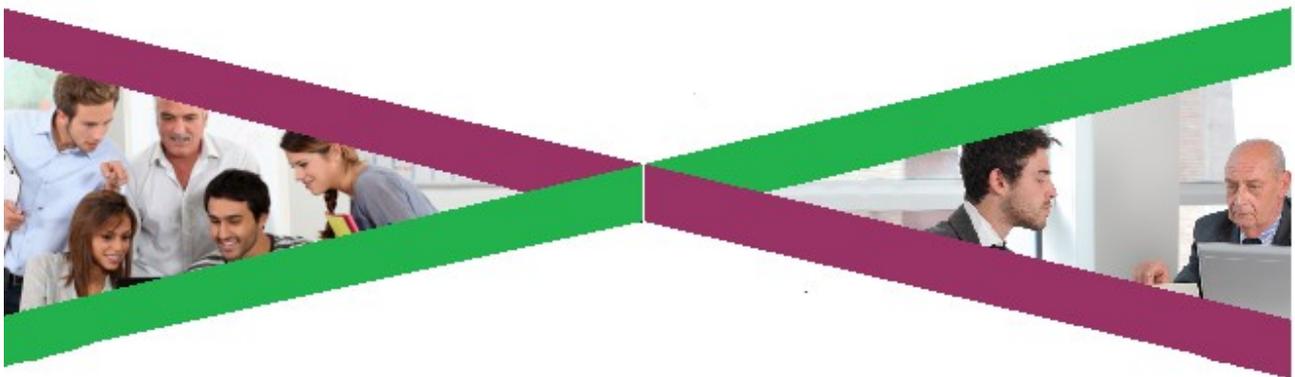## IntGen

Intergeneration Mentoring

for Entrepreneurs

TEACHER GUIDE

For

Mentor Training Course

(This guide is intended for teachers of the current INTGEN Mentoring Program.
It can also be used by organizations who wish to run
Mentoring Training for Entrepreneurship)

CONTENTS TABLE

TEACHER GUIDE
for
Mentor Training Course

1. MENTOR

It is important that you understand the role of a mentor, as opposed to the role of a coach, before you can plan the mentoring training in your organisation; the skills of a mentor also need to be understood and the method of selection of candidates for the training should be considered.

These aspects apply to any mentoring training; in particular this Teacher Guide is related to the INTGEN (Intergenerational Mentoring for Entrepreneurs) course, created specially for the INTGEN Project.

The INTGEN project has a common curriculum for the Mentor Training course; however, local partner needs and differences were taken into account with the planning/timing of the training.

The common curriculum includes the following:

- Differences between mentoring and coaching
- Mentoring techniques (for example 'active listening', values, questioning)
- Entrepreneurship skills overview
- Establishing a relationship between Mentor and Mentee; trust and confidence
- Business 'savvy'
- The entrepreneurial mindset
- Involvement of entrepreneurs as exemplar

Three course structure examples are in Annex I – Spain, UK and Greece.

Before planning the course and how it will be delivered, read the following pages and the learning resources available to aid your understanding beforehand. Assessment examples are also available as Annex II.

Partners in the INTGEN project received Mentor Teacher Training as part of the project. Teachers wishing to deliver this program should ensure they have the correct skillset to deliver the training course detailed here.

1.1.   What is a Mentor?

A mentor is a person who shares their knowledge, experience and expertise to facilitate and inspire the mentees development.

In the INTGEN project the Mentor will be trained with an emphasis on entrepreneurship.

1.2.   Role of the Mentor

To be a good mentor you must have experience relevant to the mentee's situation. This can be a technical experience, management experience or life experience.

Mentoring is transferring information, competence and experience to mentees, to build confidence by using a structured plan.

1.3.   Mentoring competencies – learning outcomes

The qualified Mentor must be able to:

1.   Demonstrate the role of the mentor
2.   Establish and maintain trust and confidence with the Mentee
3.   Structure the process, keep focus and reframe
4.   Communicate effectively
5.   Be business savvy
6.   Deliver a range of business development tools
7.   Utilise regional and support networks

1.4.   Mentoring vs Coaching

Coaching and mentoring use the same skills and approach but coaching is short term task-based and mentoring is a longer term relationship.

Coaching: Coaching targets high performance and improvement at work, usually focusing on specific skills and goals, although it may also have an impact on an individual's personal attributes (such as social interaction or confidence). The process

typically lasts for a relatively short, defined period of time, or forms the basis of an on-going management style.

Mentoring: Mentoring involves the use of the same models and skills of questioning, listening, clarifying and reframing associated with coaching. Traditionally, however, mentoring in the workplace has tended to describe a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff. One key distinction is that mentoring relationships tend to be longer term than coaching arrangements.

