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ARTICLE

Older adult entrepreneurs as mentors of young people neither in employment nor education and training (NEETs). Evidences from multi-country intergenerational learning program

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ABSTRACT

Population aging is exacerbating the loss of competences in the workforce and simultaneously young people neither in employment nor in education and training (NEETs) are struggling to be reengaged in employment. These issues, which are deemed priorities for the European policy agenda, could be addressed by triggering active aging dimensions, valuing and exploiting older adult entrepreneurs' knowledge for enhancing youngsters' entrepreneurial attitudes, through mentoring. This paper reports the results of a study based on an intergenerational learning program, carried out in 2018 in Germany, Italy and Slovenia. The study was aimed at developing and testing one training on mentoring addressing 41 older adult entrepreneurs (55 and over), and two intergenerational learning trainings aiming at boosting entrepreneurial competences of 33 NEETs (aged 18–29). The impact of the program on older adult entrepreneurs and NEETs was assessed through a pre and post-evaluation using qualitative and quantitative tools. Findings at country level were treated as national case-studies and then the latter were compared by considering them as a multiple embedded case-study. Results indicated that, to different extent in the study countries, mentors learned and enhanced mentoring competences, e.g. active listening and the capability of orienting, improved well-being and self-esteem, social inclusion and active aging attitude. Moreover, NEETs acquired entrepreneurial and socio-relational competences by benefiting from the full exploitation of mentors' know-how and the trust relationship with them. Companies, trade unions, educational and voluntary organizations should cooperate to adopt intergenerational learning programs as good practices for older adults and NEETs' lifelong learning promotion.

Introduction

Population aging and youth at risk of social and economic disengagement have been considered as two of the major European policy challenges for several years.

On the one hand, in 2018, in Europe the share of people aged 65 years or over was 19.7% of the population (2.6% more than 2008), while the working age persons (i.e. 15 to 64 years old) were 64.7% (2.5% less than 2008) (Eurostat, 2019a). In order to mitigate the economic and social consequences of these demographic changes, e.g. the loss of knowledge, skills and competences within the workforce (DeLong, 2004), the goal of promoting older people's active participation in several social domains (e.g. the labor market, volunteering, intergenerational exchange) has been pursued at the European level since 2000, with expected positive benefits for society as a whole,

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including for older individuals (Walker, 2019; Yenilmez, 2015). Among others, these positive benefits include satisfaction with life, motivation and improved mental and physical health (Principi, Schippers, Naegele, Di Rosa, & Lamura, 2016; Walker, 2011). The latter are in line with the active aging approach, developed in Europe over the past two decades (Foster & Walker, 2015; Walker, 2019; Walker & Maltby, 2012), and defined as "a process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age" (WHO, 2002, p. 12).

On the other hand, the issues of both youth unemployment (significantly increased world-wide, especially in Europe; International Labour Office [ILO], 2015) and young people Neither in Employment nor in Education and Training (the so-called NEETs) have for several years been priorities on the European policy agenda, considering NEETs as a powerful indicator for understanding young people's vulnerabilities in terms of labor market participation and social inclusion (Eurofound, 2016). In 2018, the share of NEETs aged 15–29 years was 12.9% in the EU-28 average, reaching the highest value in Italy (23.4%, i.e. + 4.1% compared to 2008) (Eurostat, 2019b). NEETs are identified as facing more barriers than other youngsters, not only in the labor market and in the social and civic life (European Commission, 2012; Green, 2013), but even in terms of likelihood of starting a business (OECD/European Commission, 2012). To foster a positive attitude toward entrepreneurship, young people need to learn (even from failures) to manage high aspirations, to persevere in the face of obstacles, to see more and varied options for action, and to get a greater sense of well-being for being actors of their own lives (Wehmeyer & Abery, 2013).

In light of the above, in 2006 the European Commission identified the "sense of initiative and entrepreneurship" as one of the eight key competences needed for a knowledge-based society (European Parliament and the Council of the European Union, 2006). From the European Commission perspective, the concept of entrepreneurship is multidimensional, because it is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively for planning and managing projects having cultural, social or financial value (European Parliament and the Council of the European Union, 2006). Thus, being an entrepreneurial person means more than just setting up businesses, start-ups and commerce; it also means having a solid sense of initiative and acting upon ideas and opportunities to create value for others (Bacigalupo, Kampylis, Punie, & Van den Brande, 2016).

Accordingly, the Council of the European Union (2018) suggested nurturing entrepreneurship competence, creativity and sense of initiative, especially among young people, as a possible route into the labor market for "disadvantaged" young people with the ambition to become entrepreneurs (Green, 2013; OECD/European Commission, 2012).

The need for the fully exploitation of know-how and experience of older adults, e.g. entrepreneurs, and the need for boosting competences and motivation of young people who are struggling to enter into the labor market, can reach a point of synthesis in the transmission of entrepreneurial competences from the older to the younger workforce generations. For achieving this goal, mentoring, including "youth mentoring" (Crosby, 1999; Rhodes, 2002) and "reverse mentoring" (Burdett, 2014; Chaudhuri & Ghosh, 2011), seems to be an effective methodology. At the basis of mentoring there is the personal relationship between a mentor, who is a more experienced person, and a mentee, who can be defined as a knowledge-seeking person (Arnesson & Albinsson, 2017). Key components of an effective mentoring relationship, among others, seem to be open communication, shared goals and challenges, mutual respect, trust between mentor and mentee (Eller, Lev, & Feurer, 2014). Within this relationship, the mentor does not merely transfer knowledge, but he/she also provides emotional support to the mentee in a continuous interaction driven by learners' needs and goals (Jacobi, 1991). Intergenerational mentoring is associated with multiple positive outcomes both for mentees and mentors. On the one hand indeed, the youngsters can benefit from mentoring by improving the quality of interpersonal relationships, getting inspiration from mentors (Zucchero, 2011), increasing motivation to be successful and boosting career pathways (Eby, Tammy, Evans, Ng, & DuBois, 2008). Moreover, when applied to entrepreneurship education, intergenerational learning

seems to be effective especially for improving youngsters' personal entrepreneurial abilities and self-efficacy (Gimmon, 2014). On the other hand, when we consider the older counterpart, being mentor can boost older and older adult people's generativity and mentoring competences (Andreoletti & Howard, 2018; June & Andreoletti, 2018), well-being and self-esteem (Beth Johnson Foundation, 2011), social inclusion and active aging attitude (Teater, 2016).

