

PARTNERSHIP FOR INNOVATIVE ENTREPRENEURIAL EDUCATION

(PIEE)

TOOLKIT
FOR MENTORS



Partnership for Innovative Entrepreneurial Education (PIEE)

is a two year Erasmus+ KA2 project which aims to build capacities of consortium organizations in promoting innovative entrepreneurial education in youth work for benefit of young people's personal development in entrepreneurship and employability.

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AN INTRODUCTION

This current toolkit provides an overview of the overall mentoring process, roles and skills, combined with a practical approach that allows tracking of progress and a good understanding of the mentoring journey for young entrepreneurs. It is based on a visual and agile approach so as to provide an attractive basis for further discussion and elaboration.

By using the toolkit, the mentor and mentee will:

- Develop an understanding of the breadth and complexity of the mentoring role of entrepreneurship mentors
- Experience and learn more about mentoring techniques and processes
- Follow the key stages of a mentoring relationship and what happens within them
- Enhance skills & competencies of a mentor
- Better Identify mentee needs and how to be addressed

The toolkit has been written to help the readers and users to become more effective mentors and mentees through using customized tools and templates or referring to existing external contents. The aim is covering the basics of the green mentoring activities such as greening and business counselling, etc. To facilitate the mentoring “flow”, the Toolkit has been divided into 4 main types of “session”. Before the first meeting, during the early stage (up to 5-6 meetings), normal sessions and the last meeting when the relationship is ready to move on. This is related to a more practical approach, since it is easier for mentee and mentor to work in sessions rather than lifecycle stages. In the next pages, the reader will understand better the structure and the connection between chapters, steps and tools.

When to use these guidelines? This key tool will be essential for the mentors (young entrepreneurs) in the following 2 phases:

1. the “learning” phase where expert mentors (process facilitators) will guide them through and let them familiarise with key aspects and activities to mentor effectively one month prior the actual mentoring phase with adult unemployed people. Among several benefits, this will allow them to become aware of their abilities and potentials as mentors.
2. the following core phase of mentoring adult unemployed people, where they will feel competent enough to open up a new inspiring, driven and strategic world of entrepreneurial opportunities to their mentees.

Finding employment in this economy is challenging, but imagine you are a young person who needs a job and has no experience. Then imagine you don’t have the right education and face other obstacles in your life that make getting that first job seem impossible. While many youth become disconnected from education and employment, we believe that with the right interventions and supports, these young people could begin to change the trajectory of their lives. Businesses can play an important role in making this happen and can help these youth get on a pathway to a better future. And businesses benefit from this work, too. Companies already involved in programs that serve this group of youth describe a range of positive outcomes resulting from these activities, including increases in employee engagement, customer loyalty, and employee retention.

It is widely regarded that the first written instance of mentoring was in ancient Greek mythology. Around 1200 B.C. Odysseus was leaving for the siege of Troy when he appointed his friend, Mentor, as a surrogate father to his son, Telemachus. Historical records show that skills, culture, and values in preparation for manhood were learned in this paired relationship.

‘Mentor’ has since evolved to mean different things... In reality mentoring has occurred to help develop mankind since the stone-age cavemen and women passed on their hunter gathering and domestic skills. Today in many third world countries where formal educational qualifications are regarded as being only for the privileged few mentoring occurs because of skills attained through life long learning, with the use of experiential skills being used to develop the learner.

The current young generation is characterized by the fact of rejecting the established way of building a career as an employee in various companies. Compared to previous generations, in nowadays society there are many young people with fundamentally different approach to the work that should earn their living for many years. It is not trendy anymore to obtain a stable job in a well-known and prosperous company, but to build an own business which fulfills dreams, transmits even the craziest ideas out of the head into the real life and ensures the independence and freedom together with the feeling of pride. The fact, that young people are becoming more and more courageous to throw themselves into the volatile waters of business, is extremely commendable, but it should not be forgotten that Rome was not built in a day. Despite of the fact that educational institutions try to prepare their students for current socio-economic context, most of them still prefer theoretical knowledge over practical experience. For this reason, starting businesses should consider the use of mentoring and collaboration with an experienced partner.

MENTORING: SOME DEFINITIONAL APPROACHES

Mentoring is one of the tools of guiding and counseling in the workplace and should be read as a method of transfer of knowledge and experience. It describes the operation of skilled people who pass on their knowledge to an inexperienced person. In the foreground of mentoring there are two members, often from the same organization who share knowledge. Important aspects in this relationship are trust, openness and mutual respect (Edelkraut and Graf, 2014).

M. Jacobi collected different definitions of mentoring, some of which are listed below: (Jacobi, 1991, p. 4-5):

- Mentoring ... is a process by which persons of superior rank, special achievements, and prestige instruct, counsel, guide, and facilitate the intellectual and/or career development of persons identified as protégés “(Blackwell, 1989).
- Mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior
- By our definition, mentoring is a form of professional socialization whereby a more experienced (usually older) individual acts as a guide, role model, teacher and patron of a less experienced (often younger) protégé. The aim of the relationship is the further development and refinement of the protégé’s skills, abilities, and understanding “(Moore & Amezy, 1988).
- (A mentor is) „a senior member of the profession or organization who shares values, provides emotional support, career counseling, information and advice, professional and organizational sponsorship, and facilitates access to key organizational and professional networks“ (Olian et al., 1988).

As outlined by Lerner, Brittain, and Fay (2007), mentors can actively support positive youth development for their mentees by focusing on the 6 C’s:

• **COMPETENCE**

Mentors help youth discover their skills, understand how their skills can be transferable, and support them in learning from their mistakes.

• **CONFIDENCE**

It is important for mentees to build a network of support and skills to solve problems in their own lives. Mentors can assist by providing mentees referrals to other agencies and by helping role model problem solving personal challenges.

• **CONNECTION**

Mentors should respect their mentees’ privacy and help them connect and feel heard in the community.

• **CHARACTER**

By role modeling appropriate actions, allowing youth to make their own decisions, and explaining why certain actions are appropriate or inappropriate mentors can help mentees develop character.

- **CARING**

Even during difficult times, mentors should show sincere compassion for their mentees and also help them learn the benefit of caring for others.

- **CONTRIBUTION**

Once youth have developed the first five C's, they may have the capacity to help others. Mentors should encourage mentees to give back to their communities when they are ready.

WHAT ARE THE DIFFERENT TYPES OF MENTORING RELATIONSHIP?

1. FACE-TO-FACE, ONE-TO-ONE MENTORING

The vast majority of mentoring is done face to face and usually on a one-to-one basis. This allows the mentor to focus 100% on the challenges and issues of the individual mentee. The advantage of face-to-face individual mentoring is that the mentor can gather an enormous amount of information from both verbal and non-verbal communication.

2. FACE-TO-FACE GROUP MENTORING (PEER MENTORING)

This type of mentoring is becoming more popular in business mentoring and is often delivered as action learning sets. In this format, a small group of between six and eight business owners come together to discuss their challenges and issues. The group acts as a sounding board, taking on the role of the peer mentor to help its individual members examine their issues from different perspectives. The advantage of this type of mentoring is that the group of peers can provide a number of different experiences and viewpoints to help and support its members.

3. TELEPHONE MENTORING

Telephone mentoring is usually part of a blended mentoring approach, used in tandem with face-to-face mentoring. It is provided on a one-to-one basis, so has the advantage of being focused on the mentee's specific issues. This method is also extremely flexible.

4. E-MENTORING

Like telephone mentoring, e-mentoring is often part of a blended mentoring approach but it can also be used on its own. It is provided on a one-to-one basis and has the advantage of being able to focus on specific issues. The mentee can also provide a lot more written information than with other types of mentoring, which may allow the mentor more time to assimilate the information before deciding on potential options for a course of action.

5. FORMAL MENTORING

There are various models of formal mentoring. The table below describes some of the most common types of formal mentoring.

	TRADITIONAL ONE-TO-ONE	TEAM MENTORING	GROUP MENTORING	PEER MENTORING	E-MENTORING
DESCRIPTION	One adult to one young person.	Several adults working with small groups of young people (adult-to- youth ratio not greater than 1:4).	One adult to up to four young people.	Caring youth mentoring other youth.	Mentoring via e-mail and the Internet (ex: social media).
WHERE MENTORING TAKES PLACE	<p>Agency-based At a community agency, typically an after-school program (e.g., youth centre).</p> <p>Community-based The mentors and mentees can meet anywhere, including attending events, going to museums, etc.</p> <p>Faith-based Mentoring pairs usually meet in a house of worship or adjoining building</p> <p>Online E-mentoring is a mentoring relationship that is conducted via the Internet.</p> <p>School-based At the mentee's school in full view of school officials. Mentors and mentees should have a designated meeting place within the building and/or use of available school facilities (open classroom, computer lab, gym, art room, library).</p> <p>Workplace-based At the mentor's workplace. Students are typically bussed to the site, which is paid for by the school district or the company. Mentors and mentees should have a designated meeting space at the workplace.</p>	<p>Agency-based At a community agency, typically an after-school program (e.g., youth centre).</p> <p>Community-based The mentors and mentees can meet anywhere, including attending events, going to museums, etc.</p> <p>Faith-based Mentoring teams usually meet in a house of worship or adjoining building</p> <p>Online E-mentoring is a mentoring relationship that is conducted via the Internet.</p> <p>School-based At the mentee's school in full view of school officials. Mentors and mentees should have a designated meeting place within the building and/or use of available school facilities (open classroom, computer lab, gym, art room, library).</p> <p>Workplace-based At the mentor's workplace. Students are typically bussed to the site, which is paid for by the school district or the company. Mentors and mentees should have a designated meeting space at the workplace.</p>	<p>Agency-based At a community agency, typically an after-school program (e.g., youth centre).</p> <p>Community-based The mentors and mentees can meet anywhere, including attending events, going to museums, etc.</p> <p>Faith-based Mentoring groups usually meet in a house of worship or adjoining building.</p> <p>Online E-mentoring is a mentoring relationship that is conducted via the Internet.</p> <p>School-based At the mentee's school in full view of school officials. Mentors and mentees should have a designated meeting place within the building and/or use of available school facilities (open classroom, computer lab, gym, art room, library).</p> <p>Workplace-based At the mentors' workplace. Students are typically bussed to the site. Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace.</p>	<p>School-based At the mentee's school in full view of school officials. Mentors and mentees should have a designated meeting place within the building and/or use of available school facilities (open classroom, computer lab, gym, art room, library).</p>	<p>Conducted via the Internet, as an independent program or as an additional component of existing programs.</p> <p>Need to have technology in place that provides a safe and secure environment for communication exchanges, archives all messages, and enables the tracking of communications between mentoring pairs.</p>

