



Lifelong  
Learning  
Programme

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A graphic where the letter 'M' is formed by two white 3D human figures holding hands. The word 'MENTORing' follows, with 'MENTOR' in large yellow 3D letters and 'ing' in smaller silver 3D letters.

# MENTORing

**INDUCING VET TRAINERS WITH MENTORING SKILLS TO BOOST ENTREPRENEURIAL GROWTH**  
2011-1-BG1-LE005-05044

**MENTOR'S TRAINING  
MANUAL FOR  
ENTREPRENEURSHIP**

## **Providing VET trainers with mentoring skills to support entrepreneurial growth”**

***mENTERing***

Updated, localised, completed, **Mentor’s Training Manual for entrepreneurship to be translated into BG and EL** matching the profile of VET trainers in terms of relevance, quantity, level and structure in the frame of Work Package 3: Adaptation and enrichment of existing content.

### **WORK PACKAGE 3**

#### **ADAPTATION AND ENRICHMENT OF EXISTING CONTENT**

**Produced by the *mENTERing* project**

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## TABLE OF CONTENTS

<b>1. INTRODUCTION</b>	<b>3</b>
1.1 The context of VET and an overview of the mENTERing project	3
<b>2. MENTOR COMPETENCIES AND SELECTED COMPETENCIES FOR THE MENTERING TRAINING MANUAL</b>	<b>4</b>
2.1 The MAITRE mentor competencies	4
2.2 The new competencies added in mENTERing	10
2.3 Selection of key competencies for the mENTERing training	11
<b>3. PURPOSE OF THE TRAINING MANUAL</b>	<b>12</b>
<b>4. HOW THE MANUAL IS STRUCTURED</b>	<b>13</b>
<b>5. HOW TO USE THE MANUAL: INTRODUCTION TO METHODOLOGY</b>	<b>16</b>
<b>6. SELF STUDY AND TRAINERS' NOTES</b>	<b>19</b>
6.1 Module One – SELF STUDY	19
6.2 Module Two – FACE TO FACE and WEBINAR	49
6.3 Module Three – ACTION LEARNING	89

## 1. INTRODUCTION

### 1.1 The context of VET and an overview of the mENTERing project

Vocational Education and Training (VET) makes a major contribution to the competitiveness of Europe by supporting and facilitating the professional and personal development of its citizens. In this context, VET teachers, trainers and tutors have a primary role since it is they who undertake the task to reach citizens, update them with new knowledge, skills and attitudes so that their access to the labour market and professional opportunities are enhanced.

Access to a labour market that is characterized by fast and unpredictable change demands that VET trainers are constantly updated in order to effectively adopt new roles and support their learners. At present, a new role that emerges for VET trainers is that of the mentor of their trainees. Integrating mentoring principles in VET trainers' continuing education facilitates their acting as mentors. VET trainers who can act as mentors can significantly benefit their mentees since they are able to guide and council them, provide psychosocial support and act as role models. Mentoring skills and competences help them to respond better to mentees' learning needs and play an important role in the acquisition of new skills and competences.

This is even more important for VET trainers who train entrepreneurs. Mentoring can be an important step towards offering entrepreneurs of all ages a better training and in general support the aims and goals of VET by shifting focus from teaching to learning, and from formal, inflexible systems to active self- directed learning and participation.

However, there is a clear gap in the policy and pedagogical framework for training VET trainers in mentoring skills and competences for entrepreneurship in most project countries as well as in most other EU countries. VET provision (systems and policies) must be updated in consideration of the new role of VET trainers as mentors, standardize mentoring training, validate mentoring skills and competences in the career pathway of VET trainers and offer them the opportunity to formally qualify as mentors.

With this aim, the [mENTERing project](#) seeks to support the initial and continuous training of VET trainers and develop their skills and competences in order for them to cope with the future challenges and especially with the challenge of mentoring entrepreneurs.

The specific way in which this aim will be achieved by the project is through the transfer of existing training material, the Mentors' Training Materials and Resources from the EU co-funded project MAITRE, on mentoring and the development of a customized train-the-trainer blended course for VET trainers who wish to act as mentors of entrepreneurs. The train-the-trainer course will include specialized modules on mentoring and entrepreneurship while addressing specific skills and competences. The newly developed course will be tested and updated so that it constitutes a sustainable and effective model to be implemented throughout Europe and have a lasting impact on the VET provision of project countries and Europe in general.

## **2. MENTOR COMPETENCIES AND SELECTED COMPETENCIES FOR THE MENTERING TRAINING MANUAL**

### **2.1 The MAITRE mentor competencies**

These competencies have been developed by: Professor Andrew Miller & Peter Storey  
 Institute for Community Development and Learning- University of Middlesex (UK):

- 1. Lifelong learning**
- 2. Understanding the role of mentor**
- 3. Understanding the stages of the mentoring relationship**
- 4. Adapting**
- 5. Understanding their own values**
- 6. Understanding diversity**
- 7. Understanding boundaries and confidentiality**
- 8. Emotional Intelligence**
- 9. Use of technology 1 e-mentoring)**
- 10. Building Rapport (Clutterbuck 2004)**
- 11. Relationship management (Clutterbuck 2004)**
- 12. Action planning and goal setting**
- 13. Problem-solving, trouble-shooting, and dealing with blockages**
- 14. Managing mentoring meetings**
- 15. Use of technology 2 (e-mentoring)**
- 16. Story-telling (Parkin 2004)**
- 17. Listening skills (can be seen as part of EI – establishing empathy)**
- 18. Information management**
- 19. Non-verbal communication**
- 20. Questioning skills (including review)**
- 21. Counselling**
- 22. Giving and receiving feedback**
- 23. Professional distancing**
- 24. Recognising achievement/ objectives attained (Megginson & Clutterbuck 1995)**
- 25. Orchestrate a good ending (Megginson & Clutterbuck 1995)**
- 26. Evaluation**
- 27. Understanding careers in the vocational area**
- 28. Advocacy skills**
- 29. Networking skills**
- 30. Coaching skills**
- 31. Instructional skills (Teaching and tutoring)**

## Mentor competencies and rationale

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>1. Lifelong learning</b>	<p>Setting up procedures for coaching and collaboration between mentors, i.e. wishing to improve own mentoring skills and learn from other's experiences</p> <p>Managing the necessary information for the mentor self-improvement and development.</p> <p>Stimulating the mentee to want to undertake learning (Lane &amp; Robinson 1992)</p>	<p>Mentors should be motivated and able to learning from reflecting on their own and other mentors' experiences</p> <p>Mentors can learn from reading about mentoring in books, resources and the world wide web</p>
<b>2. Understanding the role of mentor</b>	<p>Organising and following a specific mentoring methodology, i.e. the mentoring is based on a particular theory of change in human behaviour (Carrying out the mentoring process according to a previously defined schema or method)</p> <p>Ongoing management of own resources necessary for the mentoring methodology being applied.</p> <p>Understanding the differences between the role of mentor, supervisor, coach, counsellor, tutor and teacher</p>	<p>It is important that mentors understand the theory upon which the practice of mentoring is based and the evidence base underpinning the theory (could be simple problem-solving model)</p> <p>Mentors should understand where they are straying out of the mentor role into a related helping relationship</p> <p>Mentors need to be well organised to plan their mentoring meetings so that the agreed methodology is followed</p>
<b>3. Understanding the stages of the mentoring relationship</b>	<p>Theoretical model of stages</p> <p>Ways of building rapport</p> <p>Knowing which stage you have reached</p> <p>Understanding how to end the relationship</p> <p>Planning and developing your own mentoring path</p>	<p>Mentors need a mental map of the stages that effective mentoring relationships pass through in order to help progress their own relationship</p> <p>Mentors to need a plan to guide their own progress through the mentoring relationship</p> <p>Mentors need to handle endings sensitively</p>
<b>4. Adapting</b>	<p>The ability to recognise and act appropriately to phases of the mentoring relationship and the differing needs a mentee may have (Clutterbuck 2004).</p>	<p>Allows the relationship to evolve and maintain a level of high-quality mentoring.</p>
<b>5. Understanding their own values</b>	<p>Placing value on mentoring as a worthwhile activity</p> <p>The self-awareness of being able to identify their own values and where they might clash with the mentee's values</p>	<p>Mentors need to value the mentoring process and feel that it has potential for good, positive change</p> <p>Mentors need to understand their own motivations for wanting to be a mentor (to separate altruistic from self-centred motivations)</p>
<b>6. Understanding diversity</b>	<p>Understanding issues arising from cultural and gender diversity; and potential differences between their culture and those of their mentee. The ability to relay experiences from one setting to another (Clutterbuck &amp; Ragins 2002)</p>	<p>Mentors may be matched with mentees from a different ethnic group and need to develop inter-cultural sensitivity</p>
<b>7. Understanding boundaries and confidentiality</b>	<p>Boundaries include the role of the mentor and what mentors should not do (e.g. in terms of giving advice)</p> <p>Boundaries also includes understanding ethical issues and child protection issues, e.g. inappropriate touching, rules re-location of meetings and confidentiality rules relating to disclosure</p>	<p>Mentors need to understand the rules of the programme concerning ethical behaviour towards mentees given the potential power they could exercise</p>

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
<b>8. Emotional Intelligence</b>	<p><u>1. Self-awareness &amp; self management</u> Emotional self-awareness- recognising your own emotions and their effects. Then appropriately handling your own anxiety, impatience, stress or tiredness, i.e. self control Accurate self-assessment: knowing their own strengths and limitations</p> <p><u>2. Social awareness &amp; social skills</u> Empathy – understanding the mentee and taking an active interest in their concerns. (Using techniques of rhetoric, animation and verbal motivation and improvement of the mentoring relationship; Using rationalisation and debate techniques to 'convince' the mentee of the usefulness of certain rules)</p>	<p>1. Mentors need to be aware and in control of their own emotions in order to help mentees understand the effects emotions can have on behaviour; and to stay non-judgemental</p> <p>2. Mentors need to be able to empathise with their mentee as an important way of establishing rapport and communicating that the mentor is there to support them Mentors need to be able to influence and help their mentee's to change in order to achieve goals and overcome problems</p>
<b>9. Use of technology 1 (e-mentoring)</b>	<p>Use of a variety of technological functions associated with managing and maintaining an e-mentoring relationship. The functions can include:</p> <ul style="list-style-type: none"> <li>• Sending/writing e-mails</li> <li>• Web portals</li> <li>• Keeping records of e-mails</li> </ul>	<p>Fundamental in enabling a mentor to engage in an e-mentoring relationship.</p>
<b>10. Building Rapport (Clutterbuck 2004)</b>	<p>The ability to establish a meaningful dialogue.</p>	<p>Allows the mentor to have a set of questions they can ask mentees at the beginning of mentoring, where dialogue can be awkward because of nerves/lack of trust.</p>
<b>11. Relationship management (Clutterbuck 2004)</b>	<p>The ability to maintain contact, time keeping and issues between mentor and mentee.</p>	<p>Enables the formation of a formal mentoring relationship, where the mentee knows that the mentor will keep to the time they have set aside together, and the ability to recognise problems between mentor and mentee.</p>
<b>12. Action planning and goal setting</b>	<p>Obtaining information on the mentee's goals Defining and detailing the mentoring goals Planning the achievement of the proposed goals Establishing and applying short-term and medium-term decision-making procedures, i.e. small steps towards the goals Helping the mentee to generate planning and self-management skills Managing assessment</p>	<p>Mentors need to be able to help establish the goals of the relationship and to set stages on the path towards the goal in the form of an action plan Mentors need to understand that only SMART goals are measurable</p>
<b>13. Problem-solving, trouble-shooting, and dealing with blockages</b>	<p>The ability to recognise problems facing the mentee and the relationship and to have a range of strategies for overcoming these problems</p>	<p>The mentor needs to be able to solve such problems partly as a role model to show their mentee that problems can be often be overcome with determination and by thinking them through</p>
<b>14. Managing mentoring meetings</b>	<p>The ability to establish an agenda for a meeting and to get through the agenda in the agreed time often including review and action planning The ability to use project procedures to record outcomes of mentoring meetings</p>	<p>Some programmes want to mentors to follow a common procedure to meetings so that they are clearly structured in a standard way Some programmes want mentors to keep a clear record of what the outcomes of each meeting were for the purposes of monitoring and accountability</p>

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
<b>15. Use of technology 2 (e-mentoring)</b>	The ability to use technology in a way that allows detailed, and expressive way. Ability to use e-mail language (e.g. LOL – Laughing out loud, BRB – Be right back).	Makes the most effective use of the technology. Allows the mentoring relationship to achieve all that it can.
<b>16. Story-telling (Parkin 2004)</b>	The ability to tell a relevant story from the mentors own history or from literature that is relevant to the mentees’ situation.	Can help to illuminate a situation for a mentee, or instance helping them to see something from a different perspective or to look at a negative situation in a different light.
<b>17. Listening skills (can be seen as part of EI – establishing empathy)</b>	Active listening is listening and letting the mentee know you are listening Recording – in terms of remembering what has been said (Carter & Lewis 1994)	Mentors must be able to listen and hear what their mentee is telling them Mentors must be able to listen in order to respond and encourage the mentee to talk and open up
<b>18. Information management</b>	Supporting the mentee so that he/she can generate information management skills. Managing the preparation and application of the key and most appealing (motivating) resources for the mentoring. Managing information.	Mentors need to know where they and their mentees can access information to address their needs to know and understand certain things
<b>19. Non-verbal communication</b>	It is arguably part of EI for mentors to be able to pick up messages about their mentee’s mood from NVC, and also to be aware of what they communicate from their own NVC (Using ‘non-rationalising’ acceptance techniques).	NVC is an important part of any mentoring (or other) relationship Good open NVC will help establish trust and rapport
<b>20. Questioning skills (including review)</b>	The ability to understand different sorts of questions, i.e. open and closed The ability to phrase to encourage reflection, analysis, generalisation and application (experiential learning cycle) The ability to phrase questions that act as a catalyst to help the mentee think through issues/change and generate alternatives The ability to know when to use and how to phrase confrontation questions that challenge the mentee	Mentors need to be skilled in knowing when and how to ask the right questions to encourage their mentees to think and to talk through issues and options
<b>21. Counselling</b>	The ability to give appropriate advice and guidance and help the mentee with any issues or problems they have.	Helps the mentee with specific personal development, with advice coming from a role model. Particularly important as mentee may not have another appropriate source were they can ‘off-load’ any problems they have.
<b>22. Giving and receiving feedback</b>	Well-established ground rules for giving and receiving feedback as an interpersonal or social skill	Mentors have to give sensitive feedback to their mentee on performance and they also must learn to listen to feedback from their mentee – if mentoring is to be a two-way relationship

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
<b>23. Professional distancing</b>	The ability to put some space between mentor and mentee so that neither party becomes too dependent. Ability to set and define limits of what mentor can help mentee with.	Enables the relationship to stay in a 'mentoring' context rather than a 'friendship'. This can keep the focus on the achievement of goals via mentoring. Professional distancing can also help if the relationship becomes focused primarily on counselling – Simosko (1991) considers the counselling role too close.
<b>24. Recognising achievement/objectives attained (Megginson &amp; Clutterbuck 1995)</b>	The ability to celebrate success and note what achievements have been made even in the face of failure.	Enables mentor and mentee to come closer as a result of their success and keeps the relationship in a positive light.
<b>25. Orchestrate a good ending (Megginson &amp; Clutterbuck 1995)</b>	The ability to recognise the end of the relationship and part in a mutually beneficial way.	Allows both mentor and mentee to accept that they have reached the end of their relationship and move away from a mentoring relationship to a less formal one.
<b>26. Evaluation</b>	The ability to evaluate the mentoring relationship generally by using the tools provided by the project	Mentors should be able to engage in self-evaluation with their mentee in order to move the relationship forward

### Mentor competencies specific to Vocational, Education and Training

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>27. Understanding careers in the vocational area</b>	Advising the mentee on career routes and qualifications. Providing sources of information. <i>Applying direct advice techniques.</i> Supporting via providing information advice and guidance whilst not being over-protective (Simosko 1991)	Mentors need to be able to offer some information, advice and guidance on careers within their vocational area by acting as a signposter – but also need to be aware of their limitations.
<b>28. Advocacy skills</b>	Acting as an advocate for the mentee with providers of VET and employers.	Mentors can help to support mentees in their progression routes into further VET or employment
<b>29. Networking skills</b>	Maintain a list of contacts who may be able to help your mentee. Introduce the mentee to people who can help them reach their goals. Make sure that the mentee's successes are noticed by other people. Knowledge of an organisation helps to facilitate learning and helps to progress the mentee through the workplace (Carter & Lewis 1994). Business/Professional savvy (Clutterbuck 2001) can help to give mentees' an insight into the world of work.	Mentors can play an important role in widening the networks of people that mentees can link with to aid their progression.
<b>30. Coaching skills</b>	Giving your mentee feedback on how well they have performed in a vocational task or activity. Advise them on the ways in which they can improve their performance	Mentors in VET may be more useful to their mentees when they understand and have mastered some of the skills that the mentee is trying to acquire.
<b>31. Instructional skills (Teaching and tutoring)</b>	<i>Applying modelling and role playing techniques.</i> Using teaching techniques to put across vocational learning to the mentee. Finding and using appropriate resources. Giving them useful examples and asking them questions to move their thinking forward. Training the mentee in on-the-job activities (Clutterbuck 1985). Strong interest in developing others and a commitment to own continual learning (Clutterbuck 2001)	Mentors in VET may be more useful to their mentees if they have the knowledge and skills related to the vocational area. They can directly support their mentee's vocational learning.