The "Boosting Entrepreneurship Through Intergenerational Exchange" (hereafter "Be The Change") project, adopted an intergenerational mentoring approach involving older adult entrepreneurs (OAEs) and NEETs (aged 18–29). According to the active aging approach (Foster & Walker, 2015; Walker, 2019; Walker & Maltby, 2012), the "Be The Change" project considered OAEs as part of the population that can positively contribute to the development of the society, due to their knowledge and experience, and that can support especially the NEETs, as a category of youngsters running the risk of being trapped in social and employment exclusion (Bruno, Marelli, & Signorelli, 2014). From this perspective, the education to entrepreneurship can be a possible means of dealing with youth unemployment and disengagement (Green, 2013; OECD/European Commission, 2012).

The "Be The Change" (hereafter BTC) project, carried out in Germany, Hungary, Italy, Malta and Slovenia between 2016 and 2018, was aimed at triggering OAEs' (55 years old and over) active aging attitude, boosting mentoring capabilities and valorizing knowledge, in order to transfer their entrepreneurial competences to NEETs and contribute to the human, social and economic development of participants and of the whole belonging community. Moreover, it aimed at supporting NEETs to acquire higher and more relevant skills outside the formal educational system, to reach personal development, to reduce their social and economic disengagement and extend their potential for (re)entering the labor market, even considering the possibility of becoming self-employed or starting a business.

This paper reports the main results of the trainings on mentoring and entrepreneurial competences implemented in Italy, Germany and Slovenia between March and July 2018 to test (pilot phase) the efficacy of the intergenerational entrepreneurship educational program developed by the BTC project. Only the results collected in the three mentioned partner countries are presented herein, given that the pilot phase was not held in Hungary and also entrepreneurs in Malta preferred not to be assessed (in fact, participation to the training and monitoring was voluntary).

Methods

The project was based on a twofold methodology. The first was a teaching methodology based on an intergenerational learning (IGL) approach targeting both OAEs and NEETs (hereafter, also "mentors" and "mentees", respectively, when referring to training participants). The second was a monitoring methodology to assess the learning outcomes achieved through the program. The two methodologies are described in the following paragraphs, after learners' characteristics are discussed. The section ends with the data analysis methodology's description.

Participants: inclusion criteria and recruitment strategy

A non-probability purposive sampling method was adopted (Bernard, 2002; Etikan, Abubakar Musa, & Alkassim, 2016) for the involvement of mentors and mentees. Inclusion criteria for mentors were that they were aged 55 years and over and were running a business or had entrepreneurial competences, e.g. managers and coaches. Mentees had to be NEETs, i.e. not included in educational pathways, not employed and aged between 18 and 29. Main international statistics focusing on NEETs consider different age ranges, and the one adopted by the project was chosen to take into account the different lengths of formal educational systems and the disparate flexibility of the labor markets of countries involved in the study, which can determine a difference in the number of work opportunities and in the timing for taking them.

OAEs were recruited in the early months of 2018 through advertising on partner organizations' websites and networks; invitations/announcements on Facebook; personal contacts established during previous projects; voluntary associations; word of mouth; business and entrepreneurs' associations.

In all study countries, NEETs were recruited via word of mouth and through lists of people who had attended previous trainings carried out by project partners. Identifying and reaching NEETs was difficult in every country, because they do not actually belong to the labor market or to the educational system and may not be included in the databases of public employment services.

Participation to the training was voluntary; participants were informed of the aims and methods of the training and were asked to sign their consent for the collection of their data and its management and analysis, in compliance with national and European law on privacy and data protection (GDPR, No. 2016/679). Given the observational nature of the study, the consent from the competent Ethic Committees in each country was not required.

Intergenerational entrepreneurship training

The overall structure of the educational intervention stood on two pillars: the training of OAEs on mentoring competences and the mentoring of NEETs by the new mentors. These two educational phases were interconnected and carried out in compliance with a culture of reciprocity and positive interdependence (Johnson & Johnson, 1986). OAEs attended about 16 hours of training distributed over a different number of sessions in every country. They were trained by adult education professionals through the most interactive and effective teaching methodologies of non-formal learning (e.g. workshop, role play, project work and case-study analysis). The training for mentees started once OAEs' training was concluded. Mentees were introduced through one (or more) session(s) in which older and younger people knew each other and the mentoring methodology was presented. Mentees met mentors about 20 times between March and July 2018 in every country and every meeting lasted two hours. Young people were mentored half in one-to-one and half in group sessions. Mentors and mentees were paired up with the help of adult education professionals involved in the training. who matched young people's goals, set in the first part of the program, and mentors' competences and knowledge useful for meeting these goals.

Training contents and materials were developed on the basis of the national socio-economic and educational contexts, i.e. the proportion of NEETs (concerning those aged 15–29, under 10% in Germany and Slovenia, more than 24% in Italy) (Eurostat, 2019b); the Active Aging Index (in 2018 Germany was high-ranked, Italy middle-ranked and Slovenia low-ranked) (UNECE/European Commission, 2019); the entrepreneurship ranking (better ranking in Germany, followed by Slovenia and Italy) (Ács, Szerb, & Lloyd, 2018; World Bank, 2018). On the one hand, a set of educational materials was designed to teach OAEs primarily how to deal with discouraged young people, keep in contact with them and accept their weaknesses and secondarily, how to discover mentees' value and generate revenue from this value by identifying and exploiting their potential and defining the best working opportunity available. On the other hand, therefore, two educational training packages were developed for mentees. The first, named "Personal Foundation", was aimed at helping low educated, disengaged and discouraged young people to identify the competences to be leveraged for finding a job. It was adopted in the pilot phase by two non-formal adult education centers in Slovenia and Germany, dealing with this type of NEETs. The second educational package, named "Self-Employment and Business Foundation", targeted mentees with a medium-high level of education (i.e. with a High School diploma or a Bachelor degree). The goal was to foster specific competences for finding self-employment solutions as well as technical and economic knowledge and skills for running a business. This educational package was tested in Italy to increase the interest in entrepreneurship and business among new graduates, who often remain unemployed for a long time after graduation in this country (Alma Laurea, 2018).

The core of the mentoring approach was the self-recognition of the human being's "value", which is based on the capability of mentors of helping mentees identify what they know, what they can do and offer to the labor market, for the development of both themselves and the community. Mentees' training was carried out both face to face and through a dedicated e-learning platform, where all the materials and tutorial videos by mentors were uploaded. The extent to which the e-learning platform was used by the national organizations differed based on end-user preferences: in Italy and Slovenia, for example, mentees preferred to meet mentors face-to-face rather than virtually, while in Germany virtual e-learning was more appreciated by mentees. This aspect is discussed in more detail in the Results section.

