In this section, you describe where you grew up, what impact your family and community had on you, your first and best friends, your education, and early work experiences. This is not a 'resume' type of listing, but focuses on the 'aha' moments of insights, 'ouch' pain points to solve, and inspirational messages from mentors and influencers. Many of these have a conscious or sub-conscious impact on your attitudes, values and behaviours, and this section of the Canvas helps you understand how you became who you are today.

Who? (the present)

In this section, you describe who you are as a person and as a professional. You define the problem area or social cause that you are addressing, what your offerings are in this space, the intended and achieved impacts, who constitutes your team, what challenges you face, and what the naysayers or detractors are saying.

What next? (the future)

In this section, you describe your vision of what the world will be like in the future (say year 2020, or even 2050). Within this scenario, where will you and your organization be, and what do you want your audience to do to achieve this state? Based on your experience so far, what message do you have for the world? And to inspire the next wave of change makers, what are your tips and checklists of do's and do not's for those who may want to chart a similar path?

There is more to this journey than just structure, of course – to tell a powerful story you need to have a compelling vision, elements of drama as you navigate the ups and downs, and proof of tangible impacts in the near term and long term. Emotional components of a good inspiring story are faith, support, adventure, heroism, perseverance, authenticity, humor, suspense, survival of failures, overcoming of conflicts, and maybe even some magic! Other elements come into play depending on whether you choose to write your story or narrate it in audio, video or presentation formats.

AS.2 - Cooperation Games

Objectives

- Discover how the group tames and manages cooperation and therefore, which levers of cooperation are needed to be improved as "alone we go faster, together we go further".
- Create links among participants easily and quickly
- Allow participant to (re)connect with some interpersonal skills (such as leadership, listening, analysis, team spirit, try & try again...)

TO USE DURING LOCAL EVENTS

Bamboleo

Number of players

If number >8, dispatch per subgroups of 4 to 8 people

Material

Bamboleo Games, table(s). 1 bamboleo / 6 people

Process

The facilitator places the pieces on the board

He/she gives the following instructions:

“This is a team game. The group aims to empty the board without everything collapsing (except the board at the end of the game. The group has 3 lives (for the whole group)”

It is allowed to take a piece and put it back at the same place if the imbalance is too important.

It is not allowed to drag a piece on the board, nor to hold the board while taking out the pieces.

Debriefing

The main point to focus on during the debriefing is about the process

How did the participants proceed to cooperate?

From there, the mentor will help participants to analyse their process

- How did you cooperate?
- How many process did you try?
- Which ones?
- Which ones were relevant?
- Which ones were not?

But cooperation is not only a matter of process!

Cooperation is articulated through different means of actions

The common objective: is the objective clear for everyone?

The quality of the relationship: does everyone feel included in the group and confident? how do we speak, listen to everyone?

The complementarity of talents: did you spot some talent during the activity? Which ones? Who discovered a talent? Who dared to do something with which he did not feel comfortable? What was the impact?

The creativity: what were the innovative ideas? Have the ideas been received, listened to? What did these new ideas do? Are there ideas that have not been explored? Which ones?

The ethics: did we respect common values? Did we respect the framework? Which principles did we tacitly agree on?

The collaborative processes: did we help each other? Did we delegate some tasks? Did we ask for help? Did we encourage ourselves? Whose responsibility is it if we miss the common goal?

This list is not exhaustive and has been defined by Viavectis sa. as an entrepreneurial competences revealer.

These competences are the ones that people use and develop in order to build a business project – in this case a cooperative project.

Examples: self-confidence, team spirit, initiative, cooperation, creativity, sense of responsibility, resilience, motivation, enthusiasm, teamwork, communication, collaboration...

Parallel to this, to build a project, it is important to gather around the table different talents, different profiles: abilities to lead, coordinate, analyse, experiment, evaluate, make desks research, promote, implement new techniques, finish the job...

Facilitate the debriefing of a Bamboleo in order to reveal the competences by asking

- Which talents did you discover during the game?
- Who was giving instructions?
- Who encouraged the team?
- Who was the first to try something?
- Who was looking for the best technique?