## REFERENCES:

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Parkin, M. (2004). The Mentor as Storyteller. In: Clutterbuck, D. & Lane, G. (eds) *The Situational Mentor: An international review of competences and capabilities in mentoring*. UK: Gower

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## 2.2 The new competencies selected and further developed in mENTERing

The new competencies selected and further developed in the frame of mENTERing are:

### 32. Basic Knowledge of entrepreneurship

### 33. Creativity skills

### 34. Solution focused thinking

### 35. Contracting skills

### 36. Group process skills

Competencies	Elements of competency	Rationale	Training method
<b>32. Basic Knowledge on entrepreneurship</b>	Understanding the process of entrepreneurship and the main functions of a business	VET trainers who wish to become mentors of entrepreneurs need to have adequate knowledge of the processes and functions of entrepreneurship so that they can guide and advise their mentees. Such knowledge can help them offer practical advice and create insights for the entrepreneur.	Self Study
<b>33. Creativity skills</b>	Understanding the benefits of creative thinking for entrepreneurship -Understanding different models of developing creative thinking for problem solving in business	Mentors need to be able to support mentees with creative strategies at different stages of the mentoring relationship e.g. supporting with creative thinking for problem solving in business developments --Mentors need to support mentees to turn creative ideas into practical reality, looking at problems in novel ways so that mentee can come up with more creative solutions.	Action Learning
<b>34. Solution focused thinking</b>	Understanding how to focus on solutions instead of problems	Mentors need to be able to support mentees with focusing on the future and solutions and to support mentees to predict possible outcomes and consider options	Action Learning
<b>35. Contracting skills</b>	Understanding how to set up individual or group contracts with mentees	Mentors need to contract with mentees in order to define roles and responsibilities	Action Learning
<b>36. Group process skills</b>	Understanding the role of group dynamics and group processes in group mentoring	Mentors need to understand and react appropriately to differing group dynamics when working with a group of mentees	Action Learning

These competencies have been developed by: Emma Parry (INOVA, UK) and Sophia Protopapa (OLN, Greece) and have been based on their extensive work with new and existing entrepreneurs involved in mentoring programmes.

## 2.3 Selection of key competencies for the mENTERing training

The following key competencies were selected of the MAITRE training manual to be adapted and transferred for the needs of the Mentoring Training:

From the MAITRE project:

- <sup>1</sup>2: *Understanding the role of mentor – with focus on entrepreneurship;*
- <sup>1</sup>3: *Understanding the stages of the mentoring relationship*
- <sup>1</sup>7: *Understanding boundaries and confidentiality*
- <sup>1</sup>12: *Action planning and goal setting*
- <sup>1</sup>15: *Use of technology 2(e-mentoring)*
- <sup>1</sup>17: *Listening skills*
- <sup>1</sup>19: *Non-verbal communication*
- <sup>1</sup>20: *Questioning skills*
- <sup>1</sup>22: *Giving and receiving feedback.*

*Newly developed for Mentoring:*

- <sup>1</sup>32: *Basic Knowledge of entrepreneurship*
- <sup>1</sup>33: *Creativity skills*
- <sup>1</sup>34: *Solution focused thinking*
- <sup>1</sup>35: *Contracting skills*
- <sup>1</sup>36: *Group process skills*

**The collated list of competencies to be used in the frame of mENTERing is included as annex 1.**

### 3. PURPOSE OF THE TRAINING MANUAL

Welcome to the *mENTERing* (“**Providing VET trainers with mentoring skills to support entrepreneurial growth**”) training manual. The manual has been designed to support the initial and continuous training of VET trainers and develop their skills and competences in order for them to cope with the future challenges and especially with the challenge of mentoring entrepreneurs.

The pack utilises a range of training approaches and materials developed to enhance the profile and competency of mentors, to enable them to improve the quality of help given to mentees as future entrepreneurs.

Part of the activities and resources contained in this manual have been adapted from the Maitre project (Leonardo da Vinci Programme 'Priority 2'. More information at: <http://www.amitie.it/maitre/en/index.htm>) which were selected from successful mentoring projects and initiatives and enriched by the Maitre partnership. These materials and resources have been also adapted by the *mENTERing* partners to cope with the need to train VET trainers with competences for entrepreneurship.

## 4. HOW THE MANUAL IS STRUCTURED

The contents proposed for the mENTERing handbook are structured in 3 parts as follows:

- **SELF STUDY** (3 hours):  
COMPETENCE:
  - 132. *Basic Knowledge of entrepreneurship*
  
- **FACE TO FACE** (2 days) and **WEBINAR** (2 sessions of 2 hours).  
COMPETENCES:
  - N° 2: Understanding the role of mentor – with focus on entrepreneurship;
  - N°3. Understanding the stages of the mentoring relationship
  - N°7. Understanding boundaries and confidentiality
  - N°12. Action planning and goal setting
  - N°15. Use of technology 2 (e-mentoring)
  - N°17. Listening skills
  - N°19. Non-verbal communication
  - N°20. Questioning skills
  - N°22. Giving and receiving feedback
  
- **ACTION LEARNING** (proposal by Inova: 2 sessions of 2 hours each).  
COMPETENCES:
  - N°33. Creativity skills (covered in session 1)
  - N°34. Solution focused thinking (covered in session 1)
  - N°35. Contracting skills (covered in session 2)
  - N°36. Group process skills (covered in session 2)

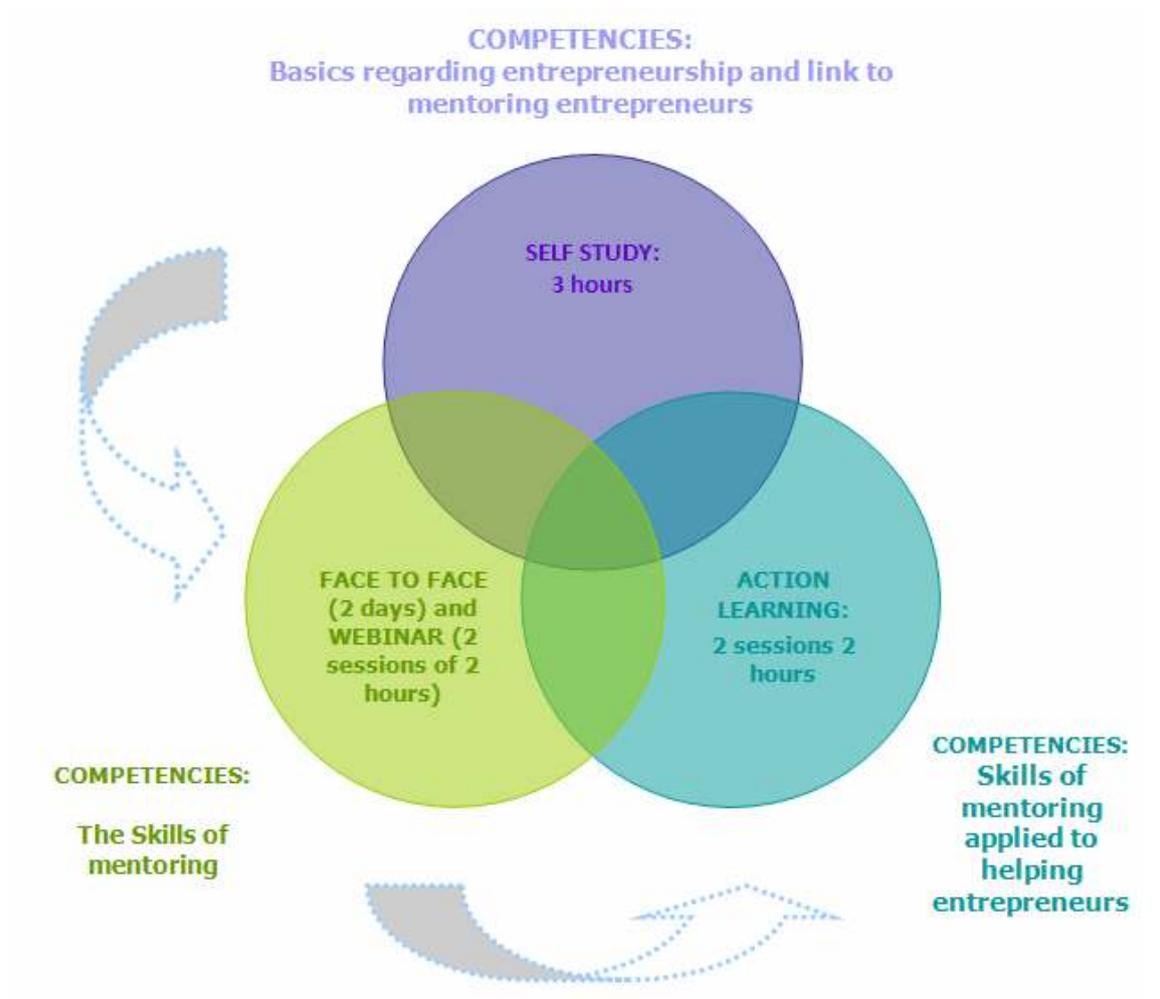
Each module is divided into training units. These identify specific competencies underpinning the mentoring process - skills, qualities and characteristics that effective mentors present and deliver to their mentees to promote entrepreneurship. Having three main areas of training allows trainers to gain an overview of what skills and qualities mentors need to accomplish.

Thirty-six individual competencies define what skills and knowledge mentors need to be capable of delivering appropriately to their mentees. Each competency has an explanation of its rationale. An example is outlined below:

*e.g. **Competency 2**, tackles the need for mentors to develop a good understanding of the role of a mentor and to be fully aware of the theory or practice based principles applicable to the mentoring they plan to undertake. The justification described in the rationale also enables trainers to focus on what is the desired outcome for mentors.*

	<b>COMPETENCY</b>	<b>RATIONALE</b>
2	<i>Understanding the role of mentor</i>	<i>It is important that mentors understand the theory upon which the practice of mentoring is based and the evidence base underpinning the theory (could be simple problem-solving model) Mentors should understand where they are straying out of the mentor role into a related helping relationship Mentors need to be well organised to plan their mentoring meetings so that the agreed methodology is followed</i>

The following diagram shows the relationship between competencies and training units:



Listed below are the three (3) training modules and their constituent units:

**MODULE ONE– SELF STUDY: The Basics regarding entrepreneurship and link to mentoring entrepreneurs (3 hours)**

1.1 What is entrepreneurship? Basic contents and why mentoring is important to help new entrepreneurs (COMPETENCE: *132. Basic Knowledge on entrepreneurship*)

## **MODULE TWO – FACE TO FACE (2 days) and WEBINAR 1 & 2: 1)The Skills of mentoring (2 hours) 2) Learning from Each Other – sharing mentoring experiences**

### **Face to face:**

- 2.1 What is a mentor? (Competency 2 – understanding the role of mentor)
- 2.2 What are the stages of the mentoring relationship? (Competency 3 – understanding the different stages of the mentoring relationship? (theoretical models)
- 2.3 What are the dos and don'ts of mentoring? What are the boundaries? (Competency 7 – understanding boundaries and confidentiality)
- 2.4 How can mentors help set goals and action plan? (Competency 12 – action planning and goal setting)
- 2.5 How can e-mentors communicate effectively online through expressing emotions? (Competency 15 – use of technology 2 [e-mentoring])

### **Webinar1:**

- 2.6 What is active listening? Why are listening skills important for mentors and how can they communicate in a non-verbal way? (Competency 17 – listening skills and 19 – Non-verbal communication)
- 2.7 Why do mentors need questioning skills and why giving and receiving feedback is important (Competency 20 - Questioning skills and 22 - Giving and receiving feedback)

### **Webinar 2:**

- 2.8 Learning from Each Other – sharing mentoring experiences. The opportunity for VET trainers to put forward ideas for additional tools/exercises to be used with mentees and a discussion on the appropriate use of tools with mentees.

## **MODULE THREE – ACTION LEARNING: skills of mentoring applied to helping entrepreneurs (2 sessions of 2 hours)**

### **Action learning 1: (2 hours total)**

- 3.1 Developing Creative Thinking Skills as a Mentor (Competency 33 - Creativity skills)
- 3.2 What is a solution-focused approach to mentoring? (Competency 36 - Group process skills)

### **Action learning 2: (2 hours total)**

- 3.3 Developing Contracting Skills (Competency 35 - Contracting skills)
- 3.4 Developing Awareness of Group Dynamics and Group Processes as a Mentor (competency 36)

## 5. HOW TO USE THE MANUAL: INTRODUCTION TO METHODOLOGY

This manual is aimed at VET trainers with experience that want to be introduced in mentoring for entrepreneurship.

Each unit comprises of guidance for trainers (Trainers' Notes), handouts for mentors, and overhead projector slides. Examples of handouts, OHP slides and case studies are attached and identified by the prefix denoting the Unit number, e.g. the first handout for Unit 2.1 is denoted as Handout 2.1.1. OHP slides that may be used as handouts are denoted by the suffix 'OHP', e.g. Handout/OHP 2.4.1. Within the Trainers' Notes, guidance is given on the following areas:

- **Unit number:** (e.g. Unit 2.6 What is active listening? Why are listening skills important for mentors?)
- **Title of session:** (e.g. Active Listening Skills)
- **Timings:** This is an estimate of how long the session will take to deliver and is intended to be sufficient time for up to 20 participants. (An optimum number would be 12-16)
- **Mentoring Competencies & Rationale:** this specifies the competency or competencies being addressed in the training session, and are drawn from the 31 competencies and accompanying rationale.
- **Learning outcomes:** e.g. what mentors will know, understand or be able to do after the training
- **Preparation:** tasks the trainer needs to carryout prior to the training session e.g. producing handouts, case studies, arrangement of the room, pens, pencils and paper, flipchart easel and paper, or set-up and OHP/data projector, TV and video player.
- **Procedure:** this describes step-by-step what the trainer must do at each stage of the session.
- **Discussion:** provides the trainers with a list of suggested questions to help provoke discussion about what has been learnt during the session.
- **Acknowledgements:** if the material has been adapted from a particular project this will be acknowledged at the end of each unit, as well as the name of the author(s) of that section.
- **Handouts:** Information sheet, OHP slide, case study, etc.

To make the best use of the manual, it is important to read through all the material associated with the unit you are intending to deliver. This would include the Guidance for Trainers (Trainers Notes) and any related material such as handouts, presentation slides, case studies, etc. It is also recommended that trainers take the time to become

familiar with the other units within the module, so that mentors can be apprised of competencies covered in other units. Individual competencies are described in discrete terms, but are closely interconnected in practice.

Where possible, combine two or more competencies so that the learning activities appear relevant and practical in the context in which they are meant to be used. It is likely that a training session will also encompass questions related to aspects of other competencies which are not targeted within the unit, so a good overview of the full list of competencies will prove invaluable.

The modules are designed to be delivered in sequential order. This is essential to the overall effectiveness of the training pack. However the units within each module can be delivered in an order preferred by individual trainers. However, it is important, to consider carefully what the implications are of delivering units out of sequence and make the necessary changes to exercises, handouts and procedures.

### THINGS TO CONSIDER BEFORE YOU USE THE MANUAL. . .

1. Read all the materials for the unit and familiarise yourself with the other units in *the module*.
2. *Each unit has been developed to allow trainers a high degree of flexibility in relation to the optimum number of participants. Up to 20 trainers can be trained in one session; however the optimum is 12-16. For numbers greater than 20, it should be considered running an additional session or increasing the overall time for the session to allow time for more discussion and feedback.*
3. *Check slides and handouts and adapt if necessary.*
4. *Make sure that any guidance in this pack complies with any legal and best practice requirements in your country/region relating to Child Protection against abuse and neglect.*

The training methodology to be used for mENTERing will be a blended approach in order to equip mentors with the KSAs (Knowledge, Skills and Abilities) in order to better support and mentor individuals wanting to start up or develop their own businesses. The first component of the methodology will be a **self-study** component which will begin the process of reflection for mentors with regards to their current knowledge regarding entrepreneurship and equip them with a solid foundation of knowledge about the topic.

**Face to face training** is an integral part of the methodology for mENTERing, enabling experiences to be shared both between learners and between facilitators and learners. The face to face training will be two day duration and as detailed above will focus on providing training in 9 of the identified competencies for mentoring entrepreneurs. The face to face training component will use a mixture of didactic approaches (information sharing) and practical tools and exercises wherever possible in order to give participants the opportunity to enrich learning experiences. Research shows that for effective transfer of training to take place, learners need to be trained in the practicalities of implementing a new skill which they can then go away and practice further. The focus during the training for the methodology will be on providing participants with tools that they can take away and practice implementing directly with their mentees in the field of entrepreneurship.

Two **webinar** will take place at an interval following the training to provide further opportunities for advancing knowledge and information sharing between participants and facilitators and participants. This provides the means within the methodology of consolidating KSAs gained from the face to face training.

The final component of the methodology will be two sessions of **Action Learning**. This methodology itself combines coaching, mentoring and information in order to further consolidate and build on participants’ practical abilities to be good practice examples of mentors to entrepreneurs. Action learning is underpinned by a belief in individual potential: a way of learning from our actions and from what happens to us, and around us, by taking the time to question, understand and reflect, to gain insights and consider how to act in the future. In the context of mentors, this means that it is expected that mentors are actively involved in a mentoring relationship by the time they enter an Action Learning Circle so that they can bring their real-life experiences to the group. Action Learning Circles fast track learning of participants by supporting them to:

- Share knowledge and learn from each other
- Learn from reflecting on their own experiences and experimenting with new approaches
- Learn from and bounce ideas off an experienced facilitator.

The diagram below illustrates the circular process involved in Action Learning which involves the process of participants learning to ask the right questions and actively listen as well as engaging in active reflection in order to develop individually. It is expected that this final part of the methodology will enable participants to build their peer learning network so that they can continue to meet and reflect on learning experiences as a mentor, even after the two sessions have been completed.



## 6. SELF STUDY AND TRAINERS' NOTES

### 6.1 Module One – SELF STUDY

#### SELF STUDY



#### THE BASICS REGARDING ENTREPRENEURSHIP AND LINK TO MENTORING ENTREPRENEURS

COMPETENCE: *132. Basic Knowledge on entrepreneurship*

*Dear participants,*

*Welcome to the module about entrepreneurship aimed to introduce you to the concepts and principles of entrepreneurship so that you can effectively act as mentors of entrepreneurs.*

#### **Module Overview**

This self-study module has been especially designed in the framework of the mENTERing project so that it can be used to by VET trainers who wish to become mentors of entrepreneurs. It is an introduction to entrepreneurship customised to the background of VET trainers who might be involved in entrepreneurship training for the first time.

The module includes the following contents covering the basic aspects of entrepreneurship beginning with an introduction about the process of entrepreneurship and the characteristics of the entrepreneur; entrepreneurial opportunities and thinking of ideas; feasibility analysis; creating an effective Business Plan; introduction to financing and marketing.