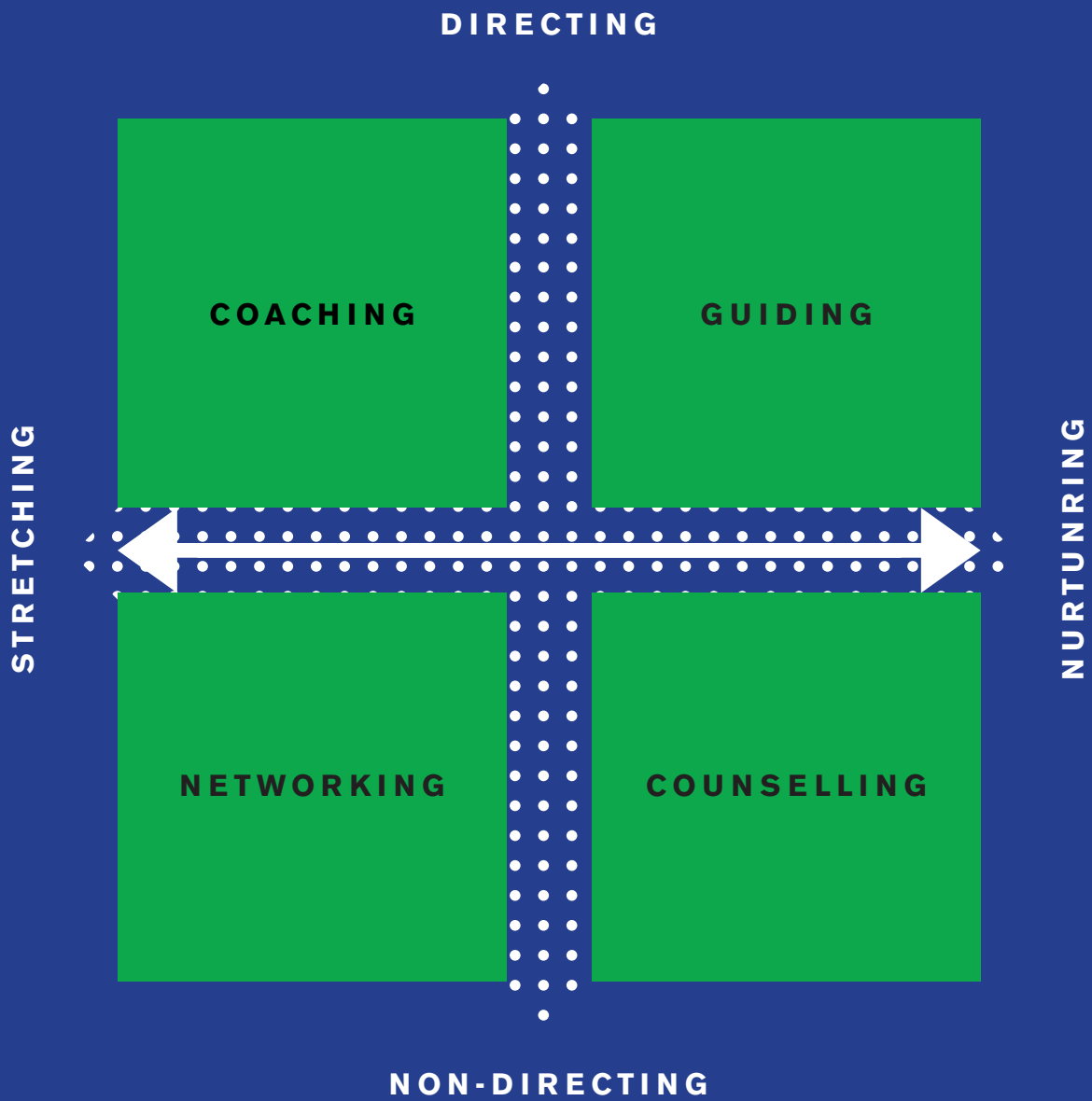
MENTORING AND ENTREPRENEURSHIP

Benefits of mentoring in business have been aptly summarized by many authors in a variety of research and analysis. Sullivan concluded from his research on entrepreneurial education that learning is an integral part of successful business and mentoring is an efficient instrument through which entrepreneurs have the opportunity to learn from the experience of others (Sullivan, 2000). An effective enterprise mentoring relationship gives the mentee an opportunity to receive medium-term or long-term personal and professional support. The relationship enables the mentee to explore his or her personal and professional situation in order to develop strategies and goals that will have a positive impact on their business enterprise. The mentor should have the personal experience and skills to give the enterprise owner the right level of support, but it is equally important for the mentoring to be done in the most appropriate way. Mentoring is based on establishing a relationship based on equality, openness and trust. Above all, it should be very supportive.

In a good enterprise mentoring relationship, the mentor encourages the enterprise owner to reflect on his or her own personal and professional experiences, and shares his or her personal and professional experiences. In this way, the enterprise owner is supported to devise new or more effective ways to approach business problems and challenges. Even though acknowledgement of entrepreneurial mentoring has increased over the past decade and the literature consistently indicates that mentoring is valuable to entrepreneurs, there are extremely few references that show specific measurable benefits (Garvey and Garrett-Harris, 2008; NESTA, 2009). Garvey and Garrett-Harris (2008) have attempted to fill this gap by conducting a review of over 100 studies on evaluating mentoring schemes. During this review a list of the most quoted benefits for mentees and the enterprise was compiled. A selection of perceived benefits from this review can be seen in Table 2.. One area particularly worthy of note in this research is the finding around the encouragement of 'positive' risk-taking which can be seen to support the management of strategic change in the business. Research conducted by Davies and Taylor (2004) on two mentoring programs in the UK has provided similar results, also additionally highlighting the benefit of the 'improved network' for the entrepreneur.

In light of this previous literature which has pointed towards some of the benefits of mentoring for entrepreneurs at start-up, the current research wanted to explore further, from the entrepreneurs' perspective, the 'added' value of receiving mentoring support in a Scottish business incubator. Helping to further clarify and understand what help mentoring provides to an entrepreneur during business start-up and also explore what forms this could take to add value to the mentoring relationship.

Figure 1: Four Basic Styles of Helping (Clutterbuck 2011, p.17)



Mentoring is an all-embracing form of educational support and development mechanism (see Figure 1). Business to business mentoring in relation to health and safety has significant potential, the „higher performer“ providing information and support to assist the development/evolution and implementation of another organisations systems and procedures. The success of the mentoring relationship is founded upon the link forged between two individuals, the mentor and mentee.

The following table briefly summarizes what is and what is not Mentoring for entrepreneurs.

WHAT MENTORING IS	WHAT MENTORING IS NOT
A two – way relationship – Mentoring works best between two parties that are committed to the relationship for an agreed period of ime.	Business consultancy A consultant advises someone of a specific task in a commercial relationship.
Building self-reliance – a key role of the mentor is to help the mentee to help him/herself. This is particularly relevant for the mentee who will need to show he/she has the confidence and competence to ‘go it alone’.	Business coaching Coaching has a shorter-term, task-oriented focus; mentoring has a longer-term, relationship focus. The mentor seeks to improve specific skills.
Trusting and supportive – the mentor and mentee need to build a relationship based on trust. This happens when both parties honour their commitments, keep promises and show that they are reliable.	Getting Stuck in the details The role of the mentor is to help the mente e look at the business from a broader perspective.
A mutual learning experience – both parties will want to benefit from the time they spend together. The mentee should benefit from the experience of the mentor, and the mentor should benefit from giving something back by learning something new or gaining inspiration from the enthusiasm and accomplishments of the mentee.	Direct Sponsorship A mentor should, in general not act as a sponsor for the mentee.
BENEFITS FOR MENTEES	BENEFITS FOR ENTERPRISES
Improved performance and productivity	Strategic change
Improved knowledge and skills	Facilitation of partnerships
Greater confidence	More Innovation and change
Empowerment and well-being	Problem solving and better project management
Improved job satisfaction and motivation	Improved job creation and business performance
Faster learning and enhanced decision-making skills	Reduced staff turnover and improved retention rates
Improved understanding of the business	Improved coommunication
Improved creativity and innovation	Improved business stability
Encouragement of positive risk-taking	Improved business learning
Development of leadership abilities	Improved productivity

Table 2: Benefits of Mentoring for Mentees and Enterprises (Nesta, 2009)

WHAT IS THE ROLE OF THE ENTERPRISE MENTOR?

1. THE MENTOR'S ROLE IS MULTI-FACETED AND REQUIRES HIGH LEVELS OF SKILL AND SELF-AWARENESS.

Enterprise mentors work with a wide variety of people in all market sectors, who have a wide variety of strengths and development needs. The mentor therefore needs to be able to adapt his or her style and behaviour to suit each mentee and each business situation.