Learning outcomes monitoring methodology

Educational outcomes were monitored through multiple research tools and sources of evidence to ensure a correct triangulation of data (Mohd Noor, 2008). Questions and items of the assessment tools were written in English and then translated into national languages.

Mentors self-compiled an *ad hoc* pre-post intervention evaluation sheet individually, including quantitative and qualitative questions (attached in the Appendix). Quantitative questions were based on Likert scales ranging from 1 = "I strongly disagree" to 7 = "I strongly agree" through which individuals could choose the option best suited to their situation. Open-ended questions were designed to contextualize and specify the answers given to quantitative questions. Moreover, at the last meeting with the young adults, the mentors were asked to leave their testimonies about how they experienced the educational program, the mentoring and the relationship with the mentees, the benefits and the limits of the program. They were not provided with a structured topic-guide, but just with bullet points for the speech organization, in order to leave them freedom to express their thoughts.

Mentees' competences and the levels of expertise acquired were evaluated by the mentors by means of a matrix (attached in the Appendix). The latter was a guide for the systematic observation of the mentees during the workshops, e.g. when they were making an exercise of problem solving or were analyzing a case-study. Mentors were trained by the researchers for the interpretation and the scoring of the items included in the matrix, that was structured in such a way as to assess four dimensions of entrepreneurial competences: cognitive, agency, metacognitive and socio-relational. Cognitive competence includes processes such as attention, memory, judgment and evaluation, problem solving, decision making and comprehension. Individuals can use existing knowledge and generate new knowledge through cognitive processes. Agency includes operational competences, e.g. the ability to put knowledge into practice. Metacognitive competence refers to knowledge awareness and the ability to understand, control and manipulate cognitive processes, as well as the ability to know when and where to use particular strategies for learning and problem solving, and how and why to use specific strategies. Finally, socio-relational competence is the capability to communicate, build the team, to choose collaborators, to motivate them and to collaborate. The matrix tool identified the acquisition of these entrepreneurship dimensions ranging from simple to complex through five levels: initial (conscious imitation), practical (adaptation to the context), functional (finalized realization), expert (personalization) and innovative (creative innovation). Moreover, mentors could also take note of the learning context/situation and of the frequency of the learning process by choosing from among personal (daily), proximal (close-frequent), social (occasional), general (unusual) and universal (through abstract models) contexts.

In order to capture and collect qualitative information on how the mentees were experiencing the educational program, the latter were provided with diaries and were asked to take note of thoughts and feelings about training contents and activities, and about the relationship with the mentors. The mentees could fill in the diary the last 15 minutes of every session. The diaries were a self-assessment tool that could remain confidential or could be shared with other training participants (mentors and mentees) during the last meeting.

The testimonies of mentors and mentees were used as a means to check the consistency with the quantitative data and to enhance the validity and the reliability of the findings arising from the analysis of the matrix (Mohd Noor, 2008). The testimonies of participants provided the researchers with useful suggestions for further improving the quality of intergenerational learning programs in the future, which are reported in the Results section.

Analysis

Quantitative data collected via questionnaires were analyzed for descriptive purposes, given the limited number of participants. Answers to the open-ended questions included in the questionnaire were analyzed through thematic analysis (Braun & Clarke, 2006, p. 79; De Santis & Ugarriza, 2000; Vaismoradi, Turunen, & Bondas, 2013). The testimonies of mentors who spoke during the training sessions and of mentees who shared the content of their diaries within the group, were analyzed after being recorded and transcribed verbatim.

In line with the thematic analysis, first the researchers familiarized with the data arisen from written answers to open-ended questions and the transcription of oral testimonies. Then the data were divided into chunks of text and associated with codes, which were systematized into a tree-chart. Two or more codes were combined into themes and sub-themes and the latter were associated with quotations.

In the first phase of the analysis, national data were treated as a singular case-study to represent the specificities of each national educational training system. The study unit was the training at country level and the sub-units were the mentors, mentees and their interaction during the IGL training.

In the second phase, the three case-studies were considered as a multiple embedded case-study (Yin, 2009) and a cross-case analysis was carried out, where similarities and specificities of the three national case-studies were highlighted for analytical generalization.

This approach seemed to be appropriate because it is largely recognized in the field of entrepreneurship and economic and social development (Datta & Gailey, 2012). In fact, it can help assess the IGL methodology's replicability and verify whether its replication could be literal or just theoretical (Yin, 2009).

Results

This section details the characteristics of study participants and then presents the main quantitative and qualitative results concerning mentors and mentees. The themes arising from the qualitative data analysis are reported, including through quotations. The latter are followed by the abbreviation of each respondent's country, their identification code, gender and working condition/business sector/educational degree (e.g. DE07, female, home designer).

Participants' characteristics

The planned target was 15 mentors and 15 mentees per country. Hence, the total expected number of mentors and mentees was 45. This number was almost totally met for mentors (41) but not for mentees (33 instead of 45), due to difficulties encountered during the recruitment phase, as described in the Methods section.

The 41 mentors who attended the training were mainly males (25 vs 16 females), with a high level of education (26 people had a postgraduate degree and nine an undergraduate degree) and were still professionally active (only six older adults were retired). 33 individuals were aged between 55 and 60 years. There was a more balanced distribution by gender and age groups among Slovenian mentors when compared to those in Germany and Italy. Undergraduates prevailed in Slovenia,

Table 1. Mentors' characteristics.

		Gender		Age		Educational degree			Working condition	
Country	N. Mentors	F	M	55–60	61–70	Vocational/ High School degree	Bachelor degree	Post Graduate degree	Active	Retired
Italy	15	2	13	14	1	3	0	12	14	1
Germany	15	9	6	13	2	2	2	11	14	1
Slovenia	11	5	6	6	5	1	7	3	7	4
Total	41	16	25	33	8	5	9	26	35	6

while the number of postgraduates in Germany and in Italy was higher. Germany had the highest attendance of women entrepreneurs in the educational program (nine out of 15) (Table 1).

Seventeen out of the 33 mentees involved in the study were females and 16 were males (there was a higher number of females in Germany); the mean age was 26.7 years. Thirteen mentees had a vocational or high school diploma, predominantly in Germany (seven); 15 mentees had a bachelor degree (mainly in Italy, since in that country the educational training was tailored to young graduates) and five a postgraduate degree, all in Germany and in Italy (Table 2).