**A.- Introduction to Entrepreneurship**, includes the process of entrepreneurship and the following contents:

- Defining entrepreneurship
- Factors for successful entrepreneurship
- Benefits from owning a business
- Challenges when owning a business
- Entrepreneurial Mistakes
- Understanding & avoiding failure

#### **B. The characteristics of the entrepreneur:**

- Reasons why people become entrepreneurs
- Characteristics of the entrepreneur

- Entrepreneurial skills

### **C. Entrepreneurial opportunities and thinking of ideas: Opportunities and ideas**

- What is an entrepreneurial opportunity
- What is an idea
- Three ways to identify opportunities
- PEST: Political, Economic, Social, Technological trends
- Finding gaps in the market

### **D. Feasibility analysis:**

- What is feasibility analysis
- Product/ service feasibility
- Market feasibility
- Organisational feasibility
- Financial feasibility

### **E. Creating an effective Business Plan:**

- The contents of the Business Plan

### **F. Market And Industry Research:**

- Industry, market and competitor analysis

### **G. Introduction to Financing:**

- Five Cash Management Roles of an Entrepreneur
- Benefits of Cash Management
- What is Capital
- 5 types of capital: Fixed, Working, Development, Risk, Borrowing capital
- Sources of funding
- Secrets' for successful financing
- Sources of Debt Financing

### **G. Marketing:**

- Introduction to marketing
- Definition of marketing
- Marketing Processes: Production, Advertising, Transportation, Processing, Packaging, Selling
- Needs, Wants, Demands
- Customer Value and Satisfaction
- The functions of Marketing: Buying , Selling , Financing, Storage, Transportation, Processing, Market, Information
- The Marketing Mix: Product, Price, Place, Promotion, People, Process, Physical evidence
- Promotion, People, Process, Competition, Physical , Evidence
- Service Marketing
- The ideal market
- Advertising

### **LEARNING OBJECTIVES:**

Upon completion of the module, you will:

- have acquired a general knowledge of entrepreneurship;
- understand the role of business for society and the economy today;

- have an understanding of the core issues of entrepreneurship (e.g. identifying opportunities, business plan, market analysis).

### Target group

The target group of this module are VET trainers who wish to become mentors of entrepreneurs and are:

- active in general business training;
- are considering to be involved in entrepreneurship mentoring.

### How to use this guide

This self-study guide is designed for a 3-hour self-study with the aim to enable you to build your knowledge of entrepreneurship so as to later use this knowledge go mentor entrepreneurs.

## A. INTRODUCTION TO ENTREPRENEURSHIP

### *The process of entrepreneurship*

*Note: all the contents and definitions included here intend to promote critical thinking. Feel free to research more about the definitions of characteristics included in this self-study module.*

#### Question

Before reading the self-study material, look at the following questions that can help you think about entrepreneurship in general and about your role as a mentor of entrepreneurs.

- What do you know about entrepreneurship?
- Do you know any entrepreneurs? Are they successful? What makes them successful in your opinion?
- Have you ever thought of becoming the mentor of an entrepreneur?
- How do you think you can help entrepreneurs by being their mentor?

#### Question

How would you define Entrepreneurship? After thinking about a definition, read the one provided.

This is a definition of entrepreneurship by the European Commission:

*“Entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity”<sup>1</sup>*

What do you think entrepreneurship involves? How is it different from being employed?

Entrepreneurship involves...

- risk taking
- creativity
- innovation
- planning
- goal setting and achieving objectives
- communicating

The most important element that entrepreneurship involves is the feeling and mindset of entrepreneurship. Although they might be abstract, they involve the extent to which the entrepreneur can take risk and tolerate uncertainty, can be motivated to continue despite failure and has a vision for his/her business and the passion to support it.

**Question**

Which do you think are the benefits from owning a business?

**Benefits from owning a business**

Benefits for entrepreneurs from owning a business

- Create their future
- Untap & exploit their potential
- Make profit
- Contribute to society
- Do what pleases them

**Question**

Which do you think are the challenges from owning a business?

**Challenges of owning a business**

Challenges of owning a business

- Uncertain income
- Danger of failure
- Long work hours
- A lot of effort until the business is successful in the market

**The Momentum of Entrepreneurship**

The Momentum of Entrepreneurship that drives entrepreneurship today in Europe and all over the world includes:

- Demographic & economic factors
- Mobility
- Service economy
- E-commerce
- Information & Communication Technologies
- International opportunities

The momentum is also achieved through entrepreneurial learning, how entrepreneurs learn through trial and error and improve the way they run their business. In fact, real

**Question**

entrepreneurial learning is on-the-job and begins on day ONE of starting a business.

Mistakes and failure are an integral part of any entrepreneurial venture and they should be stressed from the beginning. Think what these mistakes could be and how an entrepreneur can avoid them.

### Entrepreneurial Mistakes

- Administrative
- Lack of a business plan
- Lack of experience
- Inadequate financial control
- Weak marketing
- Fast growth
- Wrong location
- Wrong pricing
- Inability to diversify

### Understand failure

Think of the concept of failure in entrepreneurship. Failure can always happen but this should not discourage the entrepreneur. On the contrary, successful entrepreneurs learn from failure and improve their day to day running of the business:

- The entrepreneur is not discouraged from the possibility of failure
- Failure is a natural part of any creative process
- The successful entrepreneur learns to fail and learns from failure

Think about what the entrepreneurs should do in order to avoid failure:

- Know their business
- Constantly scan the environment
- Develop a successful business plan
- Manage their capital effectively
- Manage the people in the business
- Evaluate their potential

What the entrepreneur should do before starting the business:

- Complete a personal assessment
- Analyze the market
- Establish the business
- Prepare a business plan
- Raise funds
- Find the customers
- Run the business and learn from experience

### IMPORTANT

Stress to your mentee that successful entrepreneurship requires a vision and very good preparation!

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**IMPORTANT**

Stress to your mentee that successful entrepreneurship requires a vision and very good preparation!

**B THE CHARACTERISTICS OF THE ENTREPRENEUR**

**Question**

Which do you think are the reasons that a person might want to start up their own business?

**Reasons why people become entrepreneurs**

- be their own boss
- make money
- have a better quality of life
- have more job security
- be independent
- be creative

An entrepreneur can be someone who:

- is a role model
- brings change
- networks for more opportunities
- wants to do good to society
- does not care only about profit

An entrepreneur has different aims and priorities from a non-entrepreneur:

- creates a new business in view of risk & uncertainty
- aims at profit & development
- has a creative idea
- identifies opportunities & collects the necessary resources to pursue them
- has desire to undertake responsibility

### The characteristics of the entrepreneur

- prefers calculated risk
- has trust in his/her ability to succeed

The entrepreneur has...

- vision
- high energy levels
- future orientation
- organisation skills
- desire for creation of value beyond money
- discipline
- desire for immediate feedback
- creativity
- innovation
- self-confidence
- positive thinking
- tolerance for uncertainty & risk
- need to achieve

### The skills the entrepreneur needs

#### Question

What skills do you believe the entrepreneur should have?  
 What should an entrepreneur be able to do from the start-up phase of the business?

The skills the entrepreneur needs

- communication
- administration
- time management
- goal setting
- financial planning
- problem solving
- decision making
- leading and motivating others

**IMPORTANT**  
 Being an entrepreneurial person means having the feeling and mindset of an entrepreneur.

## C. ENTREPRENEURIAL OPPORTUNITIES AND THINKING OF IDEAS: OPPORTUNITIES AND IDEAS

### Business Opportunity

#### Question

What do you think is a business opportunity? How easy is it to identify?

Entrepreneurs are different from non-entrepreneurs because when others might see problems and difficulties, they can:

- scan the market/ environment
- recognise a business opportunity
- recognise a gap or a need that are not met

A business opportunity is:

- A favourable set of circumstances that creates the need for a new product/service or a new business
- Business can be stimulated:
  - externally by the market
  - internally by a gap in the business

#### Characteristics of an opportunity

An opportunity has the following characteristics in order to be popular among customers and successful in the market in the long run:

- Attractive
- Sustainable
- Timely
- Value adding for the customer

Window for opportunity

The time when:

- there is an opportunity gap
- a business can really enter a new market

#### A business Idea

A business opportunity is different from a business idea:

A business Idea is:

- A thought
- An impression
- A notion

A business idea does not always meet the qualities of a business opportunity.

The product or service it represents

- might not be needed by the customers
- the market for this idea might be mature

Entrepreneurs must be sure that the idea they choose is interesting to the customer in the marketplace.

## Identifying opportunities in the market

### Question

What ways do you think can be used to identify opportunities in the market?

### Three ways to identify a business opportunity

- Observe trends
- Solve a problem
- Find gaps in the market

Trends can be observed in the external environment and the market relating to the following areas:

#### Political

- government type & stability, freedom of expression, legislation affecting businesses, bureaucracy, corruption/ political change

#### Economic

- financial crisis/global economy, inflation, interest rates, unemployment rates, consumer ability to spend money

#### Social

- ageing population, diversity in the workplace/ labour market, education, focus on the environment/ organic food, lifestyle/ social mobility

#### Technological

- impact of emerging technologies
- increasing use of the internet, virtual competition/ e-commerce, data security, technological change

Finding gaps in the market

A gap in the market is often created when:

- a product or service is needed by a specific group of people
- this group is not large enough for the industry to be interested to create and launch the product or service

Important issues for start-ups

- Does the entrepreneur have a good idea & the courage to implement it?
- Is the entrepreneur prepared to meet the risk & the competition?

Can the entrepreneur:

- identify a market niche that is being missed by other business?
- identify a new market that has not yet been discovered by existing businesses?
- generate first-mover advantage by exploiting a niche or entering a market before competitors

## D. FEASIBILITY ANALYSIS:

### Question

Think about the concept of feasibility and why it is important before entrepreneurs start their business.

### Is a business idea feasible?

- It is important to consider from the start whether a business idea is feasible.
- Will it lead to a sustainable business?
- Is it worth the effort of pursuing it?

### Feasibility analysis

What Is a Feasibility Analysis?

- the process of deciding whether a business idea is sustainable
- the primary evaluation of a business idea
- conducted to determine if the business idea will have value for the customer in the market

Indeed, Feasibility Analysis is extremely important before launching a product/ service in the market since it defines the:

- strengths and weaknesses of a business venture
- opportunities and threats in the environment
- resources required to implement the business idea
- prospects for success
- the cost required to create it
- the value it will bring to customers & the entrepreneur

### The two criteria for feasibility

The time of the feasibility analysis is very important since it can help the entrepreneur to make the right decision and avoid failure in the business.

When to do a Feasibility Study

- the proper time to do a feasibility study is at the early stages of thinking about a new business.
- it is important to evaluate ideas before spending any resources to implement them

The Contents of a Feasibility Study are mainly:

- Product/Service Feasibility
- Industry/Target Market Feasibility
- Organizational Feasibility
- Financial Feasibility

### Contents of a Feasibility Analysis

Aims to provide:

- an evaluation of the success that the product or service will have in the market

### Product/Service

### Feasibility Analysis

- before a business creates a new product or service, it must be sure that this product or service is needed by the customers
- an assessment of the overall appeal of the industry and the target market for the new business.
- an industry is a group of business producing a similar product or service.
- a target market is the limited section of the industry that a business plans to pursue
- determines whether a new business has adequate management expertise, organizational knowledge, competence, skills and resources to successfully launch a new product/ service
- focuses on non-financial resources

### Industry/Target Market Feasibility Analysis

### Organizational Feasibility Analysis

- the final part of a feasibility analysis
- a preliminary financial assessment is sufficient

#### Components:

- Total start-Up funds required
- Financial performance of similar businesses
- Financial attractiveness of the new business

### Financial Feasibility Analysis

## E. CREATING AN EFFECTIVE BUSINESS PLAN:

### Question

What do you think a Business Plan is and why is it necessary?

### The importance of creating a business plan

The creation of a new business is a complex process that involves:

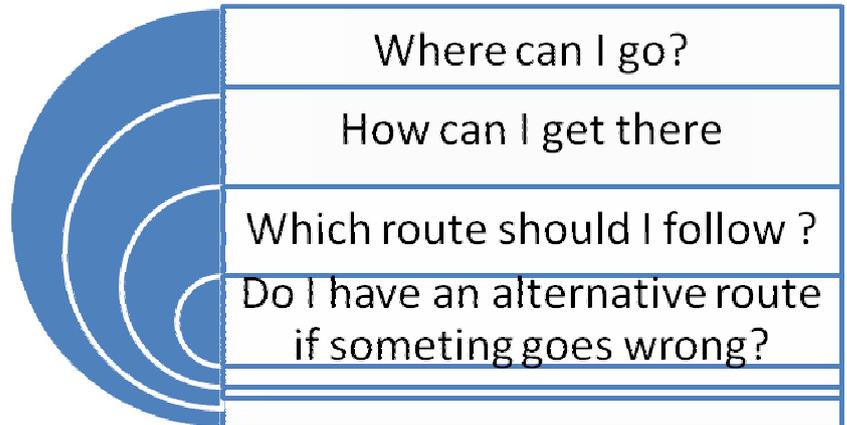
- ✓ research and knowledge about the market
- ✓ planning the functioning of the new company
- ✓ determining the strategic objectives of the project

#### Why write a Business Plan?

- clarify & redefine ideas
- define business action plan & strategy
- find mistakes & inconsistencies in the planning of the business
- anticipate eventual future problems & think of ways to solve them
- contribute to market & competitive analysis systematization
- increase the capacity to define alternative strategies in case of changes in the market/ product conditions
- defend the business idea

- determine economic & financial viability of the project
- define measurable objectives for the new company
- help potential investor or financier to believe in the business

**The target of the business plan**



A good business plan is a working document for the entrepreneur:

- describes the objectives & strategic view of the company to be started
- defines the initial business way
- creates the foundations to economic and financial viability

**The Business Plan audience**

The business plan is used by several individuals as discussed below:

**Entrepreneur**

- certainly the most interested in building the business plan
- allows to delineate a plan of action to the future of the new company and test the economic & financial viability of the project
- contributes to reduce the business risk & increase the probability of success
- can determine with a higher level of security the technical, investment and financial needs.

**Investor / Banker**

- the development of a new project & the fulfillment of a good business idea need financial resources that the entrepreneurs might ask from investors
- it's vital to find investors /financiers (bankers & others) who believe the business will be profitable to finance it
- the Business Plan helps justify the idea for potential investors/financiers, so that it can contribute to raise external funds for development.
- Friends, family

### Other Potential Investors

- Grant providers (nationals or internationals)
- Microcredit
- Business Angels
- Venture capitalist firm
- Bankers
- Potential partners

### Questions of the Business Plan

Asking **WHAT, WHO, WHEN, HOW, WHERE TO** helps the entrepreneur to describe the business idea in a concrete way, understand why this idea can present an opportunity as well as the innovative elements of the proposed product/service.

#### WHAT?

- Description of the business idea
- How was the idea formulated and why does the entrepreneur believe this is a good business opportunity
- In case of product/service/process innovation – technical description and advantages of the new product/service/process.

#### WHO?

Answering this question, will help the entrepreneur identify a good team to work with as well as what knowledge and skills each team member can contribute which are needed by the business:

- Who will contribute to the business success: technical and management team
- Description of the experience and business know-how of the entrepreneur team
- Who will be our personnel team? Which are their competences?

#### WHEN?

The time to start the business and launch new products and services in the market is very important since good timing can boost the business venture whereas poor timing can harm it. The entrepreneur must carefully consider when is the best time to implement business plans.

- Investment timing
- Timing plan of the target objectives proposed

#### HOW?

It is important that the entrepreneur answers HOW he/she is going to implement the business idea, start and grow the business successfully.

- Customer target according to the market segmentation and analysis
- Which are the distinctive elements of the new company in a competitors comparison
- Commercial and marketing politics definition

#### WHERE TO?

The entrepreneur must be certain about the goals and objectives he/she has for the business. This will give them a clear direction and will help them to grow their business and succeed.

- Which are the strategic objectives of the new company?

- Economic and financial viability of the project
- Rate of return expected

## The contents of the Business Plan

### Table of contents

Informs about the chapters and units of the business plan  
 Provides a structure to the plan  
 Allows the reader to find any chapter or unit he/she wants easily

### Executive Summary

The most important unit of the business plan  
 The last unit that should be written  
 A short description of the business, who the entrepreneur is, what he/she does and how they propose to do it  
 No longer than two pages

### Description of the business and its vision

Mission Statement  
 Vision of the business (reference to the future)  
 Business Goals & Actions  
 Brief history of the business (if any)  
 Description of the main stakeholders of the business (owners, managers etc.)

### Market definition

Opportunities for long-term development  
 Position of the business in the market  
 Threats for the business by competitive products/ services  
 Economic situation of the market  
 Consumer trends

### Description of the products/ services

Present the reasons why products/ services are different from the competition  
 Describe how customers will benefit  
 Focus on success factors  
 Stress your strong points (special knowledge, technology etc.)

### Business Structure

Hierarchy, management levels  
 Departments

### Human resources

Staff needed for effective business operation  
 Knowledge, skills and attitudes those employees should possess to effectively run the business  
 Specific roles & responsibilities for the staff

### Marketing and sales strategy

Consumer behaviour: needs, habits, motives, desires  
 Product/Service: characteristics that should be stressed  
 Price: costing and pricing, discounts  
 Distribution: channels, suppliers, cost  
 Promotion: goals, public relations, sales

## Financial planning & management

Balance: shows how healthy the business is  
Describes the assets, liabilities and own funds

## F. MARKET AND INDUSTRY RESEARCH

### Question

Think of the nature, purpose and use of market research for the entrepreneur.