2. THE MENTOR'S ROLE IS TO GUIDE THE MENTEE TO LOOK AT A WIDE VARIETY OF OPTIONS AND CONSIDER ALTERNATIVE COURSES OF ACTION IN ORDER TO SOLVE THE PROBLEM FOR THEMSELVES, RATHER THAN TO GIVE THEM ANSWERS OR PROVIDE SOLUTIONS.

For most mentoring relationships, the main objective is for the mentee to gain new personal skills, experiences and knowledge that will lead to new insights, a greater vision and new attitudes and behaviours. These, in turn, lead to higher performance.

3. THE ROLE OF THE MENTOR IS TO RELEASE AND DEVELOP THE MENTEE'S OWN RESOURCEFULNESS.

It is not the place of a mentor to tell a mentee what they should do. Only the mentee can decide what goals or actions they will implement – after all, the mentee is the one who will live with the results. This does not mean the mentor should not offer useful information, but that it is up to the mentee to decide whether to use it. So mentoring does not mean giving advice. Giving advice implies the mentor 'knows best', and it also leads to dependency – the opposite of what the mentor is trying to achieve.

STRENGTHS-BASED APPROACHES

1. PREVENTION SCIENCE

Prevention science is based on the central idea that people may have risk factors that can lead to negative outcomes. If risk factors are addressed and protective factors are enhanced, mental health issues and problem behaviours can be prevented (Cavell & Elledge, 2014; Keller, 2007). Mentoring is justified as a prevention strategy based on social control theory by suggesting that when people build meaningful connections with mentors, they gain protective factors and limit risk factors. Some have argued that mentoring is only effective as a context for other types of interventions, where positive relationships provide a good environment for targeting other specific ‘risk’ behaviours. Proponents suggest that it is important to design the program around specific risk and protective factors and include research as a component to help enhance the justification for future prevention-based mentoring programs (Cavell & Elledge, 2014).

Prevention Science as outlined by Cavell and Elledge (2014) requires the following steps:

- A theoretical justification of the cause (risk factor) and effect (development of protective factors/ reduced risk factors);
- Addressing how the intervention will target the specified risk and protective factors to lead to the desired outcome;
- A strategy for determining the most appropriate target population;
- Implementing the program before the risk factors influence more negative outcomes for individuals, so that they can have a meaningful impact; and
- Targeting general risk and protective factors to achieve more positive outcomes with different people.

POSITIVE YOUTH DEVELOPMENT

Positive Youth Development theory puts forth that because young people have greater capacity to change their behaviours and mental health than adults, they have an enhanced ability to build skills to be successful (Lerner, Brittain, & Fay, 2007; Lerner, Napolitano, Boyd, Mueller, & Callina, 2014). Positive Youth Development takes into account the assets people have and ones they can develop to enhance lifelong outcomes. Mentoring programs that are successfully oriented to the Positive Youth Development framework utilize the “Big 3” features of youth development to design their programs. These features entail helping youth to:

- Create a relationship with a positive and consistent adult,
- Learn life skills, and
- Participate and lead in their communities (Lerner, Brittain, & Fay, 2007; Lerner, et al., 2014).

Resiliency Initiatives (2012) identified the following traits, which contribute to the positive development of children and youth:

- Building and maintaining social relationships
- Coping with stress
- Problem solving

- Being responsible for oneself and as part of a team
- Having and acting with a set of values
- Setting goals and having confidence about the future
- Developing and practicing emotional intelligence
- Being motivated and having perseverance
- Defining a passion or interests
- Having spiritual connection and awareness

2. STRENGTHS-BASED APPROACH

A strengths-based approach focuses on identifying and building a youth's strengths, as opposed to the common approach of viewing young people as having problems that need to be fixed (Hammond & Zimmerman, 2012). The strengths-based approach views problems as separate from the person. When people are viewed as capable, they are able to draw on current assets and learn new skills to manage their own wellbeing in sustainable ways (Cox, 2008; Hammond & Zimmerman, 2012). Taken another way, a strengths-based approach can help people feel hopeful and develop resiliency in the face of obstacles (Alberta Mentoring Partnership, 2010d; Cox, 2008).

A strengths-based approach aligns well with mentoring when intentionally applied to all work of the program. Mentoring staff and mentors can apply a strengths-based approach by:

- Actively listening and engaging mentees in a feedback loop, where communication is reciprocal;
- Adapting activities to suit mentees needs;
- Approaching challenges with a positive lens; and
- Training and supporting mentors (Alberta Mentoring Partnership, 2010b; 2010c; 2010d).

A strengths-based approach positions supporters as partners rather than professionals, who use genuine support strategies to act as “facilitators of change” in partnership with the individual (Hammond & Zimmerman, 2012). Both the mentor and mentee should view the relationship as one that provides reciprocal benefits, allowing people to recognize and value each others' inherent power for self-determination (Big Brothers Big Sisters of Fraser Valley, n.d.). The mentor role is to guide mentees, while also allowing the mentees opportunities to learn from experiences of challenge and vulnerability in their own lives (Alberta Mentoring Partnership, 2010d; Big Brothers Big Sisters of Fraser Valley, n.d.).

“Those who embrace the strength-based approach have the privilege of walking along side those they are working with in supporting the exploration, realization, and expression of ‘greatness’”(Alberta Mentoring Partnership, 2010b, p. 20).

The graph below shows some of the main differences between a strengths-based approach versus more deficit or risk-based models (Alberta Mentoring Partnership, 2010b).

The following principles can support any organization or program in utilizing a strengths-based approach (Hammond & Zimmerman, 2012):

- Belief in a person’s abilities to affect change in their own lives.
- Belief that challenges are inevitable and can help people build strengths.
- Language can alter people’s perceptions of situations and create realities.
- Authentic and unconditional relationships are the crux of helping people build capacity.
- People are experts in their own lives.
- Supporting people to work toward self-determined goals can help them build confidence.
- Personal development is an ongoing process.
- Difference makes us stronger and can help people develop effective communities of support.

STRENGTHBASED CONCEPTS		BENEFITS FOR ENTERPRISES	
At-potential	Avoids imposition	At-risk	Dominant knowledge
Strengths	Validates people’s experience	Problems	Diagnosis based on norms
Engage	People’s context is primary	Intervene	Professional’s context is primary
Persistent	Identifies and builds on strengths	Resistant	Minimizes people’s strengths
Understand	Client-centered	Diagnose	Mandate-focused
Opportunity	Professionals adapt to clients	Crisis	Clients expected to adapt
Celebrate (i.e:successes)	Meet clients in their environment	Punish(i.e:non-compliance)	Clients always go to professionals
Time-in	Focus on potential	Time-out	Rigid
Adapt to	Flexible	Reform	Focus on problems
Empower	People are inherently social/good	Control	People are inherently selfish/bad
Process-focused	Support	Behaviour-focused	People do as little as possible
Dynamic	People do the best they can	Static	Fix
Movement	Authentic relationship focused	Epidemic	Expert oriented
Unique	Inclusive	Deviant	Exclusive

THE SKILLS AND TOOLS REQUIRED BY A MENTOR

The aim of this section is to consider the skills and tools required by a mentor. It is intended to answer such questions as:

- How will you communicate with your mentee?
- How will you manage two-way feedback?
- How will you use reflective practice in a mentoring situation?
- How will you solve problems the mentoring way?
- How can you be a good role model?
- What type of records will you need to keep?
- How will you create the right environment for effective mentoring?

1. HOW WILL YOU COMMUNICATE WITH YOUR MENTEE?

Communication is a two-way process in which we both send and receive messages. We are like transmitters, giving out different signals to everyone around us from the moment we wake up in the morning, and receiving signals back from them. The face-to-face communication process starts with an idea in one person's mind. They translate the idea into words and actions, and this becomes the message they 'send' to another person. The person receiving the message then translates it back into an idea. Effective communication has taken place when the receiver's idea is the same as the sender's idea.

2. BODY LANGUAGE

Words are only part of the message and people don't always say what they mean. Body language is an excellent indication of how people really feel. Being able to 'read' body language is an art that allows you to perceive what others are actually thinking. By focusing on someone's body language, you can discover their true feelings towards you and about what you are saying. It's a skill that is beyond value in social as well as business situations, and if someone is being less than honest, their body language will usually give them away.

Using body language successfully involves four stages:

- Learn what to look for.
- Recognise people's body language so you can 'read' them better.
- Recognise your own body language.
- Control your own body language and use it to your advantage so you give the right messages to other people.

3. HOW TO LISTEN WELL

- Watch for non-verbal clues.
- Listen with your eyes as well as your ears.
- Watch for non-verbal clues, such as the person's body language.
- Learn to use your thinking time wisely.

- Train your mind to scan like radar for key ideas.
- Try to identify the theme of the other person’s message, and check your grasp of the facts by asking them questions.
- Become an observer. Avoid becoming ‘one who speaks and listens to himself speak’.
- Listen with an open mind.
- We all have a tendency to resist ideas that are of no personal interest to us.
- Open your mind and focus on what the person is saying, even if you think you’re not interested – you might learn something new!
- Be aware of your personal prejudices.
- Guard against the tendency to exercise emotional censorship by ignoring or blanking out ideas you would rather not hear.
- Listen all the way through.
- Do not jump to conclusions.
- The punchline usually doesn’t come until the end!
- Look at the person and use your eyes to show that you are listening.
- Turn off any negative thoughts you have about the person.
- Lean towards them.
- Start listening with the first word and listen intently.
- Think at the speed they are talking; don’t jump ahead.
- Do not interrupt.
- Nod in agreement; use facial expressions and body language to show you understand.
- Ask questions.
- Stick to the subject the person is talking about.
- Use the person’s name and the word ‘you’.