The egg and the tower game

Number of players

Minimum 8 participants

Material

Raw eggs (number of eggs depends on the number of subgroups), toilet paper cardboard rolls, straws sticky paper roll, scissors, rope, old newspapers, several shoe boxes or any other type of cardboard boxes (same size). The same material is distributed to each subgroup: 1 raw egg, 20 straws, 5 cardboard centers of toilet paper rolls, 10 pieces of sticky paper, 1 scissors, 20 cm rope, 2 old newspapers, 1 shoe box, 3 cheese boxes, a small piece of wadding.

Time

35 min: 8 minutes of introduction, 7 minutes for the game, 20 minutes of debriefing

Process

- Divide the participants into subgroups of 4 - 5 people.
- Show the material at their disposal. Announce that each group disposes of the same material.
- Indicate to the subgroups that they have 7 minutes to build the highest tower with the material at their disposal. This tower must be solid enough to support one raw egg for 1 minute. If the egg falls during the chrono, the group is disqualified. A group that breaks his egg during the construction loses 30 seconds time.
- Say that the tower must start from the ground. Nothing else than the given material may be used (no table, chairs, nothing from the ceiling...), not even as a support.
- Then, remind them the two conditions to win the challenge: The highest tower and the tower must support the egg for 1 minute

Variant

The mentor may add some criteria to challenge the teams. For instance: the most original and creative tower, the tower made with the less material, the team which proposes the best "pitch" about their tower...

Tip

If the mentor wants to avoid too much competition, s/he may display the teams in different rooms.

Debriefing

See the process of debriefing of Bamboleo.

Your focus: the talents represented inside the team.

Ask the participants of each subgroup

- Which talents were revealed during the activity?
- Who took the important decisions?
- Who communicated the most?
- Who analysed the most the situation, by the observation?
- Who found the options/solutions?
- Who tried the material at first?
- Who encouraged the team?
- Who criticized the most the decisions or options?
- Who listed the problems that could happen?
- Who listened the most the people?
- Who tried and failed?
- Did all the participants feel included in the activity?
- What happened if not?
- Did all the participants feel comfortable during the activity?

Ask to each participant individually

- Which links can you make between what you experimented in the activity and in your real life?
- Do you use the same talents?
- What is different?
- How could you use the talents revealed during the game in the cooperative project?
- Ask each one to write down on a paper sheet
 - In the left column: what is easy to do for me?
 - In the right column: what do I like to do?

Participants share their notes, debate and decide about the attribution of the jobs to do.

Option

It can be interesting to start the activity in attributing specific roles to each one (aleatory) and to change the roles after 5 minutes.

Debriefing

- Which posture/role was the most comfortable for you?
- Which one would you like to play the next time?
- Which one not?

AS.3 - Inclusion Game

Objectives

- To give a sense of belonging to a group at the start of a project, event, collaborative and long term activity.
- To establish trust within the group.

TO USE DURING LOCAL EVENTS

Inclusion game

Time

15 minutes

Number of players

Individual and plenary (up to 10 participants)

Individual and subgroups of 3 (beyond 10 participants)

Material

A whistle or a musical instrument (bell, Gong, Tibetan bells, maracas ...)

Process

- For 1 minute, each participant remembers its favorite childhood game
- Participants share their memories in plenary

Or

- Ask the group to walk the room. Stop them (music instrument, clap). Ask them to split into subgroups of 2 or 3, let them share their memories for 3 minutes (1 minute per person)
- Ask them if they finish. If so, repeat the exercise 2 to 3 times according to the time allowed and the number of participants

Debriefing

The following points can be discussed with the participants:

- How do you feel after this activity (do you compare to feelings / emotions when you arrived)?
- From your point of view, what is the cause of this feeling?
- Why is it important to start a project or a long-term activity with this kind of activity / game?

Variants using the same process

THE CHINESE PORTRAIT

"If I were a color, I would be ..." Other subjects: mood, landscape, famous character, movie, cartoon hero, flower, book, animal, dish, fruit, spice..)

THE MAGIC WAND

"If I had a magic wand and so the opportunity to make a wish for the world it would be..."

MY WEATHER OF THE DAY

"Today/this morning/at this moment I feel ... (sunny, cloudy, raining, smoggy...)

MY BEST HOLIDAY MEMORY

"My best holiday memory was when ..."

These exercises may be done with drawings, stickers, pictures, photos, emoticons...

