GUIDEBOOK FOR MENTORS

Fashion Revolution Global Movement Poster 2017

Contents

Chapter 1

About The YFEP Programme

1. About YFEP

1.1 Why this manual?

This manual will be for mentors within the programme looking to support the participants.

It will be used to guide mentors on the best way they can use their skills to empower and support others. It will provide information on the methodology behind mentoring including the skills needed, the knowledge base and examples.

The manual will provide tips on how the mentors can best approach the participants about the programme using the guidebook as a structure. The mentoring stage is vital to support participants with the overall activities, with all tools needed to be successful mentor included.

1.2 What is the Young Female Entrepreneur Programme?

The Young Female Entrepreneurial Program (YFEP**)** is a Strategic Partnership project aimed at developing an entrepreneurial mindset and related skills in young women with a weak social-economic background.

The inspiration for the YFEP project is the ongoing EU challenge of enhancing the entrepreneurial spirit of young women, increasing business creation rates, and providing alternative pathways of employability and, most of all, young women's fulfilment. The challenges that women identify in starting a business include discouraging social and cultural attitudes, lower levels of entrepreneurship skills, smaller and less effective entrepreneurial networks, and policy frameworks that discourage women's entrepreneurship.

The YFEP approach aims at offering young women with the motivation to start a business) an all-in-one program (online contents and tools, workshops, group activities, multi-mentor support) in enlarging their knowledge on entrepreneurship, sustainable management,

improve attitudes and foster skills needed to initiate and manage an enterprise, and most of all, empower them with the support of a multi-mentor program.

1.3 Programme Journey

Phase 1 SHAPING A VISION

Participants will learn how to prepare and organise their business idea. They will learn how to prepare and formalise a BUSINESS VISION, considering sustainable requirements concerning the specificity of their business idea. This activity can be performed individually or by participants in groups.

- Social innovation models, spot opportunities, create a vision, incorporate ethical and sustainability elements
- Business model canvas (for impact), start drafting your canvas Customer profile, who is my customer, what is my offering
- Learning skills and Impact on Trainees
- Self-assessment on learning skills

Phase 2 INITIAL ASSESSMENT Personal Development and Organisational Analysis

How to analyse personal needs (to support further training and personal development) and internal resources, establish priorities and establish SMART OBJECTIVES for improvement. This part is realised through a series of sessions online, with the class, and with the mentors that let them analyse the different departments in a business (Administration, Finance, Marketing and Advertising, Production, Sales, HR management, Networking...) to let them study and review the company bit by bit while learning how to run it better. In this phase, the participant should have 2 or 3 mentors according to their greatest weak spots as per their initial personal needs' analysis.

- Self-awareness and self-efficacy, Motivation, Entrepreneurship skills and attitudes, female entrepreneurship and gender, failure, weaknesses and fear. Self-assessment tests on personality. Pairing with a mentor for personal development.

- How to manage a business, strategic skills needed: financial, accounting, marketing, HRM, Sales n CRM. Pairing with a mentor that is an expert in the sector and business area that is needed
- Learning Skills and Impact on Trainees
- Self-assessment on learning skills

Phase 3 SHARING Results for Better Support - Mobilising Resources and Networking

In this section, they learn how to perform a value chain analysis, clients and suppliers, and they review their network to make sure they have the support they need (new mentors should be added in this phase – see MENTOR tips). Young participants decide what to do in practical terms only after presenting their idea to the group and assess the results with them and their mentors. They learn online how to perform a participated evaluation session to involve staff proactively (team building, collaborative techniques…) using sustainability and participated practices.

- What are the resources I Need; do I have them? how to mobilise resources. How to mobilise others. Collaborative leadership, co-creation. Value chains with suppliers.
- Building networks and collaborations. Co-founders and partnerships. Create trust and manage conflict. Update Mentors
- Learning skills and impact on trainees
- Self-assessment on learning skills

Phase 4 PLANNING Project Plan & Pitching

After reviewing the information gathered, participants formalise and finish writing their individual/ group business plan. The online content will guide them in implement, monitor and evaluate the progress of the implementation of their business idea, and their mentors will coach them all steps of the way.

- Write up and analysis. Business plan and Business model canvas finalisation. Environmental analysis, competencies list, marketing and sales plan, financial and economic projections. Evaluation with LICET technique from Aregai
- Presentation skills, pitching skills to investors or prospective partners. Storytelling
- Learning Skills and Impact on trainees

- Self-assessment on learning skills

1.4 What is mentoring and how does it link to the programme?

Mentoring is the process of supporting and advising someone to help them gain clarity on their journey by sharing their knowledge and acting as a role model. The mentoring relationship should benefit the mentee by helping them find motivation, identify their strengths and weaknesses while being a resource when looking at their career and setting goals.

Overall mentoring should offer the mentee the chance to maximise their potential, develop their skills, build confidence, and improve overall performance.

Top 5 Benefits of a Mentor

1. A fresh pair of eyes to help steer the mentee in the right direction.

2. Reassurance that the mentee is doing is right.

3. A pair of ears to listen to any concerns and offload problems and source solutions.

4. A newfound level of expertise to help mentees tackle new opportunities.

5. Experience – someone who has been where the mentee is and knows what it is like.

1.5 Initial Assumptions Regarding Mentoring

Heading into a mentoring relationship there may be preconceived ideas on what a mentor is like when in reality everyone can mentor no matter their personal attributes as long as they have the right mindset.

In a mentoring relationship, it is key that the mentor utilises their personal attributes to benefit the relationship they have with their mentees. A mentor must be able to draw on their interpersonal skills to engage their mentee offering emotional support while being willing to listen and provide constructive feedback.

No formal qualifications are needed to become a mentor, the key area which helps create a good mentor is experience whether that is from formal education, entrepreneurial background or life experience.

1.6 Mentor vs Trainer vs Coach

It is important to note the difference between being a mentor and being a trainer. A mentor's relationship with the participant will differ from that of the trainer. It is the mentor's job to offer emotional support, guidance and be a sounding board for the participant throughout the journey while a trainer is there to facilitate their learning, guiding them through the educational part of the programme. The trainer is not as concerned about the personal development of the individual but more so their development of knowledge (Career Trend, 2011).

Within the YFEP Programme, the mentor's main priority is to facilitate the participant's skills development, goal setting and help build a network of support, the trainer's priority is to guide the participants through the process of delivering a business plan with the aim of starting a business.

It is important to note that although the mentors and trainers within the YFEP programme are focused on different things, there should be clear communication from both sides regarding the process of the mentee/participant. This will help to ensure either side is not hindering the journey of the individual but actively supporting their progression. The mentor will have to decide what is appropriate to share as naturally more private issues will arise during mentoring than training. It is recommended, an update is given between each phase of the programme. Suggestion of improvements can be made from either side to ensure the programme stays beneficial to the mentee/participant.

Now that we have established the difference between the mentor and trainer within this programme, it is also important to differentiate the role of the mentor from that of a coach. The roles are very similar with a lot of the time the titles being interchanged but there is a key difference that we want to acknowledge within this programme. The role of the mentor in

general and specifically in the YFEP programme is focused on the development of the participant whether a coach would be focused more on performance-driven tasks. In this programme, the young participants as mentioned will come from a variety of backgrounds mainly disadvantage where education didn't work for them for several reasons therefore it is important to not replicate an education setting where marks and performance are the key focus.

Chapter 2

Who Are The Mentees?

2.Who Are The Mentees?

2.1 Programme Target Group Demographic

The mentees are the young women participating in the YFEP programme, who will be aged between 18 and 30 years old at the time of taking part. The young women will come from a range of cultures and social situations, the backgrounds of the young women could include:

- Financially disadvantaged households

- Disadvantaged urban/rural areas

- Early school leavers

- Young mothers

- Immigrant/migrants' status

- Mental and physical abuse

This list is not a complete list of backgrounds that mentees may have experienced but a way to showcase the importance of understanding the young women's background as this may cause barriers throughout the programme.

2.2 Target Group Social and Economic Situation

The young women taking part and being mentored will be facing social exclusion with many having left education and unable to find employment for at least 6 months, due to the barriers in place in their current situation. The young women will also be faced with economic issues due to this, leading to financial hardship which will hinder them when trying to improve their situation.

2.3 Target Group Motivation

Prior to the programme the young women will have displayed a motivation towards self-employment/ entrepreneurship to better their situation and integrate into society, with an intention to get support to make their idea into reality.

Some traits of the young women could include:

- Highly creative individual

- Has strong ideas

- Prefer non formal forms of education

- Different levels of education

- They mostly work from home and have limited access to resources

- Technology access is limited

- Minimum knowledge of how-to start-up a business and how to manage it.

- Lack of business & financial skills and knowledge

2.4 How to approach target group?

It is important that as mentioned earlier that all the young women taking part in the programme as treated with respect throughout the journey whether that is in their mentoring sessions or training. Alongside this the mentors and trainers should be sensitive to and accepting of their backgrounds.

This leads on to an important issue of Cultural Sensitivity. This means that as a person they are aware and accepting of the differences between cultures. As a mentor they must not hold any judgement against their mentee due to cultural differences and they must take action to incorporate these into the programme, to support their inclusion.

For instance, by being more open to and understanding the differences in culture this allows for better communication, builds trust, and helps to ensure there is no grievances caused.
A couple examples of cultural differences that require sensitivity, acceptance and integration are:

- Handshakes- In the United Kingdom and the majority of Europe, handshakes are considered the appropriate way to greet someone, but this is not the case in all culture, with some seeing this as an insult.

- Hijab, Niqab, Burka- Some cultures require the covering of the hair, face or the full body.

- Language – Some words commonly used in one culture may have a completely different meaning in another.

By understanding this, you can immediately create a comfortable situation for both parties.

It is not only important to understand the differences but being culturally sensitive should also include being aware of one's own culture, the privileges and disadvantages they face. This will ensure that their views and values are not forced onto the other person

Chapter 3

Building A Collaborative Network

3. Building A Collaborative Network

It is vital for the young women taking part to have a local network of support. A multi-support approach and collaboration at a local level is the most effective way for them to increase their network and confidence. In addition, it is more effective if specific roles and responsibilities are spread across a participants' network ensuring they get the most out of the experience. Having a mentor is a great start for the participants but it is important to note that they can have multiple advisors within their network of support. By having a network of support, they are opened to a diversity of opinions allowing them to make more insightful decisions.