Impact of the training on mentors

With regard to quantitative results (Table 3), the most improved capability among mentors was to "overcome the difficulties encountered in carrying out the mentoring session with the mentee(s)" (10 cases in Germany and six cases in Italy). Eight mentors in Germany, four in Italy and three in Slovenia reported an improved capability of "establishing a relationship of mutual respect" with mentees.

In Italy and Slovenia, the improvement in "taking full advantage of technological innovations" was not so apparent due to a low usage of the e-learning platform. On the contrary, in Germany, about half of the older adult participants appreciated the use of the e-learning platform and took advantage of the technology during the training.

Table 2. Mentees' characteristics.

		Gender			Educational degree		
Country	N. Mentees	F	M	Mean Age	Vocational/ High School degree	Bachelor degree	Post Graduate degree
Italy	10	4	6	27	2	6	2
Germany	14	9	5	28	7	4	3
Slovenia	9	4	5	25	4	5	0
Total	33	17	16	26.7	13	15	5

Table 3. Number of mentors per improved mentoring capabilities.

	Country			
Improved mentoring capabilities	Germany	Italy	Slovenia	Total
Overcome difficulties during mentoring	10	6	3	19
Take advantage from technology	7	0	3	10
Establish a relationship of mutual respect with mentee	8	4	3	15
Involve and stimulate the mentee	6	4	4	14
Collaborate with other mentors	6	5	2	13
Organize my training activities	6	5	3	14
Deal with the problems of the mentees	4	5	1	10

Ten German, six Italian and only three Slovenian mentors reported an improvement in "overcoming difficulties emerging during the training".

Moreover, in Germany and in Italy the training improved mentors' capabilities of "collaborating with other mentors", highlighting working together as a really good experience. The ability to "involve and stimulate" mentees and to "deal with problems" of the latter were also enhanced. In Slovenia, there was a slight improvement in all mentoring capabilities among the entrepreneurs attending the training. However, the most improved competence among this country's mentors was the ability to "involve and stimulate the mentee".

In the three countries, the impact of the program on entrepreneurs' know-how capitalization, exploiting and handover competences was not high, maybe because they already had these competences before attending the training (Table 4).

Despite this, eight out of 15 individuals in Germany felt that they were appreciated by young people for their entrepreneurial competences, and seven reported an improvement in their capability of conveying their expertise to mentees (item: "I am able to convey to young people what I can do") and in encouraging the business handover to the younger generation (item: "I think I do my best to encourage generational change in my business"). In Italy, five mentors acknowledged that they had many things to teach young people due to their experience as entrepreneurs and six thought that their experience was adequately appreciated by young people. Eight Italian entrepreneurs reported bettering their ability of business handover to the younger generation. In Slovenia, the most improved competence was the sense of appreciation (item: "I believe that my experience is appreciated by the young") by young people (six individuals) as a consequence of the intergenerational learning sessions, and by older adults (five persons) as a result of the peer-collaboration with other entrepreneurs in designing the training for mentees.

In Germany and in Italy the most reported improved mentoring competence (Table 5) was "active listening" reported by seven mentors in each country, while in Slovenia mentors stated that there was a slight improvement in "building a relationship with the mentee" (three entrepreneurs). In the latter country, no progress was reported by mentors in the areas of "active listening", "giving direction" and "planning". This is probably due to the fact that in Slovenia it was difficult to find entrepreneurs willing to mentor NEETs. Most of the entrepreneurs who accepted to participate in the educational program had a professional background in the educational sector or had attended other mentoring courses in the past. They could threfore be already in possession of several skills related to the ability to listen and orienting young people. This might have reduced the impact of the training concerning these dimensions among Slovenian mentors.

Table 4. Number of mentors per improved "know-how capitalization, exploiting and handover" competences.

	Country			
Know-how capitalization, exploiting and handover	Germany	Italy	Slovenia	Total
I have many things to teach	3	5	2	10
I am able to convey to young people what I can do	7	2	2	11
I believe that my experience is appreciated by young people	8	6	6	20
I believe that my experience is appreciated by adults	6	4	5	15
I believe that my skills can be exploited	6	5	4	15
I think I do my best to encourage generational change in my business	7	8	0	15

Table 5. Number of mentors per mentoring competences acquired.

	Country			
Mentoring competences	Germany	Italy	Slovenia	Total
Active listening	7	7	0	14
Building relationship with the mentee	2	1	3	6
Planning action and defining objectives	2	2	0	4
Give a direction	0	3	0	3

Table 6. Number of mentors per benefits of the program perceived.

Benefits	Country			Total
	Germany	Italy	Slovenia	
Feeling useful for young people	15	15	6	36
General well-being	15	15	0	30
Chances for socialization	1	13	0	14
Interacting with young energy and dynamic	4	5	2	11
Active listening	5	1	2	8
Overview of the new generation work expectations/problematics	4	3	1	8
Self-esteem	6	5	0	5
Implementing the acquired knowledge in the business	5	0	0	5

Table 6 shows the most to the least reported benefits gained from participation in the training as pointed out by mentors. "Feeling useful for young people" was the most mentioned benefit by the entire sample both in Germany and in Italy, and by more than half of the Slovenian sample (six out of 11). The second was the sense of "general well-being" reported by all German and Italian entrepreneurs; this was followed by the "opportunities for socialization" provided by the training, chosen mainly by Italian mentors. "Implementing acquired knowledge to the business" was the least reported benefit, identified by just five mentors, all German.

With regard to qualitative results, the recurrent themes emerging from answers to open-ended questions and from testimonies of the mentors in the three countries, concern the benefit of the training on the individuals; strengths and weaknesses of the program; suggestions and observations on intergenerational mentoring methodology (Table 7).

Mentors' quotations per themes identified by the thematic analysis are reported in Table 8.

Several mentors in Germany appreciated the friendly environment where the training was carried out and others underlined the usefulness of mentoring young people both in one-to-one and in

Table 7. Main themes arisen among mentors and identified by the thematic analysis.

