



Facilitator & Mentor Handbook 2026



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Welcome & Program Foundations



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E-INTERNSHIP

The AgriMocks E-internship is an ERASMUS virtual exchange program, co-funded by the European Union and coordinated by the University of Applied Sciences Hochschule Weihenstephan-Triesdorf (HSWT), Germany, in collaboration with BizMetrics, South Africa, Entrepreneurship Development Institute (EDI), Ethiopia, Häme University of Applied Sciences (HAMK), Finland, Hawassa University, Ethiopia, Kumasi Institute of Tropical Agriculture (KITA), Ghana, NICOSA, South Africa, University of the Free State (UFS), South Africa, Université Gaston Berger (UGB), Senegal, and the Western Balkan Institute (WEBIN), Serbia.

Until the first quarter of 2028 it will serve 2500 young adults as an opportunity for international exchange and collaborative learning in a virtual company internship and mentorship setting.

The purpose of this handbook is to provide associated facilitators and mentors, who come on board the AgriMocks program as volunteers and network partners (FOPs) with a guideline to the program and resource materials.

I would like to thank the following organizations and associated individuals for their contributions:



WEIHENSTEPHAN · TRIESDORF
University of Applied Sciences



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AGRI MOCKS Mission & Vision Statements

Mission Statement

To empower and equip unemployed and under-employed youths with skills in agriculture, climate-smart rural development, and entrepreneurship through innovative online training, intercultural exchange, and community engagement. We foster personal growth, civic participation, and career readiness by offering digital tools, mentoring, e-internships, and collaborative learning experiences grounded in values of trust, respect, and co-creation.

Vision Statement

A world where young people—regardless of background—are empowered with the skills, mindset, and opportunities to lead sustainable rural development, embrace intercultural collaboration, and contribute meaningfully to their communities and the global economy.



Welcome

As a mentor in this program, you play a crucial role in helping young adults navigate a transformative 6-week learning journey. You are not a teacher, supervisor, or evaluator. You are a coach, a guide, a role model, and a supportive partner in their growth. You are the human anchor in a complex, multi-layered learning experience.

Your purpose is to help participants:

- Build confidence and self-awareness
- Develop teamwork and communication skills
- Navigate intercultural collaboration
- Engage with the entrepreneur's challenge
- Apply online learning content to real project work
- Develop a pitch deck step-by-step
- Stay motivated, organized, and on track

Online presence begins before we start the session.



Participants form impressions
immediately.



They see
your name



They see your
profile picture



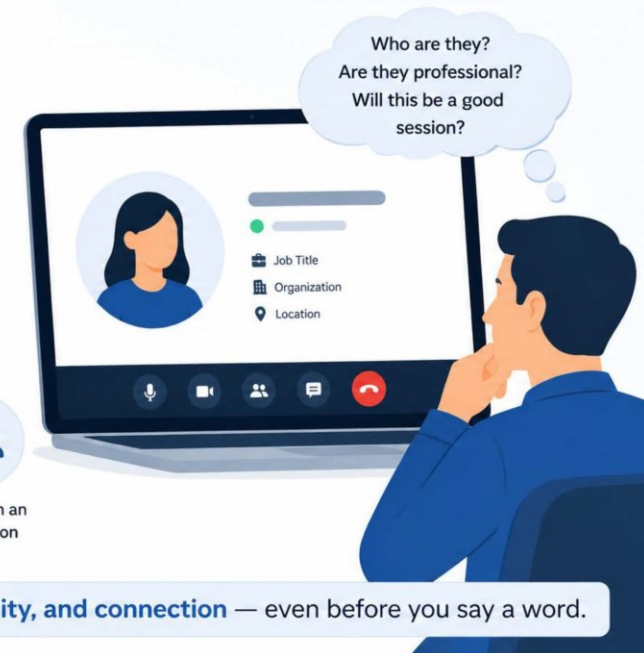
They read your
messages



They notice your
engagement



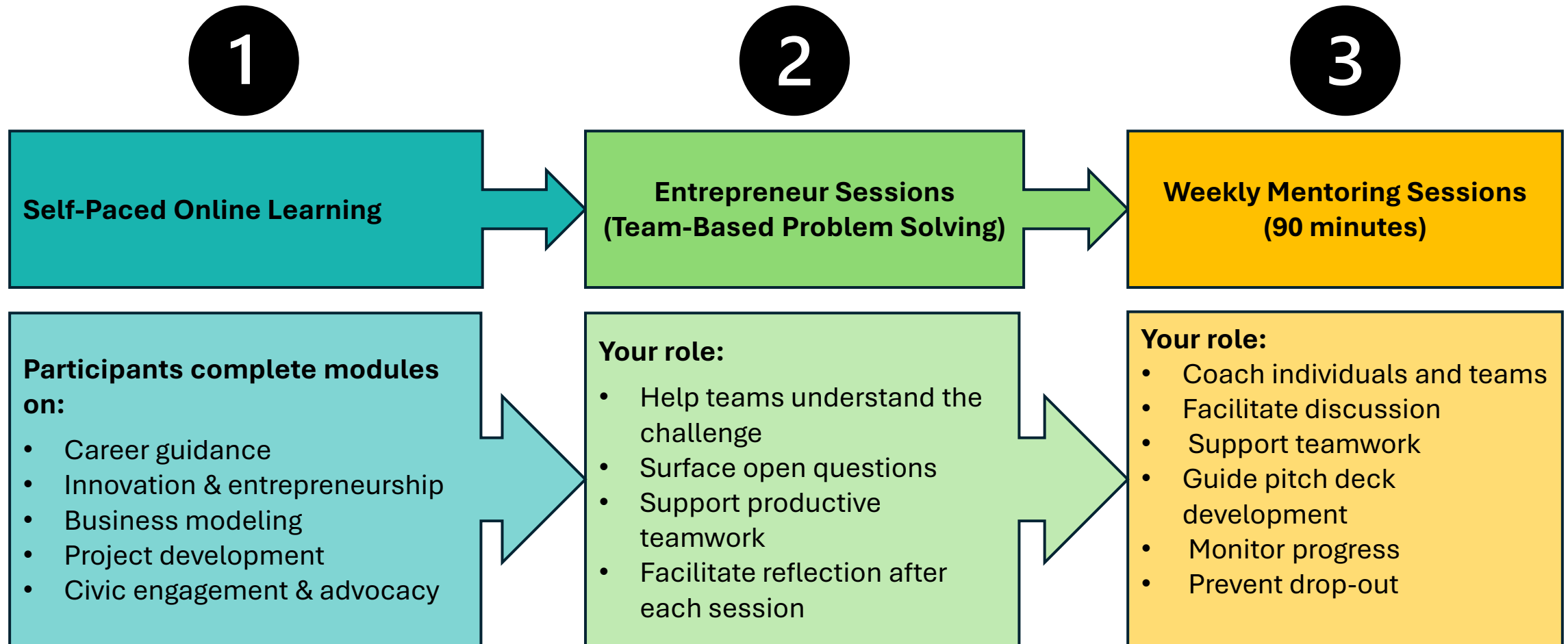
They form an
impression



Your online presence shapes **trust, credibility, and connection** — even before you say a word.

Understanding the Program Structure

The internship has three interconnected tiers:





2

Introduction to Online Tools

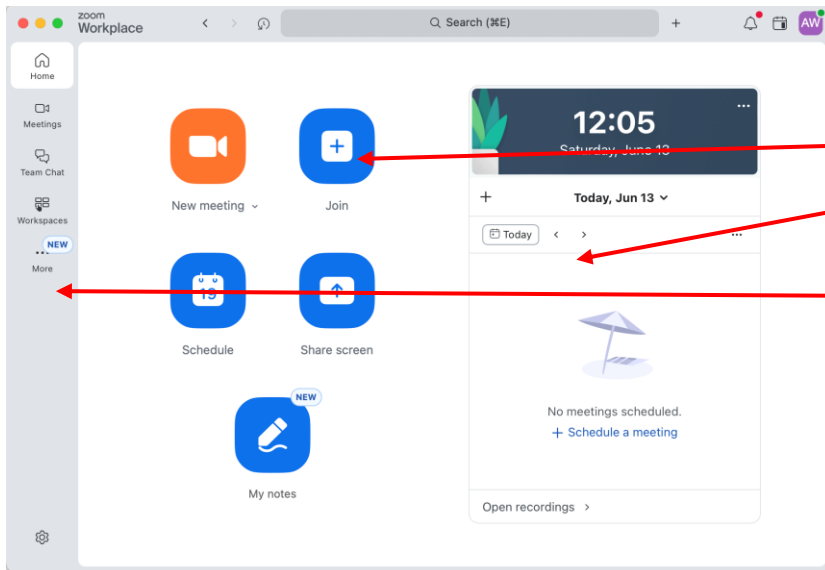


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Introduction to ZOOM Tools

- Download ZOOM from the official website
 - <https://zoom.us/>
 - Windows: <https://zoom.us/client/latest/ZoomInstaller.exe>
 - iOS: <https://apps.apple.com/app/zoom-cloud-meetings/id546505307>
 - Android: <https://play.google.com/store/apps/details?id=us.zoom.videomeetings>

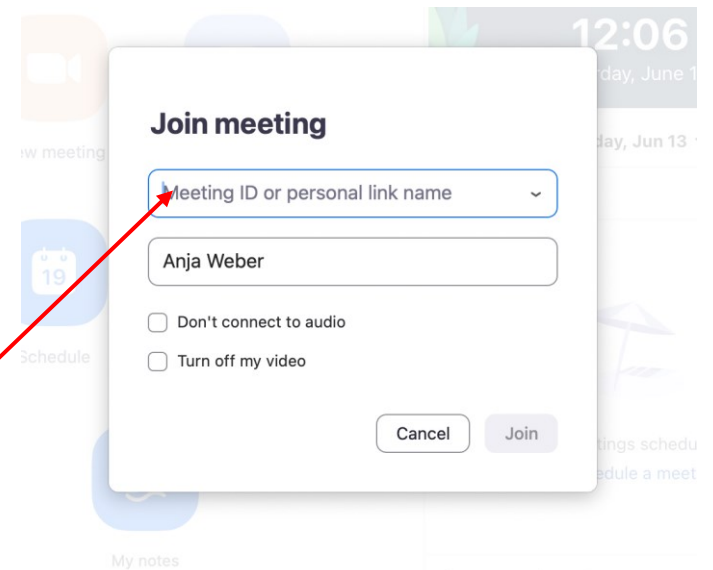
If you haven't done so yet, we advise you do download the ZOOM app to create a ZOOM workspace on your desktop. This will help you integrate zoom meetings into your calendar, join meetings and create whiteboards, polls, etc. before a meeting.



In your ZOOM workplace you can

- join meetings
- see schedules meetings
- review & create polls/quizzes
- find & create whiteboards

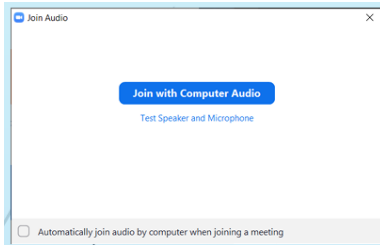
Once you click on join meeting, enter the meeting ID in the mask as well as your name.



All AgriMocks online meetings will be scheduled and hosted by HSWT. You do not need to schedule your own meetings.