(Coaching and Mentoring Resource Summary. http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx)

The main differences between mentoring and coaching are the following:

Mentoring

Is relationship oriented
Ongoing relationship that can last for a long period of time
Mentoring resolves more around developing the mentee professional
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles
Focus is on career and personal development
More long-term and takes a broader view of the person
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support

Coaching

Is task oriented
Relationship which generally has a set duration
Coaching revolves more around specific development areas/issues
The agenda is focused on achieving specific, immediate goals
Focus is generally on development/issues at work
Short-term (sometimes time-bounded) and focused on specific development areas/issues
Generally more structured in nature and meetings are scheduled on a regular basis

2.   THE ROLE OF THE TEACHER IN DELIVERY OF MENTOR TRAINING

The teacher/trainer of the mentor training course must have a passion for teaching, characterized by open spirit, confidence, flexibility and responsibility and inspire the learners. He or she must know how to listen, to develop and promote new ideas, act according students and provide incentives for action.

Since the mentors will be trained to undertake the transfer of know-how and the development of entrepreneurship spirit to people who are interested in entrepreneurship, the teacher/trainer of the mentors should seek to cover issues concerning both the techniques of mentoring, as well as the creation of start-ups, focusing on experiences from real life. The reference to business character issues have a significant role during the mentor training course, as they must be able to approach the prospective mentors in a way so they can realize the importance of coupling the mentoring with entrepreneurship.

The teacher should follow a flexible and adaptable training course, following the interdisciplinary learning based on using innovative and interactive material and training techniques (e.g. videos, case studies, role playing, exercises, games etc). There must be emphasis on group processes and the interactions, allowing the diversity of opinions, answers and solutions.

It is important that the teacher of the mentor training course is more open and less someone who teaches. The emphasis on personalized learning mechanisms and the development of personal skills are important elements of the education.

Key points to be considered are the following:

⟩   Training people to become entrepreneurship mentors goes beyond the preparation on how to become a mentor. The goal is the simultaneous development of attitudes, skills and knowledge that will allow the future mentors to transfer their expertise and experience to future mentees and they will guide them to transform successfully their idea into practice.

⟩   The teachers themselves cannot teach mentoring if they have not attended the appropriate courses or they have not done mentoring.

⟩   The skills that the teachers must have require the ability to activate course participants (mentors), and methods to unleash their creativity and innovation.

⟩   The desirable skills and competencies of the mentors can be acquired or created primarily with practical learning experiences based on real life.

3.   AIMS OF THE MENTOR'S EDUCATION

The significance of the role of the mentor relationship emphasizes the need for training and preparation of mentors, as well as to provide sufficient time to perform their role. The mentors do not possess automatically the skills they need to support an individual effectively; as a result it is necessary to develop a mentor relationship culture, where mentors are learning new skills and learning how to collaborate with other mentors to improve the teaching and practices.

The mentor's education and training is especially important, as the expectations for the mentor relationship extend beyond the provision of emotional support, and include the effective support and direction of individual to the development of the individual's entrepreneurship and/or mindset.

Mentors therefore need training on:

- Communication techniques for the development of an effective cooperation with the mentee,
- the objectives of a business development plan,
- the development stages of a business idea,
- the concerns and the needs of people who are interested in entrepreneurship,
- behavioural observation, the reflection of data and the development of self-esteem and self-sufficiency of the mentee.

Mentors will also benefit from training on how to discuss issues of the entrepreneurship program with their mentees that participate in the project to provide diagnostic and constructive feedback and help mentees to set their own goals.

It is important for the success of the mentor training course that a Code of Practice is introduced, which will be helpful both for the teachers/trainers and the mentors. This Code of Practice must be agreed between the two parties from the first meeting, in order to be achieved a strong and successful relationship between the teachers/trainers and the mentors. The Code of Practice should be used by the mentors during the sessions that they will have with the mentees.

(Annex III is the Code of Practice for the INTGEN Mentoring Relationship – used as an example)

4.   PLANNING OF MENTOR TRAINING COURSE IN YOUR ORGANISATION

The importance of researching the educational needs of the target group was taken into account for the INTGEN mentor training program.

The example curricula (Annex I) describes the full content of the course; the learning resources are available via the INTGEN project website (www.intgen-eu.com) or by contacting on of the project partners.

In order to deliver the training course, the teacher/planner is expected to:

> Plan the training and timetable
> Select appropriate learning resources from those available
> Edit the educational content as necessary
> Mentor (learner) selection processes
> Assessment methods

4.1. Mentor selection process

For planning the course by the teacher/trainer and the selection of suitable content, clear understanding of the skills and the process is necessary.