### Market Research

- A vital element of success
- A continuous process
- Online & offline
- Primary: information gathered from customers
- Secondary: information obtained from other sources
- Methods: face-to-face, mail, telephone, online

### Purpose of market research

Identify:

- market size & growth potential
- future trends
- current opportunities
- what customers like/dislike about the business
- what new products/services they need
- how to improve existing products/ services
- which benefits/features they like most about a specific product/service
- evaluate marketing mix
- reduce risk
- assess the competition
- decision making & planning

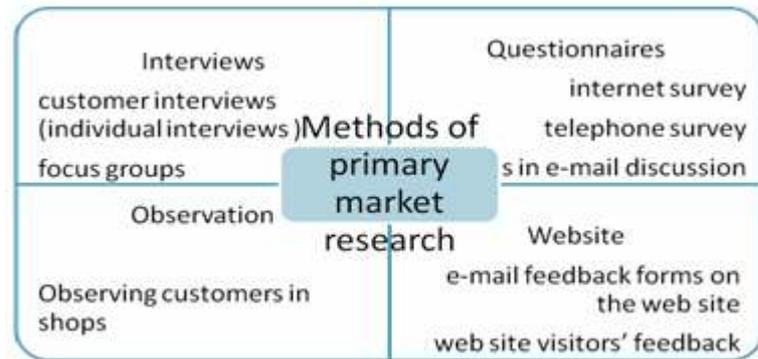
Market research must be conducted based on specific objectives and the decision on which are the tools through which these objectives will be met. In this case, the objectives are the characteristics of the market as well as customer habits and needs. The aim is to identify whether the new product/ service to be launched by the business will be successful in meeting customer needs.

### Process of market research

- Decide on research objectives
  - find out the size of the market
  - identify customer views
- Decide how to meet them

The tools through which to meet the objectives of the market research are methods through which primary data can be collected directly from the customers.

### Methods of primary market research



### Methods of secondary market research

Besides the primary data collection methods, there are also secondary data collection methods that can be used. These methods include research through public surveys, statistical data, the internet, for example, and they can help the entrepreneur scan the market and the environment in which the business will operate.

- government web sites
- online business databases
- business web sites

### Advantages of Market Research

- Focuses attention on goals
- Helps forecasting, planning & development
- Reduces risk
- Communicates business image & vision

### Disadvantages of Market Research

- inaccurate, inadequate & uncertain data
- may prevent the entrepreneur from implementing a business idea

### Elements of Market Research

1. Industry/market
2. Competition
3. Customer

### Industry research

In order to understand the industry in which the entrepreneur plan to start a business, it is important to collect information on the following issues?

- past history
- current state (target groups, economy, sociocultural characteristics)

- future trends
- long-term potential
- seasonal characteristics
- established distribution channels
- acceptance of start-ups
- new products/ services
- pricing policies

### Competitive analysis

#### Competitive analysis

A statement of the business strategy and how it relates to the competition. It determines the:

- strengths and weaknesses of the competitors within a market
- strategies that can provide a business with a distinct advantage
- barriers that can be developed in order to prevent competition from entering a market
- any weaknesses that can be exploited within the product development cycle.

### Customer analysis

#### Customer Analysis

1. Identify target customers
2. Understand the needs of these customers
3. Show how the business products/services satisfy these needs

#### Customer characteristics

- demographic: who are the customers
- psychographic: why they buy
- buying behaviors: where, when, what, how they buy

#### Demographics

- age
- gender
- profession
- income level
- marital status
- number of children
- geographic location
- educational level

#### Psychographics

- environment-conscious
- socially oriented
- growth-oriented
- fashion-follower
- family-oriented

#### Buying behaviours

- benefits they want
- frequency at which they buy
- criteria for decision-making

## G. INTRODUCTION TO FINANCING

### Five Cash Management Roles of an Entrepreneur

The entrepreneur is a CASH:

- finder
- planner
- distributor
- collector
- conserver

### The Importance of Getting Financing or Funding

The Importance of Getting Financing or Funding

- The Nature of the Funding & Financing Process
  - Few people deal with the process of raising investment capital until they need to raise capital for their own business
- many entrepreneurs go about the task of raising capital haphazardly because they lack experience in this area

### Benefits of Cash Management

- increase amount & speed of cash flowing in
- reduce the amount & speed of cash flowing out
- develop a sound borrowing & repayment program
- impress lenders & investors
- reduce borrowing costs by borrowing only when necessary
- take advantage of money-saving opportunities such as cash discounts
- make the most efficient use of available cash
- finance seasonal business needs
- provide funds for expansion
- plan for investing surplus cash

Why Most New Ventures Need Financing

- Purchase inventory
- Train & pay employees
- Pay for advertising before selling
- Capital investments
- Buy real estate
- Build facilities
- Purchase equipment

### Raising Money

Raising Money is as Much of a Strategy as the Business Is

- Raising money is a process
  - Prepare "Sales" documents- Plan & Presentation
  - Must pursue multiple simultaneous paths to finance
  - Start looking before you need it – it's a long process, network is critical

Non-diversification of Risk

#### Diversification More Difficult

- owner often cannot diversify away from the business
- many personal assets tied into the firm
- the business may have only a few projects, so risk of each cannot be diversified successfully

#### Managerial Involvement by Outsiders

- Entrepreneurial entity investors are “active”
  - protect their own investments by staying knowledgeable about the firm
  - act as advisors to the firm
  - provide safety net
  - recommend professional service providers
  - Necessity to “Sell the Idea” to Outsiders
- Entrepreneurs have to take potential investors into their confidence
  - no “hidden agendas”

### 5 types of capital

#### Capital

Any type of wealth used to produce more wealth in a business.

**Fixed capital**– used for the acquisition of fixed assets of the business (e.g. buildings, equipment, land).

#### Definition of Working Capital

Working Capital refers to that part of the firm’s capital, which is required for financing short-term or current assets such as cash marketable securities, debtors and inventories. Funds, thus, invested in current assets keep revolving fast and are constantly converted into cash and this cash flow out again in exchange for other current assets. Working Capital is also known as circulating capital or short-term capital.

#### Working capital

- Working capital typically means the firm’s holding of current or short-term assets such as cash, receivables, inventory and marketable securities
- These items are also referred to as circulating capital
- Corporate executives devote a considerable amount of attention to the management of working capital.

**Development capital**– used to support small businesses to expand or diversify their initial direction.

#### Risk capital

- The entrepreneurs’ personal investment in the business
- The entrepreneur risks to lose the capital if the business fails
- The entrepreneur must share the property of the business with an external investor.

### **Borrowing capital**

- Paid off with interest
- Is presented as loss in the balance sheet
- Can be as difficult to find as & own capital, despite several funding sources
- Can be expensive, especially for small business due to the risk/ ROI relationship.

### Secrets' for successful financing

- The choice of the proper funding source affects the business development in the future
- Money is out there. The key is to know where to look for it
- Funding takes time & effort.

### Own funding sources

- Personal savings
- Friends & family
- Partners

### Personal Savings

- The first source of capital
- Most common source of funding during the start-up phase
- External investors & debtors expect from entrepreneurs to use some of their own funds in the business before they invest their funds

### Friends & Family Members

- Three in four entrepreneurs begin their business with capital from external sources
- Beyond his own capital, the entrepreneur turns to the most possible investors for his business: friends & family members
- Attention!!! There are risks in business agreement with friends & family.

### Sources of Debt Financing

- Commercial Banks
  - Are not considered practical sources of financing for start-up businesses.
  - banks do not tend to risk with start-ups
- Banks are interested in firms that have a strong cash flow, low leverage, audited financials, good management, and a healthy balance sheet.

## G. MARKETING:

### What is marketing

Definition:

Marketing is the management process responsible for identifying, anticipating, and satisfying customer requirements profitably." (CIM,2001)

**Goals:**

1. Attract new customers by promising superior value.
2. Keep and grow current customers by delivering satisfaction.

### What Is Marketing?

- The action of promoting & selling products or services
- The process of creating or directing an organization to be successful in selling a product or service that consumers want and are willing to buy
- Can't be separated from innovation- the main process in order to create new products/ services in the market
- A bridge from the producer to the consumer
- An ongoing process of planning & executing the marketing mix regarding products, services or ideas to create exchange between individuals & organizations
- Identifies the market, builds the company & promotes the product.

### Marketing

Starts with market research, a learning process in which marketers get to know everything they can about consumer needs & wants.

Includes:

- Production
- Advertising
- Transportation
- Processing
- Packaging
- selling

### The Marketing Process

- Understand the marketplace and customer needs and wants
- Design a customer-driven marketing strategy
- Construct an integrated marketing program that delivers superior value
- Build profitable relationships and create customer delight
- Capture value from customers to create profits and customer quality

## Needs, Wants, Demands

It is important that the entrepreneur knows which are the target group's **needs** and **wants** so that he/she can satisfy them with the product/service offered.

**Need:** State of felt deprivation including physical, social, and individual needs

- Physical needs: Food, clothing, shelter, safety
- Social needs: Belonging, affection
- Individual needs: Learning, knowledge, self-expression

**Want:** Form that a human need takes, as shaped by culture and individual personality.

- Wants + Buying Power = *Demand*

### Need/ Want Fulfillment

Needs & wants are fulfilled through a *Marketing Offering*:

- Products:
  - Persons, places, organizations, information, ideas.
- Services:
  - Activity or benefit offered for sale that is essentially intangible and does not result in ownership.
- Experiences:
  - Consumers live the offering.

It is also essential for any business to ensure that it gives value to its customers and that it satisfies them with the products and services it offers them. Customer satisfaction makes customers return, remain loyal to the business and also recommend the business to other customers.

### Customer Value and Satisfaction

Dependent on the product's perceived performance relative to a customer's expectations.

Care must be taken when setting expectations:

- If performance is **lower** than expectations, satisfaction is low.
- If performance is **higher** than expectations, satisfaction is high.

Customer satisfaction often leads to consumer loyalty.

## The functions of Marketing

Marketing has several functions in a business including the following:

- **Buying** - people have the opportunity to buy products they want
- **Selling** - producers function in a free market to sell products to consumers

- **Financing** - banks and other financial institutions provide money for the production & marketing of products
- **Storage** - products must be stored and protected until they are needed (especially perishable products- fruits/vegetables)
- **Transportation** -products must be physically taken to the locations where consumers can buy them (e.g. rail road, ship, airplane, truck, telecommunications for non-tangible products such as market information)
- **Processing** - processing involves turning a raw product, like wheat, into something consumers can use (e.g. Bread)
- **Market Information** - information from around the world about market conditions, weather, price movements, political changes, can affect the marketing process
  - Market information is provided by all forms of telecommunication (e.g. TV, internet, phone).

## Elements of Marketing Mix

*It is also important that the entrepreneur is aware of the marketing mix which helps him/her to understand how to Position their Market Offering:*

- Product
- Price
- Place
- Promotion
- People
- Process
- Physical evidence

### Product

- seen as an item that satisfies consumer needs or wants
- a tangible good that can be felt physically (cars/ computers).
- intangible products are service-based like entertainment/ hospitality/mobile telephony

**The Product life-cycle** includes a:

- growth phase
- maturity phase
- period of decline as sales falls

Marketers must do careful research on how long the life cycle of the product they are marketing is likely to be and focus their attention on different challenges that arise as the product moves through each stage.

### Product mix

Marketing can expand the product mix by increasing a certain product line's depth or by increase the number of product lines.

Marketing should consider how to:

- position the product
- exploit the brand
- exploit the company's resources
- configure the product mix so that each product complements the other
- develop product strategies

### Pricing

The pricing of a product or service is important as an element of competitive advantage for any business.

- an important element of the marketing mix
- the only mix generating a turnover for the start-up
- must support costs to
  - *produce and design a product*
  - *distribute a product*
  - *promote a product*
- difficult & must reflect **supply and demand**
  - pricing a product too high or too low could mean a loss of sales
- a start-up can adopt a number of pricing strategies based its objectives
- Pricing should consider:
  - Fixed & variable costs
  - Competition
  - Company objectives
  - Proposed positioning strategies
  - Consumers & their ability/ willingness to pay

### The price

- the amount of money paid for the acquisition of goods/ services
- interdependent with demand & supply
  - demand: total amount of a particular good/ service, desired by customers at a given unit price
  - supply: total amount of a particular good/ service a start-up intends to sell to customers at a given unit price
- equilibrium price is established when the demand is equal to the offer at a maximum volume of transactions.

The different perspectives of the price, namely how the producer and how the customer decide whether a product or service price is adequate and value adding:

### Price from the producer's perspective

The producer establishes the price according to some objectives

- internal
- related to the competition
- related to the consumer
- commercial

### Price from the consumer's perspective

Consumers have their his own perception regarding price, according to:

- habit with the price especially for food & daily products;
- choice between products

The methods to determine a product's or service's price are the following:

- Margin method - based on adding of standard margin to the cost of a product
- Consumer's perceived value method- used by prestigious international companies
- Competitive method –based on the competition prices
- Close auction method- used in the awarding of contracts

#### Place

- Business Location
- Accessibility
- Hours of Operation

#### Promotion

A successful product/ service means nothing unless the benefit of such a service is communicated clearly to the target market.

- A start-up's promotional mix strategy consists of:
  - who will the customers be?
  - how to keep the customers satisfied?
- **Advertising:** Any non personal paid form of communication
- **Public Relations:** developing positive relationships with the start-up's media public. The art of good PR is not only to obtain favourable publicity within the media, but also to be able to handle negative attention successfully.
- **Communication** using any form of mass media
- **Sales promotion:** used to obtain an increase in sales short term. Could involve using money off coupons or special offers.

- **Personal selling:** Selling a product service one to one
- **Direct mail:**
  - sending of publicity material to a named person within an organisation;
  - allows a start up to use resources effectively by allowing them to send publicity material to a named person in the target;
  - personalising advertising, response rates increase thus increasing the chance of improving sales
  - Internet marketing: Promoting & selling services online

### People

An essential ingredient to any service provision is the use of appropriate staff:

### Process

- recruiting the right staff & training them in the delivery of their service is essential for competitive advantage
- consumers form judgments & perceptions of the service based on the behaviour of employees they interact with
- staff should have the appropriate interpersonal skills, attitude & service knowledge to provide the service effectively.

The systems which assist the start-up in effectively delivering a service:

### Competition

- E.g. -having a meal delivered in 2 minutes in a fast food
- sending customers their new credit card before the old one expires
  - operations
  - team roles & tasks

### Physical Evidence

- Who are your competitors?
- What are their strengths and weaknesses?
- What will your strengths be compared to them?

- where is the service delivered
- the element of the service mix which allows the consumer to form judgments & perceptions on the start-up

### Service marketing

- e.g. -When customers walk into a restaurant your expectations are of a clean, friendly environment;
- on an aircraft the customers that travel first class expect enough room to be able to lay down

Ask trainees if they know the differences between marketing for a product and a service  
 Present Service marketing

### The characteristics of the ideal market

Examines the characteristics of a service that are:

- Lack of ownership
- Intangibility
- Inseparability
- Perishability
- Heterogeneity
  
- Existence of a growth potential for the respective market
- Possibility to make an early entry on the market
- Attractiveness from the competition point of view
- Need for reduced investments that will generate high profits
- Low risk that is present in the market

### Question

Think about the role and functions of Advertising in today's markets and the value for the entrepreneur.

### Advertising

Anything that calls attention to a product or service.

### The Functions of Advertising

- builds awareness of products and brands
- creates a brand image
- provides product and brand information
- persuades people
- provides incentives to take action
- provides brand reminders
- reinforces past purchases and brand experiences
- helps sell things

Distinguish between different approaches to advertising

- 'Above – the-line' – advertising in the media
- 'Below – the – line' – point of sale messages

### Role of advertising

### Marketing

The process a business uses to satisfy consumer needs by providing goods and services:

- Product category
- Target market
- Marketing mix
- Brand

### Communication

- Can reach a mass audience
- Introduces products
- Explains important changes
- Reminds and reinforces

- Persuades

### Economic

- Moves from being informational to creating demand
- Advertising is an objective means for providing price-value information, thereby creating a more rational economy

### Societal

- Informs consumers about innovations and issues
- Mirrors fashion and design trends
- Teaches consumers about new products
- Helps shape consumer self-image
- Perpetuates self-expression

### Types of advertising

- Product advertising—Tries to sell a specific product to final users or channel members
  - Pioneering advertising builds primary demand
  - Competitive advertising builds selective demand
  - Corporate/institutional advertising—Tries to promote an organisation's image, reputation or ideas—rather than a specific product

### Advertising media

#### Advertising media

- Social media
- Internet
- Magazines
- Television
- Newspapers
- Yellow Pages
- Radio
- Outdoors
- Customer testimonials

### Question

Which are the elements of an effective advertisement?

#### An Effective Advertisement

1. creates an impression for a product or brand
2. influences people to respond in some way
3. separates the product or brand from the competition in the mind of the consumer

### Questions for discussion

- Is advertising becoming more or less important to businesses? Why should this be so?
- How might the different media might be combined for best results?
- How does advertising differ for different products, for example frozen food, holidays, education?

## 6.2 Module Two – FACE TO FACE and WEBINAR

### FACE TO FACE



### THE SKILLS OF MENTORING



#### Training session 1: What is a mentor?

#### ***Mentoring competencies***

Competency: *Competency 2 – understanding the role of mentor*

*Rationale* - It is important that mentors understand the theory upon which the practice of mentoring is based and the evidence base underpinning the theory.

#### ***Learning outcomes***

After the training mentors will:

- understand what mentoring is/is not; what the role of a mentor can be
- understand when they are straying out of the Mentor role
- have the necessary reinforcement to believe they have the potential to be good mentors

#### ***Preparation***

- Have ready and Overhead projector
- Prepare a .PowerPoint presentation with the definitions and questions you are going to pose (see Handout/OHP 1.1.1annex 1)
- Prepare pieces of paper for all the participants so that they can write down the questions

**Procedure:** it includes practical examples of theory in action and a brainstorming exercise about how everyone sees the skills they have to be good mentors.

*The trainer has to consider to what extent participants will be prepared to discuss openly personal aspects (An alternative approach could be to make this an individual task, with a general plenary discussion afterwards).*

- Explain the aims of the session.
- Present the following questions and ask them to think of someone in their life that fits positively in the following profile:
  - Who has been interested in me at personal and professional level when I was starting my career?
  - Who has served as model in my personal and professional life?
  - Who has helped me discovering and using skills I never knew that I had?
  - Who has helped me facing and solving a difficult situation in my personal and/or professional life?
  - Who has helped me to see things in another way and changing the way to face them?