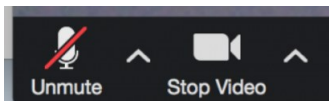
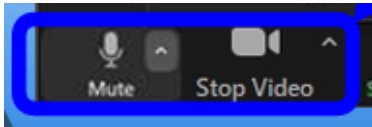
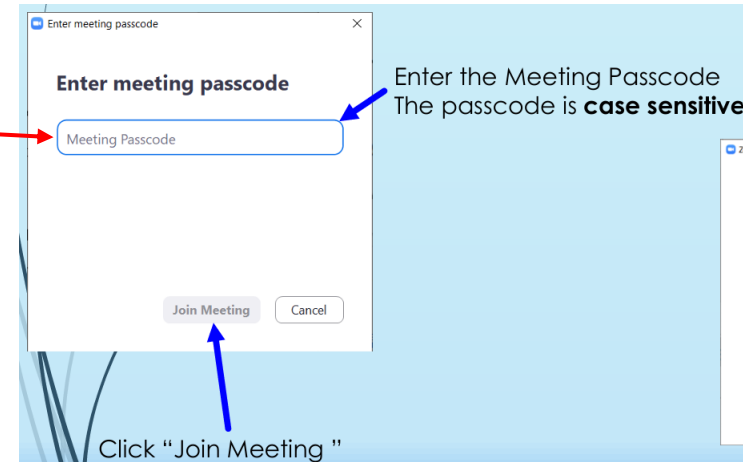
The AgriMocks Meeting ID is always: **427 825 0055**

The passcode is always: **1iYYWj**



When joining a meeting, you can see this screen. You can use "Test Speaker and Microphone" to check your computer audio and video settings.

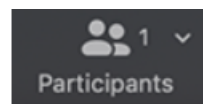
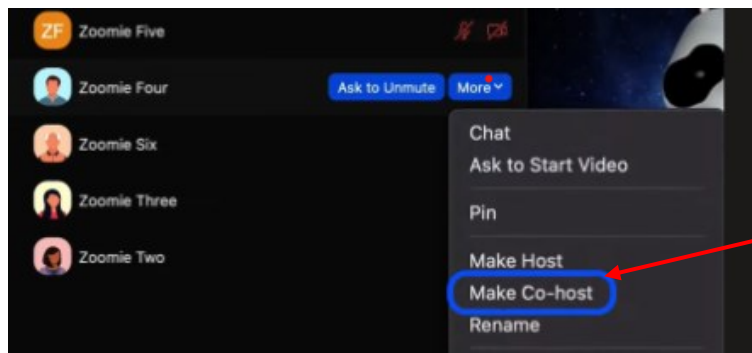
We suggest checking your settings before the meeting starts.



In the bottom left corner on the tool-bar, you can find the buttons for audio and video settings. If the icon is crossed with a red line, you are muted, or your camera is switched off, respectively. You can unmute yourself (or switch your camera on) by clicking on these icons. You can also quickly unmute yourself by pressing on the space bar on your keyboard. As long as you keep it pressed, you will be unmuted. Once you release the space bar, you will automatically be muted again.

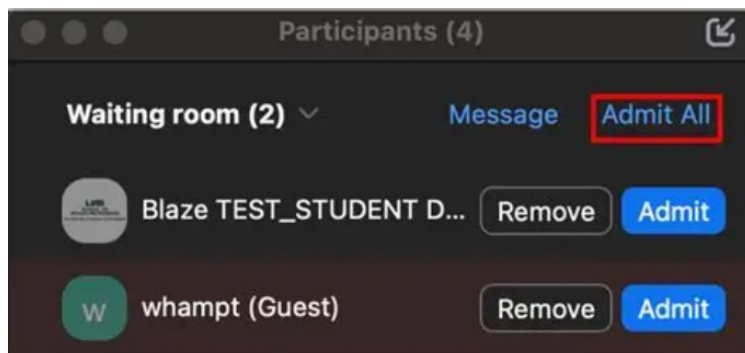
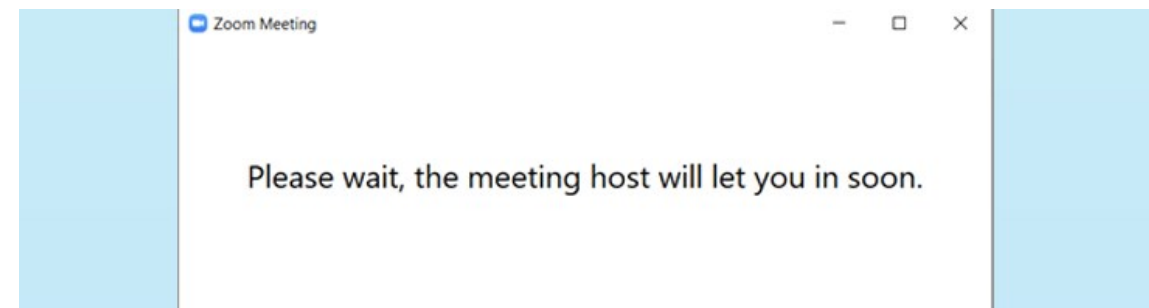
With **Alt + M** you can quickly **mute all participants** (except for the host), in case a participant has unmuted themselves and has a noisy background.

Always join your scheduled meeting a few minutes before the start to ensure your audio and video settings are correct and everything is working fine before you are being joined by participants.

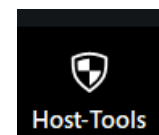


Click on the Participants button in the tool-bar at the bottom of your screen to open the list of participants in the meeting. Select the participant you want to make co-host or host of the meeting. A co-host has the same tools and rights available as the host. They can start, record, and end the meeting, admit participants from the waiting room, and select participants' settings.

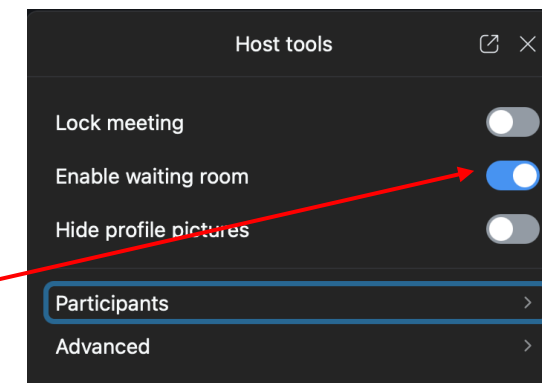
Participants will be kept in a waiting room if they join before the start of the meeting. They need to be admitted manually. Once the meeting starts, the host or co-host should close the waiting room so that all late-comers can enter the meeting directly and do not need to be admitted manually.

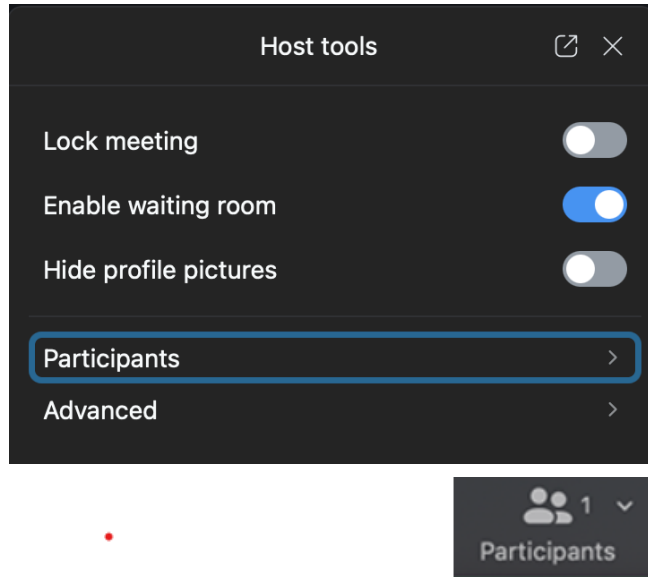


Clicking on the Host-Tools button in the toolbar at the bottom

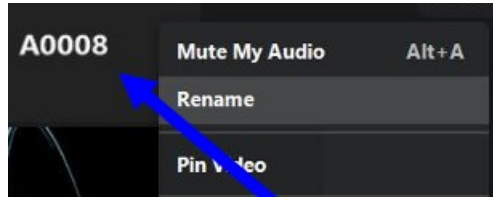
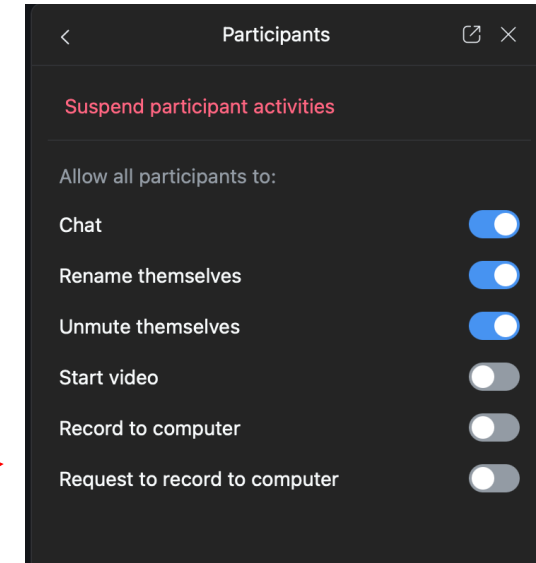


will open a window on the right side of the screen, where the enable waiting room option can be switched off.

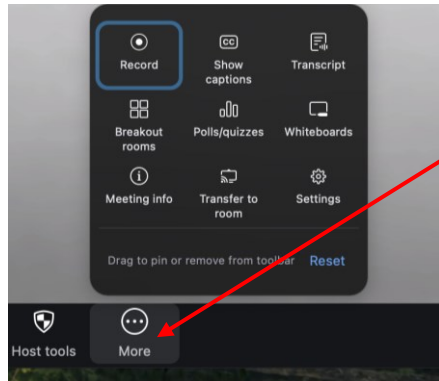




Participants' settings can be accessed either through the hHost-Tools icon in the tool-bar at the bottom of the screen, and then clicking on Participants, or by clicking on the small arrowhead next to the Participants icon in the tool-bar, and then on Host-Tools for participants. Either way a window will open on the right side of the screen, where the settings should look as follows:



If a participant forgot to set their name before the start of the meeting, their name might show up as the type of device they are using to join the meeting. To be able to communicate effectively, it is important to be able to address everyone yby name. Therefore, ask everyone to rename their zoom account. Participants can rename themselves by clicking on the name displayed underneath their "tile" and then on rename.



As a host or co-host you also have a larger number of options that open under the more icon on the right in the tool-bar.

Always remember to record all meetings. With **Alt + P** you can **pause the recording** (e.g. during a short break) and also restart the recording again.

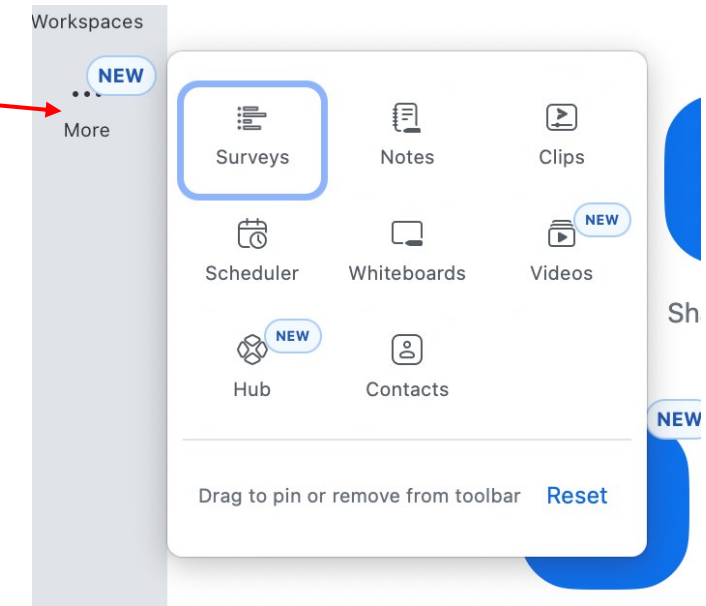
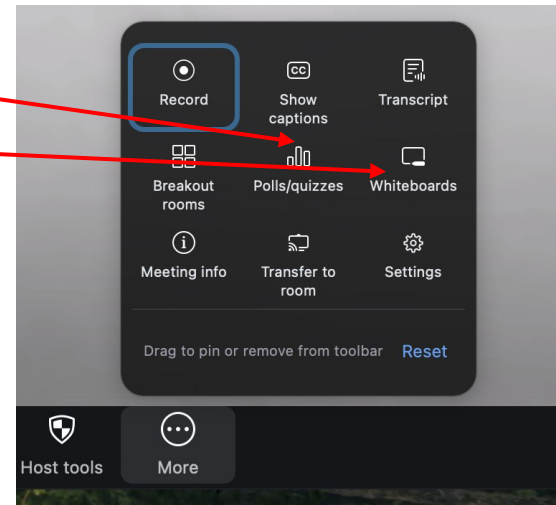
Under settings you can change or blurr your background and touch up your appearance.