The Mentor they are matched with at the beginning of the programme, should help their mentee/ participant acknowledge when they need additional support from another mentor who acts as an advisor who can help on a specific topic. It is recommended not to complicate the journey by reaching out to different mentors, if not needed. There is no limit on how many mentors the participant may have but only the original mentor who they matched with will undertake the main mentoring activities, the additional mentors will only act as advisors.

This approach of multiple advisors can help to build a more cohesive community going forward for future participants as organisations might take greater responsibility for addressing local needs while avoiding duplication or overlap of actions and initiatives.

The mentors within the YFEP should support the participants to build their network using the following:

- Youth groups, Youth centres and Youth associations
- Associations working to promote local development, cultural associations (regardless of their religion, culture, ethnic background)
- Teachers' and parent-teacher associations
- Youth-serving agencies both private and public
- Local unemployment offices, Temp agencies and other private and public organisations dealing with unemployed people, and facilitating work insertion
- Training organisations or training courses providers

- Local businesses, business associations, chambers of commerce, entrepreneurs associations, "any employers" associations (both active or retired)

- Businesses that employ or offer apprenticeships to youth

- Local representatives of the national government

- Religious leaders and organisations

- Community associations

- Supportive local elected officials

- Media

- Private sector businesses.

Creating a network is not a straightforward task and for the mentor to support the participant, here are some recommendations on the process:

- **Start small**

  Although a large network brings the perspectives of more members advisors, having too many at once could be overwhelming for the participant.

- **Resist the urge to grow too quickly**

  Consider which new advisors will offer the best support for the goals of the program and participant, inviting them at the right time

- **Stay focused**

  Encourage the participant to stick with areas that will support their development.

- **Identify resources among the advisors**

  While advisors may not be able to fund the network directly, they have other resources that can contribute to the s participant's growth. Early in the programme development, all advisors/mentors should identify what they will offer.

- **Use existing opportunities to meet and keep all informed**

  Meetings in conjunction with other events, such as a conference or workshop that advisors are already attending. Use advisors' existing newsletters and publications to inform the participant.

- **Encourage advisors**

  To include funding for advocacy in their proposals

Chapter 4

Mentoring Journey

4. Mentoring Journey

4.1 Who is the mentor and what is the role?

In this programme, the mentors will come from a variety of backgrounds, not only professionals specialising in marketing, finance, management, human resources, and other relevant specialisms but people with different working styles, educational backgrounds and lifestyles. Having a diverse range of mentors is essential for this programme as it will better reflect the work environment while also supporting our participants who will need a range of support. By having access to multiple mentors ranging in specialities, participants can tap into this knowledge at the relevant point in the programme.

- **The Mentors and Benefits to the Mentors**

A mentor is someone who will guide and support someone in their professional or personal life. Here we will be dealing with the first one. As mentors, you stand to make a valuable contribution not only to your mentees but also the society in general as you prepare tomorrow's female entrepreneurs. You will be helping to not only increase business creation rates, a crucial feature of a healthy economy, but also provide alternative pathways of employability and a new way of personal fulfillment. Your moral support and expertise will be invaluable to these nascent entrepreneurs in these early stages of their undertaking, but keep in mind this a two-way street. This means opening yourself up to new experiences and opportunities, keeping a motto of there is always something to learn.

The overall aim is the boosting of motivation and guidance available to participants in starting and planning their business. As such, the mentors have been carefully selected to come from a varied background and different specialisation, such as finance, marketing, sales, HR management and so on. They can involve female professionals, trainers, youth workers, social workers, HR managers, employers, entrepreneurs and more. A good mentor will be willing to work on several skills including their desire to share knowledge, availability, diplomacy, soft approach questioning, honesty, acceptability, motivation and so on.

Beyond this, they are characterised by a willingness to share their existing networks and business links, such as potential clients and suppliers, to create a fully functioning and structured support network. Naturally, the mentors will be supported by the partners but also by a communication and learning platform equipped to facilitate cooperation and communication among peers and mentees. Being a good mentor means knowing your audience.

All who completed the program as mentors will be offered a certification, as tangible evidence of the skills acquired in leading and fostering others.

- **The Mentees and benefits to the mentees**

It will be good to keep in mind both the specific background of these females would-be entrepreneurs as well as the challenges and constraints they face.

As to the first part, participants' background, this involves young women from a weak socio-economic background. It can include migrants and of a migrant background, women with disabilities, women with fewer opportunities, single moms and so on.

As to the second part, participant's constraints can range from discouraging social/cultural attitudes, low entrepreneurial skills, bad time management, smaller and less effective entrepreneurial networks and policy frameworks that discourage women's entrepreneurship and so on.

Participants, our mentees, will expect from you first of all to understand the very real personal and societal challenges they face. The goal is not to act in their stead, but to guide them on about how to learn and reach their objectives. It is not about teaching in the abstract but about providing them with learned knowledge on how they for themselves can acquire and build those skills needed

Though the mentoring activity can be performed online via the platform it is advisable where possible to be also arranged locally, that is face-to-face. It is up to the mentor to identify the

skills and competencies that need to be addressed, by keeping in mind the desires of the individual as well.

The mentees themselves will develop several transversal skills. These include such things as Soft skills, such as self-awareness and self-efficiency, presentation skills, and Strategic Business Skills. Beyond this, mentees may be able to better identify and implement professional and personal goals while expanding their professional connections and networks and joining a community of peers with similar backgrounds and goals. Naturally, the professional support to be provided is indeed valuable as they can access a pool of knowledge of experience while being guided by professionals in the selected field.

4.2 Successful mentor

4.2.1 Characteristics
Key question: What should I be like as a mentor?

According to The Nature's guide, mentees appreciate the following characteristics in their mentors:

- **Enthusiasm**

Be as enthusiastic about your mentee's progress as you are about your own. If you are not: is the mentee working on the correct project? If you are not passionate about their project, how can you properly support them?

- **Sensitivity**

Listen, hear, and support. Be sensitive to mentees' needs that aren't strictly professional, such as finding the right balance between work and family responsibilities; coping with cultural transitions after a move from a different part of the world; developing confidence in a culture that may not be welcoming; or opposing ethnic or gender bias if it arises.

- **Appreciating individual differences**

We are all different in how we work and in what motivates us. Carefully craft development activities to enhance and extend personal strengths. Make a special effort to try to understand all those in a team and deal with them differently.

- **Unselfishness**

Letting your mentees/colleagues take your ideas and run with them, and being free and willing for them to take credit is not always easy but is always appreciated. What do you lose by allowing them to be lead authors even if the idea was yours?

- **Support for other than one's own**

Support outside the mentor's group. The impact of a good mentor goes far beyond his or her boundaries.

4.2.2 Successful mentor's competencies

European Mentoring and Coaching Council (EMCC) developed a framework of 8 competencies:

- **Understanding Self**

Demonstrates awareness of own values, beliefs, and behaviors; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives

- **Commitment to Self-Development**

Explore and improve the standard of their practice and maintain the reputation of the profession

- **Managing the Contract**

Establishes and maintains the expectations and boundaries of the mentoring/coaching contract with the client and, where appropriate, with sponsors

- **Building the Relationship**

Skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor

- **Enabling Insight and Learning**

Works with the client and sponsor to bring about insight and learning

- **Outcome and Action Orientation**

Demonstrates approach and uses the skills in supporting the client to make desired changes

- **Use of Models and Techniques**

Applies models and tools, techniques and ideas beyond the core communication skills to bring about insight and learning

- **Evaluation**

Gathers information on the effectiveness of own practice and contributes to establishing a culture of evaluation of outcomes

4.2.3 Key Skills for an effective mentoring relationship

Key question: What skills does a mentor need?

The mentors by this point in their lives probably have developed a vast number of essential skills. It is important to remember however that your nascent entrepreneur may not and has their own thoughts, value system and prejudices. It is therefore important to be aware that guiding them in this new way of thinking is not easy and can throw up some challenges. Thus, it must be pointed out some of the most important skills that a business mentor must possess:

- **Active listening**

Listening can be active and passive. The first in encouraged the second must be avoided. To be an active listener one must be focused on what their mentee is trying to say, as opposed to what might sound like their saying. The mentor must provide guidance and reinforcement through verbal and non-verbal cues. Alertness and a sincere interest are fundamental.

- **In-depth analysis**

Questions must be asked not only to be asked but with a specific purpose in mind. Based on your participant's aptitude and background these must be framed accordingly to elicit a true and effective response. If a question is too hard to ask, it is good to analyse it with respect to the perceived benefit regarding both the assessment and guidance that need to be offered. The reason behind the question in this regard might be shared.

- **Honesty**

Remember this is always a two-way street. Be prepared to answer, truthful the question you have asked. This does not mean that boundaries must not be set and in fact, it is good that such boundaries are set early on.

- **An eye for matchmaking**

As mentioned above, the match-up must be harmonious. It is important to take into consideration the mentee's character and preference so that you become convinced that this would be a suitable match. The important thing here is not total compatibility by a mutually respectful and working relationship.

- **Stay on point**

Don't procrastinate and move away onto easier subjects. Always remember, that though having fun is to be welcomed the point of this relationship is the guidance to be provided to the mentee and this shouldn't come second.

- **Reflection**

Taking time to reflect on the issues uncovered and skills learned is important. This is crucial to developing self-awareness but also in assessing the mentoring relationship objectively.

Beyond this, it allows the lessons and guidance provided to be better absorbed while letting improved techniques surface.

4.2.4 Successful Mentor Behavior

Key question: How should I behave within the mentoring relationship with my mentee for the best result?