*(These questions may be adapted or summarised)*

*Examples of mentors and mentees (adapted to the context of the mentoring programme): Examples:*

- *Haydn and Mozart*
- *Peter Thompson and Tony Blair*
- *Francisco Pacheco & Velázquez*
- *Aristotle and Alexander the great*

Give 5 minutes to think and ask them to tell what they think to the person they have on their right hand (the last to the teacher).

- Put mentors into groups of three or four and introduce the following sentences:
 

**A: Mentoring is**

  - .....A learning relationship between two people.
  - It requires trust, commitment and emotional engagement.
  - It involves listening, questioning, challenge and support.
  - It has a time scale.

*Each sentence is discussed in turn with the group.*

- Then, introduce the following statement:
 

**B.- A mentor is ...**

  - a role model
  - one who helps another learn and enhance their professional role
  - a networker/facilitator
  - a management supervisor who is responsible for the learner
  - a colleague who follows the learner's agenda, including the personal agenda

*Allow some time for discussion (by discussing each statement, participants get a sense that mentoring is a multi faceted role and could involve all the above)*

Ask them to claim two as their own position and consider the implications.

- Allow this to go for 10-15 minutes
- ask them to answer the following questions that will clarify why they are good mentors:
  - Do you have experiences and skills to share in the frame of your profession?
  - Do you have inter-personal skills well developed?
  - Do you have skills to communicate well with young people who are willing to learn?
  - Do you have an open mentality a positive attitude and are aware of your will to help others?
  - Do you have time and patience to help the mentees?

*(These questions may be adapted or summarised)*

- As soon as they identified some responses encourage them to write their long responses in notes.
- Encourage groups to read each other's comments and speak over the eventual "no" answers.
- Allow this to go on for about 5-10 minutes
- Invite mentors to comment on the results of the session.
- Invite delegates to ask questions to clarify what a mentor is.
- Discuss possible responses to any issues that have not been discussed by any of the groups. Allow discussion to go on for about 10-15 minutes

### ***Discussion***

- What problems do you think you will face as a mentor and why?
- Has any one experienced these particular problems already, if so how did you handle them?

### ***Acknowledgements***

Written by M. Begoña Arenas and adapted with permission from "**El libro de bolsillo del mentor**" de Eduardo García Jiménez.

## Handout/OHP 1.1.1

### ANNEX 1: DEFINITIONS, EXAMPLES AND QUESTIONS:

***"Mentoring is a power-free, two-way, mutually beneficial learning situation where the mentor provides advice, shares knowledge and experiences and taught using a low pressure, self discovery approach".***

**(M. Starcevic and L Friend 1999)**

#### 1.- Questions to identify a mentor in their life:

- Who has been interested in me at personal and professional level when I was starting my career?
- Who has served as model in my personal and professional life?
- Who has helped me discovering and using skills I never knew that I had?
- Who has helped me facing and solving a difficult situation in my personal and/or professional life?
- Who has helped me to see things in another way and changing the way to face them?

*(These questions may be adapted or summarised)*

#### 2.- Examples of mentors and mentees (*These examples will need to be adapted to the context of each mentoring programme*):

- Mentor and Telemachus
- Haydn and Mozart
- Francisco Pacheco & Velázquez
- Aristotle and Alexander the great
- (UK panorama) Peter Thompson and Tony Blair
- (Spanish panorama) Valdano and Raul

#### 3.- Questions for mentors' reinforcement::

- Do you have experiences and skills to share in the frame of your profession?
- Do you have well developed interpersonal skills?
- Do you have skills to communicate well with young people who are willing to learn?
- Do you have an open mentality a positive attitude and are aware of your will to help others?
- Do you have time and patience to help the mentees?

*(These questions may be adapted or summarised)*

**What are the stages of the mentoring relationship?** (Competency 3 – understanding the different stages of the mentoring relationship? (theoretical models)



## Training session 2: The cycle of mentoring as a learning cycle

### ***Mentoring competencies***

Competency: Understanding the stages of the mentoring relationship

*Rationale* - Mentors need a mental map of the stages that effective mentoring relationships pass through in order to help progress their own relationship.

### ***Learning outcomes***

After the training, mentors will:

- Understand their progress through the mentoring relationship.
- Know how to behave in each step of the cycle

### ***Preparation***

- Photocopies (or PowerPoint presentation ) of Handout/OHP 1.2.1 annex 1 with the explanation of the mentoring cycle as a learning cycle

### ***Discussion***

- Explain the aims of the session.
- Show the photocopies/.ppt presentation with the proposed cycle (see Handout/OHP 1.2.1 - annex 1).
- Put mentors into groups of three or four and ask them to think of actions they would propose in each of the phases:
  - Revise and explore: Let's talk about your experience
  - Explore and understand: What you think and feel about this?
  - Understand and create: What lessons can be learnt?
  - Create and apply: how will you apply them?

- As soon as they identified some responses encourage them to write their long responses in notes.
- Encourage groups to read each other's comments and speak over them.
- Allow this to go on for about 5-10 minutes
- Invite mentors to comment on the results of the session.
- Invite delegates to ask questions to clarify the mentoring cycle.
- Discuss possible responses to any issues that have not been discussed by any of the groups (see Handout 1.2.2 - annex 2.) Handout/OHP 1.2.2 can be distribute to mentors if needed.

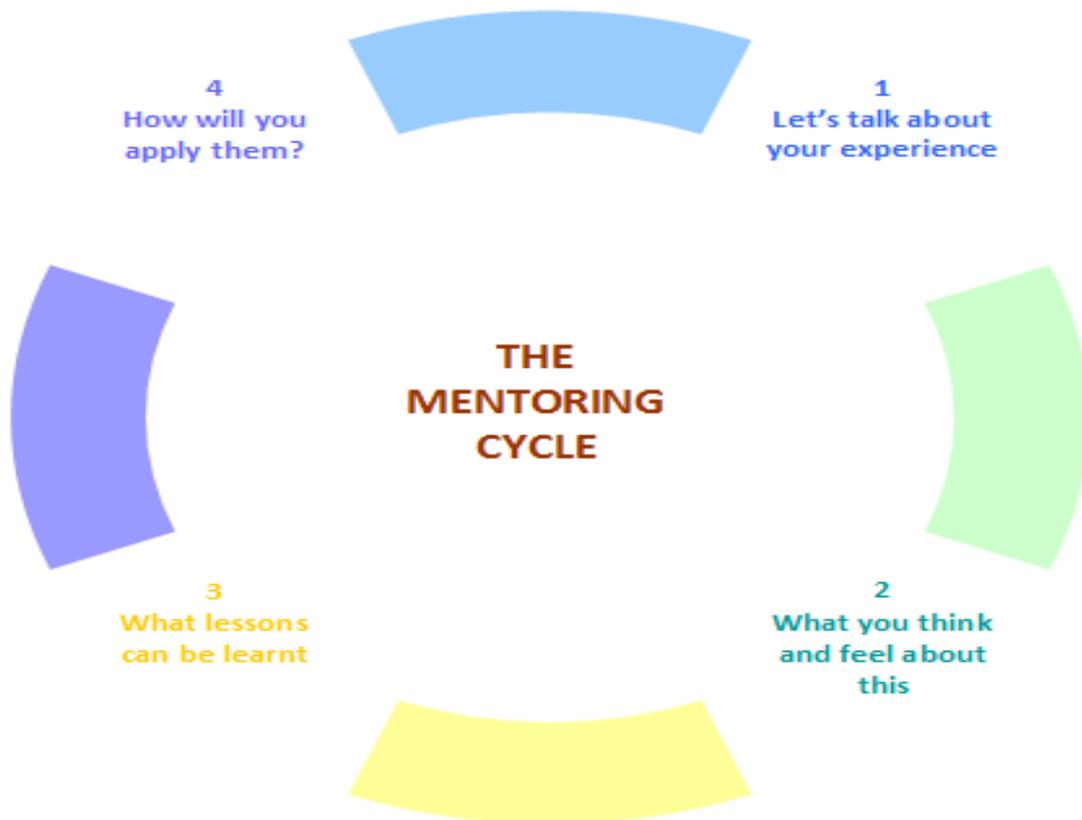
### ***Acknowledgements***

Written by M. Begoña Arenas and adapted with permission from Andres Valverde Macías (who already adapted the theories developed first by Alred, Garvey and Smith - 1999- and Carr, 2000).

## Handout/OHP 1.2.1

### Annex 1: THE MENTORING CYCLE AND ITS STAGES

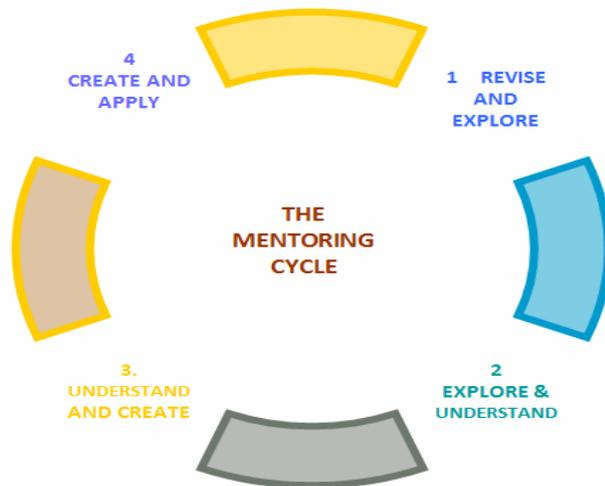
We are proposing the following phases:



*Adapted from Carr (2000 who previously adapted it from The Mentoring Pocket Book by Alred, Garvey and Smith)*

What we propose is a continuous review process from initial exploration to decision taking including a feedback loop closing the circle.

Thus, we can understand the mentoring process following 4 key focus: 1.- revise and explore; 2.- explore and understand; 3.- understand and create and 4.- create and apply. We can understand this process as a reflection guided by the four actions included in the table above.



Adapted from Carr (2000)

## Handout 1.2.2

### ANNEX 2: TIPS TO HELP THEM UNDERSTAND THE PHASES

Actions and sessions centred on:

- **Revise and explore: Let's talk about your experience**
  - Avoid advice
  - Try to promote actions that will improve confidence and active listening
  - Be positive and a good listener
  - Explore the needs of the mentee and plan the actions you can start to help him
- **Explore and understand: What you think and feel about this?**
  - Reflect about the needs of the mentee as he/she goes on telling you more about him/her
  - Try to have a more active role and consolidate achievements
- **Understand and create: What lessons can be learnt?**
  - You must have established a good understanding by now
  - Try to propose actions so that the mentee feels more responsible and let him/her take an active role
- **Create and apply: how will you apply them?**
  - The mentee initiates action to cover his/her needs
  - Then, you will go back to the beginning to see how his/her needs are being covered

2.3 What are the dos and don'ts of mentoring? What are the boundaries?  
(Competency 7 – understanding boundaries and confidentiality)



### **Training session 3: How to be an effective mentor: What are the do's and don'ts of mentoring? What are the boundaries?**

#### **Competence**

- A3. Understanding their own values
- A5. Understanding boundaries and confidentiality
- B1. Emotional Intelligence

#### **After the training mentors will**

- Be able to set clear boundaries and manage the mentoring relationship fully aware of the programme's confidentiality code
- Have a range of different approaches to provide support for personal issues to mentees
- Be more confident about helping their mentee develop good decision making skills
- Be aware of the diverse ethnic and cultural backgrounds of mentees

#### **Rationale**

- Mentors need to value the mentoring process and feel that it has potential for good, positive change
- Mentors need to understand their own motivations for wanting to be a mentor (to separate altruistic from self-centred motivations)
- Mentors need to understand the rules of the programme concerning ethical behaviour towards mentees given the potential power they could exercise
- Mentors need to be aware and in control of their own emotions in order to help mentees understand the effects emotions can have on behaviour; and to stay non-judgemental
- Mentors need to be able to empathise with their mentee as an important way of establishing rapport and communicating that the mentor is there to support them; Mentors need to be able to influence and help their mentee's to change in order to achieve goals and overcome problems

#### **Preparation**

1. Prepare a flipchart for each group
2. Divide the flipchart into 2 columns; label 'Yes' and 'No'
3. Have enough sets of statement cards (see Handout) for each group

#### **Procedure**

1. Divide mentors into small groups of up to 5-6 people
2. Distribute one set of cards (16) and flipchart paper to each group
3. Ask mentors to discuss the statement on each card, then place the card in either the yes(agree) or no(disagree) column. Please note that these statements have been designed to encourage critical thinking and even controversy. If the trainer considers it appropriate, all the participants will be welcome to add other statements they might think of for this exercise.
4. Card 15 addresses Child Protection Guidance. Follow CP policy and procedures in Mentor handbook and include any updated guidance from Government or Children & Young People's Service within the Local Authority
5. Finally, ask mentors to choose 3 statements (from all the cards) they would like to use as guiding principles to base their mentoring on. Mentors should amend statements if needed.
6. Ask a small sample of mentors to explain their choices.

### **Discussion**

- Some groups will have made different choices for the same statement. Emphasise that there is not an absolutely right or wrong answer (except card 15, which will be discussed later).
- Ask mentors to explain which statements were difficult to agree on.
- Ask one or two groups to describe the background discussion to the choice they have made.
- Special Notes are included for cards 2, 7, 8, 9, 10, 11, 12 & 15. Use guidance given in special notes to cover issues raised.

### **Acknowledgements**

Written by Bertie Ross and adapted with permission from the LCEBA Mentor Training Materials.

Handout

Statement Cards

<p><b>1. Any Participation in the mentoring programme should be voluntary.</b></p>	<p><b>2. Mentors provide support for personal issues.</b></p>
<p><b>3. Mentors should help mentees to help themselves</b></p>	<p><b>4. Mentoring is helping people to understand problems and find appropriate solutions.</b></p>
<p><b>5. The purpose of mentoring must be clearly agreed and understood by all involved.</b></p>	<p><b>6. A mentor could offer variety of types of support.</b></p>
<p><b>7. Mentors and mentees from the same ethnic background are more successful.</b></p>	<p><b>8. Young people respect each other's cultural background.</b></p>
<p><b>9. Mentors teach mentees how to do things.</b></p>	<p><b>10. Young people make rational decisions.</b></p>
<p><b>11. The aim of the mentoring is to improve all round performance.</b></p>	<p><b>12. A mentor should have had experience of the same situation as the mentee.</b></p>
<p><b>13. Mentoring is designed to support and challenge the mentee.</b></p>	<p><b>14. Both the mentor and the mentee need to contribute to the success of the relationship.</b></p>
<p><b>15. The mentor/mentee relationship should be totally confidential.</b></p>	<p><b>16. Mentoring can assist a mentee to achieve their educational goals.</b></p>

## Special Notes for Statement Cards

	<b>Statement</b>	<b>Aim of discussion</b>	<b>Tips</b>
2	Mentors provide support for personal issues.	To help mentors set boundaries about what aspects of personal support is appropriate within the programme To help mentors identify the different approaches available to provide support for a mentee's personal issues.	Acceptable support for personal issues include: 1. Active Listening. 2. Help mentee to explore options derived from their own perspectives 3. Mentors may suggest helping the mentee to find details of organisations that offer specialist advice and information. 4. Mentors may need to seek advice about how to help the mentee with a particular problem. 5. Mentors should try to establish boundaries that are comfortable for them and their mentee, that also are within the Dos & Don'ts of the programme. 6. Mentors should avoid offering advice on sensitive issues (e.g. sex, drugs, offending, etc) based on their own experience.
7	Mentors and mentees from the same ethnic background are more successful.	To encourage mentors to explore issues related to ethnicity To help mentors appreciate significance of ethnicity for some mentees	As above, and: 1. Some mentees have and are still dealing with prejudice and discrimination in their communities and are aware that discrimination can affect their career aspirations.
8	Young people respect each other's cultural background.	To help mentors identify the characteristics and behaviours needed to demonstrate respect of the mentee's cultural background.	1. Communicating respect of another culture is:- 2. Not making assumptions 3. Showing genuine interest 4. Relying on your mentee to inform you 5. Realising that your mentee's view is only one view of his or her cultural background 6. Avoid stereotypes
9	Mentors teach mentees how to do things.	To help mentors distinguish between different helping strategies available to mentors.	1. Avoid taking on the role of teacher. 2. Help your mentee to connect with resources in school or college 3. Do not do your mentee's homework or coursework.
10	Young people make rational decisions.	To encourage mentors to assess their attitudes towards young people To help mentors to regard young people as rational decision makers	1. Discuss what contributes to rational decision making. 2. Question assumptions based on young people only being able to make rational decisions when they are old enough. 3. When do young people start making

			<p>rational decisions?</p> <ol style="list-style-type: none"> <li>Do rational decisions always bring the desired outcome?</li> <li>A belief in young people's decision making abilities, helps them take ownership of their decisions and contributes to their self-confidence and making decisions about their future.</li> <li>Having an adult who believes in their ability to make important decisions is empowering for the mentee and fosters independence rather than dependency on the mentor.</li> </ol>
11	The aim of the mentoring is to improve all round performance.	To help mentors assess what is realistically achievable within the programme parameters	<ol style="list-style-type: none"> <li>Mentors should avoid attempting to address every aspects of their mentee's life. Try to work with what the mentee presents as the main issues or problems related to achieving their goals.</li> <li>Try to keep the programme objectives in focus.</li> </ol>
12	A mentor should have had experience of the same situation as the mentee.	<p>To help mentors assess whether having a similar background to their mentee is essential to be an effective mentor</p> <p>To introduce mentors to diversity issues</p> <p>To help mentors to explore attitudes to mentoring young people from different backgrounds to their own</p>	<ol style="list-style-type: none"> <li>Question whether it's possible for mentors and mentees to have had the same experiences or need to have had similar experiences to succeed.</li> <li>Emphasise that shared experience matching can be an advantage on programmes designed to build on shared experiences, however mentors are more likely to be effective as a result of focusing qualities, skills identified earlier.</li> </ol>
13	Mentoring is designed to support and challenge the mentee.	To encourage mentors to consider ways in which they can help their mentee by negotiating goals and setting targets.	<ol style="list-style-type: none"> <li>Supporting a mentee also means helping them to identify key tasks or challenges. Mentors and mentees work on agreeing the steps necessary to meet each target set. Challenge in this context does not mean confrontational.</li> </ol>
15	The mentor/mentee relationship should be totally confidential.	<p>To explore the issues relating to maintaining confidentiality within a mentoring relationship.</p> <p>To provide clear guidance on confidentiality code for the programme</p> <p>To provide clear guidance regarding Child Protection</p>	<ol style="list-style-type: none"> <li>The mentoring relationship is confidential between the mentee and mentor, except if the mentor becomes aware of anything that might indicate that the mentee is at risk of being harmed.</li> <li>Mentors should seek advice about how to protect the mentee from being harmed by contacting the school co-ordinator or project manager.</li> </ol>



## Training session 4: How can mentors help set goals and action plan?

### Competence

Competency 12 – action planning and goal setting:

#### After the training mentors will:

- Be aware of the issues involved in setting achievable targets with their mentees.
- Be more confident about helping their mentees to set realistic goals based on SMART objectives and manage an action plan

### Rationale

Mentors need to be able to help establish the goals of the relationship and to set stages on the path towards the goal in the form of an action plan

Mentors need to understand that only SMART goals are measurable

### Preparation and Procedure

1. Participants aim to get up to two balls into the bucket from a chosen position in the room.
2. The Trainer introduces the session highlighting the benefits of Target Setting.
3. Divide the group into two teams of equal numbers.
4. Each individual in each team decides from which number he or she wants to throw the balls into the bucket.
5. Each individual writes this number and their name on a piece of paper. They do not have to tell anyone their number.
6. The trainer collects from the individuals the pieces of paper on which are set out the numbers and their name.
7. The trainer calls out the individual so that team members alternate in throwing asking them to take their place on their chosen number sheet.
8. Each individual has six throws. To score the individual must successfully throw two out of the six balls into the bucket from their chosen number sheet.
9. If, over the six throws, two balls in the bucket have not been achieved, the individual score is zero.
10. If two balls in the bucket have been achieved the individuals turn is over. Their score is double the number of the sheet they are throwing from.
11. The trainer keeps the cumulative score for each team.
12. Trainer to discuss the use of SMART to check the agreed targets.
  - **S** Specific
  - **M** Measurable
  - **A** Achievable / Agreed
  - **R** Realistic / Relevant
  - **T** Time Bound

13. The trainer should divide the group into small groups and use appropriate case studies to encourage the participants to have 'hands on' experience of target setting and action planning.