Variants using a different process

MY COLOR OF THE DAY

Material

Many sheets of colored paper of A5 format.

Process

Everyone sits or stands up in a circle.

The animator put several colored pieces of paper on a table or on the floor. He asks everyone to choose a paper following what the colour inspires.

The animator invites each participant to share his/her choice as followed: " today, I choose the pink paper as, for me, this means..."

WITH THE BALL

Process

- The participants are in a circle.
- The animator explains that everyone will throw a ball at someone else.
- The person who receives the ball says his name and a quality he/she has.
- The ball is thrown again to someone else.

Variant

Instead of a quality, it may be asked the favourite hobby, dish, color, song... ***“Where is my half?”***

Material

Small pictures of friends pairs. Example: Tweety & Sylvester, Tom & Jerry, Laurel & Hardy, Starsky & Hutch, Tintin & Snowy, Elsa & Olaf (Frozen), Aladdin & Abu, Zorro & Bernardo, Peter Pan & Tinker Bell... *

Process

- Give away a picture at each participant (at the arrival in the meeting room for instance).
- Start the activity saying that each person has to find out his 'half » in a delay of 5 minutes.
- Ask the participants to share something in common with the character and to find 3 things they share between each other.

AS.4 - Open minded Game

Objectives

- be used as an introduction of presentation to each one (when starting a project/activity....).

TO USE DURING LOCAL EVENTS

Compatibility Game (or 8 similar packs of images)

Process

- Number of players dispatched per group of 4 to 8 people.
- Participants are sit.
- The facilitator gives a pack of cards to each group. He says to the participants that the different packs content the same pictures.
- He/she asks each group to select 5 cards that represent one of the following themes: respect, cooperation, sustainability, friendship, trust, entrepreneurship, family life, earning money, judgment, criticism, help... (to choose before the activity).
- After 5 minutes, each group places its selection on a table, ease to see for all.
- The facilitator asks which group want start to share his choice and to explain how they proceeded for the selection.
- The ones who have chosen similar cards may also say if it is for the same reason they choose it...

Debriefing

Share and discuss in plenary about: the similarities and the differences of point of view/of concepts, the frames of reference, the values, the interpretations that we do about what people say or about how they behave...

Variant

Process

- The facilitator dispatches all cards of one pack on a table.
- The participants have got 1 minute for choosing a card that inspires them for their introduction pitch/presentation to the others. Example: *I have chosen the card representing the burger and fries as it represents everything I try to avoid eating because I am vegan.*

Or

- He/she distributes aleatory a card to each participant.
- Each one presents himself for 1.30 minutes.

Feelinks

This game invites you to make light links between what happens in everyday life and the behaviors adopted in response to situations.

Number of players

4 to x player

If you play with an home made game

- More than 30 cards representing different emotions (12 positive, 12 negative, 6 neutral)
- These emotions can be written or drawn (emojis ...)
- 10 packs of small sheets of cardboard numbered from 1 to 8 + 1 card with the symbol "=". Each package is made of different color
- 1 pack of big cardboard sheets, numbered from 1 to 8. This pack is dimensioned differently from the 10 packs described above (to avoid confusion)

Time

30 minutes

Process

- Participants play around a table. One person is selected as "Master of the game" (MG) for the first round.
- The MG sets 8 cards "Emotions" around the board of game. the MG gives each participant a pack of 9 cards (numbers 1 to 8 and the card "=").
- The MG chooses a "casus" card and reads the case out loud.
- All participants must think individually about the first emotion felt in the case described on the basis of the 8 emotion cards placed on the table.
- Everyone chooses in his pack of cards the number of the emotion that corresponds to his choice and turns it (face down) in front of him.
- The facilitator then asks everyone to predict the emotion of their neighbor (right for example). To do this, he / she selects in his card game the number of the emotion of his neighbor and places the card face down in front of him / her. If the participant thinks that his neighbor feels the same emotion, he uses the "=" card.
- In turn, each one expresses his feeling and discovers the emotion that the neighbor has selected for him / her.
- After a round, someone else becomes the MG.
- The new MG may change 1 or 2 emotion cards around the board. The MG chooses and reads another case...

If you play with an home made game

- The MG displays 8 emotions cards on the table, in forming a circle.
- The MG ensures to display 3 positive, 3 negative, 2 neutral.
- The MG puts one big card, from 1 to 8, in front of each emotion card (emoji...).