EMCC also developed the Global Code of Ethics for Coaches, Mentors, and Supervisors to provide appropriate guidelines, accountability, and standards of conduct for all. In accordance with it, the YFEP mentor should:

- accurately and honestly **represent** their **relevant professional qualifications**, professional body to which they belong, experience, training, certifications, and accreditations to mentees and colleagues.
- **attribute ownership** of work, ideas, and materials of others to the originator and not claim it as their own.
- **act within** applicable **law** and not in any way encourage, assist or collude with conduct which is dishonest, unlawful, unprofessional or discriminatory
- **maintain** the strictest level of **confidentiality** with all mentees information unless the release of information is required by law
- **set** and maintain clear, **appropriate** and culturally sensitive **boundaries** that govern all physical and virtual interactions with mentees
- avoid any romantic or sexual relationship with current mentees
- **distinguish** a **professional relationship** with a mentee from other forms of relationships, to avoid any conflict of interest
- demonstrate **respect** for the variety of mentors and other individuals in the profession and the different approaches to coaching, mentoring and supervision
- **avoid** knowingly **discriminating** on any grounds and will seek to enhance their awareness of possible areas of discrimination.
- **monitor** their spoken, written and non-verbal communication for inadvertent discrimination

- have the **qualifications, skills** and experience appropriate to **meet** the **needs** of the **mentee** and will operate within the limits of their competence
- **be fit** and **healthy** enough to practice.
- systematically **evaluate** the **quality** of their work through feedback from clients, their supervisor, and other relevant parties

4.3.5 Self-Assessment

Key question: How can I as a mentor evaluate myself and my progress?

Evaluation competence in the EMCC framework has capability indicators for **4 levels:**

Foundation:

- Monitors and reflects on the effectiveness of the whole process
- Requests feedback from mentee on mentoring
- Receives and accepts feedback in a constructive way

Practitioner

- Uses a formal feedback process from the client
- Establishes rigorous evaluation processes with clients and stakeholders (if relevant)
- Evaluates outcomes with client and stakeholders (if relevant)
- Has own processes for evaluating effectiveness as a mentor

Senior Practitioner

- Critiques diverse approaches to evaluation of mentoring

Master Practitioner

- Actively contributes to building knowledge on evaluating mentoring
- Uses knowledge gained to comment on themes, trends and ideas related to evaluation processes, mentoring/coaching processes and client themes

Before and during your first contact with the mentee you can make a checklist and measure your performance by how many points were covered during the mentoring sessions. Here is an [example](#) of such a checklist.

You can use this form or another form for self-assessment. You can also ask your mentee to fill in the mentor evaluation form.

EMCC recommends mentors undertake no less than 1 hour of supervision per 35 hours of mentoring practice.

3.2.6 Knowledge and actions

Key question: What should I know and do in relation to the program?

What should you know?

As a mentor for the Young Female Entrepreneurship Program, you should always align with the organisation and other mentors.

You should be aware of the whole program:

1. Shaping a vision
2. Personal Development and Organisational Analysis
3. Mobilising Resources and Networking
4. Project Plan & Pitching

Chapter 4 will go into depth about the key stages in the programme and your involvement as a mentor.

In terms of your specialty topic, you need to make sure, that you can explain to the mentee:

- What works, why it works and how can mentee implement it
- What doesn't work, why it doesn't work and why mentee should mind and avoid it
- How to check something, that you're not sure of

- Where to look for updated information on the topic and how to do that

4.2.7 What you shouldn't do

- **Don't show off your knowledge**

The biggest mistake you can make with somebody under your influence is to make them feel deficient.

It happens when people become mentors to raise their self-esteem at the cost of the mentees. Instead, it is better to raise your self-esteem from the idea, that you will help a great entrepreneur to start her own business.

- **Don't over-protect**

As a mentor, you will be tempted to go too far in helping your mentee, sometimes even doing her job on your own. It results in burn-outs, and mentees end up becoming dependent, disorganised, and inexperienced. Let them do things on their own, and resort to helping only in deadlocks.

- **Don't frustrate by misunderstanding**

Due to cognitive bias called «Curse of Knowledge», we wrongly assume that others have enough background to understand what we're trying to explain. We get annoyed by trying to explain apparent things for the third time. Mentee might take these emotions to heart and spend hours thinking she's a failure. A mentor might start mistrusting their own powers too. It is important to know this bias and explain its nature to students. It happens to everyone and shouldn't be taken personally.

- **Don't show only one way**

Another bias we tend to follow is the so-called «baby duck syndrome» or imprinting. We tend to believe that the first technology or method we've learned is the best. As a mentor, you

need to explain the benefits of different tools and approaches. Trainees must know how to combine them for better results, like using Business Model Canvas for initial planning and testing, and making a classic business plan for investors.

4.2.8 What you should do

- **Give and receive feedback**

Feedback helps the mentee to avoid wrong conclusions. Without feedback person with low self-esteem might fall into despair after coming across first difficulties. And a self-assured person might ease too much and lose progress. Adjust your feedback according to the mentee's preferences: some will be happy with several lines on the messenger, while others can't develop without a formal letter or a 1 on 1 talk. Don't forget to ask for feedback from your mentees too.

- **Track progress**

Our memory often makes us concentrate only on the latest results, or strong emotions. Making it hard to stay objective when giving feedback. Track your mentee's tasks, your expectations and real progress, and all your impressions at every mentorship stage. It will help you a lot in future analysis.

- **Share your expectations**

Together with feedback, it helps to keep things transparent. If you don't tell the mentee what you expect from her, she will set her own goals, which might be very different from what you were hoping for.

4.2.9 Mentoring Relationship Stages

Key question: What does the mentoring relationship journey look like?

Another thing to keep in mind is that mentoring is more of a process than an activity. As such it has, generally speaking, at least 5 distinctive stages: Preparation, Kick-off, New

Understanding, Implementation and Reflection. Naturally, each stage is meant to pick up from the previous one so the bases for these must be carefully set.

- **Stage 1 –Preparation:** This refers to answering the rule-setting questions mentioned above. They include such things as when and how often to meet, privacy concerns, timetables and so on.

- **Stage 2- Kick-off:** The first meeting. It is at this stage you will get to know each other, in terms of general personality traits, needs and expectations. It might be a good idea to use here the 80-20 rule, meaning the mentor should actively listen for about 80% of the time and speak for about 20% of the time, employing such techniques as encouraging and in-depth, relevant, questioning.

- **Stage 3: New Understanding:** Following this, both parties should be more able and willing to work together. The goals would have been commonly agreed and ideally, specific objectives would have been set. Reflection at this stage is key as it essential for both to be on board with this new process and way of systematic thinking.

- **Stage 4: Implementation:** Time for action. The mentee should implement the curse agreed while keeping the mentor in the loop, perhaps by an agreed weekly oral or written report, the mentor's role here is once more that of guidance and support with the mentee providing an account on the agreed implementation and the mentor providing feedback and suggesting corrections.

- **Stage 5: Reflection:** This is a dual nature stage. Reflection should be ongoing throughout the process but also provided at the end of the mentoring relationship. It allows the parties to proceed together with the same goals. It also allows a deeper adoption of the lessons learned here.

4.2.10 Mentoring Techniques

It is for each mentoring relationship to develop their own way of advancing. However, it is useful to keep in mind some of the most popular techniques. These include:

- **Pro's and Con's list**

Start by writing an idea in the middle of a page. Let the mentee write down all the pros and cons of the idea to the right and left of it while the mentor does the same on a different page. Then compare the two and decide which one to include in the final draft.

- **Face to face**

Start the mentoring relationship in a first face-to-face assessment meeting. This will allow the mentor to better engage the mentee and a stronger bond to form. Visual clues and non-verbal communication which form the greater part of the message can thus be better exchanged leading to a stronger feeling of trust.

- **Mutual acceptance.**

The mentor must come prepared for the mentoring relationship. To do this, several questions must be addressed such as how, when and where shall we meet, what are our goals and what is the order of priority, how do we ensure we respect each other's confidentiality, what are our expectations after the mentoring process has finished What do we expect to learn from each other and so on. It is useful for the mentor to include the mentee as far as possible in mutually providing such answers.

- **Mind Mapping**

Mind maps are a method where the mentor or mentee begins by writing down the topic that needs further development in the centre of a page. Following these and working with the mentee, write down all associated topics and all topics related to them in a loose form of hierarchy.

- **Self-assessment and Personal Development Plan**

Consider using the template for the personal development plan produced in this project. Having set a clear goal, ideally something very feasible such as losing weight or eating healthier and allow the mentee to complete each section on their own. Then review it and provide your feedback to the mentee allowing them to understand how it works.

- **Group Sessions**

This technique allows for one or more mentees to be guided by one or more mentors in a circle formatting. This is a very complicated form of mentoring and all must come to it well prepared. The agenda must be clearly set and the mentees must have already worked in a mentoring environment.

- **Exchanging roles**

Consider pretending you're the mentee and the mentee is the mentor. Keep it specific without changing the characteristics of the parties involved. The topic selection must be carefully done so, involving an area the mentee is familiar with and that both parties seek to further develop.

- **Business scenarios**

Write up to five different types of businesses that the mentee could develop. Write the pros and cons of each assign a positive or negative value of one to each respectively. Once you select the highest rated two, repeat the process. Following this work with the mentee in a written visualisation exercise of how the mentee could potentially get there.

4. 3 Sharing Best Practice

In a team, whether it is composed of collaborators or partners, it is essential to create a space where knowledge can be shared. Even when there is a sharp division of tasks and competencies, each one's work has to be put into the perspective of a bigger framework, which is the common ground of a shared project.

- **Methodologies for knowledge sharing**

First of all, you need to ensure that knowledge sharing is a regularly scheduled practice in your context of reference, and at the same time, you can leave space for on-request sharing moments, in case it is needed. To do so, you can also take advantage of the digital and

technological tools available for communicating and connecting among people, which will make it possible to engage at any time.

Knowledge sharing can be guided, with a person acting as a facilitator for discussion, posing questions or conducting short sessions of brainstorming or discussion around some points and questions listed on an agenda, or freer, where the team is simply invited to share visions and ideas without following a specific path.

Then, to encourage people to share their ideas and experiences, it is necessary to attribute a positive value, for the individual and the group, to the practice of sharing, and this can be done by pointing out the benefits of such practice.

- **Benefits of knowledge sharing**

Knowledge sharing allows passing competencies among team members in an informal way, showing that everyone can have something to teach to others. Also, it contributes to strengthening the bonds among individuals, which are fundamental when working on a common objective.

Knowledge sharing is also beneficial from the point of view of the organisation or the corporate, as the internal training allows to reuse past experiences in the organisation, leading to a faster and better response to obstacles, more successful growth, and a broader sense of innovation.