### **Discussion**

- Did the participants achieve their respective score?
- Did they feel satisfied that they have done their best?
- Did they feel over stretched or did they feel that they had underachieved?

The key issues for potential mentors is to learn to accept their strengths and weaknesses and set achievable targets which stretch but do not lead to de-motivation as a result of failure.

### **Acknowledgements**

Adapted with permission from the AimHigher National Mentoring Scheme (ANMS)

## Handout 1 - Action Planning Proforma

Name of mentee:	School:
Name of mentor:	University:
Date of mentoring session:	

<b>Targets</b>	<b>Dates for completion:</b>
<b>Action</b>	<b>Dates for completion:</b>
<b>Progress report</b>	<b>Date:</b>

## Handout 2 - Action Planning EXEMPLAR

Name of mentee: John Smith  
 Name of mentor: Julia Simmons  
 Date of mentoring session: 21 Nov 20012

School: Madame Curie VET School  
 University: Newton University

Goals	Dates for completion:
John has three major medium and long-term goals: <ol style="list-style-type: none"> <li>1. To develop a homework plan which will enable him to do 18 hours homework each week and continue to play and train with his local football team in which he is the only non local player</li> <li>2. To develop a plan for his coursework which has to be submitted across several subjects before Easter 2013</li> <li>3. To acquire sound revision skills and strategies</li> </ol>	

Action	Dates for completion:
Target 1- By John To obtain information on his VET school homework commitment up to Christmas, as well as family and sporting commitments and then draw up a weekly and monthly homework plan for discussion with me (Julia).	27 November 2012  4 December 2012
Target 2- By John z Obtain information from form tutor and head of year on what needs to be submitted, in which subjects, by when- in order to draw up a plan with me	4 December 2012
Target 3- By me Look up `revision skills' guidelines in books recommended in Mentor's Handbook	

Progress report	Date:

John is a year 21 pupil



## Training session 5: How can e-mentors communicate effectively online through expressing emotions?

### Competence

Competency 15 – use of technology 2 [e-mentoring]

### After the training mentors will

- Have written a practice email to a typical mentee to initiate the E-mentoring relationship
- Have an clear understanding of the main characteristics of an email for online learning and mentoring
- Be able to use Emoticons and abbreviations appropriately when communicating by email

### Rationale

Fundamental in enabling a mentor to engage in an e-mentoring relationship.

Makes the most effective use of the technology. Allows the mentoring relationship to achieve all that it can by using technology in a way that allows detailed and expressive communication.

### Preparation

1. Handout 1
2. Handout 2
3. Handout 3 & 3a

### Procedure

1. Handout 1 is a 'Pre-course' Task. This should be distributed to prospective mentors several days before training, so that they can be completed beforehand.
2. During training ask participants to form pairs of groups of threes to compare and discuss their respective responses to the Pre-course task.
3. Distribute Handout 2 which contains the E-mentoring Netiquette Guide and notes for mentors about writing the first email to their mentee
4. Encourage those participants who have not completed the task to write a response assisted by those who have.
5. Select a sample of mentors to read out their response to the whole group and invite comments and feedback from the group.
6. Trainer to summarise the main points. Mentors read the relevant sections in the Mentor Guide to conclude.

Optional Activity:

1. Distribute Handout 3 (Emoticon Quiz) to each participant.
2. Trainer provides correct answers (refer to Handout 3a)

## **Discussion**

- Encourage mentors to discuss how they might convey an appropriate tone of voice in an email, for example when trying to express concern or humour. Focus on good examples of how this has been achieved in email written either as a pre-course task or during training.
- Help mentors to distinguish between appropriate balance between the use of emoticons and business language.
- Advise mentors to avoid overusing text language and dissuade their mentees from relying on text language to communicate with them (e.g. L8R means later, etc)
- Ask mentors to identify changes they may wish to make in relation to the style they would normally use when communicating by email with colleagues or friends.

## **Acknowledgements**

Written by Andrew Miller and Bertie Ross and adapted with permission from the LCEBA E-Mentor Training materials.

## Handout 1

### Pre-course Training Tasks (*Adapt to your context as necessary*)

#### E-MENTORING SCENARIOS

The three scenarios below give you an opportunity to think through and draft an email response to a student mentee. You were probably invited to draft a response to the email in preparation for the training day. You can consider these scenarios and discuss responses in your group or think through your own response at your leisure.

##### Scenario 1: First contact

You have been matched with Sotiris, a 21-year-old student from a central Athens school. They were identified by the school as someone who would benefit from having a business e-mentor.

Now draft your first email to Joe.

- How are you going to introduce yourself?
- What will you say about your own life?
- What are you going to say about mentoring?
- What questions might you ask?

Your message:

## Scenario 2: Work and career (*Adapt to your context as necessary*)

You have been matched with Peter, a 23-year-old student who is taking Applied Business.

'Hi

This week we were talking about what work experience we would like. I work with my Dad on the market already and I don't see the point of going to work in a shop – and YOU DON'T EVEN GET PAID. We got our mock exam results back last week. I didn't do very well – I thought I would get at least a C in Business Studies, but I ONLY got a D. Dad says I should leave school and work with him on the market next year, but I don't know what to do. I wanted to go to college but what's the point with such bad grades! Any jobs going at your place 😊?

Pete

Now draft your email to Pete:

- What do you want to tell Pete about his use of English?
- What can you say to Pete about work experience?
- How can you encourage Pete in his school exam work?
- How will you respond to his despondency?
- What can you say about his future?

Your message:

**Scenario 3: Business (*Adapt to your context as necessary*)**

You have been matched with Jeanne, a 24-year-old student taking A\S levels in a local school sixth form.

'Hello again

Things have gone quite well this week. I did well in the last Bus Ed assignment but the next one is on managing people in organisations. We need to do some research and use a case study of a business in our work. I wonder if you can help me by sending me an attachment/email about your company – we have some specific questions about the role of HR and employer-employee relations. We have also been told to find a work shadowing or work experience placement for a two day slot next month. This is so we can investigate various questions for our course. Can you help fix this for me? I do like Business Ed and Ms Howells is great? Do you think I should do a Bus Ed degree? My mum thinks I should go to a London university to save money? I can't wait to get away though into the big wide world? How do you think I could persuade her to let me go to a happening place like Manchester or Newcastle? Please advise.

Bye for now  
Jeanne

Now draft your reply to Jeanne:

- How will you respond to her requests?
- What will you say about her future plans?
- How can you support her without letting her become too dependent?
- What will you say about her strategy to get her own way with her mother?

Your message:

## Handout 2

### E-MENTORING NETIQUETTE GUIDE

You will be familiar with using e-mail in a business context, but probably less so for online learning and support. You possibly have never had any formal training in the use of e-mail beyond perhaps some technical advice on Microsoft Outlook or Outlook Express. Below we set out some tips drawn from other e-mentoring projects.

#### Do's

1. Check all your mail from your mentee before replying as the later message may amend the first or they may say that the problem has been sorted.
2. Give your message a name that reflects its subject.
3. Use the first name of the mentee at the start of the email and add a greeting if you like to make the message personal and friendly (e.g. Hi Mark, Hello John etc).
4. Be brief – you can usually fit what you need to say on one screen of text.
5. Keep paragraphs short. Use a line between paragraphs to make it easier to read. Make sure that paragraphs are no longer than about ten lines.
6. Keep sentences short – subject, verb and object is easiest to read. Avoid lots of clauses and use of colons to increase the length of sentences.
7. Use shorter words as alternatives to longer ones as they are more readable, e.g. replace 'Let us establish some principles' with 'Let's set some rules'.
8. Use standard English punctuation and language.
9. Use upper and lower case letters with standard capitalisation, as this is much easier to read than all lower or upper case.
10. For emphasis (as many word processors do not allow bold, italic or underlines) use all capital letters for words you REALLY want to stress or put \*asterisks\* around the word.
11. If you are replying to your mentee's message you may want to include short, relevant passages from their original e-mail, e.g. include their question with your answer. This will give a more conversational flavour to the communication. The standard convention is to begin each line from their message with a greater than sign (>).
12. The usual cues of face-to-face interaction are absent from e-mentoring, so it is important to be clear, precise and polite at all times – follow the axiom 'Be precise in what you send, and forgiving in what you receive'.
13. When being humorous, use 'smileys' or 'emoticons', here is a selection:

14.

:- )	Basic smiley	:-&	I don't know what to say!
;-)	winking smiley	:-o	I'm bored
:- ))	Very happy	:-0	I'm surprised
:- (	sad	B-)	I'm proud of you (or me)
:-	stern	%-)	I am confused
lol	Laugh out loud		

15. End your message with your name, which makes the message more personal.

16. Make sure that you have checked the spelling and grammar.

**Don'ts**

1. Use special keys like tab bars, because they may alter the appearance of your message and make it difficult to read.
2. Do not use a lot of upper case letters as this is the equivalent of shouting online.
3. Do not forget that your mentee may have very different opinions and feelings from you – so pause for thought before offering opinions.
4. Don't send it without reading it through to make sure it makes sense and that you have not said anything you did not mean.

## Writing your first Email

1. This can be a bit daunting but is really quite easy and there is a simple formula. Begin by telling the mentee how excited you are to be working with him or her. Say that you are pleased to have the opportunity to get to know them and to help them.
2. Then reverse the roles so that you are in the role of mentee. Tell them how they can help your learning about young people, schools today etc.
3. You can then go on to ask them some questions about what they hope to gain from the mentoring relationship. What would they like to share with you and ask you about their school subjects, general progress, career and education aspirations, employability etc?
4. Save your biographical details for the second message. This should be factual but tell the truth without embellishment. You will also want to explore common interests with your mentee.
5. Please try to respond to messages within 48 hours and if you cannot then send a short message explaining that you will write a full response later. Your mentee may interpret silence as lack of interest.
6. Early on you may want to send your mentee a list of emoticons that you may want to use. They may send you some that they like using.
7. Your mentee may be unfamiliar with email, but be very familiar with texting. They may find it difficult to sustain a conversation at first, but they need time to get used to the medium.

One of the key problems that might feature at the outset is the conflict of expectations. You may want to focus on substantive issues such as schoolwork and offering advice based on your experience. Your mentee will probably be more concerned about how they will get on with you and may expect to be communicating about relationships, family and personal interests. This can lead to problems. Remember that by making a commitment to communicate regularly with them you are showing an interest in them and their activities, by trying to boost their confidence and offering encouragement.

### Handout 3 Emoticon Quiz

What do the following Emoticons mean?

Emoticon	My Guess
☺ or :-)	
;-)	
:~)	
:-	
☹ or :-(	
:-&	
:-o	
:-O	
:- #	
%-)	
B -)	
LOL	
ATB	
BTW	
THX	

### Handout 3a Emoticon Quiz Answers

What do the following Emoticons mean?

Emoticon	My Guess	The Meaning
☺ or :-)		Basic Smiley
;-)		Winking Smiley
:-))		Very Happy
:-		Stern
☹ or :-(		Sad
:-&		I don't know what to say!
:-o		I'm bored
:-O		I'm surprised
:- #		My lips are sealed
%-)		I'm confused
B -)		I'm proud (of me or you)
LOL		Laugh out loud, or lots of luck
ATB		All the best
BTW		By the way
THX		Thanks

## WEBINARS



### **Webinar 1:**

Training session 6: What is active listening? Why are listening skills important for mentors and how can they communicate in a non-verbal way? (Competency 17 – listening skills and 19 – Non-verbal communication)

Training session 7: Why do mentors need questioning skills and why giving and receiving feedback is important (Competency 20 - Questioning skills and 22 - Giving and receiving feedback)

### **Webinar 2:**

Training session 8: Learning from Each Other – sharing mentoring experiences. The opportunity for VET trainers to put forward ideas for additional tools/exercises to be used with mentees and a discussion on the appropriate use of tools with mentees.



## Training session 6: What is active listening? Why are listening skills important for mentors and how can they communicate in a non-verbal way?

### Competences and rationale

<b>17 Listening skills</b>	<p>Mentors must be able to listen and hear what their mentee is telling them</p> <p>Mentors must be able to listen in order to respond and encourage the mentee to talk and open up</p>
<b>20. Questioning skills (including review)</b>	<p>Mentors need to be skilled in knowing when and how to ask the right questions to encourage their mentees to think and to talk through issues and options</p>
<b>22. Giving and receiving feedback</b>	<p>Mentors have to give sensitive feedback to their mentee on performance and they also must learn to listen to feedback from their mentee – if mentoring is to be a two-way relationship</p>
<b>10-11. Building Rapport and manage relationship</b>	<p>Allows the mentor to have a set of questions they can ask mentees at the beginning of mentoring, where dialogue can be awkward because of nerves/lack of trust</p>
<b>16. Story-telling</b>	<p>Can help to illuminate a situation for a mentee, or instance helping them to see something from a different perspective or to look at a negative situation in a different light</p>
<b>21. Counselling</b>	<p>Helps the mentee with specific personal development, with advice coming from a role model. Particularly important as mentee may not have another appropriate source were they can 'off-load' any problems they have</p>

### After the training mentors will

- Be able to identify the skills and characteristics of an effective active listener.
- Gain confidence in conducting an initial meeting and how to manage subsequent meetings during the mentoring relationship.
- Be able to use a conversational style that include appropriate questioning techniques, feedback, advice and guidance.
- Have an increased appreciation of how NVC influences communication

## Preparation

1. Prepare flipcharts: Use two sheets of flipchart paper. Write 'Best Listener' on one and 'Worst Listener' on the other.
2. Prepare mentor and mentee scenarios (Handout 1). These can be adapted to reflect the focus of the mentoring.
3. Produce copies of Handout 2 on Active Listening. This is an excerpt from the LCEBA Mentor Guide.

## Procedure

Flipchart paper. Marker Pens, Scenarios cards

1. Divide the mentors into 2 groups.
2. Ask one group to list the skills and qualities of the 'Best type of active listener'.
3. The other group lists the characteristics of the 'Worst kind of listener'.
4. Encourage the groups to write down the characteristics that come to mind when visualising the best or worst listener.
5. After 5-10 minutes the groups should swap flipcharts. Ask each group to read through the items on the other group's list and add characteristics which have been omitted and underline items that need to be clarified.
6. After 5 min post flipcharts on the wall and encourage mentors to discuss the skills and qualities of the of the 'Best Listener' and ask each group to clarify any queries.
7. Briefly discuss the characteristics identified on 'Worst Listener' chart.
8. Explain to mentors that these lists will be useful reminders during role-play exercises.
9. Ask mentors to list 'issues and challenges' that the target profile of mentees are likely to face. Write the list on flipchart.
10. For 'Role-play' exercise – Trainers can elect to create either small groups of three mentors (a triad) or adopt a 'Goldfish Bowl' format. Descriptions for these are shown below.

## Triads

1. Divide mentors into groups of three – ask each person to talk about one youth issue. This can be either based on the list of youth issues drawn up earlier or based on their own experience. Encourage listeners to ask questions in a conversational style.
2. Remind each group that by the end of the exercise each person should have had a chance to talk about a topic/issue. Allow 5-7 minutes.
3. Gather feedback related to 'Active Listening Skills' from a sample of the groups. Also ask which issues/topics were discussed?
4. Assign roles within each group: Listener (representing the mentor), Speaker (representing the mentee) and Observer.
5. Ask the speakers to talk about one of the issues a mentee is likely to face. Allow 5 min.
6. Observer Ground rules: feedback only comments about the listener's use of 'Active Listening Skills' and questioning techniques. This should include signposting, advice giving, etc. Ask observer to comment on at least two things that the mentor did well and similarly comment on anything that the mentor might consider doing differently.
7. Trainers can decide whether to role-play a first meeting between a mentor and mentee, or base role play scenarios.
8. Use a selection of brief scenario descriptions to establish mentor and mentee roles (scenarios should reflect issues faced by target mentees). A sample set of scenarios is attached (Handout 1)

9. Repeat exercise to allow each mentor to practice the role of 'active listener'.

Goldfish Bowl – refer to Handout 3 for layout

1. Ask two mentors to volunteer for role-play, one as a 'Speaker' and the other as an 'active listener'.
2. Arrange the remainder of the group into a circle around the speaker and listener so that everyone can observe the role-play.
3. Allow at least 5 minutes for the speaker and listener to work through the scenarios, then invite observers to give feedback on the listener's performance using similar ground rules.
4. Observer Ground rules: feedback only comments about the listener's use of 'Active Listening Skills' and questioning techniques. This should include signposting, advice giving, etc. Ask observer to comment on at least two things that the mentor did well and similarly comment on anything that the mentor might consider doing differently.
5. Repeat the exercise as appropriate.