You can create new whiteboards and surveys in your zoom workplace by clicking on the more... option in the tool-bar on the right hand side of your zoom workplace. Once they are created and saved, you can always access them again later, during a meeting.

Opening polls and whiteboards can also be done by clicking on the more icon in the tool-bar , and then on either

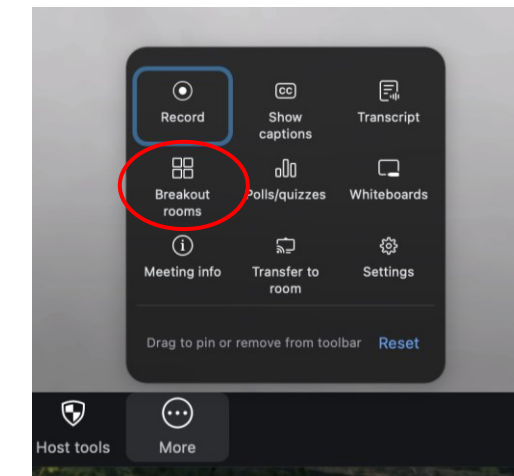
- a) Polls/quizzes
- or
- b) Whiteboards

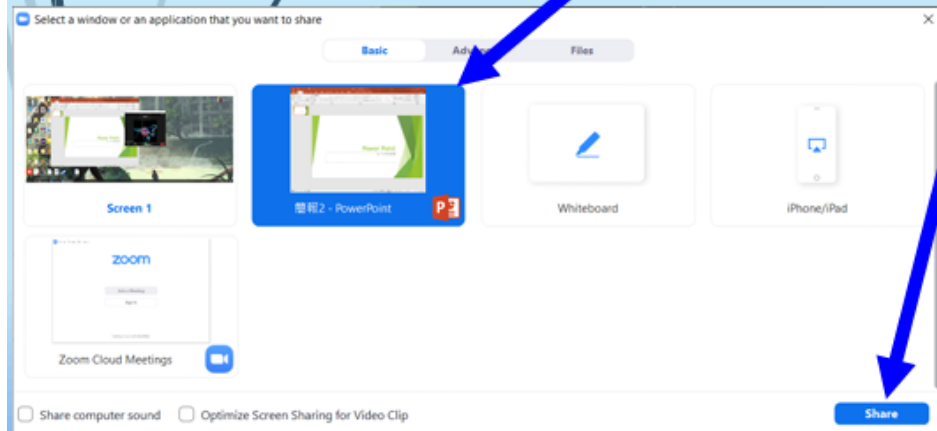
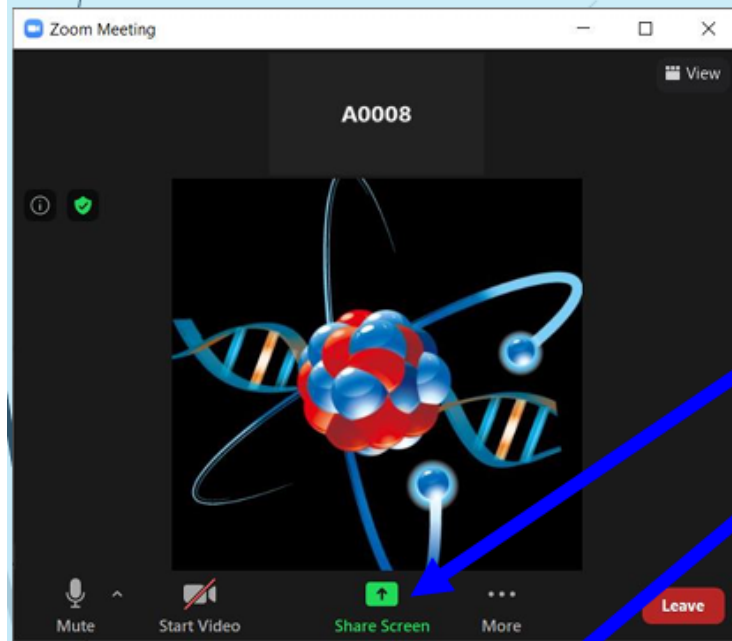
You can then choose in a next step if you want to create a new poll/quiz Or whiteboard, or if you want to use an Existing one, that you created in advance.



In the same section you also find the option to create breakout rooms for smaller group work or group discussions.

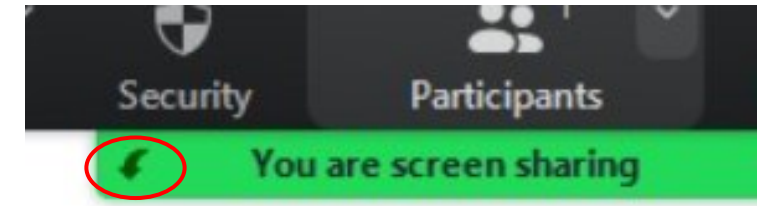
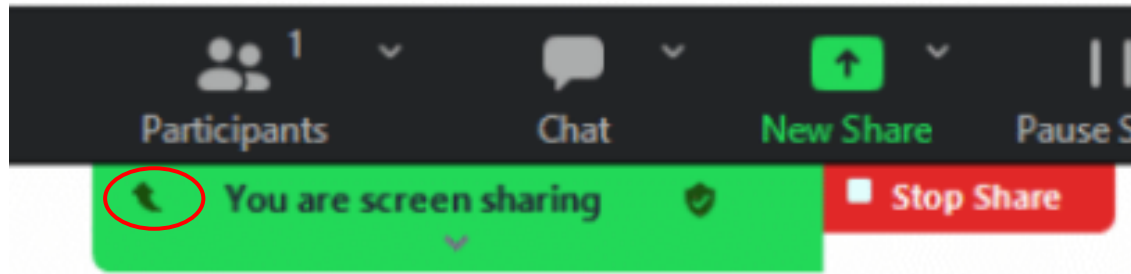
If you are not familiar with how to set up breakout rooms please watch this video <https://youtu.be/UwwZtQYWwQ0>



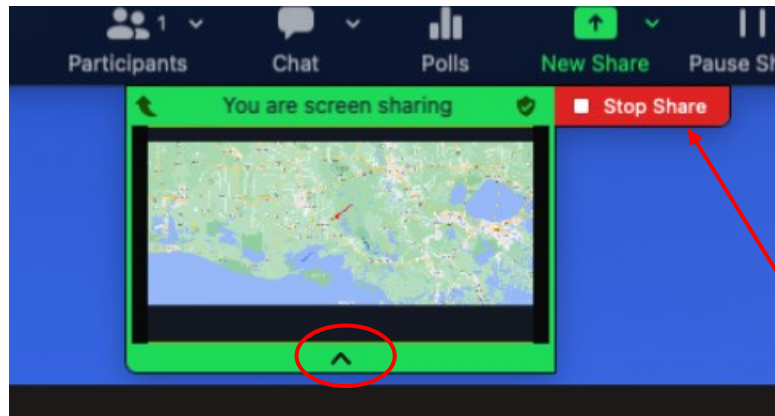


➤ How to share your monitor and brief in ZOOM

- Just click "Share Screen"
- Select your brief window (the window you want to share to everyone.)
- Click "Share"
- Hint: If you select a screen to share, this screen(window) will have been displayed to everyone even if the windows was minimized until you click "stop sharing".

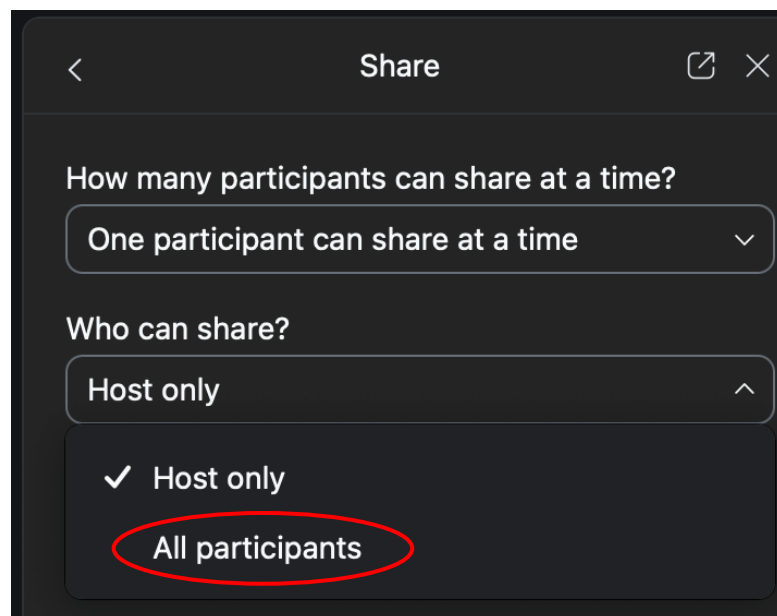
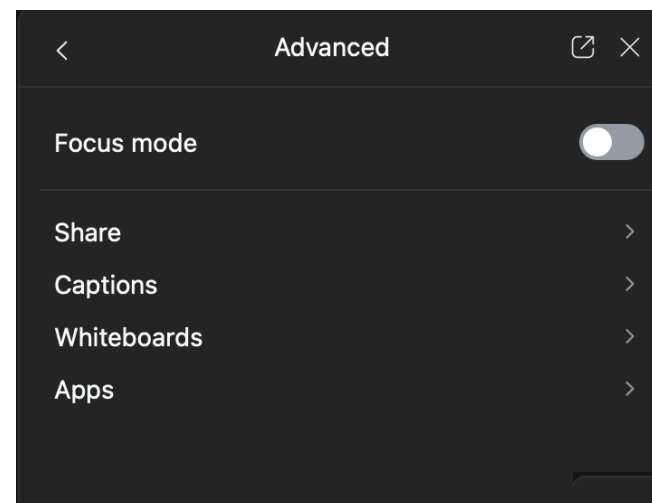
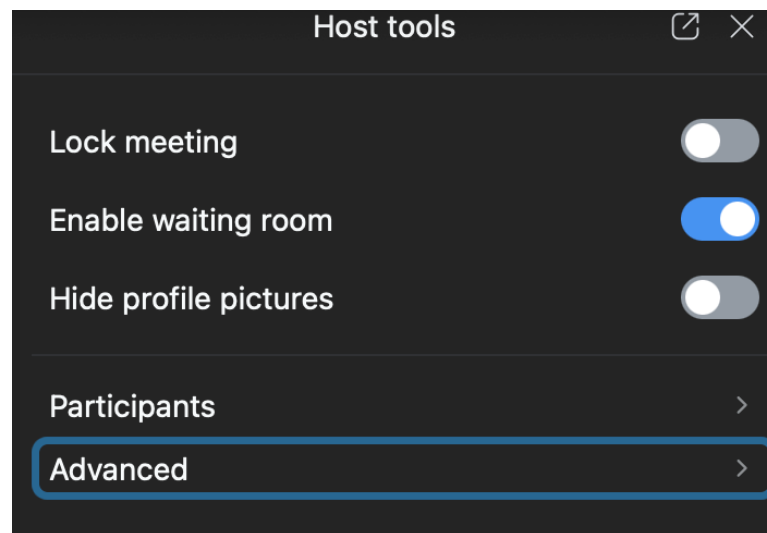
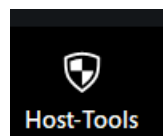


Once you are sharing your screen, the green sharing bar will appear. Clicking on the little upward arrow on the left will pin this bar to the top of your screen so that it doesn't obstruct your view. If however you want to pin it to the bottom of your screen (e.g. if you need to see the presentation button in powerpoint), you can again click on the now visible little downward arrow on the left.