Themes	Mentors		
	Germany	Italy	Slovenia
Benefit of the program on individuals	The opportunity to remain active in the society, exchange knowledge and feeling useful		
	Feeling useful for the society	Social appreciation and recognition	Lifelong Learning
		Cooperation and social inclusion	
Strenghts	Friendly relational environment	One-to-one mentoring sessions	The attention to build up a close relationship with the mentee
	Effectiveness of a mix of one- to-one and group mentoring	The cooperation with other entrepreneurs	
		The attention to build up a close relationship with the mentee	
Weaknesses	Lack of materials for dealing with difficult personalities	Few lessons on effective communication techniques	Too much complicated assessment tool
			Too short time for mentoring
Suggestions for improving future mentoring program	Transform the pilot into a real interactive case oriented individual method	Longer educational program	Longer educational program
	Learning how to deal with young people with difficult personalities	More practice-oriented educational materials	To have more sessions on active listening
	Having one-to-one as well as group mentoring sessions	Permanent support network for young people	To have more practical exercises to do within companies
		Instilling optimism, motivation and pragmatism into young generations	
Intergenerational mentoring	Mutual trust is a prerequisite for an effective mentoring relationship		

Table 8. Mentors' quotations per themes.

Themes	Sub themes	Mentors' quotations
Benefits of the program	Personal recognition	*"I feel that my value in society has been recognized finally! All what I made for the social and economic development of my community, my territory, has been appreciated by the youngsters attending the course. And this make me feel better"* (IT11, Male, Industry).
	Intergenerational relationship	*"The success of an intergenerational entrepreneurship training course depends on the personal relationship between mentor and mentee: some youngsters are more motivated than others and the hardest work for a mentor is to motivate those who are more discouraged"* (DE7, Male, Art Therapist)
	Knowledge exchanges	*"My mentee and I met mentoring goals and I enjoyed being active and spending time with younger people" (SI06, Female, Retired)*
Strengths	Friendly learning environment	"*I enjoyed to work in a relaxed atmosphere, to have relaxed dialogs and meetings and to find out what my mentee really wanted to do. I found the preliminary introductive communication with my mentee very important to understand his needs and expectations"* (DE02, Male, Engeneer and teacher)
Weaknesses	No sufficient materials for discouraged young people	*"We need more materials and tools to find solutions and communication skills to use with frightened, angry and young people"* (DE03, Male, Manager).
Suggestions	Improvement of relational skills	*"Starting a business is difficult, and it is crucial that the next generation has as much ammunitions as possible"* (IT09, Female, Architect and Interior Designer)
	Balance reality and creativity	"*During the mentoring sessions, I tried to analyze mentees' strengths and weaknesses and I enjoyed helping them not to give up and to face new challenges by following different approaches to business […] On the one hand, the business plan and on the other hand, the business concept: mentees came up against the harsh reality of numbers!"* (IT03, Male, Business Consultant)

group sessions; the need for longer training and the preference for practical (no theoretical) education. For example, mentors found more useful to put in practice techniques of active listening by simulations than to listen/attend a theoretical lesson on principles of active listening. Similarly, mentees preferred to re-write their curriculum vitae with mentors rather than to attend a lesson on how to do it. One mentor thought that group work was very efficient, especially with creative writing and exercises, suggesting that 50 per cent of mentoring sessions should be on a one-to-one basis and 50 per cent in group sessions even in future mentoring programs (DE05, Female, Coach). The same mentor stressed the need for more time to spend with the mentee for experiencing and learning by doing and suggested to foresee a longer mentoring period of time for future intergenerational learning programs. A mentor identified the lack of educational tool and materials for dealing with NEETs with difficult personalities as a weakness of the program.

In Italy, many mentors pointed out that guiding, encouraging, inspiring and coaching young people, and especiallly discouraged young people like NEETs, required the improvement of relational skills of the mentors. Others found it very useful to get to know, meet and cooperate with other OAEs. In some cases, there was a joint action for providing mentees with interdisciplinary skills and competences. This aspect represented the main strength of the program for the Italian mentors. The latter found very demotivated and discouraged mentees (even though with high educational level), this leading them to stress the need for instilling optimism and knowledge in the young adults, and transmitting what can be gained most from work experience, such as communication skills, flexibility/adaptability, interpersonal abilities, ability to make decisions and to solve problems (IT01, Female, Tourism). Another aspect strongly emphasized by Italian mentors was the need to pragmatically show young people the difficulties and the commitments of being an entrepreneur without extinguishing their enthusiasm and creativity. Furthermore, one mentor found that the lessons on effective communication techniques to use for motivating mentees were too few in the educational plan and she identified in this aspect a weakness of the program. In light of this, she suggested to plan a longer-lasting program and design more practice-oriented educational materials (IT09, Female, Architect and Interior Designer), while another mentor suggested to create a permanent support network for young adults interested in running a business (IT14, Male, Financial adviser).

Slovenian mentors appreciated the opportunity to remain active in older age as a result of the training, so identifying this as the main benefit of the program. A strength of the program reported by a Slovenian retired entrepreneur was to have the opportunity to exchange knowledge with younger generations. Moreover, in this country several mentors became aware of their continuous need to learn through the life span (i.e. Lifelong Learning), especially about active listening, that was very appreciated by Slovenian mentors, who conversely criticized the mentees' assessment tool which resulted being too much complicated and not fully comprehensible for them.

A key theme common to the three country case-studies was the importance of the mentor and mentee relationship, which, according to the respondents, should be characterized by trust, reliability and communication skills, in order to be effective. Another mentor pointed out that the relationship between mentor and mentee required the mentor to have many guiding skills, and stated that he received a lot of questions from the mentee, which sometimes made him feel "*like a supermarket*" (DE03, Male, Manager). He added that this also made him feel appreciated and useful.

Another key theme common to many mentors of the three countries was the thought that the program had given them the chance for remaining active in the community by attending learning and mentoring activities. This active aging attitude was a transversal dimension highlighted cross-nationally. However, it has been stressed in Slovenia a bit more than in the other two countries, maybe because more than one third of the Slovenian entrepreneurs were retired (four out of 11) and so no active in the labor market, while both in Germany and Italy, just one mentor out of 15 was retired.

Training impact on mentees

Mentors monitored mentees learning outcomes by means of the matrix detailed in the Methods section and included in the Appendix. Entrepreneurial competences acquired by mentees in Germany, Slovenia and Italy are reported in Table 9.

With regard to "cognitive" competences, five mentees (all Italian) acquired the ability to reproduce, recognize and understand contents; six mentees (three Italians and three Germans) were able to exercise, identify and apply knowledge; 11 (six from Germany, one from Italy and four from Slovenia) acquired the ability to use, transfer and analyze knowledge; six (four from Germany, one

Table 9. Entrepreneurial competences acquired by mentees, per country.

