



Project number 2015-1-ES01-KA202-015934

Intellectual Output 2

**Mentor for Green Entrepreneurs  
ECVET Curriculum**

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## 1. INTRODUCTION

The project “**GREEN MENTOR, Fostering green entrepreneurship through an innovative ECVET curriculum for the new professional profile of Mentor for Green Entrepreneurs**” is an innovative project funded by the Erasmus+ Programme of the European Union, which is jointly implemented by partners in Spain, Ireland, Hungary and Austria.

The GREEN MENTOR project aims to develop innovative (Vocational Education and Training) VET contents and products to encourage the new professional profile of Mentor for Green Entrepreneurs, identifying and developing the competences, methodologies and tools that Green Mentors require to effectively support green entrepreneurship in Europe.

- **Project USERS:** mentors, coaches, trainers, teachers and counsellors involved in the green economy and green entrepreneurship, working in public institutions, VET centres and in industry.
- **Project BENEFICIARIES:** Green entrepreneurs, Green SMEs and those willing to promote being green. Others such as unemployed workers, women and young people motivated for green entrepreneurship.

The “**Mentor for Green Entrepreneurs ECVET Curriculum**” is the second Intellectual Output of GREEN MENTOR project. This output is aimed at providing a training curriculum by means of defining and developing the necessary knowledge, skills and competences for the innovative professional profile of Mentor for Green Entrepreneurs. A framework for the assessment of learning outcomes based on the ECVET methodology and tools has been set for the development of this training curriculum.

The needs identified in the State of the Art report (the first intellectual output of the Green Mentor project) and its recommendations have provided the starting point for the development of the present ECVET Curriculum. Besides, this output is based on the **EQF and ECVET frameworks** and guidelines. That is, the Curriculum has been designed for its correspondent EQF level, taking into account the complexity, range and level of learning achievement that is expected.

The “Mentor for Green Entrepreneurs ECVET Curriculum” includes a detailed description of:

- Learning units and their corresponding learning outcomes in terms of knowledge, skills and competences.
- Hours of total learning, including contact hours, hands-on practice, self-study and assessment, and allocation of respective ECVET points.

Finally, the “Mentor for Green Entrepreneurs ECVET Curriculum” constitutes a complimentary tool together with other outputs from GREEN MENTOR project: Handbook and Toolkit.

## 2. EQF AND ECVET METHODOLOGY

The **European Qualifications Framework (EQF)** has been developed by the European Commission for eight education levels as a translation tool in order to help communication and comparison between qualifications systems in Europe.

The Mentor for Green Entrepreneurs ECVET Curriculum has been designed for **EQF level 6**, in order to match the educational level of the required professional profile of Mentor for Green Entrepreneurs. This profile is aimed mainly at mentors, but also at coaches, trainers, teachers and counsellors involved in green economy and green entrepreneurship, working on public institutions, VET centres and in industry.

EQF LEVEL 6
<b>KNOWLEDGE</b>
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
<b>SKILLS</b>
Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study
<b>COMPETENCIES</b>
Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

The EQF qualification descriptors provided within the curriculum are based on Learning Outcomes in terms of the necessary knowledge, skills and competences which learners shall achieve by the end of a training course.

To better support the transfer and recognition of assessed learning outcomes, the Green Mentor Training Curriculum also follows the technical components of the **European Credit System for Vocational Education and Training - ECVET**. Within this framework, the definition of VET learning outcomes is organized as the required knowledge, skills and competences and structured into specific Competences Units. Each of these Units can be subject to evaluation and autonomous validation, which facilitate incorporation into existing national qualification frameworks within partners' countries. Furthermore, an ECVET approach promotes the assignment of credit points to Green Mentor professional profile, enhancing thus the compatibility between the different VET national systems. This will make it easier for professionals working in mentoring of green entrepreneurs to obtain the validation and recognition of work-related skills and acquired knowledge independently of the learning context in which they have been developed. In this sense, the Mentor for Green Entrepreneurs Curriculum foresees the allocation of **5 ECVET credits**. An overall learning time of **125 hours of learning** has been established, including direct contact hours, hands-on practice, self-study and assessment hours. The allocation of learning hours is explained in detail in a later section of the present ECVET Curriculum.

### 3. GREEN MENTOR COMPETENCE FRAMEWORK

Within the framework of this project, mentoring is defined as a practical approach aimed at helping entrepreneurs develop their own abilities and insights as they start a green business or turn to greening an existing business.

Mentoring implies the mixing of several **professional approaches**:

- Coaching - provide psychological support to mentees
- Consultancy - provide mentees with professional advice and specialized technical content in a particular field
- Networking – promote the generation of professional networks and the engagement of mentees into existent or new ones
- Assessment – develop and apply an evaluation system tailored to the specificities of the projects of the mentees

On the other hand, the **main roles of a mentor** are:

- Engage with mentees to agree how mentoring could support their prospective or existing business
- Agree a programme of mentoring activity which best meets the needs of their mentee
- Encourage their mentee to express and discuss their ideas, concerns and understanding of the business situation facing them
- Help mentees to review their progress and set realistic and practical options to realise their goals
- Help mentees to reflect on and learn from things that did not turn out as expected
- Refer mentees to other sources of information, advice or further support when appropriate
- Encourage mentees to take responsibility for their own decisions, plans and actions
- Present a positive image of business mentoring and follow the code of practice for Green Mentoring
- Keep up-to-date and accurate records of mentee contact