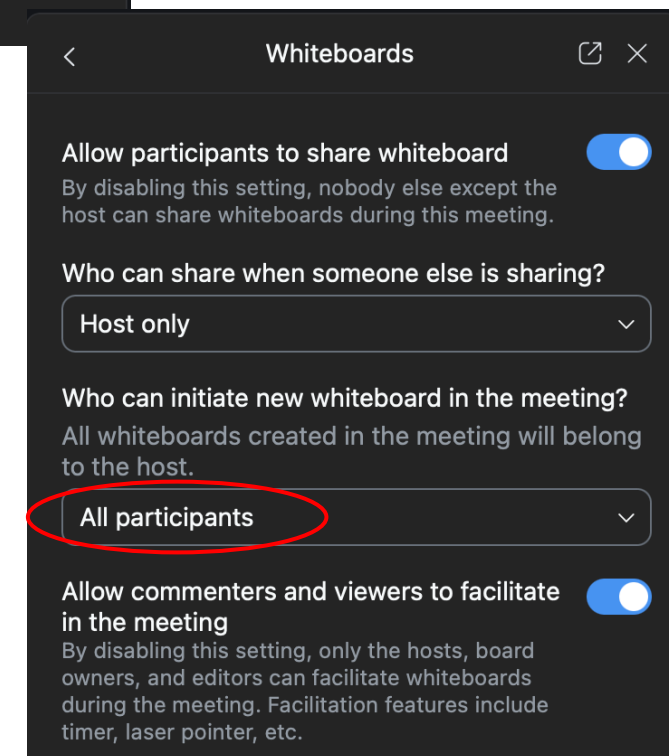
If you hover your cursor over the green screen sharing bar, a little arrowhead will appear in the center. Clicking on this arrowhead will open a small window that shows the view, which your participants are seeing. You can use this to check if your screen is sharing correctly and if the participants are seeing your screen. This is especially useful when starting to share or changing the shared screen. Clicking on it again, will close the view.

To stop sharing a screen, click on the red Stop Share button.



If you want to enable other participants to share their screen in the meeting or to use whiteboards either in the meeting or in breakout rooms, make sure to adjust the settings under Host-Tools, Advanced accordingly.

This is one of the reasons why you should always enter the meeting room a few minutes before the meeting to ensure all settings are correct, all needed whiteboards are accessible, etc.

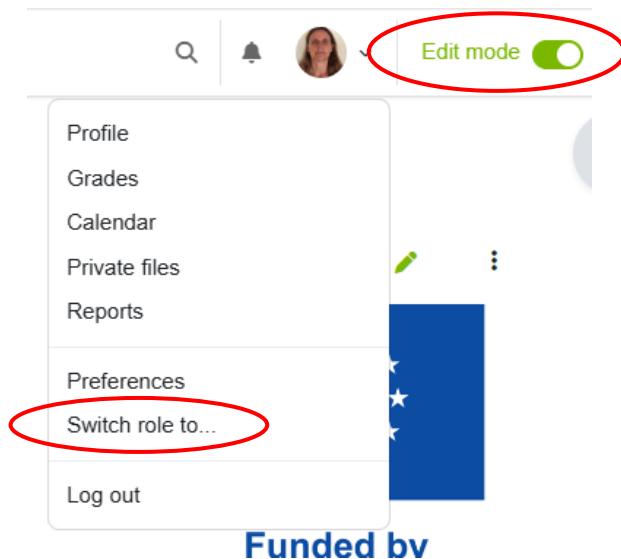


Scheduling a session on Moodle

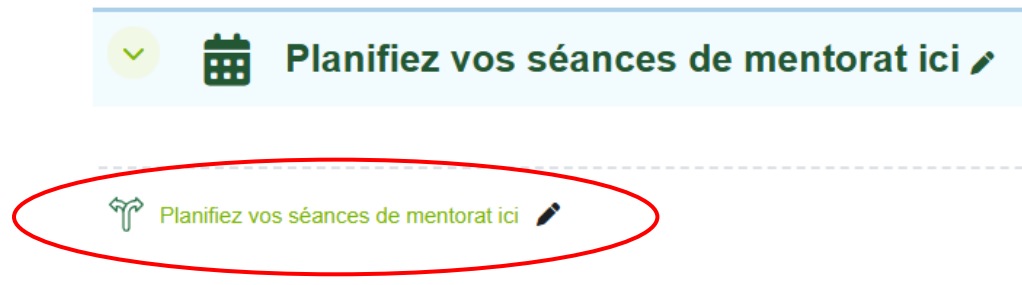
The AgriMocks Moodle platforms (English and French) offer a scheduling tool, where Facilitators, Entrepreneurs and Mentors can schedule sessions they are offering. Participants can then select the sessions they would like to attend and book a space.

[Course: AgriMocks-MOOC_2026 | Plattform HSWT](#)

[Tile: Planifiez vos séances de mentorat ici | AgriMOCKS French | Plattform HSWT](#)



Go to the English or French moodle paltform (links above) and open the schedule tool.



Make sure your role is set to Lecturer and you have switched Edit mode on. These options can be found in the top right corer of your screen, next to your profile picture.)

CHOICE select your mentor sessions here

Choice **Settings** Responses More ▾

Opened: Friday, 12 June 2026, 1:08 PM
Closes: Wednesday, 1 July 2026, 1:08 PM

The results of this activity will not be published after you answer.

- ☐ Wednesday, 01.July, 16:00 to 17:30 (Berlin time) Anja Weber
Responses: 0
Limit: 30
- ☐ Thursday, 02.July, 16:00 to 17:30 (Berlin time) Anja Weber
Responses: 0
Limit: 30

Save my choice

Once the Choice tool opens in a new window, click on the Settings Tab in the bar above to open the entry mask. Scroll down until you find an empty Option and enter your session details in the following format:

Weekday, date, time (from to), time zone, your name (and possibly if the session is held in English or French, if posting in the opposite language Moodle).

In the Limit line below your entry, enter the number of participants who can join that session. Scroll down again and click on one of the green Save buttons.

Limit 1		30
Option 2	?	Thursday, 02.July, 16:00 to 17:30 (Berlin time) Anja Weber
Limit 2		30
Option 3	?	
Limit 3		0
Option 4	?	
Limit 4		0

Add 3 field(s) to form

> Availability

in conditions

cies

☐ Send content change notification ?

Save and return to course

Save and display

Cancel

If no empty Option fields are available, you can add more lines by clicking on the “Add 3 field(s) to form” button.



3

Course Structure & Session Outline



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The MOOC platform

Chat Forum

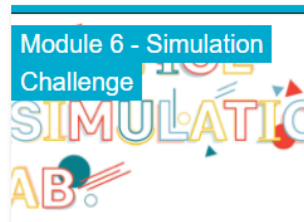
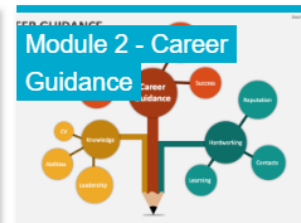
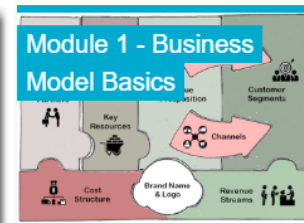
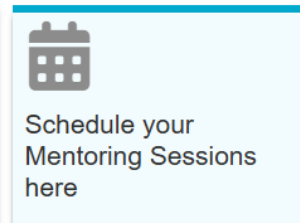


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 [Check for announcements here](#)

 [Chat with each other here](#)

Overall progress % 0



Course: AgriMocks-MOOC_2026 | Plattform HSWT

MOOC stands for Massive Open Online Course, and provides a platform where learners can access learning materials any time and at their own convenience and pace.

The AgriMocks MOOC is hosted on the HSWT wbmoodle platform and is available in English and French.

Forum de discussion



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 Vérifiez les annonces ici

 Discutez ensemble ici



Course: AgriMOCKS French | Plattform HSWT

Week 1 - 2

Foundations: Building Your Virtual Company

Learning Objectives

By the end of Week 1, participants should be able to:

- Navigate the virtual co-working space and online communication tools effectively.
- Reflect on their strengths, values, and intercultural teamwork style.
- Collaborate with peers to form a virtual company, define roles, and understand how teams function.
- Explain the basic components of a business model (using the Business Model Canvas).



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Key Takeaway

“A strong company begins with self-awareness and a clear shared vision.
This week lays the foundation for everything you will build in the weeks ahead.”

The MOOC platform – week 1 & 2

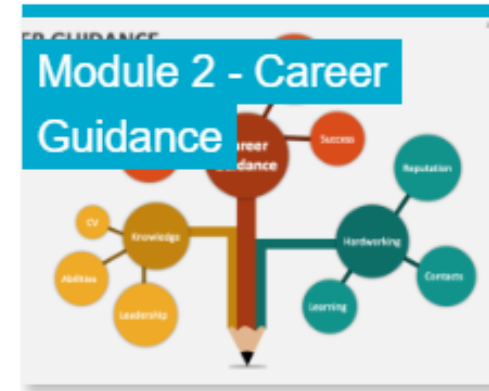
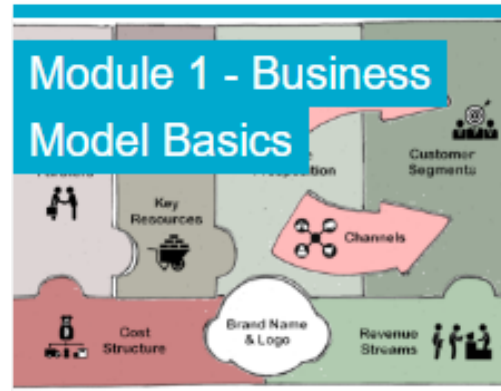


H-P Get started here! ✎

Participant Onboarding ✎

Introduce yourself ✎

H-P Keeping a Reflection Journal ✎



Entrepreneur-led Sessions – week 1 & 2:

Collaborate with peers to form a virtual company, define roles, and understand how teams function

- Get to know the entrepreneur and his/her story
- Get to know the entrepreneur's business model
- Identify which kind of jobs/roles are needed in the company
- Present Job Applications & receive feedback
- Conduct Mock Job Interviews
- Identify a problem the team would like to address during the course

Self-Awareness & Intercultural Teamwork



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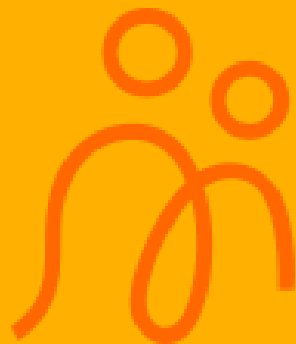
Session Duration: 90 minutes

Purpose: To help participants discover their personal strengths, working styles, and how to collaborate across cultures.