4. FEEDBACK

- The skills of giving and receiving feedback are fundamental to effective relationships and are an essential part of the mentoring process.
- If you give feedback skilfully, it will enable you to convey the idea that you want the person to develop and be successful. If you give feedback clumsily, it can sound as if you are blaming the mentee or accusing them of being stupid. Such ‘destructive criticism’ will erode the mentee’s self-esteem and make a positive outcome unlikely.
- Receiving feedback is also a skill that can be learned and improved upon. Hopefully you enjoy receiving positive feedback! But you should welcome constructive feedback just as much, because it can lead to valuable learning and development.

5. METHODS OF GIVING FEEDBACK

There are a number of ways you can give feedback, some more helpful than others.

- Positive feedback praises strengths and achievements. It is possibly the easiest form of feedback to give, and is extremely important.
- Negative feedback involves commenting on actions or behaviours that may be hindering a person's improvement. This is more difficult to give but is equally important. If given skilfully, it is an invaluable way to identify areas in which the person has an opportunity to grow and develop.
- Constructive feedback is a combination of positive and negative feedback, and focuses on joint problem-solving. This is probably the most productive way of giving feedback.
- Destructive feedback has no benefits whatsoever. This is criticism without positive suggestions and is to be avoided at all costs – it dampens enthusiasm and reduces commitment.

6. HOW WILL YOU SOLVE PROBLEMS THE MENTORING WAY?

The mentor's key skills are:

- Listening to understand
- Questioning for clarification
- Questioning for consideration of additional options and consequences
- Action planning for the future.

Throughout these stages, the mentor is also facilitating the mentee's learning, development and performance. Through the use of questions (and challenging 'with respect'), the mentor guides the mentee to:

- Find their own solutions
- Develop their own skills
- Create new ways of thinking
- Change their own assumptions and perceptions
- Gain greater self-awareness
- Improve their personal and business performance.

7. HOW CAN YOU BE A GOOD ROLE MODEL?

The mentor must be someone who demonstrates the ethics, values and behaviours of the profession of mentoring. As a skilled mentor, you must be self-aware. You must be conscious of the ways you think and communicate – your own unique 'map of the world'. You must be able to understand your own personal state through self-examination, awareness and reflection. And, as a mentor and role model, you need a high level of awareness of your external environment. This is one of the main skills of an effective mentor. When the mentor has a high level of self-awareness, he or she is able to listen actively to the mentee with a clear mind, understand the mentee's needs and respond confidently to each situation.

As a mentor, it is important that you prepare well for each session and give 100% of your focus and attention to the mentee. This involves:

- Being open and receptive
- Being non-judgemental of the views and opinions expressed by the mentee
- Displaying a high degree of energy and interest in the mentee.

Together, these ingredients help create an authentic, trusted and respected role model.

8. WHAT TYPE OF RECORDS WILL YOU NEED TO KEEP?

Part of your role as a mentor is to keep records of every session. During your first session, you will usually have a discussion about this with your mentee. Your mentoring organisation will have a code of ethics and conduct for mentors and coaches which will explain the level of record-keeping that your organisation expects from you.

9. HOW WILL YOU CREATE THE RIGHT ENVIRONMENT FOR EFFECTIVE MENTORING?

In his book *Concepts of Coaching*, Peter Hill explains the importance of creating an environment in which the mentoring process can be effective.

Use the activity sheet overleaf to note down ways in which you could create the right environment for mentoring. Think about such elements as comfort, confidentiality, noise levels, access to resources, travel and accessibility, neutrality of the space, and so on.

10. WHAT WILL YOU COVER AT THE FIRST MEETING?

The following is an example of a checklist covering points you might find useful to discuss at your first meeting with the mentee.

- When will we check the relationship is working for us?
- How will we end our relationship if it isn't working?
- What are our goals and what is the order of priority?
- How will we measure progress?
- Do we both agree that openness and trust are essential?
- Will we both give honest and timely feedback?
- What is the ideal schedule for our contact and meetings?
- How often will we meet?
- How long shall we meet for?
- Will either of us take notes? What can we record?
- What will we agree about boundaries and confidentiality?
- To what extent is each of us prepared to share our network of contacts?
- What is the agenda for our next meeting?

In other words, you need to explore mentee’s needs, interests, concerns and expectations. The Needs, Interests, Concerns, Expectations (NICE) Analysis may assist with this.

**1. TOOL 0
NEEDS, INTERESTS, CONCERNS, EXPECTATIONS (NICE) ANALYSIS**

**2. INTERESTS
WHAT ARE YOUR MAIN INTERESTS/SKILLS WITH REGARD TO WORK?**

.....
.....
.....
.....

**3. CONCERNS
WHAT ARE YOU CONCERNED ABOUT IN YOUR WORK LIFE?**

.....
.....
.....
.....

**4. EXPECTATIONS
WHAT DO YOU EXPECT FROM THE MENTORING?
WHAT DO YOU EXPECT A MENTOR TO BE ABLE TO DO?**

.....
.....
.....
.....

**WHAT ARE THE STEPS OF THE MENTORING PROCESS
THAT YOU WILL CARRY OUT ?**

Before detailing your mentoring process, let us reflect upon the topics, the strategies and the stages you will analyse and use to guide your mentees throughout a mutual learning and exchanging process.

So, let us start from the actual entrepreneurial process itself.

HOW IT IS SERVED



**HOW IS IT COOKED AND HOW MUCH
PEOPLE WILL LIKE IT**



**HOW MUCH OF EACH INGREDIENT IS
ADDED TO IT & THE PLATE CHOSEN
TO MAKE THE DISH APPEALING**



**THE QUALITY AND TYPE OF
INGREDIENTS CHOSEN**

ST 1. YOUR SKILLS

SKILLS DEVELOPMENT

What are skills and why are they crucial for entrepreneurs?

As you know, entrepreneurs will not just need to learn hard skills such as completing a business plan or financial record-keeping but will also need to manage their time and teams, customers and operations, budget and investors. Entrepreneurs will need strong management, leadership and communication skills. In the early stages of a business, it is likely entrepreneurs will feel rather alone. While their friends might be climbing the corporate ladder, entrepreneurs are likely to be seeking funding or networking.

Below we look at the competences and attitudes that are crucial for entrepreneurs.

1. SOFT SKILLS: CREATIVE THINKING/IMAGINATION

“Real entrepreneurs move from imagination to execution” writes Racquel Porter, writer for *Hearpreneur.com*. An entrepreneur needs imagination before action. As businesses are born with ideas, ideas are results of one’s imagination. As Albert Einstein said: “Imagination is more important than knowledge. For knowledge is limited to all we know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.”

2. SOFT SKILLS: RESILIENCE

What happens when enthusiastic individuals known for their excellent leadership skills fail in the first weeks, months or years of their businesses? The answer lies in these individuals’ resilience. Entrepreneurship goes hand in hand with hard work, loneliness, high pressure and ordinary every-day tasks. An entrepreneur has more reasons to lose hope than to remain courageous. Resilient entrepreneurs are humble individuals who learn from their mistakes. They do not give up when they are facing difficulties and are grateful for what they have no matter what happens.

3. SOFT SKILLS: LEADERSHIP

A potential entrepreneur is a person with a great idea and willingness to transform it into reality. Yet, as no business can consist simply of a chairperson, as a first step, wanna-be entrepreneurs need people who have faith in their compelling vision. Even when the company is a family-owned business, looking in the same direction for all the people in a business is not straightforward. Above all, an aspiring entrepreneur needs to be a leader of people. Succeeding in becoming a strategic leader is probably the missing step of failing start-ups. Promising entrepreneurs remain vigilant from the beginning of their business and avoid moving headlong towards their vision. When necessary, they are able to question their own assumptions. However, once they come to a decision, they really go for it! A good leader is an individual ready to take responsibilities in exchange for some freedom. An inspiring leader is an entrepreneur who has ceased being a “problem-finder” and has become a “problem-solver” to maintain success and stability within the organisation. Only a problem-solver can overcome internal crisis amongst people.

4. PERSONAL ATTITUDES: BEING SELF-CRITICAL/SELF-REFLECTION

The American politician Frank A. Clark wrote “Criticism, like rain, should be gentle enough to nourish a man’s growth without destroying his roots”. An entrepreneur with clear self-perception is not a pessimist but simply self-critical.

The capacity for self-reflection provides you as an aspiring entrepreneur with strength and success. There is no doubt that confidence is an essential ingredient an entrepreneur should possess. Yet, being overconfident only results in unexpected problems.

Here comes the importance of a virtuous balance. Each individual is endowed with certain abilities of which they need to know the limits. Especially as an entrepreneur you must avoid being confident about a skill you might not necessarily have!

5. PERSONAL ATTITUDES: RISK-TAKING AND RISK-SEEKING

Self-employment in today’s society is a risk in itself. Consequently, as an entrepreneur you are always somehow a risk-taker. Yet, an aspiring entrepreneur is a strategic risk-taker. There is a difference! Successful entrepreneurs first estimate their own risk-tolerance and identify the different types of risks they are willing to bear. They then welcome challenge and uncertainty! Entrepreneurs are ready to intentionally take risks so that their business grows or gains a competitive advantage. This may mean contracting important loans in the early stages of a business or managing the day-to-day life of a business with uncertain cash flow. In the end, such an attitude pays off.

6. PERSONAL ATTITUDES: ENTHUSIASM

Maybe, one of the most “visible” attribute of entrepreneurs is their common “enthusiasm”. Enthusiasm is precious but at the same time a “double-edged sword” as mentions the serial entrepreneur Jonah Lupton in his publication “The Most Valuable (and Dangerous) Quality an Entrepreneur Can Have. Enthusiasm has tremendous power in business, which can be dangerous for the business itself; enthusiasm does not always understand the barriers between a great idea and a real business. Wanna-succeed entrepreneurs should avoid being overenthusiastic about their potential project. Enthusiasm should rather support a rational action as the engine of success.