> During the process of selection, potential mentors (learners) complete a self-assessment, in which is captured their own opinion concerning their level of knowledge, abilities and skills. The study of self-assessments gives significant data to the teacher for pinpointing the educational needs of the group and the individual's potential suitability as a mentor. In addition, during the selection process, interviews should be performed with potential mentors.

> Personal communication between teacher and learners before the mentor training course is important and it is suggested that the teacher contacts the participants before course commencement, in order to identify those elements that demand greater attention during the mentor training.

4.2. Determination and organization of teaching course's content.

The mentor training course will be divided into specific sessions, which will be characterized by sequencing in order to meet the educational needs of learners and the overall educational goals of the program.

The establishment and the organization of the courses is an integral part of the design process. To ensure the successful division of a programme into the sessions, timings and resources required, the teachers should have very good knowledge of the subject.

4.3. Selection of educational techniques

The training techniques consist of all the activities that help the teacher to achieve the individual goals of the program. This entrepreneurial mentoring program recommends active participation of learners (mentors);   sessions should be planned with demonstration, collaboration and activities rather than the teacher 'telling' the learners.

The educational techniques that the teacher can be use are the followings:

- Brain storming
- Working in groups
- Role play
- Simulation
- Case study
- Demonstration (including videos)

4.4. Edit the educational content

The teacher must plan and compose the training program by describing the following:

- **Course Title.** The title of the mentor training course should define its content, by giving a clear picture to the learners for the course which they will attend.

- **Aim of Course. A** brief description of the basic purpose of the course, in order for the assessment, its evaluation and to draw conclusions about the success or failure of its implementation.

- **General Objectives.**
- **Teaching and Learning Activities.**
- **Basic Skills requirements.**
- **Session – dates and timing.**
- **Learning Outcomes of each session.**

> **Activities for participants.** The teacher must record the educational methods and techniques that will be applied in each session, in order to be able to motivate, encourage and empower the learners.

> **Resources.** Choice, preparation and recording of the teaching materials to be used in each session (presentations, learning material, videos, case studies, exercises etc)

(In Annex I there are tables with suggested mentor training courses)

4.5. Availability of learning resources

During the mentor training course all the educational resources should be available to learners (potential mentors) by one of the following ways (each teacher will choose his way according to their preference):

> CD or memory stick for each learner

> Upload the resources in suitable formulated web user interface, such as a virtual learning environment (VLE) in which each learner would be able to enter by their own password.

> Hard copies when reproduction is feasible

4.6. Assessment

The assessment of mentoring training course includes:

1. **Learner(mentor) self-assessment .**

    The learner's assessment is done in two steps:

    > **1st step:** Before the commencement of the mentor training course - learners fill in the self-assessment, in order to determine their skills which they believe they have before the course.

    > **2nd step:** After the end of training course - learners fill in the self-assessment in order to determine possible improvements in the level of their skills after the course. Additionally, after the end of mentor training course, learners would evaluate the course in order to identify the level of satisfaction through the implemented process and the themed issues that developed during education.

2. **The assessment done by teacher/trainer.**

    The assessment by the teacher/trainer is done after the end of mentor training course and occurs:

> Evaluation of the potential mentors.

> Evaluation/report of educational process and its results.

Following the mentor training course, the following assessments are available for teacher review:

1. Self-assessment (learners/potential mentors)

2. Evaluation of the course (learners/potential mentors)

3. Evaluation of the potential mentors (teacher/trainer)

4. Evaluation/report of educational process and its results

All teachers should make use of common assessment forms, in order to be able to conduct of a total final report with the results of mentor training courses which have been implemented in all partner's countries.

(In Annex II you can find the assessment forms)

ANNEX I

SUGGESTED MENTOR TRAINING COURSE FROM SPAIN

Course Title: INTGEN Entrepreneurs Course – Creativity, Innovation and Business	
Aim of the course	Mentor training
Objectives:	Improve the quality of mentoring in cross-generational entrepreneurship
Initial and Self-Assessment:	Self assessment prior and subsequent to the course

Dates/Time	Session Topic or Aim – Learning Outcomes
1	Introduction to the IINTGEN project Introducing the participants
2	Define concept of cross-generational mentoring
3	Business ideas and the importance of entrepreneurship
4	Launching the business
5	Market research
6	Marketing mix

Date/ Session No	Objectives Specific – Measurable – Achievable- Realistic-Time Based	Activity for Participants/ Resources needed	Assessment