Having taken this into account, the present ECVET Curriculum is aimed at mentors for green entrepreneurs and has been developed on the basis of two **main approaches**:

a) The characteristics of the existent **professional profile of mentors**

This professional profile of mentors has been developed by the European Mentoring and Coaching Council and establishes a competencies framework with eight categories: Understanding Self, Commitment to Self-Development, Managing the Contract, Building the Relationship, Enabling Insight and Learning, Outcome and Action Orientation, Use of Models and Techniques, Evaluation

b) The identification of the main features of the **Green Mindset**, necessary for these professionals

The Sustainability Professional: 2010 Competency Survey Report, developed by the International Society of Sustainability Professionals (ISSP), reflects some of the main features of a Green Mindset: promoting an understanding of the value of sustainability, dealing with climate change and related energy needs, attracting funding and fiscal viability, applying change management, redesigning products and services to be more sustainable, ensuring environmental compliance. As well as the management of some critical soft-skills such as communication, motivation, problem solving, adaptability, networking,

Based on the integration and adaptation of the previously mentioned approaches, and following the main findings and recommendations gathered during the O1 State of Art report, the Green Mentor project has designed a new competence framework specifically addressed for the innovative professional profile of Mentor for Green Entrepreneurs. As a result, a specific **Green Mentors competence framework** with nine categories is proposed, as follow.

### Green mindset

- Develop an understanding of the value of sustainability and the Green Economy for new and existing businesses across all sectors.

### Self-understanding the professional role

- Demonstrate awareness of own green values, beliefs and behaviours, recognise how these affect their practice and use this self-awareness to manage their effectiveness in meeting the entrepreneur's general and green objectives.

### Commitment to self-development

- Explore and improve the standard of their practice, develop and maintain the reputation of the profession.

### Managing the mentoring contract

- Establish and maintain the expectations and boundaries of the mentoring contract with the green entrepreneur.

### Building the mentoring relationship

- Skilfully build and maintain an effective relationship with the green entrepreneur.

### Enabling insight and learning in green field

- Work with the green entrepreneur to bring about insight and learning with particular emphasis on the green economy and the sustainable sector.

### Outcome and action orientation

- Demonstrate an action-oriented approach and use the skills in supporting the entrepreneur in the creation of a green company, or the transition to green from a standard one.

### Use of models and techniques

- Apply models and tools, techniques and ideas beyond the core communication skills, in order to bring about insight and learning, with particular emphasis on the green and sustainable sector.

### Assessment

- Gather information on the effectiveness of their practice and contribute to establishing a culture of evaluation of the general and green outcomes.

#### 4. LEVEL DESCRIPTORS

The level descriptors of Mentor for Green Entrepreneurs ECVET Curriculum takes into consideration the professional profile for Mentors developed by the European Mentoring and Coaching Council, which is based in its own accreditation model: the European Individual Accreditation (EIA).

##### **EIA Level Descriptors**

The European Individual Accreditation is a Europe-wide recognised award developed by the European Mentoring and Coaching Council. EIA demonstrates that an individual practising as a professional mentor has the appropriate level of knowledge and the ability to apply it effectively in his/her practice. The EIA sets very high standards and is recognised as a quality mentor accreditation in the marketplace. The EIA is relevant for anyone involved in mentoring, whether it is just one part of their role or a main function. Mentors can apply for accreditation at 4 levels, from Foundation to Master Practitioner. For the purpose of Green Mentor project, we have focused on Practitioner and Senior Practitioner levels.

##### **Correspondence between EIA\_descriptors and descriptors from EQF level 6**

The **Practitioner** level descriptors from EIA mostly match the descriptors from EQF level 6 but, at the same time, some of the **Senior Practitioner** level descriptors also match with this level. In this sense, the Green Mentor Training Curriculum has been developed mainly on the basis of EIA Practitioner level descriptors, but adding some relevant indications coming from the EIA Senior Practitioner level.

##### **Green Mentor overall descriptors, adapted from EIA**

###### **Practitioner**

- Green Mentors who may either be working as an internal mentor, use mentoring as a significant part of their main job or starting up as an external green mentor
- Likely to be working with a small range of mentees in green contexts, possibly within their own area of experience (i.e. sustainability), to improve performance, build confidence and stretch capability of entrepreneurs
- Method of working typically involves application of a coherent model based on one or more established ones
- Using reflective practice with supervision to identify the salient points in their interactions with entrepreneurs, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice

###### **Senior Practitioner**

- Professional green mentors who draw on a range of models and frameworks and connect with new ideas into their own approach.
- They role-model good practice in green field.
- Likely to be working with a range of entrepreneurs, contexts and organisations.
- The focus of work is building capacity for progression, managing complex and challenging relationships, working with ambiguity and change.
- Likely to be working fluidly in the moment, with varied and often complex entrepreneurs issues in demanding contexts.
- Using reflective practice with supervision to identify the salient points both in their interactions with entrepreneurs and across their practice, in sensory detail, to identify, implement and evaluate specific behavioural changes to their practice.