4.4 Open Communication

4.4.1 Active Listening

Studies have shown that a key component to successful mentoring is having a clear genuine dialogue between the Mentor and the Mentee (Zikic 2017). Mentoring relationships need to be more than surface level with a generic conversation, initially after matching with the mentee, they make take some time to trust the mentor enough to be honest. The Mentor at this stage must try to hear the meaning behind their words. For instance, do they seem anxious regarding a certain topic, do they become more enthusiastic regarding others?

Once trust has been established between the Mentor and Mentee it is vital that they both tap in to actively listening to one another, it has been shown that people only remember 25% to 50% of what they hear, meaning they aren't truly taking in the conversation (Mind Tools, 2020). To combat this the Mentor should not focus solely on being the lead in the conversation but allow the Mentee to share their thoughts and feelings. The Mentor should:

- Give Mentee undivided attention when conversing

- Interact with them to show that you are listening

- Give feedback where appropriate

- Showcase that there is no judgement regarding what they are saying

- When appropriate respond with your thoughts regarding what they have said.

4.4.2 Emotional Dialogue

During the mentoring process, difficult and emotional topics may arise. When they do please do not push these aside, acknowledge them and delve into why this area is particularly sensitive. Having a two-way dialogue allows a stronger mentoring relationship as both are sharing their experiences, thoughts and allowing for a more honest conversation, where both parties can learn from one another**.**

4.5. Problem Solving

4.5.1 Mentee Problem Solving

Problem-solving is a skill that will be used throughout life and it is essential for the mentoring relationship. Like everything, problems will probably arise throughout the mentoring process and the Mentor will need to offer support to the Mentee as it is unknown if this life skill is an area of strength for them. By offering their support, Mentors can help the Mentee develop how they problem-solve.

Mentors should help to identify, analyse and find solutions, using the steps below:

1. **Identify the problem.** Define the problem to ensure only one is focused on at one time

2. **Look at possible scenarios** regarding the problem and its solution. What are the positives and negatives?

3. **Agree on the best solution to take forward.** Discuss with the Mentee what actions need to be taken?

4. Together **create a roadmap** for the Mentee to follow

5. **Analyse the results** and re-visit if the problem persists.

4.5.2 Problem solving between Mentor and Mentee

Mentoring relationships can be complex and require social skills on both sides to work effectively. No matter the relationship between the Mentor and the Mentee, problems can arise that can affect the connection and stifle progress. If this does happen, the Mentor must work on rectifying the relationship and trust with the Mentee.

At the start of the mentoring journey, boundaries must be set up to protect both parties such as what are you both comfortable talking about, are there areas that are off-limits, how do you contact each other and how often. By setting these boundaries and asking these questions at the beginning of the relationship, you start to problem solve before any problems arise but if the boundaries lines do become blurry, you have set boundaries that were previously discussed to refer to and work on.

It is important to note that the Mentor should allow the mentee space to voice any issues they may be having with the mentoring journey and be honest with the mentee if they feel there are problems. Trust is imperative for a healthy mentoring relationship therefore keeping an honest dialogue between both parties helps to problem solve.

Remember, that not every day is a good day, people's emotions fluctuate, and patience is important to allow the mentees to work through any issues that they might be having within the mentoring journey and personally.

4.6 Mentors Observation

The Mentor during the sessions with the Mentee should not only listen and watch them but should observe them with great attention to allow them to learn more about the Mentee to facilitate the mentoring going forward.

Each session should be observed throughout and commented on, this can be done during and after. It would be recommended that notes be taken throughout the conversations had, where applicable, to allow the Mentor to analyse after the session is over. By doing this the Mentor can get a better understanding of the Mentee, which will help for the next session. This will also allow for a better evaluation at the end of the mentoring relationship.

An example of a form that can be used to observe each session is next:

Session Date & Time:	People Present:
Topic of conversation	
Mentees comments	

How did the Mentee react?	
What was the emotional response?	
Mentors thoughts on the session	
Action Needed	

Chapter 5

The Programme Journey

5. The Programme Journey

5.1 Phase 1 Shaping The Journey

5.1.1 Overview of Phase

The areas that will be looked at within Phase 1 – Shaping The Journey are:

- Social Innovation
- Building A Sustainable Enterprise
- Game Changer Leader

This phase is the start of the journey for the participant (Mentees) were they are being asked to conceptualise their business ideas, looking at how they can build a social innovation that can bring purposeful social change. The participants will be asked to research and analyse what is needed to bring about divergent change, how does their business vision fit into this, and is it environmentally sustainable.

This phase will also ask these young women to look at what they can bring as an entrepreneur to bring about change and showcase leadership.

5.1.2 Key Objectives & Goals

The goal of this phase is for the participants to have created a business vision with background research on why this is their chosen route to entrepreneurship.

The key objectives that should be considered:

- Building confidence
- Realising self-worth
- Identifying areas of interest
- Identifying skills that relate to the business vision
- Actively working towards a viable business using research and identification of a positive social innovation model

These are the key areas the trainer will be looking at when working with the participant, as a mentor you should support the emotional side of this process by also helping the participant, your mentee to progress through the phase.

5.1.3 Key Soft Skills To Develop Inline With The Phase Activities

Throughout the journey and different phases of the programme, the young women will be asked to use a variety of different skills to progress. Each phase will draw on a variety of skills sets and below are some of the key skills that will be used within Phase 1. Please note this is not a definitive list and other skills may be called upon.

- Listening
- Communication
- Self-reflection
- Planning and organisation
- Information gathering
- Research, analysing and identification

Of course, each participant/mentee should be treated as an individual as they may already have developed these areas before the programme or may need extra support. It is important that as a mentor you customise your approach to suit the situation and treat this as a guide of what to look for and not a definite approach.

Skills can be developed if allowed the time and focus while being exercised often. The Mentor should encourage the mentee to venture into experiences where they can work on these skills alongside the programme.

5.1.4 Mentoring Action

The mentoring journey begins in Phase 1, a matching process will have been undertaken at the start of the programme to ensure the mentor and mentee complement each other. The Trainers and organisers will oversee the matching as they will have a better understanding of what the mentee needs.

Mentors and mentees will be introduced by the programme organiser in a private meeting, giving them time to make the necessary introductions, starting the mentoring journey. Mentors are not needed at any of the trainer's workshop unless it is felt the Mentor can offer something of value to all the participants.

After the initial meeting, the Mentor and the mentee can decide what is the best way for them to meet. This can be in person, phone call or a video chat. As the programme moves forward, please note, the Mentor may recognise that their mentee would benefit from speaking to someone with a different background and can recommend they are given an additional mentor to cover a specific topic e.g. finances.

Participants must be able to create a trusting relationship with their mentor, as their support is detrimental to their journey. The beginning of the mentoring process relies heavily on the mentor opening a line of communication and building trust. It is important to note that the young women participating in the programme come from a wide range of backgrounds so some may struggle with opening up and trusting a 'Stranger'.

The mentor should be finding out the participant's expectations from the programme to help guide the process and ensure the mentoring can support this. The mentor should offer the below questionnaire to their mentees, either as a physical document or by emailing the questions. Mentees should tick all relevant options, and this should then be discussed between the mentee and mentor after completion.

It is important to note that participants may have a wide variety of answers with some mentees being more confident than others while some may struggle to express their wants due to the mentees coming from a variety of backgrounds. The mentor should use the questionnaire as a starting point when getting to know their mentee.

It is recommended that the Mentor makes it clear that any evaluation that the mentee is being asked to do is not for judgement but as a way to support them.

What do you expect to achieve through your participation in the YFEP programme and through mentoring? Please, tick the options (more than one is possible) you consider suitable for you	
To increase my self-esteem	
To increase my competences	
To increase my social competences	
To increase my professional competences	
To know the different options I have available	
To expand my current skills and get a job	
To build my own business	
To find further training opportunities in line with my professional profile	
To get new contacts to support me in my professional career	
Others (please specify)	

The questionnaire should then be used as a tool, to discuss in further detail the participant's reasons for joining the programme and what their ultimate goal is. This ties in with the initial stage of the guidebook.

Following on from this, Mentors should ask their mentees to complete a skills assessment, this will allow mentors to get a clear idea of the areas the mentee feels proficient in and areas they may lack confidence in. Having this knowledge will support the participant as they enter Phase 1. Please find below an example of a skills assessment, this can be used multiple times throughout the mentoring relationship to assess the progress made.

The participants have to mark each column as described. The same skill can be marked more than once in each column. Additional skills can be added if necessary.

1. What skills have you already acquired and feel competent doing? In the first column, mark each skill in which you feel competent.

2. What skills do you enjoy, even if you are not proficient at them? In the second column, mark those skills that you really enjoy.

3. What skills would you like to learn, acquire or develop further?

Communication Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Write, edit, interpret or critique words			
Speak in public, debate, advocate, present, or demonstrate an idea			
Reading and following directions/instructions			
Comparing or cross-checking two lists			
Filling out forms			
Letters and memos correctly			
Comfortably speaking to others you do not know			
Taking notes while someone speaks			
Finding information			
Explaining things to other people			
Know when to ask for help or more explanation			
Counsel or advise others			
Listening to others			
Other(s) – specify:			

Management / Self-Management Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Administer, set goals and priorities, plan or make decisions			

Initiate, assess needs, anticipate or create change			
Manage people, delegate tasks, direct, oversee or motivate			
Being patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the task at hand			
Offering to help when it's needed			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			
Prioritising tasks so that the larger goal is met on time			
Following the rules			
Presenting a neat and professional image			
Checking your own work			
Using courtesy when dealing with others			
Seeking help when needed			
Being eager to learn			
Speaking up for yourself			
Solving problems in a cooperative way			
Other(s) – specify:			

Number Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Compute, calculate, compare or record numbers			
Forecast, appraise, or estimate numerical information			
Doing arithmetic correctly			
Using percentages and decimals			
Estimating costs and/or time needed to complete a job			
Using a database program on a computer			

Using a spreadsheet on a computer			
Creating and managing a budget			
Other(s) – specify:			

People and Social Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Care, treat or nurse others			
Guide or listen to individuals			
Make welcome or serve others			
Problem-solve, mediate, or network with people			
Caring for the sick and elderly			
Calming people down			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Leading groups or activities			
Other(s) – specify:			

Critical Thinking and Investigative Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Analyse, use logic, problem solve, examine			
Conceptualise, adapt, develop, hypothesise or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			

Research, investigate, read or interview			
Synthesise, integrate, unify or conceptualise ideas			
Other(s) – specify:			

1. From the lists above, referring to column 2, list your top five favourite skills that you would most enjoy utilising in your work (even if you are not proficient at them yet). Include the main skill category.	
2. Which of the favourite skills listed above do you consider strengths or things that you are very good at? Both columns 1 and 2 would probably be marked. Include the main skill category.	
3. Which (top five) skills would you like to develop, improve and/or learn (refer to skills marked in column 3)? Include the main skill category.	
If a skill is not listed please comment here	

5.1.5 Mentee Evaluation

In Phase 1, evaluating the participants/mentees' starting point is imperative as it allows for growth to be measured and extra guidance to be given when needed. It is suggested that a Mentor Development Plan should be established at this stage.