	Session Topic		
1 (2 h)	**-Introduction to the Intgen project** • Presentation and goals • What is cross-generational entrepreneurship? **-Introduction to the project and the participants** **-Mentoring** • **What do we understand by mentoring?** • **Mentoring in the Intgen project** • **Profile and competences of the mentor** • **Relevant communication skills** Active listening, assertiveness, empathy, multidisciplinary group activities, developing creativity, problem resolution support in new or unfamiliar environments, networking	• Powerpoint • Group work • Card games ("Moomin") • INTGEN "Mentor Profile" document • Using a self-assessment questionnaire to identify the strengths and skills of the mentor. • Group activities	• Satisfaction levels measured with post-its on the notice board • Active post-it methodology Mentor/Coach • Self-assessment (INTGEN document) • Satisfaction levels measured with post-its on the notice board
2 (2,5 h)	**Business ideas and the importance of entrepreneurship** • Create awareness of the main traits and techniques of the entrepreneur. • Team building • Analyzing the business idea. Strengths and weaknesses of each one. • Define the business model to be developed	• Activity: lead or be led • Multiple choice test: Competence assessment (Todofp) • Group activities • Business model theory • Canvas model • Co-creation and Living Lab	• External testing of model efficiency
3 (1,5h)	**Start up** • Define legal structure and procedures • Define corporate image	• Theory of company structure • Corporate identity / company name • Internet	

	• Define communication strategy • Identify the different sources of finance • Understanding the financial structure of a company	• Examples from Internet • Activity: the retailer	
4 (1h)	**Market research** • Identifying and satisfying customer needs and minimizing the risks of failure.	• Presentation of market research • Market segmentation theory	
5(1,5h)	**Marketing mix** • Analysing the future development of a product during its life cycle • Identifying synergies between all the elements of the marketing mix.	• Life cycle • Presentation of marketing mix • Marketing mix activity	
	Assessment and conclusions	• Questionnaire • Global Assessment	• Satisfaction levels measured with post-its on the notice board

Project work	
Resources Needed	
Notes	
Teacher Evaluation-Feedback	

SUGGESTED MENTOR TRAINING COURSE FROM UK

Course Title: Developing mentoring skills	Module/Unit Title:	Duration & Location & Start Date:

Overall Aim of this course is to enable the learner (mentor) to:

1. understand some of the skills required by successful mentors;
2. develop specific mentoring and coaching skills to work with and coach students, potential entrepreneurs and others as appropriate.
3. become familiar with the intergenerational mentoring process, using suitable tools and also consider the benefits of the teaching of entrepreneurial skills.

Learning Outcomes:

1. **Review the role and responsibilities of the mentor**;
   - ✓ Explain the differences in the roles of coach and mentor;
   - ✓ Analyse the values, attitudes, beliefs and skills required in a mentor, including flexibility, reviewing and planning

2. **Demonstrate some designated coaching techniques and establish trust and confidence with the client;**
   - ✓ Explore techniques such as active listening, questioning, summarising, goal-setting and planning;
   - ✓ Create an environment in which effective mentoring can take place;
   - ✓ Establish empathy and interest in the mentee

3. **Plan and manage the mentoring process to achieve the mentee's goal(s)**;
   - ✓ Review the mentee's progress and achievements;
   - ✓ Review alternative support and motivations;
   - ✓ Clarify situations and overcome misunderstandings;
   - ✓ Support the decision making process

4. **Explore the term 'Business savvy' and the Entrepreneurial Mindset;**
   - ✓ Describe the use of some business planning tools, analytical tools and key business areas.
   - ✓ Assist the mentee with using their own and other appropriate networks, supporting building mentee's own professional networks;
   - ✓ Demonstrate knowledge of some aspects of small business operation or knowledge of professionals who are able to assist with these aspects

5. **Reflect on practice and feedback from others;**
   - ✓ Evaluate own role in the mentoring process
   - ✓ Identify areas for personal development

Teaching & Learning activities planned include:
- ✓ **Classroom based training (one-to-one simulations, group self-assessment, demonstrations of tools used to assist the business planning and similar aspects);**
- ✓ **reading and activities outside of the classroom**
- ✓ **Pair working in between sessions; (practice coaching techniques with tutor (observer) input if possible)**

Basic Skills Requirements – to successfully complete this course students will need to be able to:
Communicate (read, write, speak) in the language of their country