## 5. LEARNING UNITS

The Mentor for Green Entrepreneurs ECVET Curriculum has nine Learning Units. These Learning Units are the same nine categories included in the competence framework for Green Mentors mentioned in a previous section. The definition of the Learning Outcomes for each Learning Unit has been done on the basis of the following:

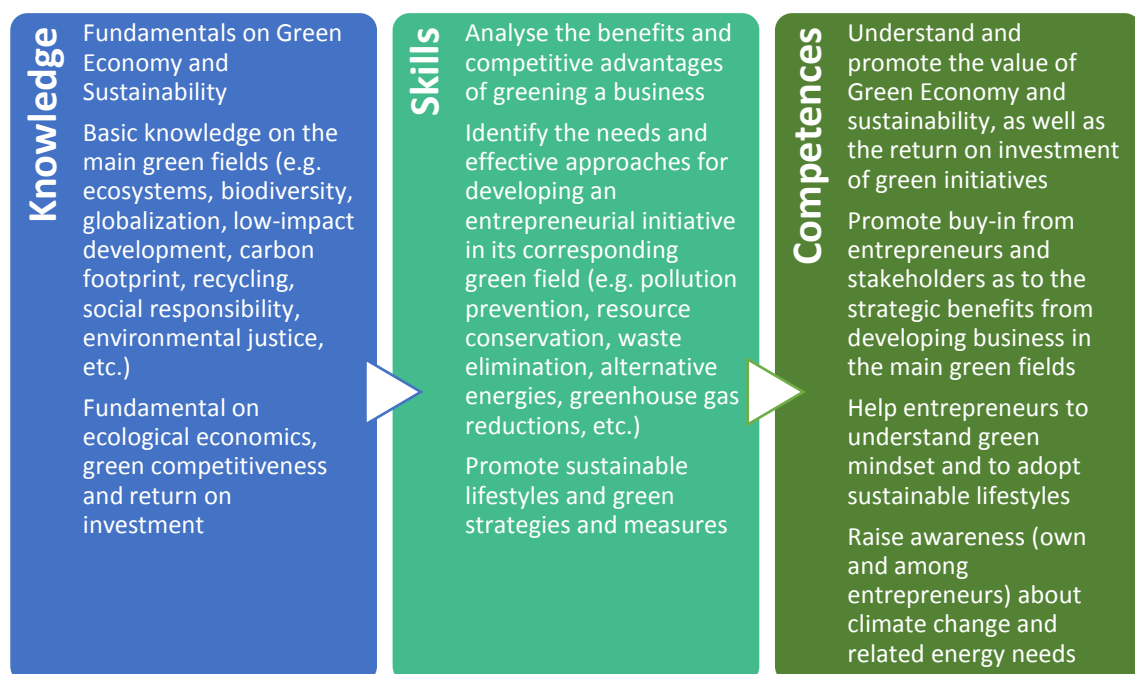
- the Capability Indicators included in the Competence Framework for Mentors, developed by the European Mentoring and Coaching Council
- The critical hard and soft competencies identified by sustainability consultants as well as the competence matrix samples for sustainability coordinators, both from the Competency Survey Report, developed by the International Society of Sustainability Professionals. It must be highlighted that one specific recommendation included in the Survey Report is to leverage sustainability professionals as educators and mentors for the green field.

### Unit 1: Green mindset

#### Objectives

Develop an understanding of the value of sustainability and the Green Economy for new and existing businesses across all sectors.

#### LEARNING OUTCOMES



Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
5	7	5	1	18

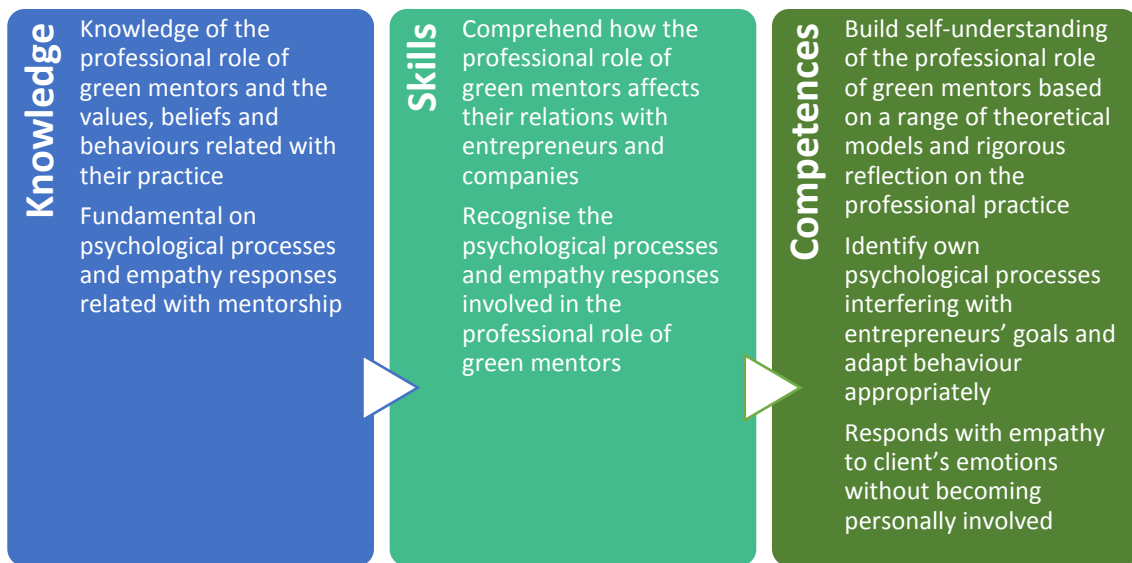


## Unit 2: Self-understanding the professional role

### Objectives

Demonstrate awareness of own green values, beliefs and behaviours, recognise how these affect their practice and use this self-awareness to manage their effectiveness in meeting the entrepreneur’s general and green objectives.