A Mentor Development Plan is a learning plan, an action plan, and a roadmap to reaching developmental goals within the programme. It addresses enhancing current knowledge and skills while looking at how the mentee can further develop. Please see below for an example:

Mentor Development Plan	
As a Problem Solving Process. Recycle this process continually. Always have a current development plan.	
Know What You Want to Happen ▪ Set Programme Goals/Aspirations ▪ Set Performance Goals/Standards	**THE DESIRED**
Know What is Happening ▪ Get Regular Feedback	**THE ACTUAL**
Analyse Feedback ▪ Strengths/Areas for Improvement	**ACTUAL COMPARED TO DESIRED**
Need To Leverage/Improve ▪ Knowledge, Skills, Attitudes	**IDENTIFY OPPORTUNITIES / GAPS**
Develop Plans to Accomplish Improvement ▪ Set Goals ▪ Develop Action Plans	**TREAT** **CAUSES**
Implement Plans	**REALISTIC** **MEASURABLE** **ACHIEVABLE**
Review Progress/Evaluate Results ▪ Get Feedback	**ON-GOING PROCESS**

The Mentor Development Plan is a collaboration between Mentor and Mentee. The Mentor will have at this stage an insight into the current performance of the mentee and can offer suggestions on how to enhance skills in specific areas. This is also an opportunity for the mentor to learn about participant's goals and how they see themselves in the program and at the end of it.

The discussion should include:

- Information on where the participant's skills fit into the program, activities, and what needs are in the future.

- Another perspective on how the participant's skills are viewed - strengths and weaknesses and where they are assessed right now.

- An explanation of the participant's interests and goals. The mentor may not realise everything a participant is interested in, or how carefully they have gone through the self-assessment process.

Identify and Prioritise Development Needs

- Based upon the information gathered, what are the mentee's development needs (weaknesses to improve or strengths to build upon)?

- What are the gaps between where they are and where they want to be?

- Which development needs, if addressed, would provide them with the most benefit toward improving their current performance and attaining their future work goals?

Development Activities

- What development experiences will allow the mentee to develop and demonstrate their targeted behaviors and skills?

- How can the mentee measure the results?

- Have they considered all the different kinds of development activities available in the programme?

Create a Written Plan and Initiate Training/Development Requests

After the Mentor Development Plan has been complete, as a collaboration with the mentee, a draft plan listing the mentee's needs and development activities can be completed which can include targets. This should be revised throughout the programme. Both the mentee and the mentor should have a copy of this plan.

5.2 Phase 2 Initial Assessment

5.2.1 Phase Overview

The areas being looked at in phase 2 are:

- Personal development

- Business strategy

- Learning skills

For this phase, Mentors need to understand that the topics are in essence a three-part process. This process rather than the material itself is what the mentors need to support. As such, they need to be able to understand the process and feel free to add their own element in getting their message across. Thus, the mentor's personal touch is very much essential as through this they can offer a custom learning experience to their mentees and trainees. In essence, the process aims to lead trainees into a transformation towards been entrepreneurs.

The first part of this linear transformation involves the Self-identification of participants. To this self-reflection skills are crucial to be developed as self-identification is impossible without self-reflection. Questions to be asked at this stage are of the type of who I am right now and why I want to do this. This needs to be as objective as possible and will include things such as the population group they belong to, cultural elements, disabilities, social status, personality traits, and so on. A clear image must be produced by the participant for the participant. The tools proposed by the corresponding curriculum involve techniques such as SWOT analysis, BHAG, and Personal development plans among others that can be recemented to them. Through this, mentees will be able to understand how these traits fit in both the environment they currently are and that in which they wish to operate meaning entrepreneurship.

The second part of their transformation also involves an objective element. The self-reflection skills build on the first part will be used also here to enable them in accessing their available resources and tools. To this beyond self-reflection, critical thinking skills are also essential. Armed with these two mentors can guide them onto an objective image of their surrounding resources so that by completing this second step they will know who they are and what they can currently do. Having these they can then set a goal for themselves and perform a so-called Gap analysis which is the difference between where they are and where they want to go as well as what tools they have and what resources they need to achieve that goal set. The mentor's role here is to enable their mentees to not only be as objective as possible but also summon the courage and willingness to access these resources, such as asking their social circle for help, while confirming their actual availability, such as personal funds, as opposed

to predicted ones. In the case where these resources involve personal traits that need to be developed or adjusted, the role of the mentor is to encourage them to make the necessary changes in their character to better set themselves up for success.

The third step is all about understanding this new area of operations. As is the case with new environments so can entrepreneurship be intimidating to most. Though some basic concepts of the issue are expected to be already known by the participants most will be likely novice. The role of the mentor here is not to teach them about entrepreneurship. In fact, only a general understanding of the concept is expected here and as such learning how to learns skills are essential. What the mentor ought to strive to achieve here is to provide the necessary encouragement to trainees in stepping inside this new field and help smooth along the change management process. While doing so, constant references to women that were successful and shared some of the traits that the trainees have is highly advisable. This does not necessarily have to be limited to entrepreneurs but instead examples even personal ones from all aspects of life are welcomed

5.2.2 Key Objectives & Goals

There are 3 main themes with respect to "phase 2 Initial assessment and development analysis" and cover the subjects of How to Identify Resources, Analyse Personal Needs and Become an Entrepreneur. All of these should be supported by the mentor.

The goals of these activities are to enable learners to:

- Set a vision for themselves;
- Be able to establish priorities analyse resources, perform GAP and SWOT analysis
- Complete their own personal development plan
- Understand the Entrepreneurial sector and the range of business types within;
- Understand the functions and departments of a business
- Learn the fundamentals of how to manage a business
- Understand the Purpose, Impact, Drive and Motivation required to be an entrepreneur;

- Identify the traits an entrepreneur;

- Understand their own aptitudes as entrepreneurs;

Not all aspects of these are relevant to the mentor. Rather the key objectives and goals the mentor needs to achieve with the trainees is to guide them to and through that three-part process we mentioned by enabling the acceptance of their objective image and resources while supporting them in finding the courage to enter in this new field. Essential the mentor will be involved in a loose change management process supported by these themes.

5.2.3 Key Soft Skills To Develop

Several soft skills are expected to be developed. These include:

- Communication for small groups and one to one

- Planning

- Self-reflection

- Teamwork

- Problem-solving

- Time management

- Critical thinking

- Decision-making

- Organisational

- Stress management

- Adaptability

- Managing change

- Creativity

- Resourcefulness

- Openness to criticism

- Self-assessment

- Reflection

- Prioritising

The list is not exhaustive. However, these are the most direct skills expected to be positively affected through the course. Mentors can help to identify skills growth by using skills assessment from phase 1 alongside tools such as the Mentor Development Plan.

5.2.4 Mentoring Action

The mentor will be crucial to the success of the training. This is so as they can provide for the necessary encouragement to the participants to see not only the pieces of training through but also to begin their transformation into entrepreneurs. This is the desired result of the three-part process. The mentors need not concern themselves with the technical aspects of the training as this part will fall on the educators. Rather they can translate this material into a real-life scenario taking into account the trainees' personal circumstances. The personal development plan is designed to include all these phases.

The Mentor is expected to play 3 fundamental roles in achieving this:

- Consultant by sharing their unique insights into the field including their real-world experience preparing mentees on what to expect
- Counselor providing guidance to the mentees while allowing them to make their own decisions about the path they choose to take
- Cheerleader providing the necessary emotional support and acknowledgment of what their mentees have achieved

Mentors in enabling mentees through the 3-part change process are expected to play these roles. Though there are a lot of mentoring techniques available we recommend the following three where each role will be played in divergent degrees:

- Active Listening through the use of open-ended questions such as What, Who, Where, When, Why, and How.

- Mind Map by writing down the specific topic that needs to be addressed each time. Then the mentor with the mentees can add branches of relevant issues that need to be solved and relate to that central issue
- Career scenarios relevant to entrepreneurship. This can be done by trying and playing out different alternative types of entrepreneurship in various fields such as retail, wholesale green business, services, crafts, and so on

The mentor needs to acquire a copy of the personal development plan which is mentee-driven and separate from the Mentor Development Plan. The mentor ought to stress out that this plan can also be used as a business development plan given that it works on pretty much the same principles.

5.2.5 Mentee Evaluation

Many tools and concepts need to be understood by the mentor and these will be helpful when evaluating the mentee's progress. These involve:

- **BHAG (Big Hairy Audacious Goal)**

BHAG focuses on a big goal that is made for the long term, helping to transform an individual or organisation. Please find below what the mentee should be thinking about when creating their BHAG, this will support the Mentors approach as it gives them a broader view of what the mentee wants to achieve.

- **B- Big** — The Goal is so big that it is not going to be an instant, this may be years down the road but something they can start thinking about today.
- **H- Hairy** — The thoughts behind the goal may not seem realistic or unattainable but thinking outside the box can open up a door to transformation.
- **A- Audacious**— The goal should be something that makes people take notice and something that feels right for the direction they want to head in.
- **G-Goal**— The goal must be clarified and connected to the strategy going forward, this should be able to be measured.

Some examples of BHAG's are:

Tesla: "To accelerate the world's transition to sustainable energy."

Microsoft: "A computer on every desk and in every home.