Session Number	Topics to be covered including Active learning ideas	Resources	Assessment
Bath College Teaching Staff – 4 x 45 minute sessions			
1	**Review the role and responsibilities of the mentor**; ✓ Explain the differences in the roles of coach and mentor; ✓ Analyse the values, attitudes, beliefs and skills required in a mentor, including flexibility, reviewing and planning		
ONLINE		Google Survey	
2	**Demonstrate some designated coaching techniques and establish trust and confidence with the client;** ✓ Explore techniques such as active listening, questioning, summarising, goal-setting and planning; ✓ Create an environment in which effective mentoring can take place; ✓ Establish empathy and interest in the mentee		
ONLINE		Google Survey	
3	**Plan and manage the mentoring process to achieve the mentee's goal(s)**; ✓ Review the mentee's progress and achievements; ✓ Review alternative support and motivations; ✓ Clarify situations and overcome misunderstandings; ✓ Support the decision making process		
ONLINE	Complete the online Survey	Google Survey	

4	**Explore the term 'Business savvy' and the Entrepreneurial Mindset;** ✓ Describe the use of some business planning tools, analytical tools and key business areas. ✓ Assist the mentee with using their own and other appropriate networks, supporting building mentee's own professional networks; ✓ Demonstrate knowledge of some aspects of small business operation or knowledge of professionals who are able to assist with these aspects		
ONLINE		Google Survey	

Throughout the course learners will need to actively Reflect on practice and feedback from others;

✓ Evaluate own role in the mentoring process
✓ Identify areas for personal development

Complete the online Survey

Business Training – 2 x 90 minute sessions			
Session Number	**Topics to be covered including Active learning ideas**	**Resources**	**Assessment**
1	**Review the role and responsibilities of the mentor;** ✓ Explain the differences in the roles of coach and mentor; ✓ Analyse the values, attitudes, beliefs and skills required in a mentor, including flexibility, reviewing and planning **Demonstrate some designated coaching techniques and establish trust and confidence with the client;** ✓ Explore techniques such as active listening, questioning, summarising, goal-setting and planning; ✓ Create an environment in which effective mentoring can take place; ✓ Establish empathy and interest in the mentee		
ONLINE			

2	**Plan and manage the mentoring process to achieve the mentee's goal(s)**; ✓ Review the mentee's progress and achievements; ✓ Review alternative support and motivations; ✓ Clarify situations and overcome misunderstandings; ✓ Support the decision making process **Explore the term 'Business savvy' and the Entrepreneurial Mindset;** ✓ Describe the use of some business planning tools, analytical tools and key business areas. ✓ Assist the mentee with using their own and other appropriate networks, supporting building mentee's own professional networks; ✓ Demonstrate knowledge of some aspects of small business operation or knowledge of professionals who are able to assist with these aspects		
ONLINE			

Throughout the course learners will need to actively Reflect on practice and feedback from others;

✓ Evaluate own role in the mentoring process

✓ Identify areas for personal development

SUGGESTED MENTOR TRAINING COURSE FROM GREECE

INTGEN MENTOR TRAINING COURSE

Course Title: DEVELOPING MENTORING SKILLS	
Aim of the course	Overall Aim of this course is to enable the learner (mentor) to: • Understand some of the skills required by successful mentors • Develop specific mentoring and coaching skills to work with and coach students, potential entrepreneurs and others as appropriate • Become familiar with the intergenerational mentoring process, using suitable tools and also consider the benefits of the teaching of entrepreneurial skills.
Objectives	Improve the quality of mentoring in cross-generational entrepreneurship
Self-Assessment of mentees	Self-Assessment prior and subsequent to the course
Assessment of mentors by mentees	Assessment of mentor will be completed by the mentees at the end of the "Mentor Training Course"
Teaching & learning activities	⯈ Classroom based training (one-to-one simulations, group self-assessment, demonstrations of tools used to assist the business planning and similar aspects); ⯈ Pair working in between sessions; (practice coaching techniques with tutor (observer) input if possible
Basic skills requirements	Communication skills (read, write, speak) in the language of their country
Sessions Topics		Learning Outcomes
1	Introduction to the INTGEN project - Introducing the participants	⯈ Understand the aims and objectives of INTGEN project ⯈ Getting known each other – team building