### LEARNING OUTCOMES



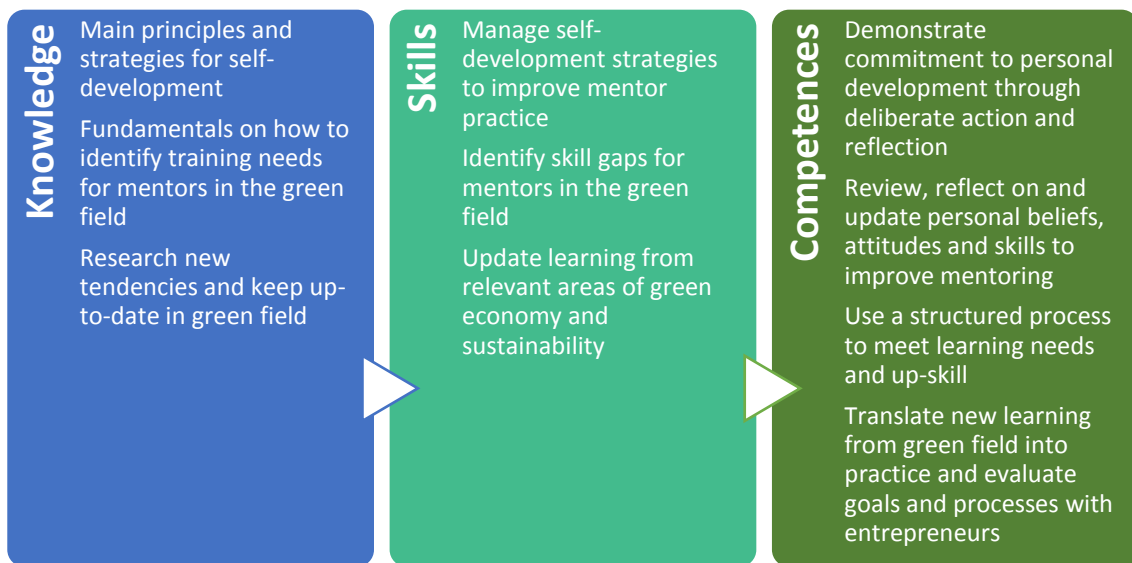
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
2	4	3	1	10

## Unit 3: Commitment to self-development

### Objectives

Explore and improve the standard of their practice, develop and maintain the reputation of the profession.

### LEARNING OUTCOMES



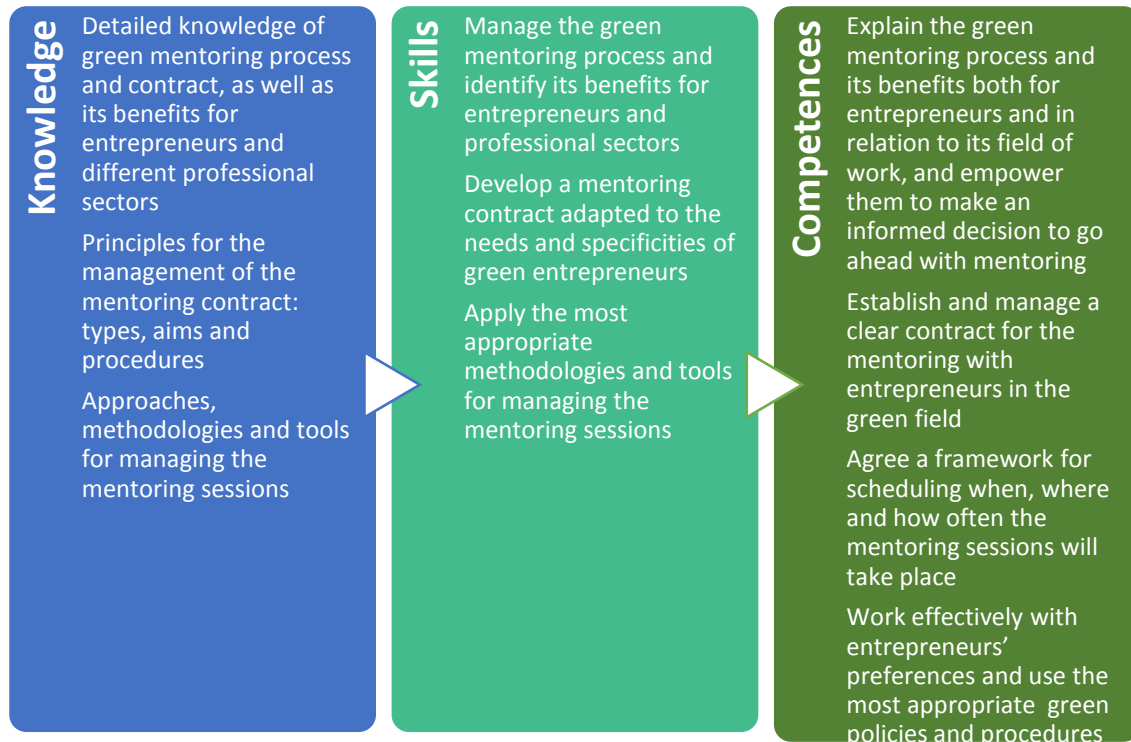
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
2	4	3	1	10