### **Discussion**

- Which of the active listening skills practised, is most difficult to do and why?
- Which approaches worked well and which ones did not?
- How would mentors adapt the skills learned to use in other situations, e.g. work?
- Advise mentors to read the relevant section in Mentor Guide for more information about active listening or distribute Handout 2

### **Acknowledgements**

Written by Bertie Ross and Andrew Miller and adapted with permission from the LCEBA Mentor Training Materials and Admovere.

## Handout 1

### College and Vocational Role-play Scenarios

#### Role play background notes for both mentor and mentee

✂.....

Scenario A (for both mentor and mentee)

The Mentor and mentee have met several times. The mentee feels there is a strong element of trust in the relationship. You are both aware that the mentee wants a career in retail management.

✂.....

Scenario B (for both mentor and mentee)

You have held three very encouraging meetings. Topics discussed have focussed on keeping up with assignments and study skills and the possibility of going to university.

✂.....

Scenario C (for both mentor and mentee)

Meetings have been very positive. The mentee is well organised and focussed. S/he appears to receive a lot of support and motivation from family and tutors.

✂.....

## Role play background notes for mentee

✂.....

### Scenario A (for mentee only)

You arrive at the meeting upset.

You are concerned about comments made by a tutor about your poor standard of work. She said, "You haven't got a hope in hell of making it, if you didn't buck your ideas up!" To get into retail management you need to get a good grade in this subject, but you don't have a good relationship with this tutor.

✂.....

### Scenario B (for mentee only)

You feel confident about getting the grades necessary to get into University, but you are worried about how to handle the social life at Uni. Your parents are very strict and want you to stay at home and forbid you to have boy/girl friends until you qualify. You haven't discussed personal issues before with your mentor and feel a little apprehensive about introducing it.

✂.....

### Scenario C (for mentee only)

Everyone around you at home and at school are very supportive of you choice to go to college, Yet you feel very anxious because you're not absolutely sure it's what you want to do. You are worried that if you change your mind everyone will be disappointed. You arrive at the meeting with your mentor wanting to discuss this, but you are not sure whether your mentor might feel the same.

✂.....

## Handout 2 (excerpt from LCEBA Mentor Guide)

### Section Three: Active Listening

The four main forms of verbal communication are listening, speaking, reading and writing. These are in the order in which we learn them as children. They are also in the order in which we tend to use them: on average, listening (45%), speaking (30%), reading (16%) and writing (9%).

#### Developing your Listening Skills

As a mentor you should try to improve your listening skills, no matter how good you consider them to be. Try the following:

##### Physical Approach

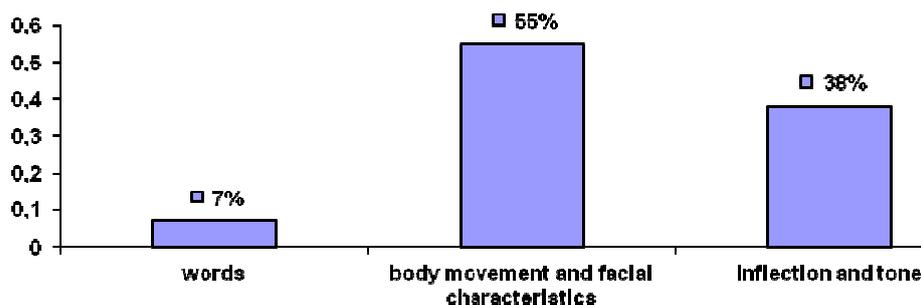
be relaxed  
 keep reasonably still  
 face the speaker  
 look and feel interested  
 maintain eye and face contact

##### Mental Approach

concentrate  
 keep an open mind  
 don't interrupt  
 listen to tone as well as content  
 ask questions to clarify problems

#### Awareness of non-verbal communication

A listener's understanding and judgement of the message comes from:



Source: Mehrabian (1971)

Surprisingly, most of the meaning is conveyed by non-verbal means. Therefore as a mentor you should pay particular attention to both your own and the mentee's **non-verbal behaviour**.

### Questioning Skills

#### Asking questions

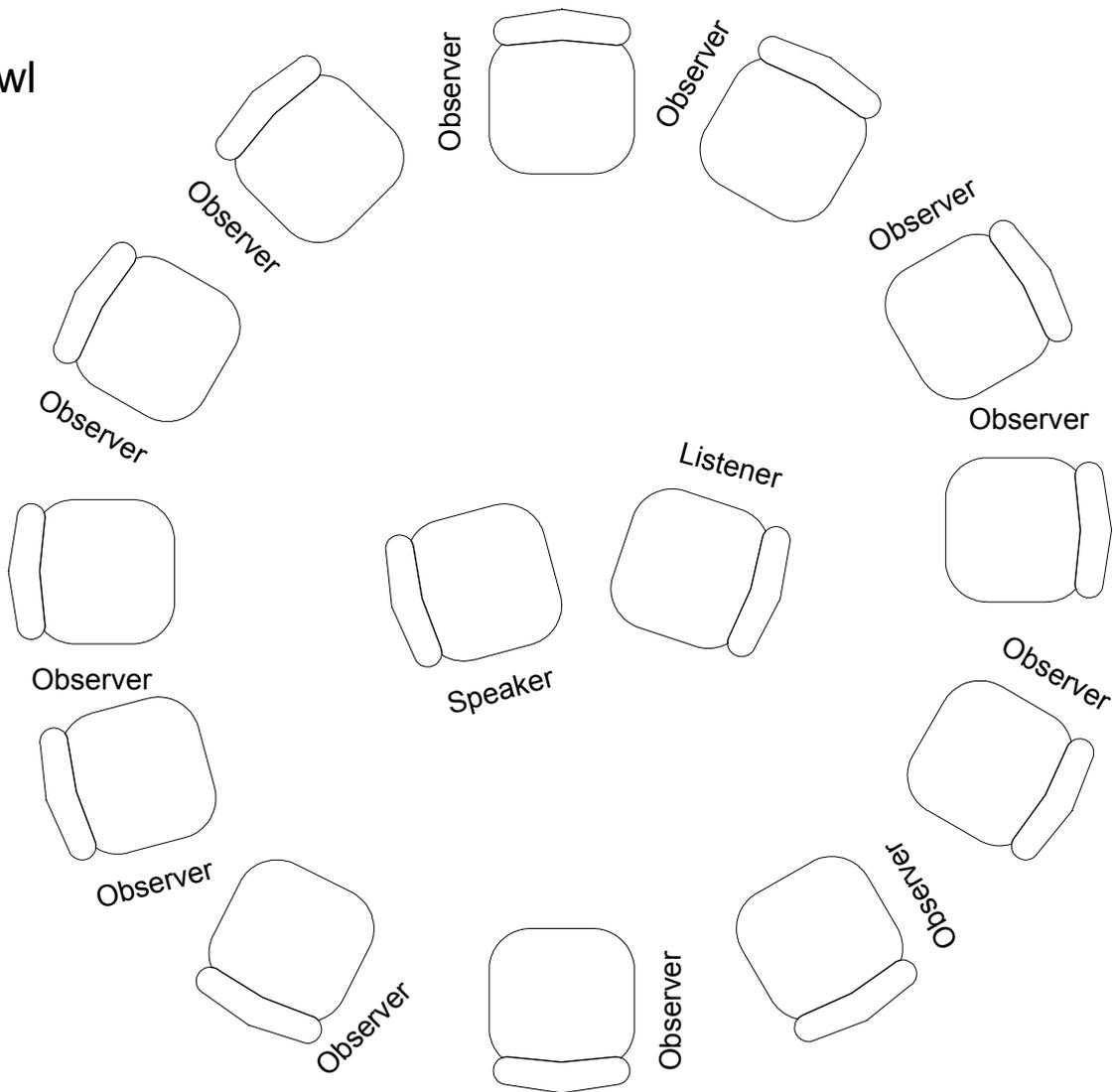
In addition to active listening, a key mentoring skill is the ability to ask the right type of questions. The following shows the kind of questions you will use during the mentoring process and includes a brief discussion of each type.

#### Types of questions

<b>Open</b>	to gather information and opinions e.g. Tell me about
<b>Probing</b>	to explore and extend e.g. To clarify problems
<b>Summary</b>	to check/clarify what has been said
<b>Reflective</b>	to get views and opinions e.g. How would you have?
<b>Factual</b>	to get facts e.g. Who do you live with at home?
<b>Comparison</b>	to explore similarities and differences
<b>Hypothetical</b>	to think more widely e.g. What would happen if?

### Handout 3

## Goldfish Bowl Layout





## Training session 7: Why do mentors need questioning skills and why giving and receiving feedback is important

### Competence and Rationale

#### 17. Listening skills

- Mentors must be able to listen and hear what their mentee is telling them
- Mentors must be able to listen in order to respond and encourage the mentee to talk and open up.

#### 20. Questioning skills

Mentors need to be skilled in knowing when and how to ask the right questions to encourage their mentees to think and to talk through issues and options

#### 22. Giving and receiving feedback

Mentors have to give sensitive feedback to their mentee on performance and they also must learn to listen to feedback from their mentee – if mentoring is to be a two-way relationship

### After the training mentors will

- Have developed an understanding why active listening is important and why special attention has to be dedicated to this communication aspect.
- Have practised rephrasing skills as a valuable tool for successful communication.

### Preparation

Because this exercise is rather complex you should place enough emphasise on explaining its rules and procedure:

- Prepare a good example that demonstrates the exercise's process and rules.
- Instruct a partner with whom to demonstrate the example. You might want to try it out before presenting it to the group.

### Procedure

1. Explain the aims of this exercise, i.e. demonstrating how difficult it is to listening actively, and to practise rephrasing skills.
2. Offer or collect from the group a range of topics the participants can easily take a pro / contra role on. These can be related to the participants' background or to a completely different area, e.g. Handing out a mentee your private phone number vs. keeping it secret; preferring holidays in the mountains vs. going to the seaside; banning smoking advertisement vs. sponsoring of cultural / sporting events; more strict luggage controls at airports vs greater freedom of passengers; England will qualify for the next football World cup vs. they will fail.
3. Divide the participants in groups of three.

4. Two group members (A and B) pick a topic to discuss and decide on who will be pro and who will be contra. You should stress that they do not have to stick to their real beliefs. Also emphasise that this will not be a "normal" dialogue but an exchange of arguments, therefore the objective is not to reach a common agreement but to exchange arguments.
5. Let the participants start their discussions, following these rules:
6. The basic principle is that participants are only allowed to express their own arguments after they have correctly rephrased their partner's thoughts.
7. A expresses the first argument.
8. B repeats in his own words what A has said. A confirms or rejects that B has correctly reflected his / her thoughts. If A confirms, B can express his / her argument and it will be A's turn to rephrase it. However, if A thinks that his / her argument has not been correctly repeated and rejects, B has to try again. If A still thinks that his / her thoughts are not been reflected accurately, A has to repeat the argument again.
9. The third group member acts as an observer and referee. He / she should look out for actions that help or hinder the correct rephrasing of information, but also he / she should keep an eye on the rules, i.e. that the protagonists observe the procedures outlined above.
10. After app. 5 minutes the participants change roles, so that somebody else takes on the observer's role.
11. After 5 minutes the roles are turned one more time.
12. During the exercise you should walk from group to group and check that the participants have understood the rules and stick to them.
13. Come back in the plenary and discuss observations and feelings made during the exercise.

### Discussion

You might want to address the following questions:

- What made rephrasing the partner's thoughts difficult?
- What helps and what hinders active listening?
- How can we transfer the experiences made in this rather artificial setting to real life situations, where active listening is required, i.e. the mentoring relationship?

A good way to conclude the discussion is to work out things that help / hinder an effective communication. Widespread problems are:

- On behalf of the speaker:

Does not structure his / her thoughts before speaking; thoughts are indecisive or ambiguous; too much information at a time; does not listen to what has been said previously and therefore ignores the communications context; the argument is not been brought forward, e.g. speaker continues repeating what has already been said.

- On behalf of the listener:

Is not listening, instead prepares already his response - as a result he / she is unable to repeat entirely what has been, forgets what has been said or does not get the speaker's real intentions; listens to details without understanding the overall thought; completes the speaker's thought instead of the speaker - as a result he / she repeats more than what has been really said.

Use the attached Handout for facilitating the discussions or to provide the participants' with a summary of relevant aspects that promote effective communication.

### **Acknowledgements**

Written by Toms Urdze. The source of this exercise is unknown; it is described here as used by the author. The background information on communication is based on the work of Paul Watzlawick and Friedemann Schulz von Thun.

## Handout

### Tips for effective communication

Communication will be successful if the sent information reaches its intended recipients without large losses of information. In order to achieve this, the following suggestions will help both the senders and receivers of information:

#### For Senders of Information:

- Present your material clearly and understandably – use language that is easily understood by the listeners, use simple and understandable examples, avoid foreign words and words that can be misinterpreted.
- Structure your material in a clear manner – the introduction should give a complete review; the body should follow a logical framework and draw attention to connections and interrelatedness between topics; the most fundamental aspects should be stressed; and the presentation should include adequate repetition and summaries.
- Be concise – the material should be presented briefly and succinctly, without being too wordy, thereby avoiding boredom and loss of interest among the listeners.
- Present the material in an interesting manner – address the various senses and channels of information and show a personal interest in the topic.
- Keep non-verbal contact with the listeners – make eye contact with them and take into account their non-verbal signals, such as yawning and distraction.
- Encourage questions – strive to get feedback, clarify what may not be clear or has been misunderstood, and stimulate the listeners' interest with questions.

#### For Receivers of Information:

- Listen actively – listen attentively; try to understand the material; and try to apply what you hear to yourself and connect it with your own experiences.
- Do not begin to draw your own conclusions until the speaker has finished.
- Look for interesting aspects of what is being said.
- In case of uncertainty, ask specific questions, instead of trying to form your own interpretations and answers.

## 6.3 Module Three – ACTION LEARNING

### ACTION LEARNING



### SKILLS OF MENTORING APPLIED TO HELPING ENTREPRENEURS

#### Action learning 1: (2 hours total)



#### Training session 8: Developing Creative Thinking Skills as a Mentor

**Timings: 60 minutes**

#### Competence

Competency 33 - Creativity skills

#### After the training mentors will

- Mentors will understand the value and benefits of developing a creative thinking style for both mentors and mentees
- Mentors will be able to reflect on their level of creativity and how to improve this when working with mentees
- Mentors will have knowledge of a range of creative thinking tools to stimulate and support creative thinking/creative problem solving in mentees

#### Rationale

Mentors need to be able to support mentees with creative strategies at different stages of the mentoring relationship e.g. supporting with creative thinking for problem solving in business developments --Mentors need to support mentees to turn creative ideas into practical reality, looking at problems in novel ways so that mentee can come up with more creative solutions.

## Preparation

- Arrange the room for group work
- Photocopy handouts – images of objects for 'Combining Ideas' exercise
- Photocopy handouts – different coloured hats for De Bono thinking hats

Print out blank vision board handouts: **AL 8.1 Introduction to creativity for mentoring entrepreneurs (power point file -2 slides)**, **AL 8.2 Scamper (power point file -1 slide)** and **AL 8.3 Using Metaphors(power point file- 3 slides)**

## Procedure

See Lesson plan below:

Duratio n	Exercise Description	Resources	Notes
10 mins	Introduction to creativity in business start up development	Powerpoint	<b>AL 8.1 Introduction to creativity for mentoring entrepreneurs (power point file -2 slides)</b> Brief introduction and discussion with group about their ideas on what creativity is and how it can be used in a mentoring relationship
20 mins	SCAMPER exercise	Handout	<b>AL 8.2 Scamper (power point file -1 slide)</b> Discussion in whole group with individuals being called on to come up with ideas or split into groups (as trainer decides)
20 mins	Using Metaphors	Powerpoint	<b>AL 8.3 Using Metaphors(power point file- 3 slides)</b> Discussion/have a go at drawing metaphors for self now and self future (in business)
10 mins	Summary of learning	Discussion	Overall learning points from creativity session

## Discussion

- provide some questions to provoke discussion about what has been learnt at the end of the session
- How could you use some of these tools in a mentoring relationship to support your mentee?
- What stage in the mentoring relationship do you think these tools would be most useful?
- For what kind of issues can you imagine these tools being used in a mentoring relationship?

## Acknowledgements

Adapted by Inova Consultancy from sources including SCAMPER (mindtools) and original Inova Consultancy developed material (metaphors)

## Materials

Handouts (tools for mentors to use with mentees in sessions)

- **AL 8.1 Introduction to creativity for mentoring entrepreneurs (power point file -2 slides)**
- **SCAMPER powerpoint as handout (AL 8.2 scamper (power point file -1 slide))**

- **Metaphor tool as handout (AL 8.3 Using Metaphors(power point file- 3 slides)**



## Training session 9: What is a solution-focused approach to mentoring?

**Timings: 60 minutes**

### Competence

Competency 36 - Group process skills

### After the training mentors will

- understand what a solution-focused approach is in a mentoring relationship
- understand when to use solution-focused questions during a mentoring relationship
- will be able to use questions from a solution-focused approach to support mentees develop a more future and solution-focused way of thinking

### Rationale

Mentors need to understand and react appropriately to differing group dynamics when working with a group of mentees

### Preparation

- describe any preparation that the training will need to do before the session e.g. copy materials, arrange the room
- Copies of Powerpoint slides for handouts: AL 9 solution focused -(power point file -6 slides)

### Procedure

Describe in step-by-step what the trainer must do at each stage of the session. Please see below

Duratio n	Exercise Description	Resources	Notes
10 min	Introduction to solution focused thinking	Powerpoint	Intro and discussion on solution-focused thinking and approach of OSKAR framework <b>AL 9 solution focused -(power point file -6 slides)</b>
40 min	Role play		Role play mentor and mentee with mentor using solution focused questioning (using OSKAR model and information from powerpoint) to support mentee. Swap after 20 minutes so that both have had opportunity to be mentor
10 min	Discussion following role play		Discussion with group to discuss how the role play went, lessons learned etc.