Also, enthusiasm is only beneficial when shared; leading entrepreneurs should be able to share their enthusiasm with their employees. First, such a transmission involves entrepreneur’s full dedication to the project since enthusiasm should be “observable” for the employees. Second, enthusiastic entrepreneurs are honest vis-à-vis their team members and are ready to share the ups and downs of their business. Finally, and most importantly, an enthusiastic entrepreneur invests in the business.

Now you have read a bit about which soft skills and personal attitudes can help entrepreneurs on their way to being a successful entrepreneur, you will ask your mentees to complete the Skills self-evaluation form (Tool 1) on a scale of 1 (poor) – 5 (excellent) during both the first and final meeting to complete. They should

not spend too long reflecting on the skills and competences and you shall retain the completed form for the future. However, after completion during the final session, you should return the first profile evaluation to them and as a group re- flect on the changes, reducing a score is not always a bad thing; it shows that participants are more aware of their weaknesses and you should support them in setting goals to strengthen them.

In your first meeting you will also allow mentees to reflect on their own competences and attitudes using the Entrepreneurial Competences Self-assessment test (Tool 2) on a scale of 1 (Poor) – 5 (Excellent), which is not a test.

TOOL 1 – SKILLS SELF-EVALUATION FORM
YEP PROFILE EVALUATION (AT THE START OF THE JOURNEY)

NAME:

DATE:.....

Please Evaluate yourself at this present time

1 = POOR / 5 = EXCELLENT

SKILLS AND ATTRIBUTES		PLEASE TICK BOX
1	Creative-thinking and Imagination	
2	Self-reflection / Self-criticism	
3	Assertiveness	
4	Management of Stress	
5	Confidence	
6	Resilience	
7	Risk-taking and Risk-seeking	
8	Sensitivity to others	
9	Problem Solving Skills	

SKILLS AND ATTRIBUTES		PLEASE TICK BOX				
10	Knowledge of how to motivate others					
11	Networking Skills					
12	Efficiency					
13	Communication Skills					
14	Negotiation Skills					
15	Self-Motivation					
16	Knowledge about mentoring					
17	Knowing how and where to get support when needed					
18	Knowing what I want next					
19	Sense of achievement at work					
20	Entrepreneurial spirit					
21	Leadership Skills					
22	Enthusiasm					
23	Delegation skills					
24	Presentation Skills					
25	Sense of humour					
26	Building new relationships					
27	Time Management					
28	Goal Setting					
29	Getting things done					
30	Understanding what's important to me					
31	Knowing clearly what I want to achieve					
32	Knowing clearly what my limitations are					
33	Work life balance					
		1	2	3	4	5

PROFILE EVALUATION (AT THE END OF THE JOURNEY)

NAME:

DATE:.....

Please Evaluate yourself at this present time

1 = POOR / 5 = EXCELLENT

SKILLS AND ATTRIBUTES		PLEASE TICK BOX
1	Creative-thinking and Imagination	
2	Self-reflection / Self-criticism	
3	Assertiveness	
4	Management of Stress	
5	Confidence	
6	Resilience	
7	Risk-taking and Risk-seeking	
8	Sensitivity to others	
9	Problem Solving Skills	
10	Knowledge of how to motivate others	
11	Networking Skills	
12	Efficiency	
13	Communication Skills	
14	Negotiation Skills	
15	Self-Motivation	
16	Knowledge about mentoring	
17	Knowing how and where to get support when needed	

SKILLS AND ATTRIBUTES		PLEASE TICK BOX				
18	Knowing what I want next					
19	Sense of achievement at work					
20	Entrepreneurial spirit					
21	Leadership Skills					
22	Enthusiasm					
23	Delegation skills					
24	Presentation Skills					
25	Sense of humour					
26	Building new relationships					
27	Time Management					
28	Goal Setting					
29	Getting things done					
30	Understanding what's important to me					
31	Knowing clearly what I want to achieve					
32	Knowing clearly what my limitations are					
33	Work life balance					
		1	2	3	4	5

TOOL 2 – ENTREPRENEURIAL COMPETENCES SELF-ASSESSMENT

Test Please read the statements below, and using the scale

5 = STRONGLY AGREE / 3 = NEUTRAL / 1 = STRONGLY DISAGREE

indicate how the statement applies to your perception of yourself

		1	2	3	4	5
1	When an unwelcome change involves me I can usually find a way to make the change benefit myself.					
2	During stressful and challenging times I can maintain effective relationships with those involved					
3	I am confident dealing with different situations involving confrontations					
4	When faced with new challenges, I am able to take control of the situation.					
5	I know what I need to do to achieve my ideas for personal and professional achievement.					
6	I believe my own decisions and actions during periods of change will determine how I am affected by the change					
7	When I am uncertain about what to do I write down the choices and my thoughts about them.					
8	I start each day by working out what needs to be achieved during the day, and I end the day by reviewing what has been achieved, and what needs to be achieved on the next day.					
9	I value the diverse experiences, skills and knowledge that others have in their interactions with me.					
10	I easily come up with creative ways of motivating my own and other people					
11	When I have a problem, I take time to define and analyse the problem before deciding what to do.					
12	I can easily find ways of satisfying my own and other peoples' needs during times of change and conflict.					

SCORE:

60 AND BELOW

You score well in the self-confidence and assertiveness clusters which are a good basis for an aspiring entrepreneur. This means you have a strong belief in yourself and your own abilities as well as having the assertiveness to confront problems or issues directly. To strengthen your current standing we would recommend working on the tools related to imagination and self-critical thinking. Areas you could focus on to progress to the next level afterwards are your personal resilience and attitude towards risk taking.

61 – 120

In addition to the strengths of the level above, you have high commitment and a sense of responsibility that drives you to complete tasks. Additionally you have a strong level of resilience which helps you to bounce back after setbacks and are not afraid to seek the information you need for your venture. To reach the next level you can have a look at the tools focusing on leadership in the form of goal setting as well as reflect on your motivators.

121 AND ABOVE

You are a high achieving entrepreneur who sees and acts on opportunities, taking the initiative to be ahead of others. However, as you will already be aware, there is always room for more improvement and development.

ST 2. YOUR BUSINESS IDEA

An entrepreneur can evaluate how effective an opportunity might be by continuously asking himself some important questions, such as: Is the opportunity worth investing in? Is it sufficiently attractive? Are the proposed solutions feasible? Is there any competitive advantage? What are the risks associated with it?

In other words, an entrepreneurial process begins with the idea generation, wherein the entrepreneur identifies and evaluates the business opportunities. The identification and the evaluation of opportunities is a difficult task. An entrepreneur seeks inputs from people around him/her including friends, colleagues, family, professionals, etc. to reach to an optimum business opportunity. Once the opportunity has been decided upon, the next step is to evaluate it.

THE SIX STEPS OF THE IDEA DESIGN PROCESS

ST 1. RESEARCHING IDEA - EXPLORING IDEA

You are in the floor, looking all around you for an idea, an insight. Start considering your passions, abilities, beliefs, dreams and search online other alike projects.

ST 2. SEEKING AN OBTAINED RESOURCES - ASSESSING LIKELY RESOURCES

Make a list of the resources needed to develop your project that you can reach all by yourself. Remember: resources are not just economical ones but are also abilities, skills and equipment.

ST 3. MAKING ARTEFACTS AND EXPERIENCES - EXPERIMENTING AND TESTING

You are in the middle of the process, the central activity of the Idea Design Process. At this stage, you are ready to develop a prototype of the idea.

ST 4. SHOWING TO OTHERS - EVALUATING MEANING AND SHARING

Now read the list with what works and what not you made in Step 3, reflect on what you can improve your business idea and modify. Review your business idea and reply to this question: People you involve in the prototyping phase have understood easily your project?

ST 5. FEEDBACK AND REVIEWS - DIRECTION AND OPPORTUNITIES

You are very close to the top, good work! Collect comments and feedbacks from people involved in the prototyping phase (it could be a textual comment, an image, a video, an interview etc.). Review and write again your business idea. Do not be afraid if your business idea could become completely different from the beginning! You are working hard in order to reach the top, to develop your business idea at the best. Remember that successful ideas can come from mistakes!

ST 6. EXTEND OR FOCUS AND CONFIRM OR CHALLENGE - FAILURE AND SUCCESS

Reflect on the new form of your business idea, list the objectives for the future of the project, and make it visual (a sketch, a mind map, a list of key- words and connections, etc.). Well, let us analyse the following excellent tools to process your idea design!

MIND MAP AND IDEAS GENERATION

TOOL 3 - MIND MAPS AND IDEAS GENERATION

- Mind maps (originally created by Tony Buzan) can help you to quickly write down your thoughts on one piece of paper and are very useful for seeing thoughts and ideas in relation to each other in a simple visual representation. Draw a mind map with you or your business name in the middle. You can use different colours to show different issues.
- For start-ups: You can use this map as a way of showing a landscape of all the issues in your business, current & future.
- For pre-startups: Or if you are looking for business ideas then you can use it to brainstorm your interests, hobbies and skills to see where you might be able to generate a new idea as below.

Drawing their business idea/s as a mind map is a good way to express the complexity and uniqueness of the business. Here are some tips to give to participants. An example mind map is in the mentee pack.