2	**Review the role and responsibilities of the mentor**	‣ Explain the differences in the roles of coach and mentor ‣ Analyze the values, attitudes, beliefs and skills required in a mentor, including flexibility, reviewing and planning
3	**Demonstrate some designated mentoring techniques and establish trust and confidence with the mentee**	‣ Explore techniques such as active listening, questioning, summarizing, goal-setting and planning ‣ Create an environment in which effective mentoring can take place ‣ Establish empathy and interest in the mentee
4	**Plan and manage the mentoring process to achieve the mentee's goal(s)**	‣ Review the mentee's progress and achievements ‣ Review alternative support and motivations ‣ Clarify situations and overcome misunderstandings ‣ Support the decision making process
5	**Explore the term 'Business savvy' and the Entrepreneurial Mindset**	‣ Describe the use of some business planning tools, analytical tools and key business areas ‣ Assist the mentee with using their own and other appropriate networks, supporting building mentee's own professional networks ‣ Demonstrate knowledge of some aspects of small business operation or knowledge of professionals who are able to assist with these aspects
6	**Developing entrepreneurship – Main issues in establishing a start-up**	‣ Methods to analyze a business idea ‣ Definition of legal structure and procedures ‣ Definition of corporate image ‣ Definition of communication strategy ‣ Definition of financial tools ‣ Understanding the financial structure of a company ‣ Identify the tools for market research and marketing mix

Session Number / Duration	Sessions Topics	Activities for Participants/ Resources needed	Assessment

Session Number / Duration	Sessions Topics	Activities for Participants/ Resources needed	Assessment
Session 1 (2,5 h)	**Introduction to the INTGEN project - Introducing the participants** (*Topic 1 - 1h*) ⟩ Understand the aims and objectives of INTGEN project ⟩ Getting known each other – team building **Review the role and responsibilities of the mentor** (*Topic 2 - 1,5h*) ⟩ Explain the differences in the roles of coach and mentor ⟩ Analyze the values, attitudes, beliefs and skills required in a mentor, including flexibility, reviewing and planning	⟩ Presentations ⟩ Team work ⟩ Exercises ⟩ Videos	⟩ Post-it on the notice board ⟩ Answer sheets
Session 2 (3 h)	**Demonstrate some designated mentoring techniques and establish trust and confidence with the mentee** (*Topic 3 - 2h*) ⟩ Explore techniques such as active listening, questioning, summarizing, goal-setting and planning ⟩ Create an environment in which effective mentoring can take place ⟩ Establish empathy and interest in the mentee **Plan and manage the mentoring process to achieve the mentee's goal(s)** (*Topic 4 - 1h*) ⟩ Review the mentee's progress and achievements ⟩ Review alternative support and motivations ⟩ Clarify situations and overcome misunderstandings ⟩ Support the decision making process	⟩ Presentation ⟩ Team work ⟩ Exercises ⟩ Videos ⟩ Role playing	⟩ Post-it on the notice board ⟩ Answer sheets

Session 3 **(3,5 h)**	**Explore the term 'Business savvy' and the Entrepreneurial Mindset** (*Topic 5 – 1,5h*) ⟩ Describe the use of some business planning tools, analytical tools and key business areas ⟩ Assist the mentee with using their own and other appropriate networks, supporting building mentee's own professional networks ⟩ Demonstrate knowledge of some aspects of small business operation or knowledge of professionals who are able to assist with these aspects **Developing entrepreneurship – Main issues in establishing a start-up** (*Topic 6 – 1,5h*) ⟩ Methods to analyze a business idea ⟩ Definition of legal structure and procedures ⟩ Definition of corporate image ⟩ Definition of communication strategy ⟩ Definition of financial tools ⟩ Understanding the financial structure of a company ⟩ Identify the tools for market research and marketing mix **Assessment and conclusions** (*0,5h*)	⟩ Presentations ⟩ Team work ⟩ Videos ⟩ Case studies ⟩ Questionnaire	⟩ Post-it on the notice board ⟩ Answer sheets ⟩ Self-assessment (Intgen document) ⟩ Assessment of training course (Intgen document)

INTGEN MENTOR TRAINING COURSE– SESSIONS PLAN

Trainer		Course	Developing Mentoring Skills	Country	Greece	Academic Year	2015/2016

Date/Time/Session no	Session Topic
Date: 16/11/2015 **Time:** 18:00 – 20:30 **Session no:** 1	**Topic 1:** Introduction to the INTGEN project - Introducing the participants **Topic 2:** Review the role and responsibilities of the mentor

Time	*Objectives* (by the end of the session learners will be able to)	*Participants Activities*	Assessment
18:00 - 19:00	**Introduction to the INTGEN project - Introducing the participants** ⯈ Understand the aims and objectives of INTGEN project ⯈ Getting known each other – team building	⯈ Presentation ⯈ Team work	⯈ Post-it on the notice board ⯈ Answer sheets
19:00 - 20:30	**Review the role and responsibilities of the mentor** ⯈ Explain the differences in the roles of coach and mentor ⯈ Analyze the values, attitudes, beliefs and skills required in a mentor, including flexibility, reviewing and planning	⯈ Presentation ⯈ Team work ⯈ Exercise ⯈ Videos	⯈ Post-it on the notice board ⯈ Answer sheets
Homework	Describe in a paper a previous experience in mentoring
Directions for Support	
Evaluation	