Casus

- Your cooperative has been selected by a jury and you are invited to receive a special award and make a speech in front of 500 people
- You count on the arrival of a volunteer to take your relay sales service, but this one has just canceled, he is sick
- During the last meeting, three co-operators start to argue
- The team ask you to go to japan next week to look for new investors
- The crowdfunding campaign you launched does not provide the funds you need to start your business
- A cooperator comes to work with his two babies
- This is several meetings that no decision could be made concretely
- The volunteers working with you ask you for paid-working-hours
- A customer who is not very satisfied with your service makes you a bad press on social networks
- Schools of your local area are going to visit your cooperative this friday

Examples of positive emotions

Joy, Serenity, Interest, Hope, Pride, Amusement, Inspiration, Altruism, Satisfaction, Relief, Affection, Cheerfulness, Confidence, Admiration, Enthusiasm, Eagerness, Euphoria, Contentment, Enjoyment, Optimism, Empathy, Curiosity, Happiness, Love, Calmness, Confidence, Friendship, Kindness, Optimism...

Examples of negative emotions

Anxious, Disgusted, Envy, Rage, Grief-stricken, Criticized, Unsupported, Unsafe, Overwhelmed, Worthless, Helpless, Conflicted, Ashamed, Cut down, Criticized, Dehumanized, Disrespected, Embarrassed, Humiliated, Insulted, Offended, Resentful, Ridiculed, Stereotyped, Blamed, Disbelieved, Guilty, Judged, Punished, Invaded, Manipulated, Over-controlled, Pressured, Suffocated, Trapped, Abused, Afraid, Attacked, Frightened, Insecure, Intimidated, Over-protected, Scared, Terrified, Threatened, Unsafe, Suspicious, Untrusted...

Examples of neutral emotion (not positive, not negative, intermediate)

Mistrust, disappointment, surprise, resignation, embarrassment, compassion

Variant

The group/the mentor may use the emotions cards for starting the session by a “weather broadcast of the day” or for giving a feedback about a subject/decision examined by the participants. The mentor proposes a round of speech.

People share in plenary on the effects of the exercise and make links between real life situations and related topics.

Debriefing

The Mentor and the participants may have discussions about

- How do we used to interpret the feelings of the other people?
- How to stay focus on the reality of a situation, to do a factual questioning (what is the situation?)?
- How to take first a step back when we feel uncomfortable by the behavior or words of someone?
- What does it mean to have expectations about other people?
- What/how to do if our needs are not met?

AS.5 - Energizer Games

Objectives

- Stimulate attention, to refresh the minds, to install good mood when energy seems to decrease (people feel tired or lose their attention) or, on the contrary, it seems to become "electric" (too much noise).

TO USE DURING LOCAL EVENTS

Tip

As these games are energizers there is no need to ask for a debriefing, the effect would be the opposite of the desired one.

The passing game

- Participants form a circle. The master of the game starts the first round.
- Without saying a word, he chooses a fictional object (a basketball) and manipulates it as if it were real. For example he acts as if he is a basketball player, dribbles and shoots in a basket.
- After about 30 seconds, he passes the object to another participant who receives it (here the basketball) and transforms it into another fictional object (example a pizza that a pizzaiolo is about to garnish) and the exercise starts again as many times as there are participants.
- Ideas of objects: pea, basketball, sack of potatoes, cigaret, bottle of whisky, crying baby, book, lamp, bus, soap, toothbrush...
- NB: It is not compulsory to say which objects were created...

If only I was part of nature

- All players are standing.
- The facilitator asks the group to walk around the room. After 1 minute, he asks the players to behave (without speaking) like: a sunflower, a rock, a tomato, a flash, an eagle, a rooster, a shell, a reed, an ant, the sun, a boa. ..
- The participants then alternate walking / moving in the room and the representation requested by the facilitator.

Dobble

Number of players

4 to x

Material

1 Dobble game (= 55 cards) for 11 participants, a whistle.

Time

10 minutes

Process

- The animator distributes 5 dobble cards, face down, to each participant.
- He asks the participants to move into the room. At the whistle, he asks the participants to stop walking and to constitute pairs or trio.
- After the countdown (3-2-1-Top), everyone in the group flips the first card of his pile. The first player who find out the common symbol amongst the 2 or 3 cards wins his opponent(s)'s card.
- The animator organises several tours.
- Those who don't have anymore cards are fouled out of the game.
- When time is over, the players count the cards. Winners are the one who have the best score.