		Level				
		Initial	Practical	Functional	Expert	Innovative
Country	Competence	Cognitive				
Germany		0	3	6	4	1
Italy		5	3	1	1	0
Slovenia		0	0	4	1	4
Total		5	6	11	6	5
	Agency					
Germany		0	0	3	5	6
Italy		8	0	1	1	0
Slovenia		0	0	3	2	4
Total		8	0	7	8	10
	Metacognitive					
Germany		0	0	7	7	0
Italy		8	0	2	0	0
Slovenia		0	0	4	2	3
Total		8	0	13	9	3
	Socio-relational					
Germany		0	1	4	8	1
Italy		1	5	3	1	0
Slovenia		0	0	0	6	3
Total		1	6	7	15	4

from Italy and one from Slovenia) were able to justify, rebuild and evaluate new knowledge; five mentees (one from Germany and four from Slovenia) were considered able to generate, discover and create new knowledge. Generally, cognitive competences were acquired at a functional level, that means that young adults learned to use the acquired competences and knowledge for carrying out the actions to the end and reaching the goal they set. As regards "agency" competences, eight Italian mentees learnt to imitate and to repeat the contents; seven were able to implement and produce knowledge, while eight learnt to personalize and characterize it. Ten mentees (six German and four Slovenian) were able to innovate and to invent something new, starting from the existing knowledge and reaching an innovative level. In relation to "metacognitive" competences, eight Italian mentees learnt to check, try out and recognize their knowledge processes. Those from Germany and Slovenia reached the functional level; in fact, 13 mentees from these two countries learnt to process knowledge, compare it to the situation, transform the knowledge content and to explain it, and nine learnt how to design, estimate, evaluate and interpret their way of acquiring new knowledge. A few German and Slovenian mentees were able to predict, imagine and conceptualize knowledge. "Socio-relational" competences were acquired at the highest level by all the three country groups. The ability to consider and to accept another person's idea was achieved by six mentees (five from Italy and one from Germany); 15 mentees reached expert level (eight from Germany, one from Italy and six from Slovenia) and were considered capable of co-participating and collaborating with others. Just four individuals (one from Germany and three from Slovenia) reached the innovative level, i.e. the capability of co-building and cooperating in a team.

As far as qualitative results are concerned, three themes emerged from the cross-national analysis: the benefits of the program at personal level, the learning outcomes of entrepreneurship competences and the feelings about the relationship with the mentor (Table 10).

Mentees' quotations per themes identified by the thematic analysis are reported in Table 11.

A German mentee stressed the impact of the training on her self-esteem and capability of understanding her desires and goals. Others were helped by the mentors put in practice concrete actions for exploiting her competences and talents.

Among the benefits of the program on Italian mentees' personal life, the increase in self-knowledge emerged as a key theme. Moreover, in Italy mentees perceived the training very innovative, because characterized by a supportive relationship with the mentor and by unusual teaching methods.

In Slovenia, mentees benefited from the mentor's capability of identifying and extracting the value and the talent of the young adults, which they did not recognize before.

In the three project countries, mentees stressed the value of learning communication skills, conflict solving and decision making together with hard work. The importance of the relationship with the mentor was another common theme among the mentees, who considered a mentor as not just an expert who transfers knowledge, but as someone who prepares for the future and orient the mentee, by providing technical and relational tools for dealing with difficulties.

Table 10. Main themes arisen among mentees and identified by the thematic analysis.

	Mentees		
Themes	Germany	Italy	Slovenia
Benefits of the program on individuals	Development of personal and professional qualities	Self-knowledge	Recognition of one's value
Learning outcomes	Communication skills Relational skills		
Feelings about intergenerational mentoring	Supporting Motivating Orienting		

Table 11. Mentees' quotations per themes.

Themes	Sub themes	Mentees' quotations
Benefits of the program on individuals	Improving self-esteem	*"My mentor helped me fix my goals, focalize on what I want and on what I can do for reaching my goals. So he helped me to valorize my competences"* (DE02, Female, professional degree in violin maker)
	Setting concrete goals	*"I can play piano, because I attended secondary music school and four years conservatory, despite I did not complete the course. I have also a degree in Law, and people say that I am a good writer. I elaborated with my mentor a concrete plan for working as a music-teacher in primary school"* (DE13, Female, Master degree and musician).
	Identifying talents	*"My mentor supported me in discovering my talent and in identifying my ambitions"* (SI09, Male, Bachelor Degree in Economics).
	Enhancing self-knowledge	*"The program really made me reflect upon my future. What do I desire? Which career path do I want to follow? Which skills am I good at? And also: not good at? I learnt to be creative and to persist. Everything is possible. You need to invest time and energy and continue where other people would have stopped"*. (IT04, Male, Postgraduate degree).
Learning outcomes	Improving communication and relational skills	*"Requiring you to get out of your comfort zone and developing yourself and your ideas was the best way of learning more about entrepreneurship. Growing your network and getting to know new projects and best practices are just a few of the benefits gained by participating in this project"* (IT07, Male, Bachelor degree).
Feelings about intergenerational mentoring	The relationship with the mentor	*"The relationship with my mentor was very important: I often asked for advice on taking the right decision and confirming the way forward"* (SI06, Male, Bachelor degree). *"My mentor broke down my misconceptions and showed me how things really get done. It was hard, but I will be better prepared to deal with the real world"* (IT01, Male, Postgraduate degree) *"I talked about my studies and my competences with my mentor and we worked together to channel my abilities into more adequate avenues in Berlin"* (DE03, Female, Postgraduate degree)

Discussion

According to the quantitative findings and in line with the literature, OAEs attending the training on mentoring improved mentoring competences, e.g. active listening and the capability of orienting (Andreoletti & Howard, 2018; June & Andreoletti, 2018), well-being and self-esteem (Beth Johnson Foundation, 2011), social inclusion and active aging attitude (Teater, 2016). In addition, qualitative findings, by confirming and integrating the quantitative ones, shed light on how they strengthened the awareness on their own autobiography (Demetrio, 2000) through the encounter with mentees and learnt to construct spaces of learning and transformation (Vygotsky, 1978). Their need for agency was characterized by a disposition of transmitting their own values and skills to the young generation, giving mentees the freedom of expressing their own creativity and identity into the culture of entrepreneurship (Sen, 1993). Once they lived the experience of being mentors, they felt useful to young people and appreciated by them (Stanford Center on Longevity [SCL], 2016; Thompson, 2014). Hence, intergenerational entrepreneurship training increased mentors' sense of self-worth, accomplishment and well-being (Beth Johnson Foundation, 2011), giving them the chance to be more active (Principi et al., 2016; Walker, 2011) and to form part of a network (Teater, 2016). Furthermore, training activities for mentors generated reflection into own experiences and developed metacognitive skills (Tessaro, 2013).