Session Outline:

1. **Welcome & Icebreaker (10 min)** to build rapport (e.g. “One Truth and one Lie/one Dream”)
2. **Group Activity (30 min)** Refer to Treasure hunt activity, then, in breakout groups, share one personal strength and how it might contribute to a team project.
3. **Mini-Lecture (10 min)** (e.g. on Self-awareness, how to write a self introduction for a CV or application letter.)
4. **Link to company play (30 min):** “Which roles in a company would suit you best or interest you most?” Participants do an online personality test. (30 min)
5. **Debrief or Reflection & Q&A (10 min)**

Materials: Slides, links to reflection tool, personality quiz, online personality test



Week 1 & 2 - Mentor-lead Session

Week 3

Business & Innovation: Turning Ideas into Strategy

Learning Objectives

By the end of Week 2, participants should be able to:

- Explain how entrepreneurship contributes to community and rural development.
- Identify types of innovation (product, process, social, and environmental).
- Translate learning into a first strategic plan for their virtual company.
- Strengthen collaboration and creative problem-solving skills within a team.



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Key Takeaway

“Innovation turns vision into momentum. This week, your company begins to move from concept to strategy — transforming ideas into structured action.”

The MOOC platform – week 3:

1. Explain how entrepreneurship contributes to community and rural development.
2. Identify types of innovation (product, process, social, and environmental).



Entrepreneur-led Sessions - week 3:

Translate learning into a first strategic plan for their virtual company.

Discuss a collaborative brainstorming segment where participants ask:

- What issue connected to the business could be amplified
- What change the entrepreneur would like to see
- What audiences matter most
- What small, realistic advocacy actions could be taken

Participants are expected to deepen their understanding of how innovative business models drive inclusive development, and apply that knowledge to shape their first strategic plan.

Innovation & Global Teamwork



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Session Duration: 90 minutes

Purpose: To explore creative thinking tools and practice teamwork in developing an innovation mindset

Session Outline:

1. **Welcome & Icebreaker (10 min)** (e.g. “Innovation sparks” game: each participant names one everyday object or situation that needs improvement.)
2. **Mini-Input (10 min)** (e.g. a) The Innovation Cycle: Inspiration → Ideation → Implementation → Feedback → Improvement; or b) SDGs, sustainability and innovation)
3. **Group Activity (30 min)** In breakout rooms brainstorm one innovative feature that could improve the entrepreneur’s company. Roughly map the company and improvements on a Canvas.
4. **Debrief (15 min)** Share top ideas
5. **Integration Task (20 min)** Begin drafting your company’s First Strategic Plan outlining key goals and innovative elements.
6. **Q&A and closing remarks**

Materials: Slides, innovation cycle video or SDGs picture, BMC template on padlet or whiteboard



Week 3 - Mentor-lead Session

Week 4

Civic Participation: Business for Impact

Learning Objectives

By the end of Week 3, participants should be able to:

- Explain how civic participation, advocacy, and campaigning can influence social and environmental change.
- Identify ways an entrepreneur-led company can engage responsibly in advocacy and public issues.
- Analyze a relevant issue and define clear advocacy objectives and tactics for addressing it.
- Collaborate with teammates to create a mini advocacy plan and reflect on their role as civic leaders.



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Key Takeaway

“Sustainable businesses are civic actors. This week, you learn that every enterprise can be a force for good — when innovation meets responsibility.”

The MOOC platform - week 4:

Explain how civic participation, advocacy, and campaigning can influence social and environmental change.



Module 4.1

Civic Participation and Advocacy

[start reading](#)



Module 4.2

Advocacy & Campaigning

[start reading](#)

Entrepreneur-led Sessions – week 4:

Identify ways an entrepreneur-led company can engage responsibly in advocacy and public issues

- Explore the broader issue landscape connected to the entrepreneur's business
- Map key stakeholders who shape or are affected by this issue
- Discuss which groups (consumers, communities, policymakers, NGOs, industry bodies) matter most and how each one influences the issue.
- Define the change the entrepreneur would like to see

Reflection Prompt:

“Which SDG feels most relevant to your company's purpose, and why?”

Civic Participation & Leadership



Co-funded by
the European Union

Session Duration: 90 minutes

Purpose: To inspire participants to think of themselves as active changemakers and to understand leadership through civic action.

Session Outline:

1. **Welcome & Kick-off (10 min)** Quick poll: “What’s one social or environmental issue you care about?”
2. **Mini-Input (15 min)** Youtube video or case study (e.g. “Civic participation in the digital age”; “How young people influence change”; “Examples of youth-led advocacy initiatives”).
3. **Group Activity (30 min)** In breakout rooms select one social issue relevant to them brainstorm possible civic actions
4. **Debrief (20 min)** Teams present their idea and give & receive feedback on feasibility, social value, etc.
5. **Reflection (15 min)** Participants share on “What kind of leader do I want to be in my company and community?”

Materials: Slides, SDG pictures, links to videos or case studies



Week 4 - Mentor-lead Session

Week 5

Project Development: From Ideas to Action

Learning Objectives

By the end of Week 4, participants should be able to:

- Describe the key components and stages of developing a project proposal.
- Understand the essentials of writing a clear, compelling project proposals to attract funding.
- Apply practical project planning tools to structure both their virtual company's next steps and their community project idea.
- Advance their community impact project by drafting the core elements of a proposal that will later feed into their pitch deck.



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Key Takeaway

“Ideas only have power when structured into action. This week, you learn how to design projects that are clear, fundable, and ready to make an impact.”

The MOOC platform – week 5:

1. Describe the key components and stages of developing a project proposal.
2. Understand the essentials of writing a clear, compelling project proposals to attract funding
3. Apply practical project planning tools to structure both their virtual company's next steps and their community project idea.

**Module 5.1**
Introduction to Project Development
[start reading](#)

**Module 5.2**
Stages in the Development of Project Proposals
[start reading](#)



Components of Project Planning Phase

The diagram illustrates the five stages of project planning: 01. Creating a Project Plan, 02. Creating a Resource Plan, 03. Budget Estimation, 04. Gathering Resources, and 05. Anticipating Risks and Potential Quality Roadblocks. Each stage is represented by a colored capsule icon with a corresponding number and icon.

**Module 5.3**
Project Planning
[start reading](#)

Entrepreneur-led or Teamworking sessions - week 5:

Identify ways an entrepreneur-led company can engage responsibly in advocacy and public issues •

- Participants continue working on the issues from week 3
- Discuss suggestions, ideas and approaches and receive feedback
- Learn how to design and fund impactful projects, while applying these principles to both – the virtual company and their community project idea

Innovation in Practice



Co-funded by
the European Union

Session Duration: 90 minutes

Purpose: To connect project design principles to innovation ideas, while reflecting on how project design abilities strengthen their future career pathways.

Session Outline:

1. **Welcome & Kick-off (10 min)** Under the motto: “How project design skills translate into real-world opportunities — in entrepreneurship, employment, and community leadership”, participants share one insight from the week’s learning materials.
2. **Mini-Input (15 min)** Making your ideas visible. Learning to write proposals helps you structure your idea and also means learning to communicate your value and your vision. Examples of youth or early-career professionals who turned a small project idea into a funded initiative, internship opportunity, or job role.
3. **Group Activity (45 min)** present your work on the pitch deck and receive mentor and peer feedback
4. **Reflection (20 min)** (e.g. “How can I apply what I learned this week to my future career?”, “How does turning an idea into a structured plan change how I see myself as a leader or innovator?” or “What makes a project realistic and fundable – and how can our team ensure, we are solving the right problem?”)

Materials: Slides, links to videos or case studies



Week 5 - Mentor-lead Session

Week 6

Integration & Preparation: Ready for the Real World

Learning Objectives

By the end of Week 5, participants should be able to:

- Integrate learning from all modules into a coherent strategy.
- Strengthen teamwork, communication, and presentation skills.
- Apply business, innovation, and sustainability principles in a simulated company environment.
- Demonstrate leadership, collaboration, and problem-solving under real-world pressure.
- Finalize outputs in collaboration with mentors.
- Reflect on their professional growth and future career goals.



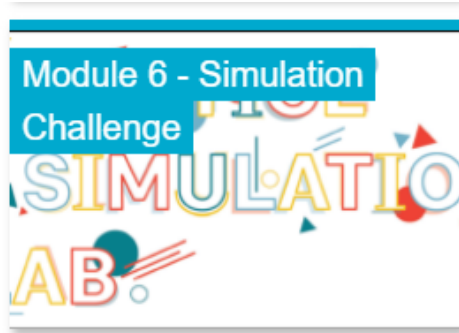
Co-funded by
the European Union

Key Takeaway

“You’ve experienced how real companies think, decide, and act. The simulation is not the end, but the beginning for your career, impact, and continued growth.”

The MOOC platform & Simulation – week 6:

Apply all accumulated knowledge, teamwork, and creativity to solve a simulation challenge — and celebrate the journey through competition and reflection



Reflection Prompt:

“What did this journey teach me about leadership, innovation, and collaboration?
How has my understanding of work — and my role in society — changed?”

Purpose: Experience real-time effects of decision-making on company

Day 1 – Briefing & Team Setup

Receive the entrepreneur’s challenge scenario and introductions.

Define priorities and assign simulation roles (CEO, CFO, HR lead, Marketing lead, etc.).

Set initial strategy and company goals.

Day 2 & 3– Decision Sprints & Recap Session

Teams complete multiple timed “business sprints”: making strategic, financial, and operational decisions in response to live updates from the simulation engine. Mentors act as facilitators.

At the end of the simulation Mentors/Facilitators and Participants come together for a final round of feedback and training assessment

Supporting self-paced learning

Your role is to help mentees:

- Understand key concepts
- Connect learning to the project
- Stay on schedule
- Reflect on insights

Ask questions like:

“What did you learn this week that helps your project”

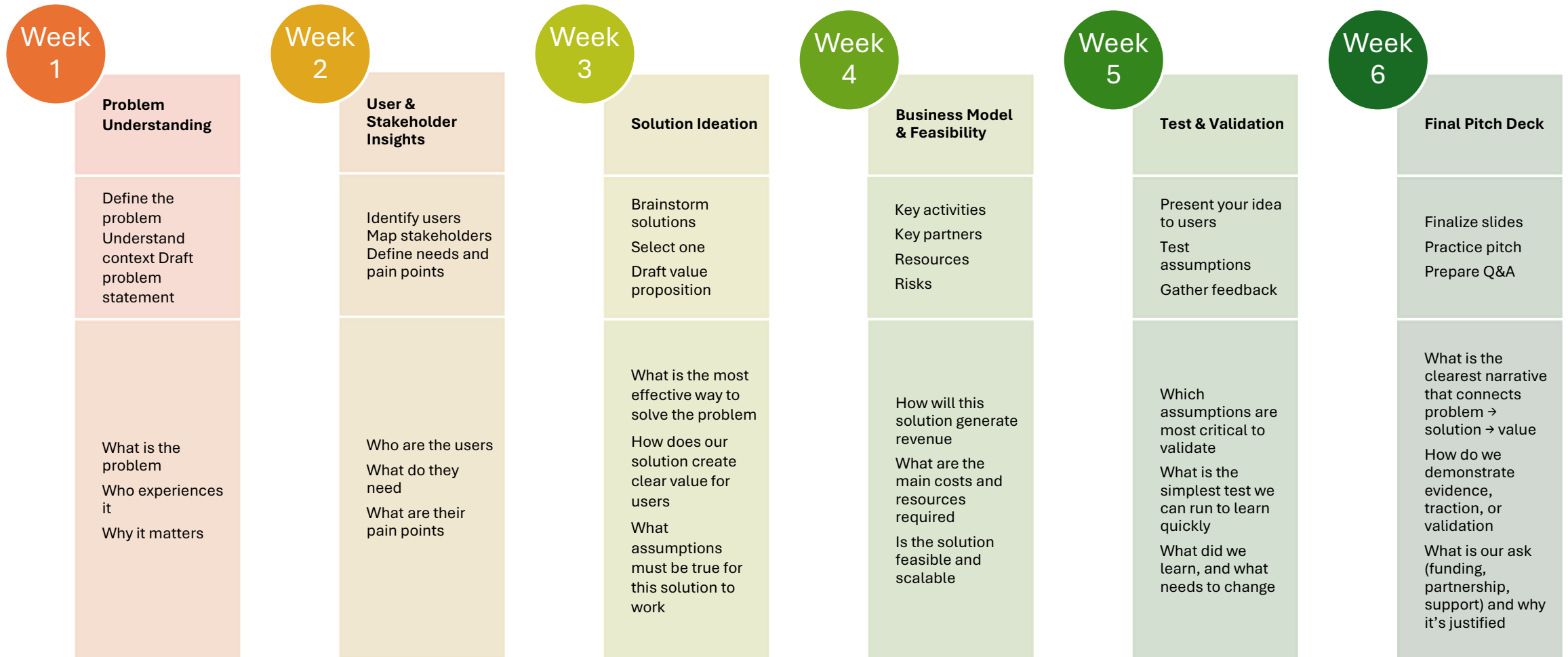
“What concept was confusing”