### Discussion

How might you use solution focused questioning to support clients in mentoring?  
 At what stage of the mentoring relationship could you use solution- focused questioning?  
 What are your concerns about using solution-focused questioning with mentees?

## **Acknowledgements**

The Solutions Focus, Making Coaching and Change Simple by Paul Z Jackson (2006)

Introduction to Solution Focused Brief Coaching by Peter Szabo (2005)

## **Materials**

Handouts to participants – Powerpoint slides as detailed above to act as handouts also for mentors to use with mentees in sessions:

***AL 9 solution focused -(power point file -6 slides)***

## Action learning 2: (2 hours total)



### Training session 10: Developing Contracting Skills

**Timings: 60 minutes**

#### Competence

Competency 35 - Contracting skills

#### After the training mentors will

- understand the value and benefits of effective contracting for both mentors and mentees
- have the knowledge of how to develop an effective contract between mentor and mentee/s

#### Rationale

Mentors need to contract with mentees in order to define roles and responsibilities

#### Preparation

Print handouts: AL 10.1 What is Contracting -(power point file -7 slides) and AL 10.1 What is Contracting -(power point file -7 slides)

#### Procedure

See Lesson plan below

Duration	Exercise Description	Resources	Notes
5 mins	Introduction to contracting	Powerpoint	Introduction to topic <b>AL 10.1 What is Contracting -(power point file -7 slides)</b>
15 mins	Contracting – information to include	Group discussion	Overview by trainer and discussion by group of any additional items <b>AL 10.1 What is Contracting -(power point file -7 slides)</b>
30 mins	Development and discussion of example contracts/agreements	Pairwork	In pairs, role play how you will contract with your mentee. Individuals develop an example of a mentoring contract/agreement between mentor and mentee at the end of role play.
10 min	Discussion following role play	Discussion	Discussion of learning outcomes from role play session and emerging issues about contracting

#### Discussion

Provide some questions to provoke discussion about what has been learnt at the end of the session

- -What might be some of the issues brought into the mentoring relationship by developing a contract together?

- -How do you feel about the process of developing a contract together with a mentee?
- -What happens if you don't 'contract' with your mentee-Verbally?-Written form?
- -How will contracting be different between working with an individual mentee and a group of mentees?

### **Acknowledgements**

Inova Consultancy *Facilitator's Guide to Mentoring Circles*

### **Materials**

Handouts – Powerpoint slides to be used as Handouts:

***AL 10.1 What is Contracting -(power point file -7 slides)***



## Training session 11: Developing Awareness of Group Dynamics and Group Processes as a Mentor (competency 36)

**Timings: 60 minutes**

### Competence

Competency 36: Group Dynamics and Group Processes

### After the training mentors will

- understand the value and benefits of understanding group dynamics for group mentoring
- have knowledge of a model of group development that they can apply to group mentoring

### Rationale

Mentors need to understand and react appropriately to differing group dynamics when working with a group of mentees

### Preparation

Arrange the room for group work

### Procedure

See lesson plan below

Duration	Exercise Description	Resources	Notes
15mins	Introduction to group dynamics and processes	Powerpoint/flip chart	<b>AL 11.1 Group Dynamics and Group Processes-(power point file -9 slides)</b> Outline intro to topic
30mins	Overview of Tuckman's Group Development model and group exercise How might models of group	Handout	Presentation of model (36a) and role play situation with mentees where mentor is managing group of mentees (1 mentor to 6 mentees)using 6 thinking hats as facilitation method (36a)
15 mins	development be applied to mentoring groups of mentees?	Discussion	Group discussion on topic and emerging issues to apply to mentoring situations

### **Discussion**

provide some questions to provoke discussion about what has been learnt at the end of the session

- -How might knowledge of group processes help mentors in their work with individual mentees?
- -How can you as the mentor facilitate the development of effective groups who are working together for mentoring?

### **Acknowledgements**

Adapted by Inova Consultancy from Tuckman (1977) and Inova Consultancy materials.

### **Materials**

Powerpoint slides as Handouts:

***AL 11.1 Group Dynamics and Group Processes-(power point file -9 slides)***

## Annex 1: mentor competencies for mENTERing

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>1. Lifelong learning</b>	<p>Setting up procedures for coaching and collaboration between mentors, i.e. wishing to improve own mentoring skills and learn from other's experiences</p> <p>Managing the necessary information for the mentor self-improvement and development.</p> <p>Stimulating the mentee to want to undertake learning (Lane &amp; Robinson 1992)</p>	<p>Mentors should be motivated and able to learning from reflecting on their own and other mentors' experiences</p> <p>Mentors can learn from reading about mentoring in books, resources and the world wide web</p>
<b>2. Understanding the role of mentor</b>	<p>Organising and following a specific mentoring methodology, i.e. the mentoring is based on a particular theory of change in human behaviour (Carrying out the mentoring process according to a previously defined schema or method)</p> <p>Ongoing management of own resources necessary for the mentoring methodology being applied.</p> <p>Understanding the differences between the role of mentor, supervisor, coach, counsellor, tutor and teacher</p>	<p>It is important that mentors understand the theory upon which the practice of mentoring is based and the evidence base underpinning the theory (could be simple problem-solving model)</p> <p>Mentors should understand where they are straying out of the mentor role into a related helping relationship</p> <p>Mentors need to be well organised to plan their mentoring meetings so that the agreed methodology is followed</p>
<b>3. Understanding the stages of the mentoring relationship</b>	<p>Theoretical model of stages</p> <p>Ways of building rapport</p> <p>Knowing which stage you have reached</p> <p>Understanding how to end the relationship</p> <p>Planning and developing your own mentoring path</p>	<p>Mentors need a mental map of the stages that effective mentoring relationships pass through in order to help progress their own relationship</p> <p>Mentors to need a plan to guide their own progress through the mentoring relationship</p> <p>Mentors need to handle endings sensitively</p>
<b>4. Adapting</b>	<p>The ability to recognise and act appropriately to phases of the mentoring relationship and the differing needs a mentee may have (Clutterbuck 2004).</p>	<p>Allows the relationship to evolve and maintain a level of high-quality mentoring.</p>
<b>5. Understanding their own values</b>	<p>Placing value on mentoring as a worthwhile activity</p> <p>The self-awareness of being able to identify their own values and where they might clash with the mentee's values</p>	<p>Mentors need to value the mentoring process and feel that it has potential for good, positive change</p> <p>Mentors need to understand their own motivations for wanting to be a mentor (to separate altruistic from self-centred motivations)</p>
<b>6. Understanding diversity</b>	<p>Understanding issues arising from cultural and gender diversity; and potential differences between their culture and those of their mentee. The ability to relay experiences from one setting to another (Clutterbuck &amp; Ragins 2002)</p>	<p>Mentors may be matched with mentees from a different ethnic group and need to develop inter-cultural sensitivity</p>
<b>7. Understanding boundaries and confidentiality</b>	<p>Boundaries include the role of the mentor and what mentors should not do (e.g. in terms of giving advice)</p> <p>Boundaries also includes understanding ethical issues and child protection issues, e.g. inappropriate touching, rules re-location of meetings and confidentiality rules relating to disclosure</p>	<p>Mentors need to understand the rules of the programme concerning ethical behaviour towards mentees given the potential power they could exercise</p>

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
<b>8. Emotional Intelligence</b>	<p><u>1. Self-awareness &amp; self management</u>            Emotional self-awareness- recognising your own emotions and their effects. Then appropriately handling your own anxiety, impatience, stress or tiredness, i.e. self control            Accurate self-assessment: knowing their own strengths and limitations</p> <p><u>2. Social awareness &amp; social skills</u>            Empathy – understanding the mentee and taking an active interest in their concerns. (Using techniques of rhetoric, animation and verbal motivation and improvement of the mentoring relationship; Using rationalisation and debate techniques to ‘convince’ the mentee of the usefulness of certain rules)</p>	<p>1. Mentors need to be aware and in control of their own emotions in order to help mentees understand the effects emotions can have on behaviour; and to stay non-judgemental</p> <p>2. Mentors need to be able to empathise with their mentee as an important way of establishing rapport and communicating that the mentor is there to support them            Mentors need to be able to influence and help their mentee’s to change in order to achieve goals and overcome problems</p>
<b>9. Use of technology 1 (e-mentoring)</b>	<p>Use of a variety of technological functions associated with managing and maintaining an e-mentoring relationship. The functions can include:</p> <ul style="list-style-type: none"> <li>• Sending/writing e-mails</li> <li>• Web portals</li> <li>• Keeping records of e-mails</li> </ul>	<p>Fundamental in enabling a mentor to engage in an e-mentoring relationship.</p>
<b>10. Building Rapport (Clutterbuck 2004)</b>	<p>The ability to establish a meaningful dialogue.</p>	<p>Allows the mentor to have a set of questions they can ask mentees at the beginning of mentoring, where dialogue can be awkward because of nerves/lack of trust.</p>
<b>11. Relationship management (Clutterbuck 2004)</b>	<p>The ability to maintain contact, time keeping and issues between mentor and mentee.</p>	<p>Enables the formation of a formal mentoring relationship, where the mentee knows that the mentor will keep to the time they have set aside together, and the ability to recognise problems between mentor and mentee.</p>
<b>12. Action planning and goal setting</b>	<p>Obtaining information on the mentee’s goals            Defining and detailing the mentoring goals            Planning the achievement of the proposed goals            Establishing and applying short-term and medium-term decision-making procedures, i.e. small steps towards the goals            Helping the mentee to generate planning and self-management skills            Managing assessment</p>	<p>Mentors need to be able to help establish the goals of the relationship and to set stages on the path towards the goal in the form of an action plan            Mentors need to understand that only SMART goals are measurable</p>
<b>13. Problem-solving, trouble-shooting, and dealing with blockages</b>	<p>The ability to recognise problems facing the mentee and the relationship and to have a range of strategies for overcoming these problems</p>	<p>The mentor needs to be able to solve such problems partly as a role model to show their mentee that problems can often be overcome with determination and by thinking them through</p>
<b>14. Managing mentoring meetings</b>	<p>The ability to establish an agenda for a meeting and to get through the agenda in the agreed time often including review and action planning            The ability to use project procedures to record outcomes of mentoring meetings</p>	<p>Some programmes want mentors to follow a common procedure to meetings so that they are clearly structured in a standard way            Some programmes want mentors to keep a clear record of what the outcomes of each meeting were for the purposes of monitoring and accountability</p>

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
<b>15. Use of technology 2 (e-mentoring)</b>	The ability to use technology in a way that allows detailed, and expressive way. Ability to use e-mail language (e.g. LOL – Laughing out load, BRB – Be right back).	Makes the most effective use of the technology. Allows the mentoring relationship to achieve all that it can.
<b>16. Story-telling (Parkin 2004)</b>	The ability to tell a relevant story from the mentors own history or from literature that is relevant to the mentees’ situation.	Can help to illuminate a situation for a mentee, or instance helping them to see something from a different perspective or to look at a negative situation in a different light.
<b>17. Listening skills (can be seen as part of EI – establishing empathy)</b>	Active listening is listening and letting the mentee know you are listening Recording – in terms of remembering what has been said (Carter & Lewis 1994)	Mentors must be able to listen and hear what their mentee is telling them Mentors must be able to listen in order to respond and encourage the mentee to talk and open up
<b>18. Information management</b>	Supporting the mentee so that he/she can generate information management skills. Managing the preparation and application of the key and most appealing (motivating) resources for the mentoring. Managing information.	Mentors need to know where they and their mentees can access information to address their needs to know and understand certain things
<b>19. Non-verbal communication</b>	It is arguably part of EI for mentors to be able to pick up messages about their mentee’s mood from NVC, and also to be aware of what they communicate from their own NVC (Using ‘non-rationalising’ acceptance techniques).	NVC is an important part of any mentoring (or other) relationship Good open NVC will help establish trust and rapport
<b>20. Questioning skills (including review)</b>	The ability to understand different sorts of questions, i.e. open and closed The ability to phrase to encourage reflection, analysis, generalisation and application (experiential learning cycle) The ability to phrase questions that act as a catalyst to help the mentee think through issues/change and generate alternatives The ability to know when to use and how to phrase confrontation questions that challenge the mentee	Mentors need to be skilled in knowing when and how to ask the right questions to encourage their mentees to think and to talk through issues and options
<b>21. Counselling</b>	The ability to give appropriate advice and guidance and help the mentee with any issues or problems they have.	Helps the mentee with specific personal development, with advice coming from a role model. Particularly important as mentee may not have another appropriate source were they can ‘off-load’ any problems they have.
<b>22. Giving and receiving feedback</b>	Well-established ground rules for giving and receiving feedback as an interpersonal or social skill	Mentors have to give sensitive feedback to their mentee on performance and they also must learn to listen to feedback from their mentee – if mentoring is to be a two-way relationship

COMPETENCIES – CONT	ELEMENTS OF COMPETENCY	RATIONALE
<b>23. Professional distancing</b>	The ability to put some space between mentor and mentee so that neither party becomes too dependent. Ability to set and define limits of what mentor can help mentee with.	Enables the relationship to stay in a 'mentoring' context rather than a 'friendship'. This can keep the focus on the achievement of goals via mentoring. Professional distancing can also help if the relationship becomes focused primarily on counselling – Simosko (1991) considers the counselling role too close.
<b>24. Recognising achievement/objectives attained (Megginson &amp; Clutterbuck 1995)</b>	The ability to celebrate success and note what achievements have been made even in the face of failure.	Enables mentor and mentee to come closer as a result of their success and keeps the relationship in a positive light.
<b>25. Orchestrate a good ending (Megginson &amp; Clutterbuck 1995)</b>	The ability to recognise the end of the relationship and part in a mutually beneficial way.	Allows both mentor and mentee to accept that they have reached the end of their relationship and move away from a mentoring relationship to a less formal one.
<b>26. Evaluation</b>	The ability to evaluate the mentoring relationship generally by using the tools provided by the project	Mentors should be able to engage in self-evaluation with their mentee in order to move the relationship forward

### Mentor competencies specific to Vocational, Education and Training

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>27. Understanding careers in the vocational area</b>	Advising the mentee on career routes and qualifications. Providing sources of information. <i>Applying direct advice techniques.</i> Supporting via providing information advice and guidance whilst not being over-protective (Simosko 1991)	Mentors need to be able to offer some information, advice and guidance on careers within their vocational area by acting as a signposter – but also need to be aware of their limitations.
<b>28. Advocacy skills</b>	Acting as an advocate for the mentee with providers of VET and employers.	Mentors can help to support mentees in their progression routes into further VET or employment
<b>29. Networking skills</b>	Maintain a list of contacts who may be able to help your mentee. Introduce the mentee to people who can help them reach their goals. Make sure that the mentee's successes are noticed by other people. Knowledge of an organisation helps to facilitate learning and helps to progress the mentee through the workplace (Carter & Lewis 1994). Business/Professional savvy (Clutterbuck 2001) can help to give mentees' an insight into the world of work.	Mentors can play an important role in widening the networks of people that mentees can link with to aid their progression.
<b>30. Coaching skills</b>	Giving your mentee feedback on how well they have performed in a vocational task or activity. Advise them on the ways in which they can improve their performance	Mentors in VET may be more useful to their mentees when they understand and have mastered some of the skills that the mentee is trying to acquire.
<b>31. Instructional skills (Teaching and tutoring)</b>	<i>Applying modelling and role playing techniques.</i> Using teaching techniques to put across vocational learning to the mentee. Finding and using appropriate resources. Giving them useful examples and asking them questions to move their thinking forward. Training the mentee in on-the-job activities (Clutterbuck 1985). Strong interest in developing others and a commitment to own continual learning (Clutterbuck 2001)	Mentors in VET may be more useful to their mentees if they have the knowledge and skills related to the vocational area. They can directly support their mentee's vocational learning.

**Mentor competencies specific to help mentees to become entrepreneurs:**

COMPETENCIES	ELEMENTS OF COMPETENCY	RATIONALE
<b>32. Basic Knowledge on entrepreneurship</b>	Understanding the process of entrepreneurship and the main functions of a business	VET trainers who wish to become mentors of entrepreneurs need to have adequate knowledge of the processes and functions of entrepreneurship so that they can guide and advise their mentees. Such knowledge can help them offer practical advice and create insights for the entrepreneur.
<b>33. Creativity skills</b>	Understanding the benefits of creative thinking for entrepreneurship -Understanding different models of developing creative thinking for problem solving in business	Mentors need to be able to support mentees with creative strategies at different stages of the mentoring relationship e.g. supporting with creative thinking for problem solving in business developments --Mentors need to support mentees to turn creative ideas into practical reality, looking at problems in novel ways so that mentee can come up with more creative solutions.
<b>34. Solution focused thinking</b>	Understanding how to focus on solutions instead of problems	Mentors need to be able to support mentees with focusing on the future and solutions and to support mentees to predict possible outcomes and consider options
<b>35. Contracting skills</b>	Understanding how to set up individual or group contracts with mentees	Mentors need to contract with mentees in order to define roles and responsibilities
<b>36. Group process skills</b>	Understanding the role of group dynamics and group processes in group mentoring	Mentors need to understand and react appropriately to differing group dynamics when working with a group of mentees

<sup>i</sup> Commission Communication “Fostering entrepreneurial mindsets through education and learning”. COM(2006) 33 final.

<sup>ii</sup> Commission Communication “Fostering entrepreneurial mindsets through education and learning”. COM(2006) 33 final.