Concerning mentees, intergenerational mentoring improved their entrepreneurial capabilities and self-efficacy (Gimmon, 2014), and bettered their attitudes toward aging and older adults (Tam, 2014; Thompson, 2014; Wilson, Brannan, & White, 2010). By working in joint teams coached by mentors, younger and older adult participants had the opportunity to network, to feel more motivated and improved their transversal competences, such as self-efficacy, creativity and teamwork. The qualitative findings emerging from mentees' diaries highlighted that an open communication and a trust

relationship between mentors and protégé are key components of fruitful intergenerational mentoring programs, in line with Eller et al. (2014).

The regular and consistent contact between mentors and mentees characterizing the intergenerational learning activities was one of the main strengths of this educational program. This interaction and the consequent emotional bond which developed between mentors and mentees inspired mentees and helped them identifying their value (Zucchero, 2011). Moreover, the relationship enhanced young adults' entrepreneurial competences and their orientation up to the co-construction with mentors of tailored pathways and strategies for applying for a job or developing a business idea. The mentors monitored the group as well as the individual mentees and shared practical information so that mentees were able to reflect on their own inner resources and plan their personal and professional future proactively.

The main novelty of this study is the development of a methodology which can be considered as an original and useful way to address two issues at the top of the European Union policy agenda: the promotion of employment, especially among NEETs, and the valorization of older people. The latter indeed, in accordance with the active aging paradigm, have been considered as a source of knowledge and support for the younger generation. This was achieved by making room for the reciprocal listening and the intergenerational co-construction of new ideas, even by considering the possibility of starting a business.

Another novelty of this study lies in the matrix used by mentors for mentees' evaluation. It is indeed, one of the first assessment tools designed for the recognition of entrepreneurial competences acquired in non-formal learning settings and thought to be used by older adults for a systematic observation.

This study was not without limitations. The first was the lack of internships for mentees within the companies of entrepreneurs playing the role of mentors. It would have given mentees the chance to put the competences acquired during training into practice, and mentors the opportunity to observe and evaluate the "protégés" at work. The second weakness was the missing cooperation between public employment services, private companies, associations of older adult entrepreneurs and formal educational organizations as from the design phase. This would have helped create a network of public and private organizations at local level to foster the replicability and transferability of the program, so exploiting even more the role of older adult entrepreneurs in boosting the economic and social development of the local community.

Findings confirmed that older adults, after attending the course on mentoring, were able to cultivate and maintain a nurturing process, act as a model, encourage, counsel the mentees and promote their professional and personal development (Anderson & Shannon, 1988; Crosby, 1999). Thus, it is recommended that future IGL programs foresee the training of older adults who intend to be mentors and that the acquired competences as well as the socio-relational skills of new mentors were assessed (MENTOR, 2015).

Mentees' preference to meet entrepreneurs face-to-face rather than just virtually through the e-learning platform is proof of the need to create a relationship of mutual trust and esteem with the older adult. This suggests that the real "social innovation" (European Commission, 2013) in the field of NEETs' education and social engagement, should probably not lie exclusively in the use of ICTs, but in identifying effective means and strategies to fully understand their real expectations, needs and difficulties. The listening to, the dialogue with and the personal mentoring of NEETs who want to take part in educational training on entrepreneurship (and other issues) may be the most useful aspects to be taken into consideration by European society for the design of useful, tailored and innovative services. In this perspective, more qualitative studies on older adult mentors are needed in order to fully understand the potential of older and often retired people for motivating the new generations.

Conclusion

In light of the above, intergenerational entrepreneurial mentoring should be implemented in the context of non-formal education and should be strengthened in higher education centers, research labs, incubators and innovation hubs, with the twofold aim of supporting the birth of new business ideas in young people and triggering an active aging process among older people. Intergenerational entrepreneurial mentoring could also improve intergenerational dialogue on the challenges faced by young entrepreneurs and the ability to find solutions and take business risks with the support of older and experienced entrepreneurs.

IGL programs in the field of entrepreneurship, such as the one illustrated in this paper, should not be limited to the duration of a project. Conversely, trade unions, older people voluntary associations, companies and organizations for adult education, universities and secondary schools should sign agreements to make such programs an integral part of their activity. In fact, in some countries, such as Italy, internships in companies are often not able to provide young adults with the competences and knowledge to qualify and orient them in the labor market (Baschiera, Santini, & Socci, 2018). This happens mainly due to the lack of employers and employees with mentoring competences and with sufficient time to devote to students. In order to face this problem, older entrepreneurs, older and experienced workers and retirees may be first trained to mentoring and then they may place side by side and support the youngsters. This practice, meant as an expression of intergenerational learning, could have positive effect on both older workers and older entrepreneurs, young adults and the wider society. It may be gratifying for older workers/entrepreneurs even contributing to the prevention of some issues, such as frustration, demotivation and in some cases even depression (Stynen, Jansen, & Kant, 2015). The latter, a predictor of early retirement (Rice, Lang, Henley, & Melzer, 2011), may occur indeed, as a consequence of feeling useless and inappropriate to face digital innovations or intergenerational conflict in the work teams (Becton, Walker, & Jones-Farmer, 2014; Urick, Hollensbe, Masterson, & Lyons, 2017).

Intergenerational learning may provide mentors and mentees with the basis for developing a critically important and enduring attitude, i.e. the desire to continue learning at any age (Latchem, 2014), so contributing to reach the main objective of education and lifelong learning, i.e. creating adaptable and autonomous individuals of all ages, able to face challenges with flexibility and assertiveness.

In compliance with the active aging paradigm, which encourages every initiative optimizing opportunities for health and participation of older adults/people, attending a training for becoming mentors and mentoring younger people may be a chance for continuing learning and being mentally and socially active in later life, so contributing to the personal and professional growing of the youngsters, and to the economic, social and human development of the wider society, e.g. supporting the employment of unemployed young people as well as of NEETs.

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Authors' contribution

The authors carried out the research and drafted the article in a coordinated way. Sara Santini and Marco Socci wrote the Introduction, the Methods and the Results on mentors and finalised the paper. Barbara Baschiera wrote the Results on mentees, the Discussion and the Conclusions.

Disclosure statement

No potential conflict of interest was reported by the authors.

Ethical approval

Ethical approval was not mandatory for this kind of study according to national laws. Data were processed in full compliance with the national laws on data protection and with the GDPR 2018 (EC) in order to guarantee the respondents' anonymity and privacy.