## Unit 4: Managing the mentoring contract

### Objectives

Establish and maintain the expectations and boundaries of the mentoring contract

### LEARNING OUTCOMES



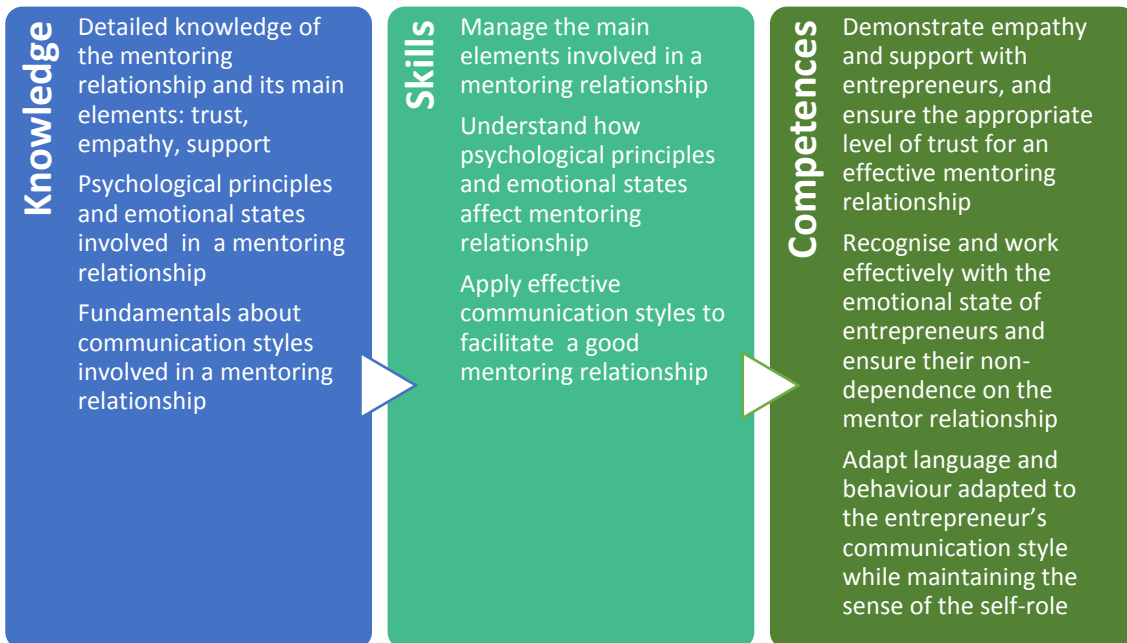
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	6	4	1	14

**Unit 5: Building the mentoring relationship**

**Objectives**

Skilfully build and maintain an effective relationship with the green entrepreneur

**LEARNING OUTCOMES**



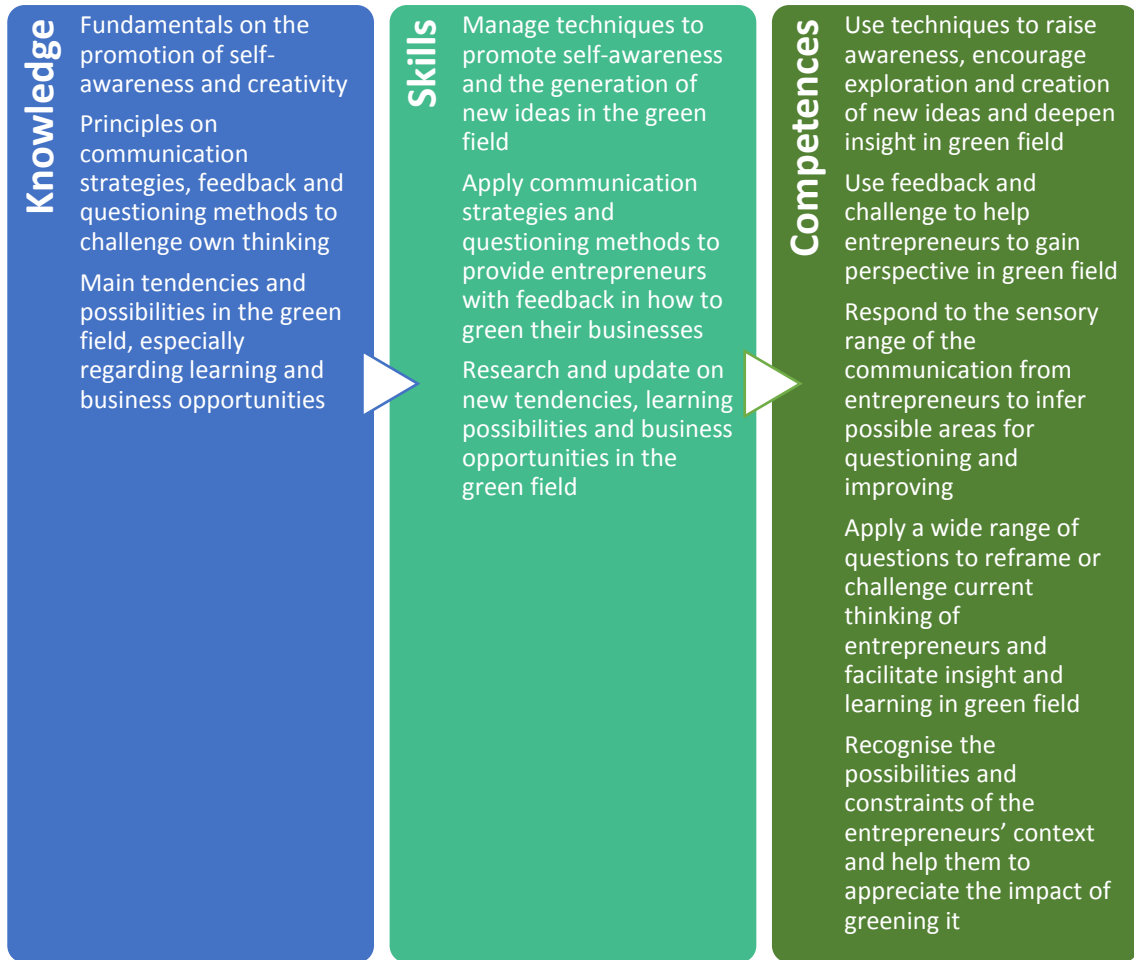
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	6	4	1	14

**Unit 6: Enabling insight and learning in green field**

**Objectives**

Work with the green entrepreneur to bring about insight and learning with particular emphasis on the green economy and the sustainable sector.