Trainers		Course	Developing Mentoring Skills	Country	Greece	Academic Year	2015/2016

Date/Time/Session no	Session Topic
Date: 17/11/2015 **Time:** 18:00 – 21:00 **Session no:** 2	**Topic 3:** Demonstrate some designated mentoring techniques and establish trust and confidence with the mentee **Topic 4:** Plan and manage the mentoring process to achieve the mentee's goal(s)

Time	Objectives (by the end of the session learners will be able to)	Participants Activities	Assessment
18:00 - 20:00	**Demonstrate some designated mentoring techniques and establish trust and confidence with the mentee** ➢ Explore techniques such as active listening, questioning, summarizing, goal-setting and planning ➢ Create an environment in which effective mentoring can take place ➢ Establish empathy and interest in the mentee	➢ Presentation ➢ Videos ➢ Role playing ➢ Exercises	➢ Post-it on the notice board ➢ Answer sheets
20:00 - 21:00	**Plan and manage the mentoring process to achieve the mentee's goal(s)** ➢ Review the mentee's progress and achievements ➢ Review alternative support and motivations ➢ Clarify situations and overcome misunderstandings ➢ Support the decision making process	➢ Team work ➢ Exercise ➢ Role playing	➢ Post-it on the notice board ➢ Answer sheets

Homework	Write in a paper which do you thing are the main issues in establishing a start-up
Directions for Support	
Evaluation	

Trainers		Course	Developing Mentoring Skills	Country	Greece	Academic Year	2015/2016

Date/Time/Session no	Session Topic
Date: 18/11/2015	**Topic 5:** Explore the term 'Business savvy' and the Entrepreneurial Mindset
Time: 17:00 – 20:30	**Topic 6:** Developing entrepreneurship – Main issues in establishing a start-up
Session no: 3	**Assessment and conclusions**

Time	Objectives (by the end of the session learners will be able to)	Participants Activities	Assessment
17:00 - 18:30	**Explore the term 'Business savvy' and the Entrepreneurial Mindset** ⟩ Describe the use of some business planning tools, analytical tools and key business areas ⟩ Assist the mentee with using their own and other appropriate networks, supporting building mentee's own professional networks ⟩ Demonstrate knowledge of some aspects of small business operation or knowledge of professionals who are able to assist with these aspects	⟩ Presentations ⟩ Videos ⟩ Team work	⟩ Post-it on the notice board ⟩ Answer sheets
18:30 - 20:00	**Developing entrepreneurship – Main issues in establishing a start-up** *(Topic 6 – 1,5h)* ⟩ Methods to analyze a business idea ⟩ Definition of legal structure and procedures ⟩ Definition of corporate image ⟩ Definition of communication strategy ⟩ Definition of financial tools ⟩ Understanding the financial structure of a company ⟩ Identify the tools for market research and marketing mix	⟩ Presentations ⟩ Videos ⟩ Case studies	⟩ Post-it on the notice board ⟩ Answer sheets

20:00 - 20:30	**Assessment and conclusions**	⟩ Questionnaires	⟩ Self-assessment (Intgen document) ⟩ Assessment of training course (Intgen document)
Homework			
Directions for Support			
Evaluation			

ANNEX II

Evaluation of potential mentors (learners)

Self-Assessment

Competences	Skills required	Essential	Desirable	Needs developing		Some confidence		Confident	
				Before training	After training	Before training	After training	Before training	After training
1. Demonstrate the role of the mentor	• Ability to distinguish between the role of a mentor and that of a coach/teacher	⍰							
			⍰						
	• Self-reflection	⍰							
	• Flexibility								
	• Using feedback from others		⍰						
5. Establish and maintain trust and confidence with the Mentee			⍰						
	• Having empathy		⍰						
	• Believing in the mentee's problem solving capabilities		⍰						
	• Helping the mentee to see their own strengths and limitations		⍰						
	• Being truly interested in the mentee		⍰						
	• Respecting confidentiality	⍰							
10. Structure the process, keep focus and reframe			⍰						
	• Ability to question effectively		⍰						
	• Employ listening skills and summarising		⍰						
	• Ability to reframe, review and plan		⍰						
	• Supporting the decision making process		⍰						
				(Use Shift P – to insert a tick)					