- **SWOT**

To help your mentees analyse and assess themselves, make them build the SWOT diagram: draw a big " + " and on the upper right space write Strengths, on the upper left write Weaknesses, on the bottom right Opportunities and on the bottom left Threats. Then, make your mentees fill each space by answering the following questions:

- **Strengths**
  - What advantages do you have that others don't have (for example, skills, certifications, education, or connections)?
  - What do you do better than anyone else?
  - What personal resources can you access?
  - What do other people (and your boss, in particular) see as your strengths?
  - Which of your achievements are you most proud of?
  - What values do you believe in that others fail to exhibit?
  - Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

- **Weaknesses**
  - What tasks do you usually avoid because you don't feel confident doing them?
  - What will the people around you see as your weaknesses?
  - Are you completely confident in your education and skills training? If not, where are you weakest?
  - What are your negative work habits (for example, are you often late, are you disorganised, do you have a short temper, or are you poor at handling stress)?
  - Do you have personality traits that hold you back in your field? For instance, if you have to conduct meetings regularly, a fear of public speaking would be a major weakness.

- **Opportunities**
  - What new technology can help you? Or can you get help from others or from people via the internet?
  - Is your industry growing? If so, how can you take advantage of the current market?

- Do you have a network of strategic contacts to help you, or offer good advice?

- What trends (management or otherwise) do you see in your company, and how can you take advantage of them?

- Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?

- Is there a need in your company or industry that no one is filling?

- Do your customers or vendors complain about something in your company? If so, could you create an opportunity by offering a solution?

- **Threats**

  - What obstacles do you currently face at work?

  - Are any of your colleagues competing with you for projects or roles?

  - Is your job (or the demand for the things you do) changing?

  - Does changing technology threaten your position?

  - Could any of your weaknesses lead to threats?

- **Personal Action Plan**

The personal action plan will have been started by the mentee in the main programme's activities and can be utilised at this stage. The last section of the plan contains space where mentees report what they have achieved and learned as well as didn't and way to improve and confront these issues. The mentor can receive the answers from the mentees and continue providing their support to them by giving feedback on their progress and offering encouragement to see the plan through. Alternatively, and depending on the parties' time availability the mentee can provide the results to their action plan three times, once every 1 or two weeks wherein the first time this will be the intitule plan, the second the plan formatted with the amendments discussed with the mentor and a third time when it has been implemented so that the mentor can provide feedback on the whole process.

An example is included below:

Current Skills				
Skills to work on				
My Goals				

My Resources				
Action Plan				
Positive Outcome				
To be worked on				

- **Gap Analysis**

A gap analysis is an evaluation tool that companies use to compare current performance with their goal performance. This tool is used to determine whether a company is meeting expectations and using its resources effectively. This can be used to analyse the mentee's performance and also their business plans.

An example is included below:

Resource GAP Analysis					
Conducted BY:		S.M.A.R.T. Objectives:			
Date:		Project/Enterprise:			
Goal:					
	Available Resources	Gap	Gap Implications	Recourse	Comments

Of course, alternatives to these may also be used by the mentor. What it all comes down to, is that personal touch that, aligned with the delivered curriculum, will allow trainees to truly understand the concepts developed here and reach that crucial transformation goal.

5.3 Phase 3 Shaping Results For Better Support

5.3.1 Phase Overview

The areas being looked at in phase 3 are:

- Obtaining resources
- Building networks and collaboration
- Learning skills

At this phase, young women will turn to the external environment to gather the needed resources to build their social enterprises. They will consider issues of types of resources they need and how to mobilise in order to implement their value proposition offering. Participants will be introduced to the notion of collaboration and ways of building networks and entering into alliances.

In this section, they learn how to perform a value chain analysis, clients and suppliers, and they review their network to make sure they have the support they need

Mentors will need to:
- facilitate reflective practice, by asking the right questions,
- share relevant experiences to identify problems and possible critical situations,
- facilitate networking with other colleagues or experts
- to make suggestions for further development by giving advice.

5.3.2 Key Objectives & Goals

Throughout this phase, the Mentor must support the key objectives which include:

- Help Mentees develop Learning skills (Critical thinking, Creative thinking, Communicating, Collaboration)
- Help Mentees learn how to find and mobilise resources (Financial, Human, Educational, Physical, and Emotional)
- Help Mentees learn how to build a network
- Support Mentees in their self-assessment and SWOT analysis

5.3.3 Key Soft Skills To Develop

As mentioned in the earlier phases the mentee will be utilising and develop many of their soft skills throughout the programme which will help their personal and professional life. This phase will be focusing on:

- Learning skills
- The capability of finding and mobilising resources
- Networking skills
- Self-Assessment skills

The learning skills that will be covered include:

• Critical Thinking

To detect and seize an opportunity, the entrepreneur must be in a favourable frame of mind, which can be summed up as: critical spirit, intellectual curiosity, open-mindedness. Being critical consists, in a concrete way, in establishing observations and identifying, in our professional and private context, everything that could be improved, everything that complicates our life!

In order to support mentees in exercising their critical thinking, you can provide the following suggestions:

• Constantly exercise great intellectual curiosity

- Suggest participating to trade fairs and other events, whether or not they are directly related to their field of interest. They can sharpen one's vision to find creative ideas, especially if a person goes there with the conditioned reflex of questioning everything he/she observes. Also many technical magazines, trade journals and databases are available to go in search of an idea.

- **Be open-minded**

  - Explain that knowing how to identify opportunities implies accepting contributions from outside, know-how or different practices. Being open-minded means remaining attentive to the ways of seeing and living off others, especially if they are not in our "circle of sensitivity".

  - It also means listening to one's usual professional interlocutors: work colleagues, clients, suppliers, other partners of the company, knowing how to arouse their confidences and their vision of things about the evolution of their sector of activity.

  - Suggest traveling and experiencing how one's sector is approached in other countries. products or services can sometimes be found in other national economies that can be transposed or adapted to make a commercial project out of them. A trip or holiday abroad will be a good time to observe other behaviours, other walls, to discover other commercial practices and other products.

  - Underline how observation and critical analysis open up prospects for a lucrative business. In fact, open-mindedness also applies to understanding what is happening within the population. Certain segments of society can be unfamiliar in terms of lifestyles, consumption patterns, values, or interests.

- **Creative Thinking**

Faced with the need to constantly innovate, creativity has become a highly sought-after quality in the business world. If entrepreneurs must be pragmatic and rigorous, they must also activate their "right-brain" and develop their creativity if they want to be at the cutting edge. Indeed, creativity can be a tremendous source of growth and competitiveness. Being creative is therefore not a quality reserved for the artistic world, quite the contrary.

Like any other skill, creativity can be worked on and acquired. Everyone can train their minds in this skill and allow themselves creative breaks to let their minds wander. In this way, unsuspected ideas can be found.

Here are 4 keys points to provide your mentee, to help her train her creative thinking and become a creative entrepreneur:

- **Dare!**

  Explain that it is important to free yourself from your frameworks and constraints and give free rein to your imagination. The golden rule is to express your ideas without any form of judgment: neither criticism nor irony, even in a humorous tone.

  Thinking without constraint and imagining is a necessary step. It is often easier to set barriers and think in terms of constraints rather than possibilities. This step will therefore come naturally afterwards in order to choose from all the ideas submitted.

- **Multiply the ideas**

  Explain that in order to find creative solutions, there should be no hesitation to combine things, especially those that seem to have nothing in common. Sometimes the association of ideas or things leads to unknown territories and therefore to creative solutions.

  As an example, you can say that to solve a specific problem, the mentee should look at how it is dealt with in other sectors or other countries.

  To create an innovative product, it is interesting to try to combine two already existing objects. This will lead to widening the scope of possibilities.

- **Be open-minded**

  Say that curiosity is an essential prerequisite for becoming a creative entrepreneur. This requires different attitudes: being open to others and things, asking questions, being attentive and perceiving your surroundings differently. By adopting this questioning, interested and sharp eye, the mind will multiply connections and bubble with ideas. In particular, this attitude allows diverting the use of objects to solve a new problem.

- **Think positively**

  Explain that creativity implies indulgence. Having an abundance of ideas allows one to have a wide choice. But this implies that some ideas are bad or irrelevant. Thus, a creative person rubs shoulders with the foolish and experiences some failures... but ignores them

and continues to move forward. Improvement can be real only by looking for new opportunities in mistakes that have been made.

• **Communication**

The way entrepreneurs communicate tends to define their ultimate success; even great ideas can fall apart if a leader does not communicate effectively. There are several distinct communication skills that you should help your mentee to master. Having a reasonable command of the following ten essential communication skills, your mentee will be in a good position to succeed as an entrepreneur. As with any other skill, these skills cannot be developed without practice. It is particularly important to practice them actively, refining and fine-tuning the approach along the way. Your mentees should not expect perfection right away; they should just do their best and be aware of how to present themselves: and the rest will come in time.

Here is the list of the 10 skills your mentee should work on:

• **Converse**

Explain that conversation is one of the most fundamental forms of communication, but it should not be underestimated. A simple and friendly conversation with employees can build trust and expose problems before they become serious. A small, harmless conversation with a stranger can turn into a sales opportunity. Your mentees should learn to talk in an accessible and friendly way that can be applied to any situation.

• **Body language**

Underline that much of communication is non-verbal, so it is essential to master the presentation of body language. In all situations, posture is important. Explain that it is important to sit or stand up straight, shoulders back and head high and straight, to look people in the eye, without moving around or putting the hands in the pockets, etc.

• **Write**

Your mentees must learn to be direct and concise in written forms. As e-mails and text messages will be regularly sent to people inside and outside your organisation, ideas must be communicated clearly, avoiding as much as possible the risk of misinterpretation.

• **Introduce**

Explain to the mentees that they may have to present the company's finances to employees or investors, or present the company's services to an interested buyer, or even give a speech on entrepreneurship at an event. For all these situations, the mentees should learn how to develop clarity, conciseness, confidence and balance.

- **Negotiate**

Explain that since negotiation is necessary for almost everything in a business setting, the better your mentees will negotiate, the more successful their business will be. Negotiation makes them able to get better terms for the office lease, more reasonable salaries for the most talented employees, and even more lucrative options for their best customers. To negotiate effectively, it is not enough to just use the right words; it is important also to know how to choose the right time, to know the right facts and to be able to remain confident throughout the entire process.

- **Mediate**

Explain that there will be times when there will be a conflict, and your mentees will need to intervene. This may be a conflict between two employees who have differing opinions as to who is responsible for what, or a conflict between two competing suppliers who have suffered from a lack of communication. In all cases, it will be necessary to recognise both parties and help them resolve their own issues.