“How can you apply this idea to your pitch deck”



Image by Kristin O'Connell

Weekly pitch-deck development steps:



Free Mentoring session 90 min outline

0–10 min	Emotional Check-In: “How are you arriving today” ; “One word for your week”
10–20 min	Review Last Week’s Goals: What worked? What was challenging? What needs follow-up?
20–40 min	Project & Pitch Deck Progress: Review weekly milestone. Clarify questions. Give feedback. Identify next steps.
40–55 min	Learning Integration: Discuss key concepts from the online platform. Connect theory → project. Encourage reflection.
55–75 min	Teamwork & Entrepreneursession support: Prepare for upcoming entrepreneur session. Clarify roles. Identify open questions. Strengthen communication.
75–85 min	Planning & Accountability: Set goals for next week. Identify risks. Agree on check-ins.
85–90 min	Closing: One insight and/or One commitment and/or One appreciation.

Mentoring session dialogue outline

Part 1: Building the relationship (not more than 1 minute) Greetings, small talk, happy to see you, how have you been, etc.

Part 2A: Defining the scope (establish the topic for the session) Which topic do you want to talk about today

Part 2B: Define the objective (establish the goal for the session) What would you like to achieve in this session? How would you know you have reached there? How will it feel when you have reached there?

Part 3A: Analyzing the problem: What about the topic troubles you? Causes you problems? Why? What happens? How do you react?

Part 3B: Solution Finding Process/ “Unearthing” the solution What could be the cause? And what could be the cause behind this? Is it a structural issue? Behavioural? Attitude? Related to someone else, etc.

Part 4A: Identifying the solution If you think about, what you have just described, where do you feel this is going? Where do you want to go with this? Do you see an opportunity to make changes? What happens if you apply this...?

Part 4B: Commitment to change What do you want to do next? Until when? What will it look like, once you have done this?

Part 5: Let the mentee summarize the commitment and action plan. Tell me again, how you are planning to organize your next steps. Ensure it is specific by asking when? How? If necessary.

Part 6: Closing of session, Confirm the next meeting date and time and goal for the next session. See you on.. I am excited to hear about your experience/progress on... Looking forward to...



4

Adult Learning & Facilitation Basics



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Who are you mentoring?

Young Adults in Transition often –

- Are still forming professional identity
- Feel insecure about their skills
- Struggle with time management
- Fear making mistakes
- Are unsure how to communicate professionally
- May hesitate to speak in groups, especially if they perceive a language barrier
- Come from diverse cultural backgrounds

Your mentoring should be:

- Encouraging
- Non-judgmental
- Patient
- Clear
- Empowering

Your presence can make the difference between a participant thriving or dropping out.

What are the typical developmental needs and challenges of young adults?



Need for confidence, identity, belonging

Inadequate problem solving skills

Lacking adaptability



Fear of failure, silence in groups
(intercultural communication barriers),
overwhelm



Lack of
organizational and
self-organizational
skills

Need to learn how to give and receive constructive Feedback

Need for learning opportunities



Lack of experience

“ **Soft skills** are the combination of people skills, social skills, communication skills, emotional intelligence, and personality traits that make it easy to get along and work harmoniously with other people. ”

“

Effective facilitation in our setting requires a blend of pedagogical, intercultural, and digital skills
(all soft skills)



PEDAGOGICAL
SKILLS



INTERCULTURAL
SKILLS



DIGITAL
SKILLS



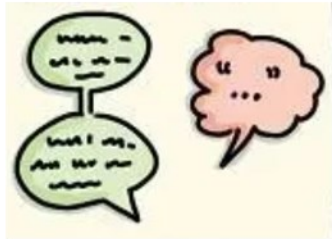
A successful e-internship

-  1. Participation and Engagement
-  2. (Good) Quality of interactions
-  3. Inclusion and equity
-  4. Cross-cultural learning and group collaboration
-  5. Learning outcomes and applications
-  6. Completion and retention
-  7. Participants' feedback and satisfaction

HOW TO THINK BETTER

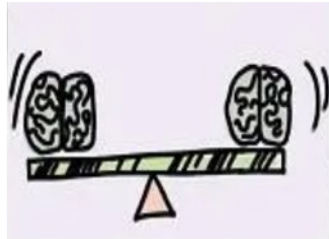
FROM THE WORK OF
NANCY KLINE
„More Time to Think“

ATTENTION



Listening without interruption is an art of creation

EQUALITY



Our thinking is different & equal

EASE



You cannot think in a hurry. Create freedom from rushing.

APPRECIATION



Appreciate 5x more than you criticize

ENCOURAGEMENT



Eliminating competition improves thinking

INFORMATION



What are you denying that would liberate your thinking?

FEELINGS



Fear prevents thinking. Laughter helps.

DIVERSITY



People will think for themselves

INCISIVE QUESTION



Remove false, limiting assumptions

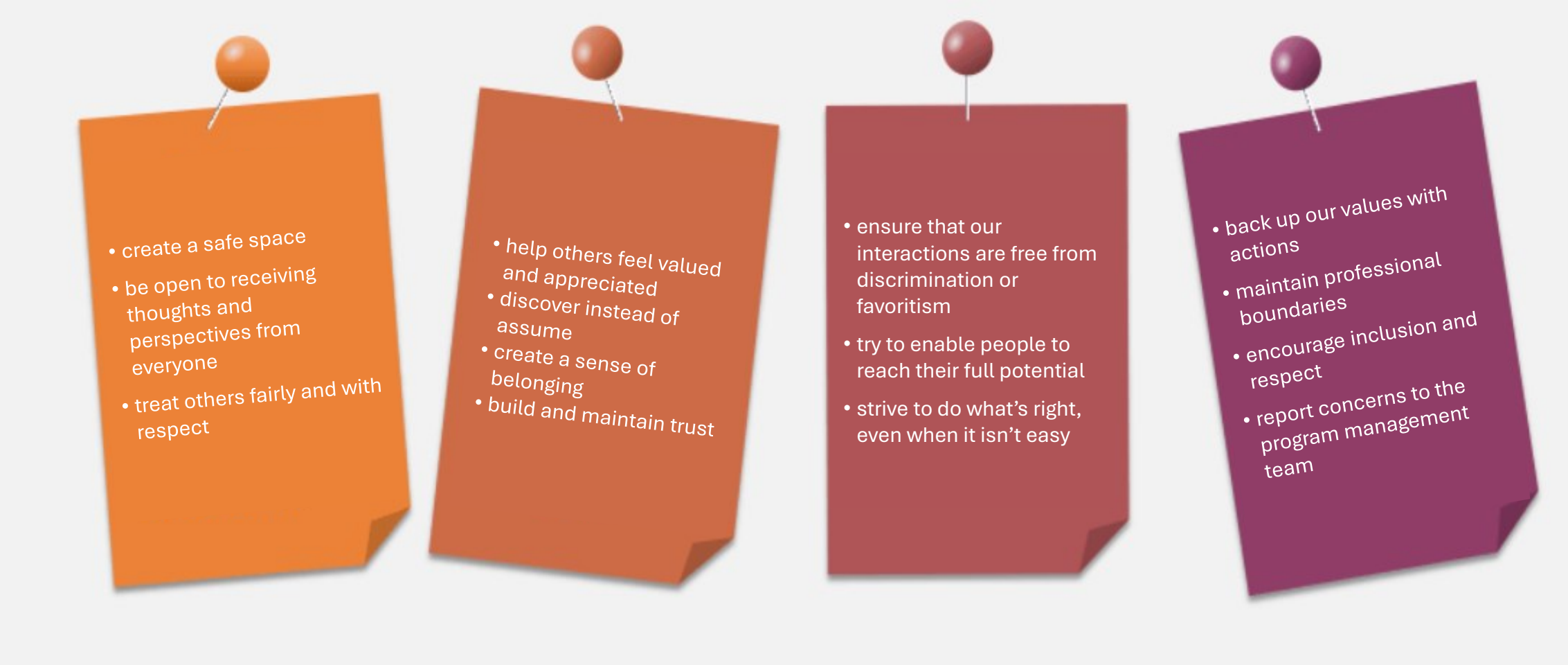
PLACE



The place – and your body – matters

Code of conduct

Let's....

- 
- The image shows four sticky notes pinned to a light gray background. Each note is a different color and has a red pushpin at the top. The notes contain a list of guidelines for a code of conduct.
- create a safe space
 - be open to receiving thoughts and perspectives from everyone
 - treat others fairly and with respect

- help others feel valued and appreciated
- discover instead of assume
- create a sense of belonging
- build and maintain trust

- ensure that our interactions are free from discrimination or favoritism
- try to enable people to reach their full potential
- strive to do what's right, even when it isn't easy

- back up our values with actions
- maintain professional boundaries
- encourage inclusion and respect
- report concerns to the program management team

Learning outside the classroom

FOCUSING ON LEARNING INSTEAD OF GRADES, PROBLEM BASED LEARNING, PRACTICE

assessment & reflection

LEARNING FROM SUCCESSES AND FAILURES, ADDRESSING WEAKNESSES

Conducting research

COLLECTION OF INFORMATION AND IDEAS, KNOWING HOW TO LEARN, QUESTIONING, E-LEARNING

Solving design problems

CREATIVE THINKING, WILLINGNESS TO PUSH ONESELF OUT OF COMFORT ZONES, TAKING RISKS

Professional portfolios

NETWORKING, MAKING CONNECTIONS, AWARENESS AND CONFIDENCE IN OWN ABILITIES AND GOALS

Reciprocal teaching

SOLICITATION OF OPINIONS, PROPENSITY TO LISTEN TO OTHERS, DISCUSSION, FEEDBACK

Knowledge maps

MANAGING ONE'S EDUCATION, GROWTH MINDSET

LEARNING!

#

1.2 Facilitator: Key elements



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- **Process-oriented role:** Focuses on how learning happens rather than what is taught.
- **Manages interaction:** Encourages participation across cultures, time zones, and communication styles.
- **Creates inclusive space:** Ensures all voices (including those from different linguistic, cultural, and professional backgrounds) can be heard.
- **Supports group learning:** Moderates fora, prompts discussion, and helps participants learn from each other.
- **Bridges diversity:** Helps addressing differences in digital skills, educational backgrounds, and cultural expectations between learners.