**LEARNING OUTCOMES**



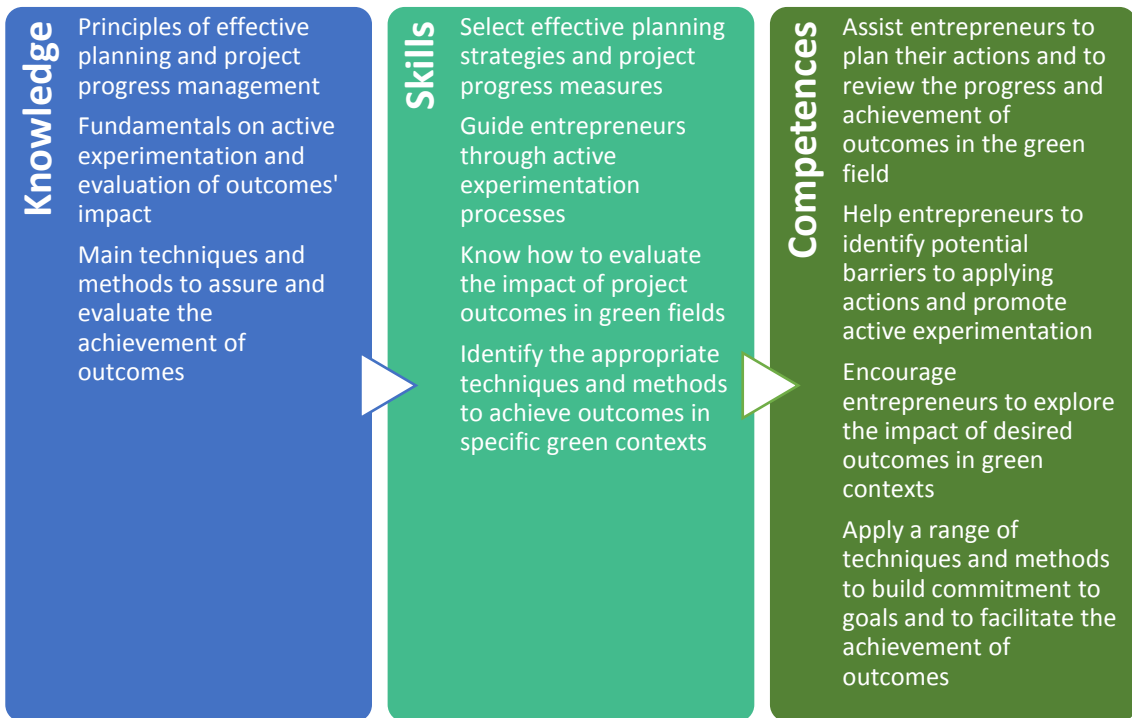
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
5	7	5	1	18

**Unit 7: Outcome and action orientation**

**Objectives**

Demonstrate approaches and the use of skills in supporting the entrepreneur in the creation of a green company, or the transition to green from a standard existing company.

**LEARNING OUTCOMES**



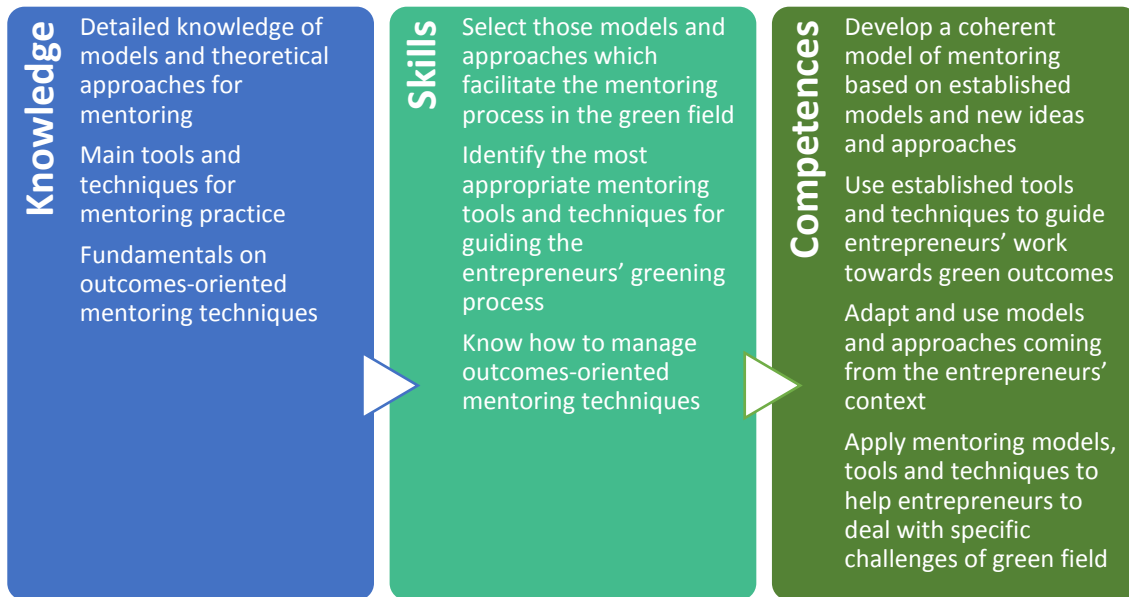
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	6	4	1	14

**Unit 8: Use of models and techniques**

**Objectives**

Apply models and tools, techniques and ideas beyond the core communication skills, in order to bring about insight and learning, with particular emphasis on the green and sustainable sector.