Stand up

Number of players

6 to x

Material

1 Stand up game or "home made" small cards (easy to handle) with actions verbs; sports, objects, famous characters or movies 's names.

Time

15 minutes. 3 minutes per round.

Process

- Timing 3 minutes / subgroup.
- If number of participants > 8: divide into subgroups of 4 to 6 people
- Ask each subgroup to designate "A", as the person who will find out the word that the other members of his team will mime
- Inform the participants that they will have to cumulate a maximum of words in a chrono of 3 minutes

Instructions

- People who mime: cannot talk or consult each other. They can pass.
- The one who guesses: can ask to pass, can make as many proposals as he wishes.
- The other participants observe in silence. They cannot intervene except on express request of the players.
- "A" is sitting, facing his partners.
- The facilitator starts the chrono, takes the first word of the pile, shows it to the subgroup. He can also show it discreetly to other participants (for fun!).
- When time is over, he scores the number of words found.
- He proceeds in the same way with each subgroup.

TEMPLATES

Short guide to templates (T)

Templates name and objectives	When to fill it	Used by
<p>T.1 Questionnaire determining whether the cooperative model fits your business idea</p> <ul style="list-style-type: none"> A short checklist will help entrepreneurs to identify whether their business fits the cooperative business philosophy and model 	at the end of the events	Ambassador
<p>T.2 Quality assessment survey</p> <ul style="list-style-type: none"> Template for the recognition of learning outcomes 	at the end of the events	Ambassador
<p>T.3 Self-evaluation tool</p> <ul style="list-style-type: none"> Template for the evaluation of intellectual outputs 	at the end of the events	Mentor
<p>T.4 Record of mentoring sessions/notes</p> <ul style="list-style-type: none"> This will enable the mentor to plan the sessions more effectively and chart progress against agreed goals 	Update after each session	Mentor

<p>T.5 Mentoring action plan</p> <ul style="list-style-type: none"> for the ambassador this provides an ongoing action plan for the mentoring process and sets out tasks/goals against dates to achieve them 	Update before and after each session	Ambassador
<p>T.6 Ambassador feedback form</p> <ul style="list-style-type: none"> this will help the mentor with their reflective practice and in planning subsequent sessions 	Update after each session	Ambassador

Background for mentoring tools

Using a combination of feedback and planning sheets means that there is flexibility to plan the scope and content of the sessions, but also keep the thread running through the sessions to ensure consistency and a continuation of themes. As well as using tools and techniques that examine learning preferences to better support effective mentoring, this selection of tools for planning and running/recording the sessions means that progress can be checked against a range of objectives and plotted against the mentoring journey.

T.1 - Does the cooperative model fit your business idea?

Objectives

- A short checklist will help entrepreneurs to identify whether their business fits the cooperative business philosophy and model

TO BE FILLED AT THE END OF LOCAL EVENTS

Does the cooperative model fit your business idea?

Answer the questions on a scale range and see where you score fits within the following 3 categories:

1. go back and find shareholders for your business, you are not a cooperator and never will be one!
2. Re-do the questionnaire with the person you would like to work with and see if you both turn into cooperators or not!
3. You have it within in: cooperatives are definitely your cup of tea!

Purpose

Range: 1 - Highly important, 2 - Rather important, 3 – Average, 4 - Not so important, 5 - Not important at all

- How important is it for your business to be able to remunerate everyone according to her/his efforts?
- How important is market competition for your business?
- How much do you value the potential negative impact that your business might provoke outside its regular activities (waste production, consumer habits, CO production, wage standards...) externalities in your business?
- How much do you value the potential positive impact that your business might provoke outside its regular activities (consumer education, increased economic opportunities, wage standards, education levels...)?
- How much do you care in your business about the community where you work?

Profits

Range: 1 - Not likely at all, 2 - Not so likely, 3 – Average, 4 - Somewhat likely, 5 - Most likely

- How likely is a business to succeed if it moderately remunerates its shareholders?
- How likely is your business to succeed without large profits in the first 5 years?
- How much do you value entrepreneurs who deliberately accept to keep their dividend in the business (i.e. retained earnings)?
- How much is profit connected to the success of your business?