- **Debate**

A debate can be a healthy discussion about two or more alternative options in a productive and respectful setting. In a debate, the job of your mentee will not be to win against the enemy but to present arguments and opinions clearly. Regardless of whether the mentee will be dealing with investors, partners or employees, properly debating can always help to express ideas with greater strength and clarity.

- **Run**

Explain that responsibilities as a leader are many, but from a communication point of view, the greatest responsibility of all is to instill confidence and passion in the team. It is crucial to inspire people through daily messages, both public and private, and it is essential to keep composure as a leader in these situations to achieve and maintain a strong image.

- **Cross-platform**

The field of communication today is much broader than the one available to previous generations. Phone calls, texts, emails, video chats, instant messages, and other media are

all common, and you will need to know which ones are appropriate for which applications. Explain that choosing the right medium and implementing it correctly is essential.

- **Listen**

Listening is perhaps the most important communication skill of all, as it relates to a wide range of applications and situations. Explain to your mentees that active listening can help converse, debate, lead, negotiate and mediate, and makes the person appear more reflective, empathetic and invested in the people around him or her.

- **Collaboration**

As an entrepreneur, one of the challenges is to assemble a team of professionals capable of working as a group. To do this, explain to your mentees that they will need to lay the right foundations:

- Understand the company's long-term vision and goals
- Clearly communicate this vision and its objectives to the team
- Listen to each person
- Measure the effects of the strategy implemented
- Give social support and recognition to employees.

Indeed, teamwork and collaboration positively impact individual and overall company performance. When individuals collaborate, each person has an opportunity to contribute with their best ideas and efforts, ultimately making each team more productive. Here are five strategies to give your mentees to increase teamwork and collaboration in their organisation:

- Promote Frequent Communication
- Ensure Leadership Support
- Leverage Collaboration Technology
- Develop Collaboration and Teamwork Skills
- Reinforce Collaborative Behaviour

5.3.4 Mentoring Action

To support the mentee, you as a mentor can utilise past tools such as:

- Active Listening

- Mind Mapping

- Mentor Development Plan

- SWOT Analysis

- Personal Action Plan

- Skills Questionnaire

Below are some additional techniques that will help to guide you the mentor through this phase.

- **Open questions: What? Who? Where? When? Why? How?**

Mentoring is about getting a person to open up and talk more, as this often results in the mentee finding their own solutions. Mentoring is not about the mentor doing all the talking and providing the mentee with all the answers.

A mentor may need to probe to unlock thoughts, feelings, aspirations, goals, values and priorities. To do so, a mentor can use questions such as: "Can you expand more on that?" and "Tell me more about that". Sometimes probing questions can be of a delicate nature and need "cushioning", so a question like "Do you mind if I ask?" is better to ease into the conversation. Adding more and better questions adds value to the mentoring conversation.

- **Force field analysis**

This can be a useful technique for considering the arguments for and against a course of action. A plan or proposal is recorded in the central of three columns. Favourable factors are listed in the first column; unfavourable factors are listed in the final column. By carrying out the analysis you can plan to strengthen the factors supporting a course of action and to reduce the impact of opposing factors. Using lines, colour and even drawings or doodles on the force field analysis can be helpful in uncovering unknown hopes and fears and unappreciated strengths.

- **Personal quality profile**

This can help when a mentee appears to be suffering from low self-esteem. Asking the mentee to list his or her personal qualities can boost confidence. A follow up exercise might

be to encourage the mentee to ask two friends to describe how they see him or her. If their opinions do not match the mentee's you might encourage them to work out why this is.

- **Appreciative inquiry**

When a mentee is "stuck" or feeling despondent you could ask them to recall a situation in which they felt successful or proud of an achievement. Then help the mentee to identify the factors which contributed to that achievement and feeling of well-being. Finally, explore how some of those factors might be brought into play in the current situation.

5.3.5 Mentee evaluation

To evaluate your mentees' progress, you can use the following questions as a guideline.

Answer these questions using a scale of 1 to 5, where:

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

General	Scale of 1 to 5
My mentee was accessible and available	
My mentee communicated regularly with me	
My mentee contacted me regularly if there was a need to improve or work on some aspects of the program	
My mentee treated me with respect and was open to my ideas and suggestions	

Technical	Scale of 1 to 5
My mentee has shown improvements in her Critical thinking Skills	
My mentee has shown improvements in her Creative thinking Skills	
My mentee has shown improvements in her Communicating Skills	

My mentee has shown improvements in her Collaboration Skills	
My mentee is now capable of mobilising Financial resources	
My mentee is now capable of creating a Financial Plan	
My mentee now knows where and how to find qualified employees	
My mentee is now capable of conducting a market research	
My mentee now knows the different kinds of market research	
My mentee now knows where and how to find Physical Resources	
My mentee has shown improvements in implementing habits that help her keep good mental health	
My mentee now knows where and how to find Networking opportunities	
My mentee now knows where and how to choose quality partnerships	
My mentee is now capable of running a SWOT Analysis for her personal self-assessment	

5.4 Phase 4 Planning Project & Pitching

5.4.1 Phase Overview

The areas being looked at in phase 3 are:

- finalising the Busines Model Canvas (BMC) for their idea
- conducting environmental analysis (EA)
- preparing a business plan (BP)
- learning and practicing pitching and storytelling
- preparing a pitch deck

In this final phase, the young women will now have the opportunity to put their entire business idea on paper and develop their business plan and business model canvas. This phase would not be completed unless young social entrepreneurs would externalise their

business vision by pitching for support to prospective partners and supporters. At this final step young women will be introduced to the skills and competencies of storytelling and pitching to possible funders and partners.

5.4.2 Key Objectives & Goals

As the mentor, you should support your mentee when she's going through Business Model Canvas, Business Plan, and Pitch Deck, more information on these below. She'll learn more about Environmental Analysis from the teachers and other students, but at the individual session, you can review her ideas on Business Plan or even go through each point consequently.

Make sure you know the difference between Lean Canvas and Business Model Canvas. Business Model Canvas: how it is formed and how its blocks are connected with each other and environmental factors: Market forces, Industry forces, Key trends, and Macro-Economic trends.

There will be **4 workshops** within this phase**:**
- Business Model Canvas
- Environmental Analysis
- Pitch it
- Drafting a pitch deck

They are supposed to be conducted by the teacher, but you are always welcome to join in, especially in the case when the topic is your area of expertise and other mentees could benefit from hearing your stories and tips and tricks.

- **Business Model Canvas**

The workshop consists of 4 activities: filling in the BMC, going through the checklist, making a story out of the BMC, and assessing the model.

- **Environmental Analysis**

The goal is to equip the mentee with proper examples of how they can assess those factors at any given moment on their own, and also make sure that she didn't miss any game-breakers in the project's business environment.

- **Pitch it**

Mentee might need your help in seeing how blocks of her BMC could be connected to each other in a story frame. If due to any reason mentee is going through the course on her own, take some time to her our the pitch. And be gentle, please

- **Drafting a pitch deck**

Find profiles of potential investors. Tell the mentee how to find information about Business Angle (and other potential investors) and how to use it for her own good at presenting her research results and project achievements.

This phase should help the mentee develop:

Competences:

- Learning through experience;
- Working with others;
- Coping with uncertainty, ambiguity, and risk;
- Self-awareness and self-efficacy,
- Spotting opportunities,
- Creativity; Vision, Valuing Ideas;
- Financial and economic literacy;
- Mobilising others;
- Planning and management;

Skills:

- Making a Business Model Canvas,
- Making a business plan,
- Connecting parts of a business model in a story,

- Preparing a pitch deck,
- Pitching.

5.4.3 Key Soft Skills To Develop

At this stage in the programme, it is expected that the mentee will have developed a range of their soft skills and during this phase, we have broken down the skills according to the different activities.

BMC and Business plan:

Communication

- Written communication

Adaptability

- Analysis
- Self-confidence
- Organisation
- Self-motivation

Problem-Solving

- Lateral thinking
- Logical reasoning
- Initiative
- Persistence
- Observation

Environmental analysis:

Teamwork

Pitching and presentation:

Communication

- Verbal communication
- Friendliness

- Conflict management~

- Collaboration

- Cooperation

- Coordination

- Idea exchange

- Mediation

- Negotiating

All activities:

Communication

- Clarity

- Confidence

- Constructive feedback

5.4.4 Mentoring Action

In phase 4 mentor supervises the Business Model Canvas finalisation and supports young female entrepreneurs in creating their first business plan, if they decide to make one.
The mentor should explain how to conduct an environmental analysis.

A mentor can motivate the mentee to specify the potential investor by examples from previous experience or existing network of friends/ business angels/ venture funds, etc.

Recommended techniques:

- Business scenarios

- Face-to-face

- Mutual acceptance

- Exchanging roles

Tools to use:

- **Business Model Canvas**

This tool is great for people looking to start up a business, an example of this can be found in Appendix 1.

- **Environmental Analysis template**

This tool is used to examine the environment around a business to help create opportunities for improvements. Please see an example below:
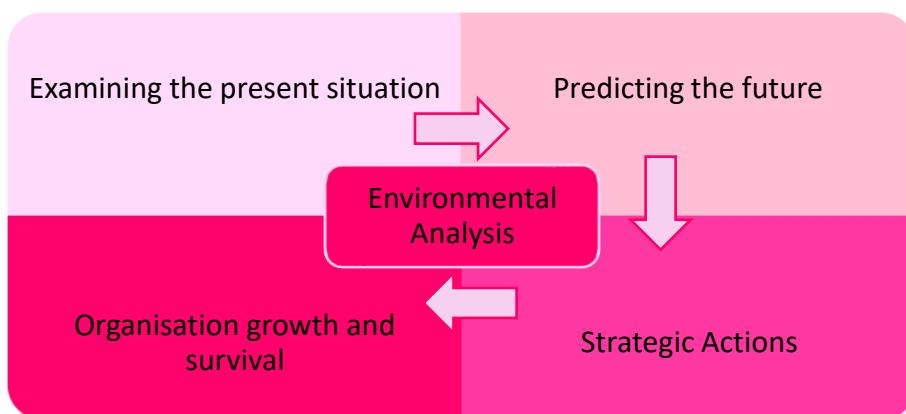
- **Business plan template**

The business plan is a roadmap for the mentee's business. An example can be included below:

1	• **Executive Summary** • **Company Description**
2	• **Products and services** • **Marketing Plan**
3	• **Operational Plan** • **Management and organisation**
4	• **Start-up expenses and capitalism** • **Financial plan**

5.4.5 Mentee evaluation

To complete the mentees evaluation at the end of the programme, the Mentor should use the techniques mentioned in previous phases and apply the below checklist to ensure the mentee is ready for the programme completion.