- Use key words, or wherever possible images.
- Start from the centre of the page and work out.
- Make the centre a clear and strong visual image that depicts the general theme of the map.
- Create sub-centres for sub-themes.
- Put key words on lines. This reinforces structure of notes.
- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case.
- Use colour to depict themes, associations and to make things stand out.
- Anything that stands out on the page will stand out in your mind.
- Use pictures or images.
- Use arrows, icons or other visual aids to show links between different elements.
- Do not get stuck in one area. If you dry up in one area, go to another branch.
- Put ideas down as they occur, wherever they fit. Do not judge or hold back.
- Break boundaries. If you run out of space, do not start a new sheet; paste more paper onto the map.
- Opportunities for developing your existing business or generating new business ideas can be created by: T.I.M.E.D

T.I.M.E.D	SUBJECT	PROBLEMS	NEEDS	SOLUTIONS	OPPORTUNITIES
Trend	Languages & babies & childcare	Difficulty in finding courses for babies/ toddlers	Children learning languages early on can provide language proficiency	Providing childcare to young children by bilingual staff	Bilingual nursery
1					
2					
3					
4					

SWOT ANALYSIS

TOOL 4 - SWOT

Analysis

S = STRENGTH

W= WEAKNESS

O = OPPORTUNITIES

T = THREATS

EXPLORE YOUR STRENGTHS

Something many people can relate to when it comes to work is that we often tend to be overly critical of ourselves. Instead, it would be beneficial for you to learn and make the most of your strengths. Most importantly, do not under-estimate them! As well as thinking from your point of view, try and put yourself inside a potential customer's head when thinking about your strong points and attractive skills they might see in you. Avoid false modesty, but also try and be honest and realistic with yourself. Ask friends and family to remind you of any others that they have noticed, or you might not be aware of. Check that you are not forgetting any strength that could be transferred to working for yourself.

EXPLORE YOUR WEAKNESSES

Conversely, look at your weaknesses in an honest manner but remember not to over-estimate them. Many of these could be overcome or reduced in their importance, especially with support from others. Knowing your weaknesses is not necessarily a downfall, it can allow you to avoid and sort issues, which might have arisen if you had not known them.

EXPLORING OPPORTUNITIES

Opportunities for your business idea are out there and you need to be ready to recognise and act on them. They might be something you may have not even considered before. Do not hold back on your hopes or ambitions.

INTERNAL	Strengths: What I'm good at now/ My business' strengths	Weaknesses: What I'm bad at now/ Areas for improving my business
EXTERNAL	Opportunities: What is out there for my business and me?	Threats: What could get in the way of my business success?

Think about all possible opportunities for you and your business - the sky is the limit!

EXPLORING THREATS

Threats are things in the environment or your situation that could be a barrier to working for yourself. These could come in a range of forms, whether it is financial worries, market changes or simply not having the confidence to pursue your idea or take it your business further. Although you do not always have control over these, you do have control over how you deal with them to try and reduce their impact on your plans.

ENTREPRENEURIAL RESILIENCE

TOOL 5 - ENTREPRENEURIAL RESILIENCE QUESTIONNAIRE

Ask participants to complete the questionnaire and to score themselves. Explain the following aspects of resilience as below.

- Aspects of Personal Resilience
- What is resilience?
- Resilience is the personal capacity to cope with adverse events and return to normal life.
- Resilience is also the determination to see something through to its conclusion, even in the face of significant pressures to do something else or give up.

1. SELF-EFFICACY

This involves a high level of self-confidence and a self-belief that one can meet any challenge. Self-efficacy includes the understanding that, while the world is challenging, one has the ability to succeed despite these challenges.

“Life is difficult. This is the great truth, one of the greatest truths—it is a great truth because once we see this truth, we transcend it.” M Scott Peck Quote.

2. PERSONAL VISION

Resilient people know what they believe in and have a clear idea of what they want to accomplish or create in their life. With a personal vision, however blurred this may be, people use this as a guide through life challenges, and provides them with hope for the future.

Hope is seen as something that reflects people’s motivation and capacity to strive toward personally relevant goals. Research shows that hopeful individuals enjoy many benefits not experienced by their low-hope counterparts including superior academic achievement, psychological adjustment, and physical health.

3. FLEXIBLE AND ADAPTABLE

Being adaptable and flexible enables people to respond flexibly to unknown challenges by seeking out ways of overcoming events, and being able to adapt to the new reality. This reduces the impact of rigidity in the face of a constantly changing environment. Being flexible and adaptable consistently tops the charts of the type of qualities that employers are most looking for in staff.

4. ORGANISED

Creating a structured approach to tasks that need completing add to individual ability to maintain personal control in the face of a seemingly chaotic existence, or uncontrollable external events.

5. PROBLEM SOLVING

The ability to resolve problems enables people to find causes and solutions to adverse events that impinge on daily life. Those who train themselves to enjoy problem solving will enjoy the challenge that adverse events present.

If you can enjoy solving problems the way a child learns how to solve problems like working out which shapes go into what shape holes in the shape box as we have seen toddlers get to grips with, then you can develop an enjoyment of the process of solving problems rather than just moving instantly into frustration that there is a problem. You're more likely this way to develop strengths and strategies for future challenges.

6. INTERPERSONAL INTERACTION

A key dimension of resilience is an individual's ability to understand and empathise with others. Resilient people demonstrate the competencies of emotional intelligence: a high level of self and social awareness and the ability to use this awareness to effectively manage themselves and their relationships with others.

“Success is strongly influenced by personal qualities such as perseverance, self-control, and skill in getting along with others” – components of Emotional Intelligence.

7. SOCIAL CONNECTIONS

This dimension involves the quality of personal and professional relationships. Resilient people have a strong relationship with selected friends with whom they share ideas, problems, solutions, frustrations, hopes, and so forth.

You need to build your network with the right people.

8. ACTIVE

Resilient people actively engage in change. Faced with adverse events, resilient people will be assertive in stating their contribution to the changing situation and will maintain personal control through their assertiveness and maintenance of self-efficacy. You need to take an active role in change – even if you feel it is an unwelcome change – you have more chance to control and influence outcomes if you take an active role in being part of any change that happens to you.

Please read the statements below, and using the scale (5 is strongly agree; 3 is neutral; 1 is strongly disagree) indicate how the statement applies to your perception of yourself.

		1	2	3	4	5
1	I have the knowledge and skills and experience to deal with almost anything that happens to me					
2	I know what's important to me					
3	I approach new situations with an open mind					
4	When faced with new challenges, I am able to take control of the situation					
5	When I have a problem, I take time to define the problem before deciding what to do					
6	I have the capacity to laugh at myself					
7	I have a diverse network of good friends					
8	I view change as an opportunity					
9	I am able to think positively about myself when faced with challenges					
10	When I look back I can see some clear patterns in my life about the types of choices I have made					
11	I am able to adjust to changes					
12	I start each day by working out what needs to be achieved during the day, and I end the day by reviewing what has been achieved, and what needs to be achieved on the next day					
31	I regularly participate with friends in social activities where I can relax					
32	I believe my own decisions and actions during periods of change will determine how I am affected by the change					

		1	2	3	4	5
15	I find it easy to form lasting relationships and friendships					
16	When an unwelcome change involves me I can usually find a way to make the change benefit myself					
17	When I face difficult challenges I can maintain confidence in my own ability to overcome the challenges					
18	I know what I want to achieve at work and in life					
19	I can easily find ways of satisfying my own and other peoples' needs during times of change and conflict					
20	I keep a 'to do' list, and use it every day					
21	I try to find the cause of a problem before trying to solve					
22	During stressful and challenging times I can maintain effective relationships with those involved					
23	I share the frustrations in life, as well as the successes, with my friends					
24	I am able to focus my energy on how to make the best of any situation					
25	When I face challenges I look to myself to find ways of rising to the challenge					
26	I know what I need to do to achieve my ideas for personal and professional achievement					
27	I am able to accommodate other people's needs whilst focusing on achieving my own ambitions					
28	When I am uncertain about what to do I write down the choices and my thoughts about them					
29	When I solve problems I identify the links between the problems and other issues that may be around					

		1	2	3	4	5
30	I value the diverse experiences, skills and knowledge that others have in their interactions with me					
31	I regularly participate with friends in social activities where I can relax					
32	I believe my own decisions and actions during periods of change will determine how I am affected by the change					

MOTIVATORS TO START UP

TOOL 6 - WHAT ARE YOUR MOTIVATORS TO START UP AND WORK FOR YOURSELF?

Ask participants to make a list of all the things that they need to do today/over the next few days. Then ask them to write down in a list next to it, realistically how many are really going to get done, and how many are going to be pushed back with the classic “I’ll do it tomorrow”. Ask participants to complete the chart of their extrinsic and intrinsic motivators for being self-employed. Do they have a balance of both types to allow them to start up or keep growing their business?

INTRINSIC & EXTRINSIC MOTIVATIONS

If time allows encourage discussion – Was it easy/hard to think of what motivates you? Did the chart turn out how you expected it to? If no, why not? Do you think knowing what drives you will help you to work in a better, more efficient way?

EXTRINSIC/OUTSIDE	INTRINSIC/INSIDE
Money or other rewards	Happiness and enjoyment
Doing something to please someone else or because they’ve asked you to do it	Personal goals, values, and morals
Winning a business award	Eagerness to learn

GOAL SETTING

TOOL 7 - GOAL SETTING

As mentor, you should ask if the group knows the difference between urgent and important – allow for 2 or 3 min discussion in pairs and then ask for feedback. It is important for participants to look at their list and work out which items are urgent and which are important so they can then begin to make some items more of a priority. Ask participants to put the items in their list under which heading they think they fall under and then compare with those nearby. Do not forget that your actions/objectives need to be SMART.

Specific – Objectives should specify what they want to achieve, as oppose to something vague and non-descript.

Measurable – You should be able to measure whether you are meeting the objectives or not.

Achievable - Are the objectives you set, achievable and attainable?

Realistic – Can you realistically achieve the objectives with the resources you have?

Time – When do you want to achieve the set objectives?

Aiming high is crucial for goal setting. Setting specific, difficult goals results in better performance than setting specific easy goals, unclear goals such as “do your best,” or no goals at all; this is strongly supported by research (eg. Locke & Latham, 1990). Goals which are set too low become issues in a variety of manners. First, you are limiting yourself and your potential from the start, and adding more barriers to your business than the ones you may already face. Even if the end goal seems unobtainable, striving for that may take you a little bit further than you would have gone otherwise. However, it is also important to allow yourself some forgiveness when setting ambitious goals. Continually failing to meet the exact high goal can lead to stress and feelings of demoralisation so allow room for error. Participants can be led through the information on setting goals before choosing 3 goals to work on. Remind participants of the SMART methodology when setting goals and make sure they are clear of the breakdown of tasks in order to achieve each goal.