**LEARNING OUTCOMES**



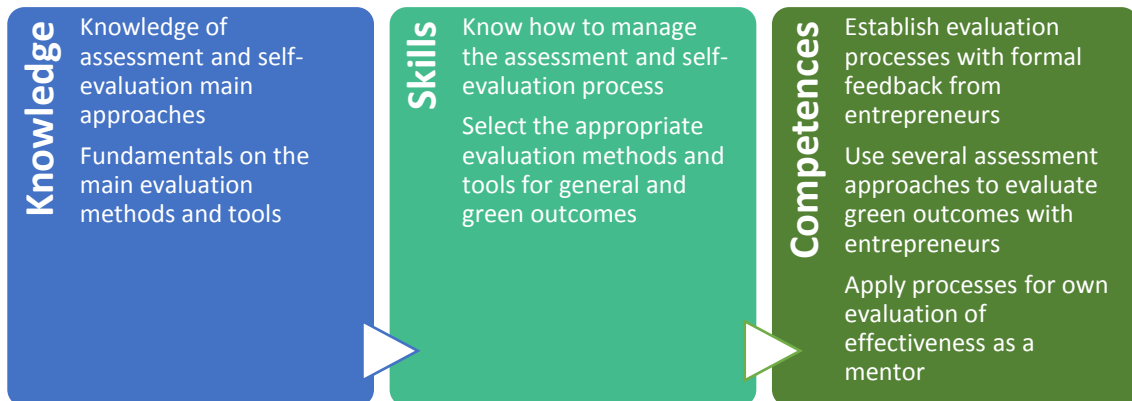
Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	6	4	1	14

## Unit 9: Assessment

### Objectives

Gather information on the effectiveness of their practice and contribute to establishing a culture of evaluation of general and green outcomes.

### LEARNING OUTCOMES



Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
2	6	4	1	13



## 6. ALLOCATION OF LEARNING HOURS

As mentioned before, the “Mentor for Green Entrepreneurs ECVET Curriculum” consists of a total of nine learning units. Regarding learning hours, the present curriculum allocates **125 hours of total learning**, distributed across the nine units of learning outcomes, corresponding to a total of **5 ECVET points** (with 1 credit corresponding to 25 hours of learning).

These learning hours are distributed between contact hours (theoretical), hands-on hours (practical sessions), self-study hours and assessment hours as detailed in the table below.

Furthermore, the distribution of learning hours needs to be revised according to the national needs as well as the organisational frameworks of mentors, trainers, teachers and counsellors involved in green economy and green entrepreneurship.

	Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
Unit 1: Green mindset	5	7	5	1	18
Unit 2: Self-understanding the professional role	2	4	3	1	10
Unit 3: Commitment to self-development	2	4	3	1	10
Unit 4: Managing the mentoring contract	3	6	4	1	14
Unit 5: Building the mentoring relationship	3	6	4	1	14
Unit 6: Enabling insight and learning in green field	5	7	5	1	18
Unit 7: Outcome and action orientation	3	6	4	1	14
Unit 8: Use of models and techniques	3	6	4	1	14
Unit 9: Assessment	2	6	4	1	13
	28	52	36	9	125

## 7. RECOMMENDATIONS FOR DELIVERING AND ASSESSMENT

### Delivering and assessment methods

In this section, some suggestions are provided regarding the main methods recommended for delivering and assessing each Learning Unit. Furthermore, the exercises/tools from the Green Mentor Toolkit (IO.4) have been included in connection with each specific Learning Unit from the present Mentor for Green Entrepreneurs ECVET Curriculum.

#### Unit 1: Green mindset

- Assignment
- Portfolio
- Report
- Toolkit Tool N7: “Lifecycle Ecocanvas”

#### Unit 2. Self-understanding the professional role

- Assignment
- Reflective diary
- Self-evaluation questionnaire
- Toolkit Tool N1: “Getting started”

#### Unit 3: Commitment to self-development

- Oral/written exercise
- Reflective diary
- Portfolio
- Toolkit Tool N11: “Presenting”
- Toolkit Tool N12: “Do’s and Don’ts”

#### Unit 4: Managing the mentoring contract

- Assignment
- Written exercise
- Portfolio
- Toolkit Tool N3: “Goals and challenges”
- Toolkit Tool N16: “Achievements and moving on”

#### Unit 5: Building the mentoring relationship

- Presentation
- Project
- Reflective diary
- Toolkit Tool N2: “Getting to know each other”
- Toolkit Tool N4: “The mentoring contract”

#### Unit 6: Enabling insight and learning in green field

- Portfolio
- Reflective diary
- Report
- Toolkit Tool N5: “Green Business Needs”
- Toolkit Tool N13: “Objectives Re-Alignment”

#### Unit 7: Outcome and action orientation

- Assignment
- Portfolio
- Project
- Toolkit Tool N6: “From needs to objectives”

#### Unit 8: Use of models and techniques

- Reflective diary
- Portfolio
- Self-evaluation questionnaire
- Toolkit Tool N9: “Ecocanvas”
- Toolkit Tool N8: “Social innovation card”
- Toolkit Tool N10: “Mission, vision, values”

#### Unit 9: Assessment

- Oral/written exercise
- Reflective diary
- Self-evaluation questionnaire
- Toolkit Tool N14: “Relationship assessment”
- Toolkit Tool N15: “Results assessment”

#### References and useful resources

The intellectual outputs developed within the framework of the GREEN MENTOR project constitute a source of reference documents and useful resources for the implementation of the curriculum:

- IO.1 State of the Art Report on mentoring of green companies in Europe
- IO.3 Green Mentor Handbook
- IO.4 Green Mentor Toolkit
- IO.5 Video Lessons: Green Entrepreneurship
- IO6. Open Online Center – Green Mentor Pedia

Furthermore, other sources of information (bibliography and links) have been included to support each Learning Unit of the Curriculum.