1.3 Mentor: Key elements



Funded by the European Union

- **Person-oriented role:** Focuses on the learner's growth rather than group dynamics.
- **Provides individualized support:** Offers advice, feedback, and encouragement tailored to the learner.
- **Shares expertise and experience:** Helps participants connect course content to real-world contexts (which may differ significantly across African countries, and between African and European settings).
- **Supports goal achievement:** Helps learners clarify goals, overcome challenges, and stay motivated.
- **Builds relationships:** Often involves more personal or sustained interaction than facilitation.



rules & regulations

Focus on relationship

Mentorships need to be built on trust and respect. Mentoring sessions are confidential. As a mentor, offer support rather than direction.

Practice active listening - People think best when they feel fully heard

- **Give full attention** – model professionalism, no interruptions, no fixing, no steering.
- **Create ease** – slow down, remove pressure, allow silence.
- **Ask liberating questions** – “What assumption might be limiting your thinking?”

Mentors do not solve the mentees’ problems or offer solutions, nor do they do the work for the mentee. Instead, help your mentees to discover their own solutions. Make sure you are hearing correctly what they are saying so that they feel understood. Your role is to facilitate communication and teamwork by keeping mentees engaged and progressing.

Meet consistently and follow up

Mentors must commit to 90 min online sessions per week six week in a row. Hold your mentees accountable. Mentors must also plan to attend a 1.5 hour review sessions per term to help improve the training.

What a mentor does not need to do

Mentors are not supposed to assist their mentees financially or with other resources than knowledge, information, wisdom, patience, networking opportunities, etc. Mentors do not need to solve mentees’ personal problems, nor be available 24/7.

2.1 Facilitation skills: Core skills (1)



Inclusive Engagement

- Ability to create a safe space where participants from different regions feel comfortable contributing
- Actively balances participation (e.g., avoiding dominance by one region or group)

Cross-cultural Sensitivity

- Understands differences in communication styles (direct vs indirect, hierarchical vs informal)
- Avoids assumptions about knowledge, resources, or context

2.1 Facilitation skills: Core skills (2)



Clear and Accessible Communication

- Uses simple, jargon-free language
- Rephrases key concepts when necessary (e.g., for non-native English speakers)

Active Listening and Synthesis

- Identifies themes across diverse contributions
- Summarizes discussions in a way that integrates multiple perspectives

2.1 Facilitation skills: Core skills (3)



Strong Questioning Skills

- Uses open, reflective questions (e.g., 'How does this apply in your local community?')

Digital Facilitation Skills

- Effectively uses forums, live sessions, and collaborative tools
- Designs for low bandwidth (asynchronous options, downloadable materials) – Options made available by the project

2.1 Facilitation skills: Core skills (4)



Adaptability and Responsiveness

- Adjusts facilitation based on participation levels or emerging needs
- Responds quickly to confusion, disengagement, or conflict
- Keeps all discussions on topic, making explicit any change of topic

Conflict and Power Dynamics Management

- Recognizes inequalities (e.g., resource differences, perceived expertise)
- Intervenes constructively when misunderstandings and conflicts arise

Successful facilitators

do more than deliver content.



They:



CREATE A WELCOMING ENVIRONMENT

Make everyone feel valued, respected, and included.



ENCOURAGE PARTICIPATION

Invite diverse perspectives and empower everyone to contribute.



MANAGE DISCUSSIONS EFFECTIVELY

Keep conversations focused, productive, and respectful.



TRANSFORM DISAGREEMENTS INTO OPPORTUNITIES

Turn differences into learning moments and stronger collaboration.

★ Great facilitation turns a group discussion into a powerful learning experience.

Essential Communication Skills



Verbal Communication

- Clear speaking
- Appropriate pace
- Positive tone

Non-Verbal Communication

- Eye contact (look to the camera)
- Facial expressions
- Gestures –Smiles use with in the tool we are using

Digital Communication

- Chat politeness
- Clear instructions
- Timely responses
- **Understanding the infrastructural environment students are in and make necessary arrangement**

Managing Discussions and Conflict



- Focus on objectives
Keep discussion aligned with goals.
- Acknowledge contributions
Recognize everyone's input.
- Create participation opportunities
Invite quieter members.
- Intervene respectfully
Address disruptive behaviour calmly.

....continued



- Listen actively
Seek understanding before responding.
- Identify conflict early
Notice tension before it escalates.
- Talk, Assess, Transform, Encourage
Turn disagreements into learning opportunities.



5

Communication Essentials



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Communication

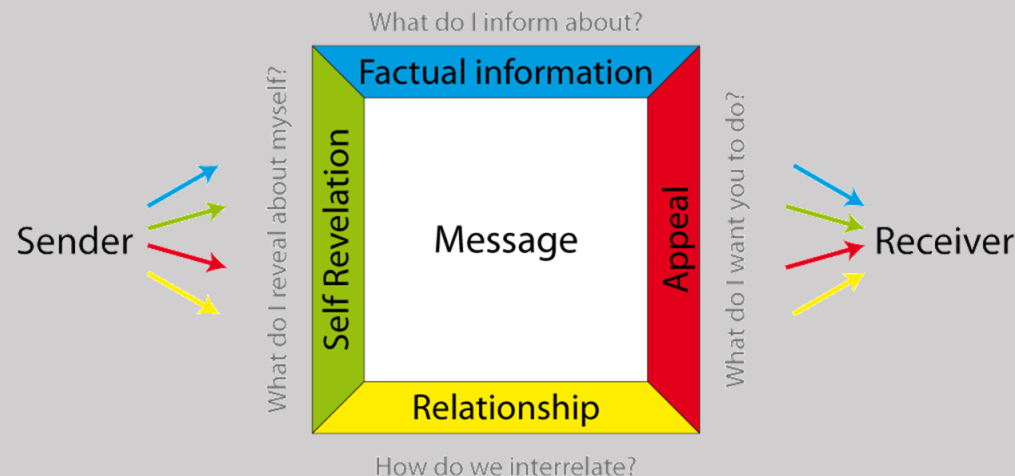
Modeling professional communication:

- Setting expectations early
- Teaching communication etiquette
- Modeling professional behavior
- Encouraging quieter participants and equal participation
- Helping mentees connect theory → practice → project
- Helping mentees manage time

In many ways, effective communication begins with mutual respect and inspires, encouraging others to do their best.

Zig Ziglar

Communication model by Schulz v. Thun



FOUR EARS COMMUNICATION MODEL

REVEALING EAR:

Who is this person? What is their experience? Values? Morals? How do they do business?

FACTUAL EAR:

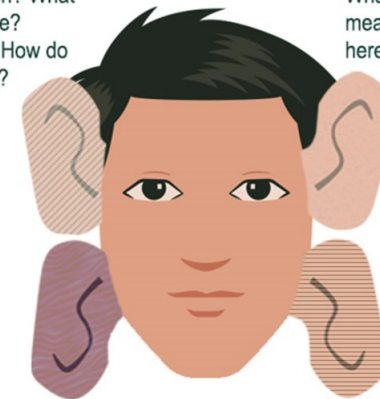
What is the objective meaning of the message here?

RELATIONSHIP EAR:

How does this person treat me? In what kind of relationship are we? Who do they think they are conversing with?

CALL TO ACTION EAR:

What am I supposed to do with this information? What do they want me to do? Should I even do anything?



Depending on the relationship and prior experience with the speaker, the listener tends to prioritize one of the 4 layers of a communicated message.

4 Types of Communicators

To be able to model good and professional communication, it is important to reflect on one's own communication style. Communicating in I-messages does not come naturally to most people and needs some practicing.

Facilitators and mentors should also help participants become more aware of their way of communication and let them practice changing you-messages into I-messages.

Participants, who are regularly silent, might need encouragement to take control over certain situations to open up in a group setting. This requires a safe space and an atmosphere of trust and respect for all participants. If in any case a participant communicates in a passive-aggressive manner, this should always raise a red flag. In that case the facilitator should stop the conversation and allow the participant to explain their position and emotions, and to manage a possible conflict situation.

Passive	Aggressive	Passive Aggressive	Assertive
• Does not want control	• Needs control	• Feels out of control	• Knows that you can only control yourself
Reacts with:	Reacts with:	Reacts with:	Reacts with:
• Silence	• You-messages	• Snarky side remarks	• I-message

Asking Questions

Asking good questions is one of the most important qualities of a good facilitator or mentor. The facilitator/mentor should always remember that the solution for any problem needs to be developed by the “problem-owner” themselves. The facilitator/mentor should not be the one offering solutions but instead guide the participant or team through the process of understanding their problem and digging for solutions by asking the right questions.

Questions are also a good way to create a space in which participants feel safe, welcome and heard. The way questions are asked determines the kind of answers that can be generated. In case that only a quick short answer is desired, a closed-ended question should be asked. In online meetings this can be important to avoid that a participant “high-jacks” the meeting. If however a more detailed elaboration is desired, the question has to be asked in a open-ended way.

Closed-Ended Questions Typically Start With

- Are you . . .
- Will you . . .
- Did you . . .

Open-Ended Questions Typically Start With

- How . . .
- What . . .
- Why . . .

Closed-Ended: “Did you have fun this weekend?”

Open-Ended: “What did you do this weekend?”

Use powerful open-ended questions that promote reflection, like:

- “What do you think is the core issue here”
- “What would help you move forward”
- “What did you learn about yourself this week”

Assertive Listening in online settings

Once a question is asked, the next step to a successful conversation and professional communication is “listening”. Only if a speaker feels heard and perceives the listener as truly interested in what is being said, will the speaker continue to open up and feel encouraged to disclose more information. Therefore, besides asking the right kind of questions, assertive listening is another important skill for facilitators and mentors.

How can we practice active or assertive listening?

Active Listening

Waiting for your turn to talk

Listen to understand



- Listen fully – Be present, maintain eye contact, avoid interrupting, give full attention and also pay attention to tone and emotion
- Reflect back what you hear - “So what I’m hearing is...” or “It sounds like you’re feeling...”
- Clarify - Ask questions that help you understand the deeper meaning, not just the surface words.
- Validate emotions and feelings
- Avoid interrupting or “fixing” too quickly
- Stay respectful and calm - Assertive ≠ aggressive. You’re aiming for clarity, not dominance.

Active Listening online must be more intentional, more explicit, and more structured.

“Online, active listening is not just hearing the words — it’s compensating for everything we can’t see. It means showing the mentee that you are fully present, even through a screen.”. Presence must be visible. Understanding must be verbalized. Empathy must be explicit. Silence must be managed, not feared, and distractions must be reduced.

Five Finger Feedback Method

What can be improved?

What are my take-aways
(positive and negative)?

What did I learn?

What was missing?

What was great and
needs to be praised?



Good feedback is kind, clear, specific, and actionable.