TOOL 8 - JUST FOR FUN: QUICK QUIZ – ARE YOU READY TO WORK FOR YOURSELF?

Remind participants that this is just a quick fun quiz about starting up in business but they can complete it in order to start thinking about their answers to the questions and how ready they feel to start up. Encourage all participants that regardless of their final score, they can still think about starting up in business but may need more support to plan and gain business advice in order to feel more ready.

			SCORE
1	Do you want independence, to be your own boss and have no one to answer to but yourself (and your customers)?	YES NO	
2	Do you want to have flexible working hours?	YES NO	
3	Do you enjoy making decisions?	YES NO	
4	Do you enjoy thinking creatively about problems?	YES NO	
5	Are you able to spot gaps in the market?	YES NO	
6	Are you the type of person who is always finding or creating opportunities?	YES NO	
7	When you have a good idea or notice an opportunity, do you do something about it?	YES NO	
8	Do you like change and look forward to it?	YES NO	
9	Do you like to constantly improve things?	YES NO	
10	Have you ever worked in a business like the one you want to start? Do you have previous experience in this area?	YES NO	
11	Do you enjoy selling things and negotiating?	YES NO	
12	Do you have the support of your partner or family and friends?	YES NO	
13	Are you able to stay enthusiastic by yourself even when the going gets tough?	YES NO	
14	Are you organized enough to manage your tasks and prioritize your time? (Remember, no one is watching!)	YES NO	
15	Are you self-disciplined? Do you finish what you start?	YES NO	
		TOTAL	

TOOL 9 - MAPPING YOUR GOALS

To support participants with the important skills of both understanding and planning out their business goals it is useful to use a visual exercise such as this. Collect a range of newspapers and images, colourful pens and post-its. Ask participants to draw a date, which is one year from now in the middle of a large piece of paper, and then divide the paper into 5 different areas: relationships, health, finances, career/business personal/professional development. Next, ask participants to write down one goal per area, which they want to achieve by the date in the middle. Once they have decided their key goals for the next year (1 per area) they can then find pictures or draw images that represent the goal and how it will feel when they achieve it. Participants can describe their goal map to the others in the Circle and take it home to put it somewhere where it can inspire them on their journey to success!

STEP 3 - YOUR IDEA PROTOTYPE & START OFF

At this stage, you are ready to develop a prototype of your business idea.

- If your business idea is a product, realise it in a small size and/or with cheap materials.
- If your business idea is a service, realise it with friends and/or in family.
Make some pictures or a video as an evidence of the experience.
- Make a list about what works and what not about the product/service and the experience from the customers' point of view.
- Make a second list with competencies and skills you felt in confidence or not (based on the experience).

Some little tips to prototype your idea...

- If your project provides or sells products: it could be useful to see it and touch it.
So try to create a sample by using any kind of material (paper, plastic and so on).
- If your project is something related to events, festivals. try to create a storyboard, a video, a drawing by any kind of business tools to visualize it.

Sharing your idea is important!

Getting feedback from others and talking about your project with others makes the difference. Don't be worried to share your idea with others as more suggestions will light up your mind!"

STEP 4 - YOUR BUSINESS MODEL

It is time to let your project turn into a real and feasible project! The best tool that really works for entrepreneurs is the Business Model canvas, which is "a strategic management and entrepreneurial tool. It allows you to describe, design, challenge, invent, and pivot your business model". The Business model Canvas is a strategic management and lean startup template for developing new or documenting existing business models. It is having a great success in the world to help enterprises for their growth.

The following video will help you to understand the basics of the Business Model Canvas: Business Model Canvas Explained <https://www.youtube.com/watch?v=QoAOzMTLP5s>. A business model is not something you build from the ground up. To define yours, first ask yourself the following questions:

- Who is your target customer?
- What customer problem or challenge do you solve?
- What value do you deliver?
- How will you reach, acquire, and keep customers?
- How will you define and differentiate your offering?
- How will you generate revenue?
- What is your cost structure?
- What is your profit margin?

HOW TO USE IT

Three different ways to work with the Canvas

You can start from any of the 9 themes in the blocks of the Canvas by answering all questions and going back to them if you need more time.

TOOL 14 - 3 YEARS FROM NOW?...

Following on from the Clover exercise ask participants to complete the table, which looks at the areas on the clover and adds an extra area of ‘my business’ for them to think about where they want to be in each of the areas in 3 years’ time. Once participants have the ability to project into the future and imagine what they want to have achieved or be feeling like in the future then they can have the opportunity to connect today with the changes they need to make in order for these future dreams to come true!

WHERE I WANT TO BE 3 YEARS FROM NOW?	
PERSONAL	
FAMILY	
SOCIAL	
MY BUSINESS	

CLOSING THE SESSIONS

- Ask people to summarise their actions and comment on any learning for the session.
- Ask participants to score themselves on the soft skills form and analyse their changes since the first session using the “The skills profile” (Tool 1) form.
- Explain any arrangements for encouraging group members to hold one another to account. You may decide to ask people to allocate a ‘chasing buddy’ to their left around the table. This person chases them up, asks about progress and generally checks informally on their success in between meetings. This can also help to build relationships more strongly within the group.
- Ensure everyone has the date of the next meeting diarised and has venue information.
- Confirm any action you will take e.g. e-mailing the agreed ground rules.
- Close the session by asking people to complete the relevant evaluation form.

CLOSING THE FINAL MEETING

- Ask people to summarise their actions and comment on any learning for the session.
- Close the session by asking people to complete the relevant evaluation form and a final outcomes form.
- Confirm any arrangements for continuance or informal networking outside of the group.
- Discuss sustainability plans for the group

Some little tips to prototype your idea...

- If your project provides or sells products: it could be useful to see it and touch it. So try to create a sample by using any kind of material (paper, plastic and so on).
- If your project is something related to events, festivals. try to create a storyboard, a video, a drawing by any kind of business tools to visualize it.

Sharing your idea is important!

Getting feedback from others and talking about your project with others makes the difference. Don't be worried to share your idea with others as more suggestions will light up your mind!”

WHAT ARE THE CHALLENGES OF MENTORING ADULT UNEMPLOYED PEOPLE?

Well, the first critical issue is obviously related to your mentee's personal and professional background, which can surely effect the success of the mentorship relationship and consequently of

the entire mentoring process. As you will mentor adult unemployed people, it is essential for you as mentor to analyse your mentees' main:

PASSIONS (related to personal human as well as professional attitudes)

FEARS (such as the willing to enter the labour market, therefore to get back in the game again as quickly as possible against the fearful awareness that to do that might be highly complicated or the fear not to be able to work again)

PROBLEMS (for example their restricted capacities to use technologies and social media, personal impediments related to their family or other, etc.)

By carrying out such analysis, you will:

- help your mentees to identify personal and social barriers that prevent them from gaining employment
- share and develop social and interactive skills
- help your mentees meet or overcome these barriers and look at ways to move forward, building on their positive qualities
- endeavour emotional support and increase self-guided behavior.

ANNEXES

ANNEX

1. MENTORING AGREEMENT

The purpose of this agreement is to inform both the Mentee and the Mentor of the nature of the mentoring relationship. The Mentoring Agreement is entered into by (Insert Name) the Mentee, and (Insert name) the Mentor, as a completely informal and voluntary arrangement. For this agreement to be of value to both Mentor and Mentee, both parties agree to be open and honest during the relationship. It is recognised by both the Mentor and Mentee that each must contribute and respond responsibly and appropriately for the relationship to prosper and be effective.

At the first time of contact, agreed boundaries of the relationship will be set by the Mentor and Mentee especially in relation to:

- The scope of the relationship – what is and is not within the boundaries that can be discussed
- Methods of, means of, and times of communication are agreed
- How to judge when the objectives of the relationship have been met, thereby dissolving the relationship
- How feedback to each party will be affected
- Issues of professional conduct
- It is Agreed and Accepted That the Mentor will:
 - Not financially exploit the mentee
 - Not give advice or opinion on matters they have neither qualifications in or experience in – if these circumstances arise the mentor will seek the help of an appropriately qualified or experienced mentor
 - Will act and advise the mentee aiming to satisfy the needs/requirements of the mentee
 - Will limit the relationship to the agreed boundaries agreed at the beginning of the relationship
 - Will have the right to be directive instead of guiding if in the professional opinion consequences of the matter under discussion may give serious concerns for the safety of others, or may give rise to situations of serious and imminent danger
 - Will respect any personal and business confidentiality asked by the mentee as long as this does not pose risk of injury or danger to individuals
- Have the right to withdraw from the relationship at any time, especially if:
 - The mentee consistently assumes unnecessarily unrealistic expectations
 - The mentee consistently behaves outside of the limits initially set without re-negotiation
 - The mentee continually fails to communicate with the mentor have implications
 - If circumstances or situations arise in relation to point 6 above.
 - If, in the professional opinion of the mentor, consequences of the relationship may prejudice or affect their professional standing, ethics or integrity
 - It is Agreed and Accepted That the Mentee will:

- Act in accordance with the Professional Code of Conduct that governs how IOSH members act and behave
- Will limit (unless previously agreed or re-negotiated) the advice being sought to that agreed between the mentor and the mentee
- Will act and make decisions based upon advice or suggestions offered by the mentor
- Not make unreasonable demands or harbour unreasonable expectation of the mentor
- Use contact methods and contact times agreed with the mentor
- Respect the mentors time
- Be truthful open and honest
- The mentee can end the mentoring relationship at any time, especially if:
 - The behaviour and demands of the mentor are felt to be unreasonable
 - The mentor fails to communicate with the mentee
 - The goals and objectives of the relationship are met
 - The Mentor and the Mentee agree to give SHPF feedback upon the process of the mentoring scheme for the purpose of continual improvement.