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Appendix.

Assessment tool for older entrepreneurs attending the mentoring techniques training

Wave 1 and 2 – Before and after the training

We ask you to express your opinions regarding the statements below, indicating your degree of agreement with them. Read each statement carefully and indicate with a cross the number that best expresses your opinion. We also ask you to answer open questions in this document. There are no right or wrong answers. The best answer is the one that most closely matches your experience and your way of thinking. Thank you for your collaboration.

1. Self-assessment of mentoring capabilities.

Please tick one option for every statements by choosing from 1 "I strongly disagree" to 7 "I strongly agree" and 0 "I do not know"

I THINK I WILL BE ABLE TO …

	1	2	3	4	5	6	7	0
1. Overcome all the difficulties encountered in carrying out the mentoring session with the mentee(s)								
2. Take full advantage of technological innovations (e.g. use of social networks or e-learning platform) to improve my teaching and mentoring								
3. Intervene promptly and effectively in cases of non-respectful, polemical or verbally aggressive behavior by the mentee(s)								
4. Make me appreciate as a mentor by mentee(s)								
5. Establish a relationship of mutual respect with the mentee(s)								
6. Involve and stimulate the mentee(s)								
7. Collaborate with other mentors that I could meet during the training								
8. Organize my training activities and to respect the commitments undertaken, even in the presence of unforeseen urgencies								
9. Effectively deal with the problems of the mentees/group of mentees (e.g. conflicts)								

2. Self-assessment of know-how capitalization, exploiting and handover
Please tick one option for every statements by choosing from 1 "I strongly disagree" to 7 "I strongly agree" and 0 "I do not know"

	1	2	3	4	5	6	7	0
1. I think I have many things to teach young people thanks to my experience as an entrepreneur or person with entrepreneurial skills								
2. I am able to convey to young people what I can do								
3. I believe that my experience as an entrepreneur or person with entrepreneurial skills is adequately appreciated by young people								
4. I believe that my experience as an entrepreneur or person with entrepreneurial skills is adequately appreciated by adults and older people								
5. I believe that my skills as an entrepreneur or person with entrepreneurial skills can be exploited to the maximum by future generations								
6. I think I do my best to encourage generational change in my business								

3. Self-assessment of mentoring skills
Please tick one option for every statements by choosing from 1 "I strongly disagree" to 4 "I strongly agree" and 0 "I do not know"
I CAN …

Mentoring skills	1	2	3	4	0
1. Building Authentic Relationships					
2. Building Trust					
3. Being a Community Networker					
4. Listening actively					
5. Managing Conflict					
6. Coaching					
7. Developing metacognitive processes					
8. Encouraging and Inspiring					
9. Providing and Receiving Feedback					
10. Guiding					
11. Supporting the solution-finding process					

4. On the basis of the above mentoring skills you think you have, indicate when you have recently used at least 3 of the skills you have identified in the previous table. To answer, you can use the following template (for example "I have built authentic relationships that time … ").
5. Self-assessment of mentoring competences

Please indicate 3 competences that you feel you possess, by placing a cross in the cells of the right hand column of the following table.

Mentoring competences	Definitions	Competences I have
Building relationship with the mentee	Ability to establish a meaningful dialogue that includes active listening skills, ability to empathize and show positive consideration, openness and mutual trust and ability to identify and enhance both the common points and the differences	
Active listening	Listening skills, observing as a receiver, parallel processing, ability to project information, observe as an issuer, abandon the listening process	
Give a direction	Ability to identify, clarify and manage the objective; personal design; verification of the level of commitment of mentee (pupil) to specific objectives; reality exam)	
Planning action and defining objectives	Ability to obtain information on the objectives of the mentee, define and detail mentoring objectives, plan the achievement of the proposed objectives, establish and apply the decision procedures in the short and medium term	

6. On the basis of the above mentoring competences you think you have, indicate when you have recently used up to 3 of the competences you have identified in the previous table. To answer, you can use the following template (for example “I knew how to set a direction that time … ”).
7. Which knowledge about mentoring would you like to improve? [To ask only in case of theoretical lessons during the training]
8. Which mentoring skills would you like to refine?
9. Which mentoring competences would you like to improve?
10. Which main benefits could arise from the training for you (for example general well-being, self-esteem, feeling useful for young people, chances for socialization, implementing the acquired knowledge in your business, etc)?

Matrix for the assessment of the entrepreneurial competences acquired by mentees

Adapted from Tessaro, F. (2012). Lo sviluppo della competenza: Indicatori e processi per un modello di valutazione (Competence development: Indexes and processes for an evaluation model). Formazione & Insegnamento, 1, 105-119 (ISSN 1973-4778).

LEVEL		Simple – > Complex				
ENTREPRENEURIAL COMPETENCE		INITIAL (Conscious imitation)	PRACTICAL (Adaptation to the context)	FUNCTIONAL (Finalized realization)	EXPERT (Personalization)	INNOVATIVE (Creative innovation)
PROCESSES	COGNITIVE	TO REPRODUCE TO RECOGNIZE TO UNDERSTAND	TO EXERCISE TO IDENTIFY TO APPLY	TO USE TO TRANSFER TO ANALYZE	TO JUSTIFY TO REBUILD TO EVALUATE	TO GENERATE TO DISCOVER TO CREATE
	AGENCY	TO IMITATE TO REPEAT	TO ADJUST TO ADAPT	TO REALIZE TO PRODUCE	TO PERSONALIZE TO CHARACTERIZE	TO INNOVATE TO INVENT
	METACOGNITIVE	TO CHECK TO TRY TO RECOGNIZE	TO ADJUST TO REVIEW TO MODIFY	TO ELABORATE TO TRANSFORM TO SOLVE TO COMPARE TO EXPLAIN	TO DESIGN TO ESTIMATE TO EVALUATE TO INTERPRET	TO PREDICT TO IMAGINE TO CONCEPTUALIZE
	SOCIO-RELATIONAL	TO TOLERATE TO IGNORE	TO CONSIDER TO ACCEPT	TO RESPECT TO WELCOME	TO COPARTICIPATE TO COLLABORATE	TO CO-BUILD TO COOPERATE
	SITUATION – CONTEXT – ENVIRONMENT	PERSONAL (Daily)	PROXIMAL (Close – Frequent)	SOCIAL (Occasional)	GENERAL (Unusual)	UNIVERSAL (Through abstract models)
LEVEL		Simple – > Complex				