Task	Complete
Filled in all blocks in Business Model Canvas draft with students business idea is	
Finalised Business Model Canvas template with Mentee's business idea	
Conducted business environment analysis for her business idea	
Prepared a pitch deck	
Wrote a story connected to BMC to pitch the idea	
Pitched her business idea to mentor	
Pitched her business idea in front of the audience	
Chose investment source to aim the Business Plan for	
Prepared plan of the Business Plan and presented a short description of what she is going to write in each section	
Prepared half of the Business Plan draft	
Finished the Business Plan draft	
Finalised the Business Plan	

Chapter 6
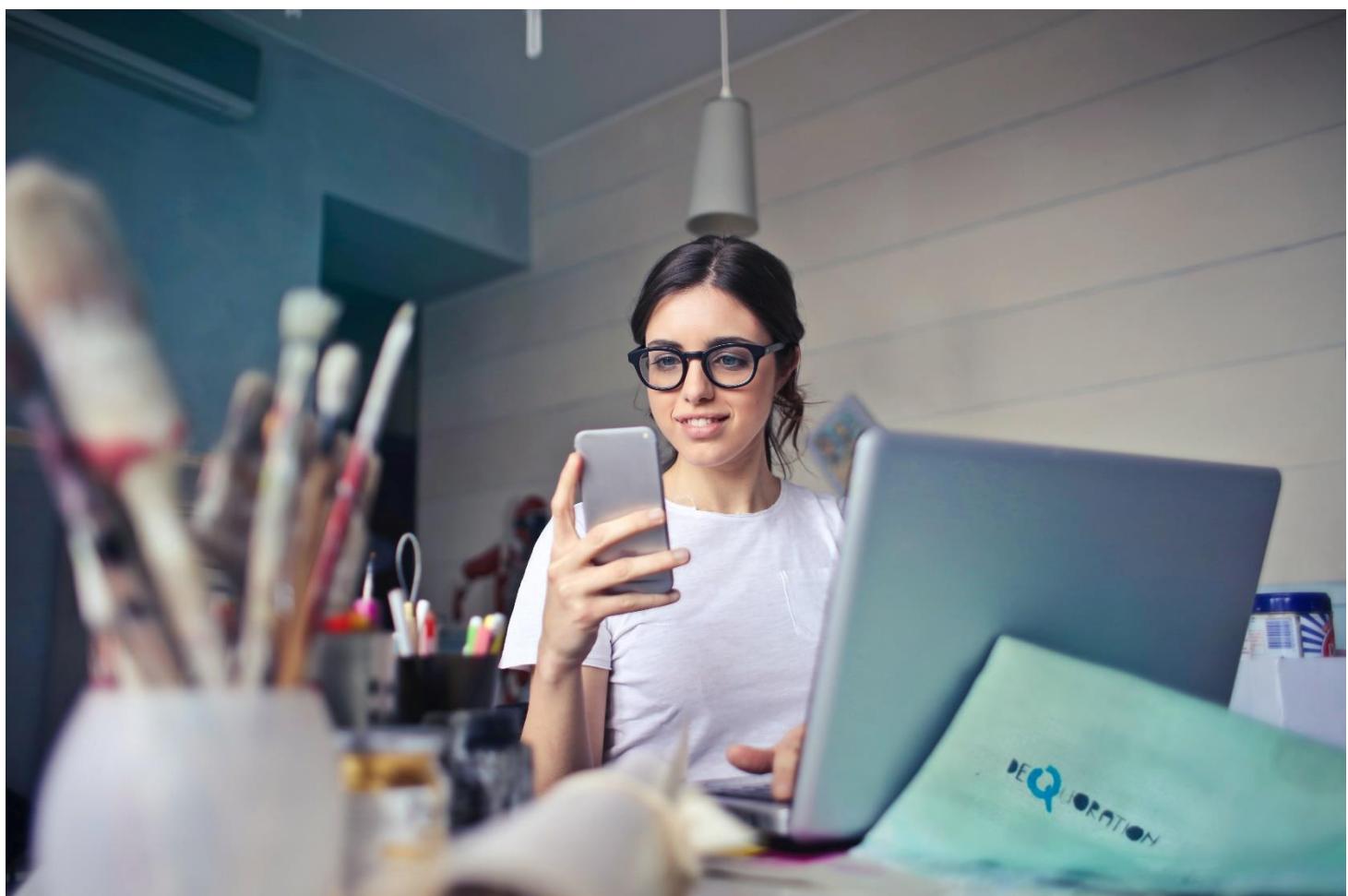
Further Reading

6.Further Reading

For more information regarding the activities the young women will be undertaking within the programme, please see the guidebook.

Below is additional reading for the different sections mentioned in the manual:

Mentoring:
Nature's guide for mentors https://www.nature.com/articles/447791a   THE GLOBAL CODE OF ETHICS For Coaches, Mentors, and Supervisors https://www.emccglobal.org/quality/ethics/   EMCC coaching and mentoring competence framework: https://emcc1.box.com/s/4aj8x6tmbt75ndn13sg3dauk8n6wxfxq   The Five Mentor Approaches & Ten Skills http://info.wartburg.edu/Portals/0/Pathways/Mentoring/The%20Five%20Mentor%20Approaches.pdf   Identifying and Aligning Expectations in a Mentoring Relationship https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3476480/   Evaluating and Giving Feedback to Mentors: New Evidence-Based Approaches https://ascpt.onlinelibrary.wiley.com/doi/full/10.1111/j.1752-8062.2011.00361.x#t3

Building A Network
Building connections for beginners https://www.forbes.com/sites/theyec/2018/09/18/networking-skills-six-ways-beginners-can-build-better-connections/#7bc8ba902fed   6 ways to improve networking skills

https://www.entrepreneur.com/article/245995

Networking Skills

https://www.roberthalf.com.sg/career-advice/career-development/networking-skills

8 networking skills that are needed

https://www.bidsketch.com/blog/marketing/networking-skills/

Working with disadvantaged young people

What is cultural sensitivity?

https://www.globalcognition.org/what-is-cultural-sensitivity/

Cultural sensitivity in the workplace

https://extension.psu.edu/cultural-sensitivity-in-the-workplace

Cultural Awareness

https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-cultural-competence-awareness-sensitivity-humility-responsiveness/

Working With disadvantaged young people

https://www.ecologia.org.uk/2019/08/working-with-disengaged-young-people/

Sharing best practice

Sharing best practice for organisations

https://guild.co/blog/what-are-the-best-knowledge-sharing-practices-for-organisations/

5 benefits of knowledge sharing in organisations

https://www.quandora.com/5-benefits-knowledge-sharing-organization/

Mentoring Tools

Important skills for mentoring

https://artofmentoring.net/most-important-skill-mentoring-relationship/

Mentoring – Problem solving

https://www.washington.edu/doit/mentor-tip-problem-solving#:~:text=%20Mentor%20Tip%3A%20Problem%20Solving%20%201%20Identify,what%20you%20learned%20from%20the%20experience.%20More%20

Problem solving process

https://www.verywellmind.com/what-is-problem-solving-2795485

Active listening

https://www.mindtools.com/CommSkll/ActiveListening.htm

Mentor self-assessment form

http://assist.educ.msu.edu/ASSIST/school/mentor/decided/toolmentorselfasst.pdf

Mentor Meeting Checklist

https://iu.instructure.com/courses/1503792/pages/mentor-meeting-checklist?module_item_id=14960811

Mentoring Competency Assessment (MCA)

https://uwmadison.co1.qualtrics.com/jfe/form/SV_5jMT4fhemifK01n?Q_JFE=qdg

UC Davis Mentor EVALUATION FORM for mentees

https://d1uqjtzsuwlnsf.cloudfront.net/wp-content/uploads/sites/163/2016/11/CCTSMentorEvaluationForm20084_9_08.pdf

SWOT Analysis

https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis

https://www.mindtools.com/pages/article/newTMC_05.htm

Strategic Planning Skills

https://www.thebalancecareers.com/list-of-strategic-planning-skills-2063771

https://bizcoachinfo.com/archives/18160

Personal Development Plan

https://www.briantracy.com/blog/personal-success/personal-development-plan/

http://www.mindofwinner.com/create-personal-development-plan/

Appendix One

Business Model Canvas

Business Model Canvas

Designed for:

Designed by:

Date:

Version:

Key Partners
Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?

MOTIVATIONS FOR PARTNERSHIPS: Optimization and economy, Reduction of risk and uncertainty, Acquisition of particular resources and activities

Key Activities
What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?

CATEGORIES:
Production, Problem Solving, Platform/Network

Key Resources
What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships Revenue Streams?

TYPES OF RESOURCES: Physical, Intellectual (brand patents, copyrights, data), Human, Financial

Value Propositions
What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?

CHARACTERISTICS: Newness, Performance, Customization, "Getting the Job Done", Design, Brand/Status, Price, Cost Reduction, Risk Reduction, Accessibility, Convenience/Usability

Customer Relationships
What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?

Channels
Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?

Customer Segments
For whom are we creating value? Who are our most important customers? Is our customer base a Mass Market, Niche Market, Segmented, Diversified, Multi-sided Platform

Cost Structure
What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?

IS YOUR BUSINESS MORE: Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing), Value Driven (focused on value creation, premium value proposition).

SAMPLE CHARACTERISTICS: Fixed Costs (salaries, rents, utilities), Variable costs, Economies of scale, Economies of scope

Revenue Streams
For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?

TYPES: Asset sale, Usage fee, Subscription Fees, Lending/Renting/Leasing, Licensing, Brokerage fees, Advertising
FIXED PRICING: List Price, Product feature dependent, Customer segment dependent, Volume dependent
DYNAMIC PRICING: Negotiation (bargaining), Yield Management, Real-time-Market

youngfemale
entrepreneur
program

Business Model Canvas

Designed for:

Designed by:

Date:

Version:

Key Partners	Key Activities	Value Propositions	Customer Relationships	Customer Segments
	Key Resources		Channels	

Cost Structure

Revenue Streams