### Unit 1: Green mindset

Chen, Y. S. & Chang, CH. J. 2013: *The Determinants of Green Product Development Performance: Green Dynamic Capabilities, Green Transformational Leadership, and Green Creativity*, Bus Ethics.

Chen, C. 2001. *Design for the environment: A quality-based model for green product development*. Management Science, 47

Kirk, P. L. 2006: *Designing the way to green*, Urban Land

TED TALK from Alex Steffen: The Route to a Sustainable future  
[https://www.ted.com/talks/alex\\_steffen\\_sees\\_a\\_sustainable\\_future?language=en](https://www.ted.com/talks/alex_steffen_sees_a_sustainable_future?language=en)

The Green Entrepreneurship Europe (GEE) project, which links the understanding of the paradigm change to a green economy and the promotion of the entrepreneurship and the development of its skills.

The European Sustainable Business Federation (Ecopreneur.eu) is an alliance of more than 1.000 sustainable and green businesses.

### Unit 2. Self-understanding the professional role

Carter, S. 1994: *An Essential Guide to Mentoring*, Institute of Management.

Shea, G. F. 1992: *Mentoring: A Guide to the Basics*, Kogan Page.

The European Mentoring and Coaching Council (EMCC), which has set their own standard accreditation for mentors (EIA) and provides a database search engine to find a Mentor filtering results by Location, Working languages, Fields of expertise, etc.

TED TALK. How to be a good mentor (Playlist with 8 TED talks)  
[https://www.ted.com/playlists/400/how\\_to\\_be\\_a\\_good\\_mentor](https://www.ted.com/playlists/400/how_to_be_a_good_mentor)

### Unit 3: Commitment to self-development

Peterson, D. B. & Hicks, M. D. 1995: *Development First: Strategies For Self-Development*. Minneapolis, MN: Personnel Decisions International.

Shea, G. F. 1998: *Mentoring: How To Develop Successful Mentoring Behaviour*, Revised Edition. Menlo Park, CA: Crisp Publications.

### Unit 4: Managing the mentoring contract

Clutterbuck, D. & Megginson, D. 1995: *Mentoring in action*, Kogan Page.

Johnson, H. 1997: *Mentoring For Exceptional Performance*. Glendale, CA: Griffin.

Murray, M. 1991: *Beyond The Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program*. San Francisco, CA: Josey-Bass.

Making a Meaningful Mentoring Agreement. Human Resources Daily Advisor.  
<http://hrdailyadvisor.blr.com/2009/07/29/making-a-meaningful-mentoring-agreement/>

### Unit 5: Building the mentoring relationship

Clutterbuck, D. 2004: *Everyone Needs a Mentor*, CIPD.

Doyle, B. & O Neill, N. V. 2001: *Mentoring entrepreneurs: shared wisdom from experience*, Oak Tree Press, Dublin.

Megginson, D. & Clutterbuck, D. 2005: *Techniques for Coaching and Mentoring*, Butterworth – Heinemann.

Attributes of Effective Mentoring Relationships: Partner's Perspective  
<http://www.coachingandmentoring.com/mentsurvey.htm>

#### Unit 6: Enabling insight and learning in green field

Holliday, C. O. & Schmidheiny, S. & Watts, P. 2002: *Walking the Talk - The Business Case for Sustainable Development*. Greenleaf Publishing, Berrett-Koehler Publishers, Inc.

Esty, D. & Winiston, A. 2009: *Green to gold: How smart companies use environmental strategy to innovate, create value, and build competitive advantage*, John Wiley & Sons.

#### Unit 7: Outcome and action orientation

Hay, J. 1995: *Transformational Mentoring: Creating Developmental Alliances for Changing Organisational Culture*, The McGraw-Hill Book Company.

Hawken, P. 2010: *The ecology of commerce*, revised edition. New York, Harper Business.

#### Unit 8: Use of models and techniques

Megginson, D. & Clutterbuck, D. 2005: *Techniques for Coaching and Mentoring*, Elsevier Butterworth Heinemann.

McDonough, W. & Braungart, M. 2010. *Cradle to cradle: Remaking the way we make things*, MacMillan.

Winter, G. 1988: *Business and the environment; a handbook of industrial ecology with 22 checklists for practical use and a concrete example of the integrated system of environmentalist business management (the Winter Model)*, London, McGraw-Hill.

Corporate Mentoring Tips: 7 Habits of Highly Successful Mentors & Mentees  
<http://www.management-mentors.com/resources/june-2010-mentor-mentoree-habits>

#### Unit 9: Assessment

Waters, L. & McCabe, M. & Kiellerup, D. 2002: *The Role of Formal Mentoring on Business Success and Self-Esteem in Participants of a New Business Start-Up Program*, Journal of Business and Psychology

Mentoring assessment tools:

<https://mentoringresources.ictr.wisc.edu/EvalTemplates>

<http://www.coachingandmentoring.com/Tools/>

<http://www.pcaddick.com/page19.html>