If in the unlikely event of any dissatisfaction either the Mentee or the Mentor can feedback to SHPF at any time their grievance.

ANNEX

2. 100 MOTIVATIONAL QUOTES THAT WILL INSPIRE YOU TO BE SUCCESSFUL

1. If you want to achieve greatness stop asking for permission. **Anonymous**
2. Things work out best for those who make the best of how things work out. **John Wooden**
3. To live a creative life, we must lose our fear of being wrong. **Anonymous**
4. If you are not willing to risk the usual you will have to settle for the ordinary. **Jim Rohn**
5. Trust because you are willing to accept the risk, not because it's safe or certain. **Anonymous**
6. Take up one idea. Make that one idea your life - think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success. **Swami Vivekananda**
7. All our dreams can come true if we have the courage to pursue them. **Walt Disney**
8. Good things come to people who wait, but better things come to those who go out and get them. **Anonymous**
9. If you do what you always did, you will get what you always got. **Anonymous**
10. Success is walking from failure to failure with no loss of enthusiasm. **Winston Churchill**
11. Just when the caterpillar thought the world was ending, he turned into a butterfly. **Proverb**
12. Successful entrepreneurs are givers and not takers of positive energy. **Anonymous**
13. Whenever you see a successful person you only see the public glories, never the private sacrifices to reach them. **Vaibhav Shah**
14. Opportunities don't happen, you create them. **Chris Grosser**
15. Try not to become a person of success, but rather try to become a person of value. **Albert Einstein**
16. Great minds discuss ideas; average minds discuss events; small minds discuss people. **Eleanor Roosevelt**
17. I have not failed. I've just found 10,000 ways that won't work. **Thomas A. Edison**
18. If you don't value your time, neither will others. Stop giving away your time and talents- start charging for it. **Kim Garst**
19. A successful man is one who can lay a firm foundation with the bricks others have thrown at him. **David Brinkley**
20. No one can make you feel inferior without your consent. **Eleanor Roosevelt**
21. The whole secret of a successful life is to find out what is one's destiny to do, and then do it. **Henry Ford**
22. If you're going through hell keep going. **Winston Churchill**
23. The ones who are crazy enough to think they can change the world, are the ones that do. **Anonymous**
24. Don't raise your voice, improve your argument. **Anonymous**
25. What seems to us as bitter trials are often blessings in disguise. **Oscar Wilde**

26. The meaning of life is to find your gift. The purpose of life is to give it away. **Anonymous**
27. The distance between insanity and genius is measured only by success. **Bruce Feirstein**
28. When you stop chasing the wrong things you give the right things a chance to catch you. **Lolly Daskal**
29. Don't be afraid to give up the good to go for the great. **John D. Rockefeller**
30. No masterpiece was ever created by a lazy artist. **Anonymous**
31. Happiness is a butterfly, which when pursued, is always beyond your grasp, but which, if you will sit down quietly, may alight upon you. **Nathaniel Hawthorne**
32. If you can't explain it simply, you don't understand it well enough. **Albert Einstein**
33. Blessed are those who can give without remembering and take without forgetting. **Anonymous**
34. Do one thing every day that scares you. **Anonymous**
35. What's the point of being alive if you don't at least try to do something remarkable. **Anonymous**
36. Life is not about finding yourself. Life is about creating yourself. **Lolly Daskal**
37. Nothing in the world is more common than unsuccessful people with talent. **Anonymous**
38. Knowledge is being aware of what you can do. Wisdom is knowing when not to do it. **Anonymous**
39. Your problem isn't the problem. Your reaction is the problem. **Anonymous**
40. You can do anything, but not everything. **Anonymous**
41. Innovation distinguishes between a leader and a follower. **Steve Jobs**
42. There are two types of people who will tell you that you cannot make a difference in this world: those who are afraid to try and those who are afraid you will succeed. **Ray Goforth**
43. Thinking should become your capital asset, no matter whatever ups and downs you come across in your life. **Dr. APJ Kalam**
44. I find that the harder I work, the more luck I seem to have. **Thomas Jefferson**
45. The starting point of all achievement is desire. **Napolean Hill**
46. Success is the sum of small efforts, repeated day-in and day-out. **Robert Collier**
47. If you want to achieve excellence, you can get there today. As of this second, quit doing less-than-excellent work. **Thomas J. Watson**
48. All progress takes place outside the comfort zone. **Michael John Bobak**
49. You may only succeed if you desire succeeding; you may only fail if you do not mind failing. **Philippos**
50. Courage is resistance to fear, mastery of fear - not absence of fear. **Mark Twain**
51. Only put off until tomorrow what you are willing to die having left undone. **Pablo Picasso**
52. People often say that motivation doesn't last. Well, neither does bathing - that's why we recommend it daily. **Zig Ziglar**

53. We become what we think about most of the time, and that's the strangest secret. **Earl Nightingale**
54. The only place where success comes before work is in the dictionary. **Vidal Sassoon**
55. The best reason to start an organization is to make meaning; to create a product or service to make the world a better place. **Guy Kawasaki**
56. I find that when you have a real interest in life and a curious life, that sleep is not the most important thing. **Martha Stewart**
57. It's not what you look at that matters, it's what you see. **Anonymous**
58. The road to success and the road to failure are almost exactly the same. **Colin R. Davis**
59. The function of leadership is to produce more leaders, not more followers. **Ralph Nader**
60. Success is liking yourself, liking what you do, and liking how you do it. **Maya Angelou**
61. As we look ahead into the next century, leaders will be those who empower others. **Bill Gates**
62. A real entrepreneur is somebody who has no safety net underneath them. **Henry Kravis**
63. The first step toward success is taken when you refuse to be a captive of the environment in which you first find yourself. **Mark Caine**
64. People who succeed have momentum. The more they succeed, the more they want to succeed, and the more they find a way to succeed. Similarly, when someone is failing, the tendency is to get on a downward spiral that can even become a self-fulfilling prophecy. **Tony Robbins**
65. When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid. **Audre Lorde**
66. Whenever you find yourself on the side of the majority, it is time to pause and reflect. ~Mark Twain
67. The successful warrior is the average man, with laser-like focus. **Bruce Lee**
68. Take up one idea. Make that one idea your life — think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success. **Swami Vivekananda**
69. Develop success from failures. Discouragement and failure are two of the surest stepping stones to success. **Dale Carnegie**
70. If you don't design your own life plan, chances are you'll fall into someone else's plan. And guess what they have planned for you? Not much. **Jim Rohn**
71. If you genuinely want something, don't wait for it — teach yourself to be impatient. **Gurbaksh Chahal**
72. Don't let the fear of losing be greater than the excitement of winning. **Robert Kiyosaki**
73. If you want to make a permanent change, stop focusing on the size of your problems and start focusing on the size of you! **T. Harv Eker**
74. You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something - your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the

- difference in my life. **Steve Jobs**
75. Successful people do what unsuccessful people are not willing to do. Don't wish it were easier, wish you were better. **Jim Rohn**
76. The number one reason people fail in life is because they listen to their friends, family, and neighbors. **Napoleon Hill**
77. The reason most people never reach their goals is that they don't define them, or ever seriously consider them as believable or achievable. Winners can tell you where they are going, what they plan to do along the way, and who will be sharing the adventure with them. **Denis Watiley**
78. In my experience, there is only one motivation, and that is desire. No reasons or principle contain it or stand against it. **Jane Smiley**
79. Success does not consist in never making mistakes but in never making the same one a second time. **George Bernard Shaw**
80. I don't want to get to the end of my life and find that I lived just the length of it. I want to have lived the width of it as well. **Diane Ackerman**
81. You must expect great things of yourself before you can do them. **Michael Jordan**
82. Motivation is what gets you started. Habit is what keeps you going. **Jim Ryun**
83. People rarely succeed unless they have fun in what they are doing. **Dale Carnegie**
84. There is no chance, no destiny, no fate, that can hinder or control the firm resolve of a determined soul. **Ella Wheeler Wilcox**
85. Our greatest fear should not be of failure but of succeeding at things in life that don't really matter. **Francis Chan**
86. You've got to get up every morning with determination if you're going to go to bed with satisfaction. **George Lorimer**
87. To be successful you must accept all challenges that come your way. You can't just accept the ones you like. **Mike Gafka**
88. Success is...knowing your purpose in life, growing to reach your maximum potential, and sowing seeds that benefit others. **John C. Maxwell**
89. Be miserable. Or motivate yourself. Whatever has to be done, it's always your choice. **Wayne Dyer**
90. To accomplish great things, we must not only act, but also dream, not only plan, but also believe. **Anatole France**
91. Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no help at all. **Dale Carnegie**
92. You measure the size of the accomplishment by the obstacles you had to overcome to reach your goals. **Booker T. Washington**
93. Real difficulties can be overcome; it is only the imaginary ones that are unconquerable. **Theodore N. Vail**

94. It is better to fail in originality than to succeed in imitation. **Herman Melville**
95. Fortune sides with him who dares. **Virgil**
96. Little minds are tamed and subdued by misfortune; but great minds rise above it. **Washington Irving**
97. Failure is the condiment that gives success its flavor. **Truman Capote**
98. Don't let what you cannot do interfere with what you can do. **John R. Wooden**
99. You may have to fight a battle more than once to win it. **Margaret Thatcher**
100. A man can be as great as he wants to be. If you believe in yourself and have the courage, the determination, the dedication, the competitive drive and if you are willing to sacrifice the little things in life and pay the price for the things that are worthwhile, it can be done. **Vince Lombardi**

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