Participants should be shown the video “Austin’s butterfly, which can be found in the zoom video library (see below) or on youtube

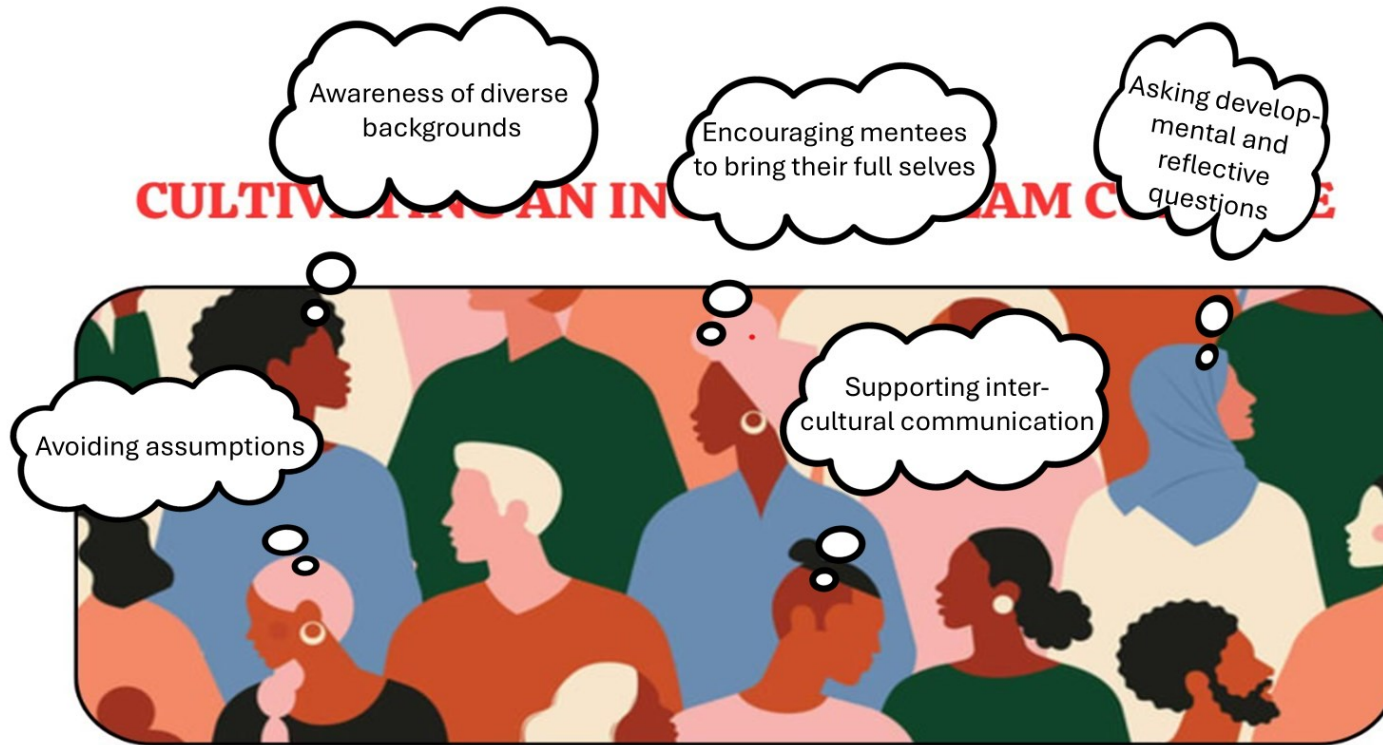
https://youtu.be/E_6PskE3zfQ?si=OwTp74MB3V0dUt-wse

The **5-finger-feedback method** should also be taught to participants by letting them draw the outline of their hand on a piece of paper, and adding the prompts as seen on the left. This can be kept as a reminder in front of them, when practicing feedback. Alternatively, the **3-Part Feedback Model** may be used:

1. What’s strong, 2. What’s unclear, 3. What’s next?

The screenshot shows a Zoom video library interface. On the left, there is a sidebar with a 'Videos' section and a 'Meine Kanäle' section. The 'Meine Kanäle' section has a 'Mehr' button circled in red. The main area displays a list of videos. The first video is 'BMC animation' with a duration of 00:13. The second video is '5FF animation' with a duration of 00:26. The third video is 'Austins Butterfly Feedback' with a duration of 06:32. The '5FF animation' and 'Austins Butterfly Feedback' rows have their play buttons circled in red.

You can find videos saved to the zoom library under the more button and play them by clicking on the play icon.



Supporting Intercultural Communication

- Normalize different communication styles
- Encourage curiosity, not judgment
- Encourage equal speaking time
- Assume positive intent

Encouraging Self-Awareness

Help mentees reflect on:

- Strengths
- Interests
- Values
- Work habits
- Career aspirations
- Highlight strengths of diverse perspectives

Dealing with Intercultural Miscommunication

- Encourage curiosity
- Clarify intentions
- Facilitate a respectful conversation
- Help clarify misunderstandings gently



6

Learner Engagement & Retention



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How to prevent drop-outs?

Early warning signs of disengagement

Behavioral signs

- Camera off often
- Delayed responses
- Short, one-word answers
- Not volunteering ideas
- Missing small tasks or deadlines
- Not asking questions

Emotional signs

- Low energy or flat tone
- Irritation or defensiveness
- “I don’t know” becoming frequent
- Avoiding eye contact

Participation signs

- Not contributing to team discussions
- Letting others speak for them
- Turning up late or leaving early
- Not engaging in chat or reactions

What to do?

- Watch for silence, withdrawal
- Reach out early
- Encourage & support
- Celebrate small wins
- Keep mentees engaged
- Support time management & self-regulation

The team is stuck or shows weak pitch deck progress

Help them define criteria
Encourage brainstorming
Guide them to a decision
Introduce milestones
Assign roles
Provide structured feedback

How to prevent drop-outs?

How to Create Psychological Safety

Model vulnerability

Mentors can say:
“I don’t have all the answers either.”
“It’s okay to be unsure — that’s part of learning.”

Normalize mistakes

“This stage is confusing for everyone.”
“You’re not behind — you’re learning.”

Set explicit norms

“All ideas are welcome.”
“We don’t interrupt.”
“Questions are a sign of engagement.”

Validate contributions

“That’s a helpful point.”
“Thanks for sharing that — it adds a lot.”

Make the space predictable

Young adults feel safer when they know:

- the session structure
- what’s expected
- how long things take

Consistency builds trust.

Use structured turn-taking

This prevents dominant voices from taking over:
“Let’s hear from each person for 30 seconds.”

Psychological safety online must be **designed**, not assumed.

How to prevent dropouts

Handling disengagement or overwhelm

Slow down the pace

“Let’s take this one step at a time.”
“What’s the part that feels heaviest right now”

Break tasks into micro-steps

“What’s one thing you can do in the next 24 hours”
“Let’s choose the smallest next action.”

Encourage peer support

Pair them with a supportive teammate
Let them co-work in breakout rooms

Reduce pressure

“You don’t need to be perfect — just present.”
“It’s okay to ask for help.”

Follow up with a short message after the session: “You did well today.”

When a mentee is overwhelmed, mentors should avoid “fixing” and instead **co-regulate.**

Offer options

“Would you prefer to work on the problem statement or the user insights first”
“Do you want to speak now or type in the chat”

How to prevent drop-outs?

How to Re-Engage Mentees

Reach out privately

A short, warm message works wonders:

“I noticed you seemed a bit quiet today. How are you doing”

“Anything I can support you with this week”

Give them a meaningful role

People re-engage when they feel needed:

“Could you lead the next check-in”

“Would you summarize the team’s ideas”

Young adults disengage when overwhelmed. Mentors can say:

“Let’s pick one small thing you can do before next session.”

“What feels manageable right now”

Celebrate small wins

Even tiny progress helps rebuild momentum.

Re-engagement is about *invitation*, not pressure

Reconnect them to purpose

“What part of this project feels most interesting to you”

“What would you like to get out of this experience”

How to prevent drop-outs?

How to run effective check-ins

Keep them simple and fast

Examples:

“One word for your energy today.”

“What’s one thing on your mind as we start”

“On a scale of 1–5, how present do you feel right now

Use visual or interactive tools

Emojis

Polls

Chat responses

Quick reactions

These lower the barrier for shy participants.

Ask follow-up questions

If someone says “2/5”:

“Thanks for sharing. Anything you need from us today”

Normalize all answers

“All numbers are welcome.” “Thanks for being honest.”

Check-ins are the mentor’s most powerful tool for reading the room.

Use check-outs too

“What’s one thing you’re taking away”

“What’s one small step you’ll take next”

More Warm-up or Check-in exercises

When facilitating the Self Awareness sessions it is helpful to start with an ice.breaker to get the conversation going. This could be done with some light herted questions, that participants answer in turns.

Example questions

- If you could describe your personality in an ice cream/soft drink/food flavor, which would it be and why?
- If you could be any animal, which would you be?
- If you won a million dollars, what would you do with it?
- What is the best thing somebody has ever said to you/about you (or quote that you have read)?
- If money, education and training was no problem, what would you do as your profession?
- Who was your hero growing up?
- Who is your favorite person in the world?
- If you were a vegetable/fruit which would you be?
- Would you rather start a colony on another planet or be the leader of a small country on Earth?
- If you could have any super power, which would it be?
- What skill or talent do you wish you had?

Go on a Virtual Road Trip

If your paerticipants do not object they might turn on their camera and share their surroundings so that others get to explore a new part of the world! It is best to announce this the week before, so that everyone can be prepared to share confidently.

To help participants to get to know each other and to create a light-hearted atmosphere at the beginning of a session you might play:

Two Truths and a Lie/one Dream

Each participant shares three statements about themselves, of which one must be a lie and the other two are true. Alternatively, instead of a lie they might also state one dream they have always wished for, but have not yet obtained. If you have enough time, the participant can be asked follow-up questions about each statement to try to detect which are the truths and which statement is the lie. Or the other participants simply make their guesses (with their reasoning behind their choice) and the correct answer is then revealed.

Exercise: Appreciate

All group members are taken to breakout rooms and match up in pairs.

The timer is set to 1 min.

Each pair decides who shall receive praise. The other person gives praise to his/her partner for 1 min straight.

After 1 min receivers are given a moment to write down the praise they have received, then everyone moves to a different breakout room.

Continue for several rounds until everyone has received praise.



HOW DO YOU FEEL

About ...?

Either include the image above as part of your presentation or pull it up as a whiteboard from the zoom whiteboard library, where it has been saved for your convenience. Let participants annotate the picture by marking the figurine in the image that best represents their current feeling about any given situation. This can be used at the start and again at the end of the E-internship, it can be used midway to check on how participants feel about the atmosphere in the team, how they feel when receiving feedback, how they progress with their pitch deck, etc.

Monitoring & Evaluation

The AgriMocks program will regularly schedule review and evaluation sessions, which facilitators and mentors are requested to attend.

Issues to monitor are:

- Any technical challenges using the program platform or relevant technology.
- Any challenges engaging in program activities or conversations
- Any challenges communicating with program management team
- Any challenges communicating with mentees
- Mentee engagement and retainment ratio
- Any other structural obstacles that cause issues in program implementation
- Any content or group related issues (regular difficulties to grasp concepts, complaints, conflicts, inappropriate behaviour, etc.)
- Any important upcoming program dates, events, activities, or milestones

The program management team should regularly analyze data collected by the platform, which includes log-in and usage data, as well as the content of mentor mentee interactions, to ensure that participants are not sharing inappropriate information or otherwise violating program rules, and to identify issues that may need additional support, coaching, or encouragement to participate.

3.2 A successful e-internship: Key success factors

Success depends on:

- + Active, inclusive facilitation
- + Recognition of context and participants diversity
- + Strong interaction by design
- + Practical relevance
- + Continuous engagement support

Risks:

- Passive moderation
- One-size-fits-all
- Fora, group tasks, reflective moments underused or skipped

3.3 A successful e-internship: Evaluation checklist

Regularly ask yourself:

- ✓ Are all participants from all cultures actively participating?
- ✓ Is engagement sustained over time?
- ✓ Are discussions interactive (not isolated posts)?
- ✓ Are cultural/contextual differences being acknowledged properly?
- ✓ Is the link with the entrepreneur's problem always present?

Your Impact

By mentoring in this program, you are helping young adults:

- Build confidence
- Discover their strengths
- Learn to collaborate across cultures
- Develop entrepreneurial thinking
- Create a meaningful project
- Take a step toward their future

Your presence matters more than you know!

Thank you very much for your interest in becoming a Mentor!

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