Governance

Range: 1 - Not at all, 2 – Very little, 3 – Average, 4 – Quite a bit, 5 – a lot

- How much do you like to work in groups?
- How important is it for your business that executive decisions be shared with your employees?
- How important is it for you to own a majority of the shares in your business?
- How likely is a business to succeed if almost half of its board is renewed every 3 years?

T.2 - Quality assessment survey for ambassadors

Objectives

- Template for the recognition of learning outcomes

TO BE FILLED AT THE END OF LOCAL EVENTS

Quality assessment survey for ambassadors

Name of the activity (checklist with all the activities)?
Date of implementation (dd/mm/yyyy to dd/mm/yyyy)?
How satisfied are you with the activity overall? (1 = not at all, 10 = totally)
What can be improved?
How would you rate your mentor? (1 = very bad, 10 = excellent)
What can be improved?
How much did you learn? (1 = not at all, 10 = a lot)
Did you acquire any new skill? If so, which one?

How do you think you can transfer this skill?
How useful was this activity for you? (1 = not at all, 10 = a lot)
Describe the what you learnt in one word
What can be improved?
What did you prefer?
What was the easiest thing?
What was the hardest thing?
Comments

T.3 - Self-evaluation tool for mentors

Objectives

- Template for the evaluation of intellectual outputs

TO BE FILLED AT THE END OF LOCAL EVENTS

Self-evaluation tool for mentors

Name of the tool
Date of implementation (dd/mm/yyyy to dd/mm/yyyy)
How would you rate the tool? (1 = bad, 10 = excellent)
What can be improved?
Did you implement the tool fully? (1 = not at all, 10 = totally)
If not, why?
Did you make any changes? If so, which ones?
How hard was the tool to use? (1 = Very easy, 10 = very hard)
How much time did you spend in the preparation? <ul style="list-style-type: none"> • 1 hour • 1-5 hours • 5-10 hours • 10+ hours

How would you rate your preparation? (1 = poor, 10 = perfect)
How would you rate the implementation of the tool? (1 = bad, 10 = excellent)
What can be improved?
Describe the learning process in one sentence
What did the ambassador learn? How did the ambassador felt?
What was the easiest thing?
What was the hardest thing?
Comments

T.4 - Record of Mentoring Sessions

Objectives

- This will enable the mentor to plan the sessions more effectively and chart progress against agreed goals

UPDATE AFTER EACH SESSION

Record of Mentoring Sessions

Name:		Coop name:	
Background to role in coop/entrepreneurial activity:			
Telephone:		Mobile:	Email:
Start date:		Duration:	
Key background information: (i.e. best times to call, coop/entrepreneurial knowledge and experience, past work experience, learning style, etc.)			
Session dates and summary			
Date	Summary/theme	Progress	Issues to take forwards
			<i>Add rows as necessary</i>

T.5 - Mentoring action plan

Objectives

- for the ambassador this provides an ongoing action plan for the mentoring process and sets out tasks/goals against dates to achieve them

UPDATE BEFORE AND AFTER EACH SESSION

Mentoring Action Plan

Mentoring Action Plan for:		Start date:	End date:	
Overall Aim:				
Achievements, success and progress since last session	Activities – what am I going to do? By when?	Date for review	Date for review	Date to complete
				<i>Add rows/ columns as necessary</i>
Mentor's signature:				

T.6 - Ambassador feedback form

Objectives

- this will help the mentor with their reflective practice and in planning subsequent sessions

UPDATE AFTER EACH SESSION

Ambassador feedback form

Was this mentoring session helpful for you?		Yes		No		
Please explain your answer:						
How much progress do you feel like you're making? 1=none at all, 5=a lot of progress		1	2	3	4	5
What did your mentor do to help?						
Is there anything else your mentor could do to help you?		Yes		No		
For example:	<input type="checkbox"/> Provide additional resources					
	<input type="checkbox"/> External support					
	<input type="checkbox"/> Help with motivation					
	<input type="checkbox"/> Other (please specify)					
What I would like to focus on for next time is:						
Session Date:			Name:			