14. Competences

Skills required	Essential	Desirable	Needs developing		Some confidence			Confident		
15. Communicate effectively	• Ability to work with the mentee's awareness of risks; aid goal-setting and goal-structuring • Ability to make use of own and the mentee's creativity • Ability to work with the values, competences and resources of the mentee • Develop reflective skills with the mentee	☐	☐							
19. Be business savvy	• Understanding how small businesses operate • Knowledge of key business areas (marketing, product, service, opportunities) • Knowledge of analytical and planning tools • Understanding the entrepreneurial mindset	☐ ☐ ☐	 ☐							
23. Deliver a range of business development tools	• Understanding mentee's business plan and being able to ask helpful questions • Ability to use appropriate analytical and planning tools • Understanding the country specific legal aspects of business and some knowledge relating to financial viability		☐ ☐ ☐							
26. Utilise regional and support networks	• Gathering and maintaining contacts and knowledge of specialists and regional agencies supporting entrepreneurship • Ability to support the mentee to use existing support structures • Ability to support the mentee to build up professional networks	☐	 ☐ ☐							

<u>Evaluation of the course</u>

Course Assessment Questionnaire

INTGEN Training Course on Mentoring

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1. **Motivation to attend the course**. Have you attended the workshop for your personal interest or for your professional progress?

Personal interest [ ]   Professional reasons [ ]   Both [ ]

2. **The course.** Please rate the following aspects of the course
   (☺☺=excellent ☺= very good ☺ = good ☹ = mediocre ☹☹ poor)

   2.1. **Overall,** are you **satisfied** with course? Has it met your expectations?

	☺☺	☺	☺	☹	☹☹
Personal interest and learning	[ ]	[ ]	[ ]	[ ]	[ ]
Professional relevance	[ ]	[ ]	[ ]	[ ]	[ ]

   2.2. How do you rate the **organisational aspects** of the workshops?

	☺☺	☺	☺	☹	☹☹
Space	[ ]	[ ]	[ ]	[ ]	[ ]
Lighting	[ ]	[ ]	[ ]	[ ]	[ ]
Facilities	[ ]	[ ]	[ ]	[ ]	[ ]
Duration	[ ]	[ ]	[ ]	[ ]	[ ]
Breaks on time	[ ]	[ ]	[ ]	[ ]	[ ]
Overall	[ ]	[ ]	[ ]	[ ]	[ ]

   2.3. How do you evaluate the **trainer(s) of the course?**

	☺☺	☺	☺	☹	☹☹
Methodology	[ ]	[ ]	[ ]	[ ]	[ ]
Preparation	[ ]	[ ]	[ ]	[ ]	[ ]

Communication

skills   [ ]   [ ]   [ ]   [ ]   [ ]

Overall

evaluation   [ ]   [ ]   [ ]   [ ]   [ ]

2.4. What is your evaluation on the **contents of the Courses (workshops and reading/activities at home)?**

	☺☺	☺	😐	☹	☹☹
Theoretical analysis	[ ]	[ ]	[ ]	[ ]	[ ]
Practical application	[ ]	[ ]	[ ]	[ ]	[ ]
Materials used	[ ]	[ ]	[ ]	[ ]	[ ]
Discussion	[ ]	[ ]	[ ]	[ ]	[ ]
In-class exercises	[ ]	[ ]	[ ]	[ ]	[ ]
Overall	[ ]	[ ]	[ ]	[ ]	[ ]

2.5. What do you think about the **length** of the course?

	☺☺	☺	😐	☹	☹☹
Overall length	[ ]	[ ]	[ ]	[ ]	[ ]
Workshops	[ ]	[ ]	[ ]	[ ]	[ ]
Reading and activities	[ ]	[ ]	[ ]	[ ]	[ ]
Overall	[ ]	[ ]	[ ]	[ ]	[ ]

Do you have any particular comments to make about the length/ workshops/ reading and activities?

…….…….……….……….………….……….………….……….………….……….……….………….……….……..

2.6. What are the **major strengths** of the course (any features of the course you particularly liked)?

……..

2.7. What are the **major weaknesses** of the course (any features you think need improving)?

……..

2.8. To what extent has the course helped improve your mentoring skills and competences to enable you to mentor an entrepreneur

	☺☺	☺	😐	☹	☹☹
Awareness of:					
Mentoring skills	[ ]	[ ]	[ ]	[ ]	[ ]
Ideas for action	[ ]	[ ]	[ ]	[ ]	[ ]
Knowledge of Application					
of Mentoring	[ ]	[ ]	[ ]	[ ]	[ ]
Other (please state)	[ ]	[ ]	[ ]	[ ]	[ ]

2.9. At the end of the day, do you feel that you are more able to be a mentor to others, whether they are starting a business or not?

Yes [ ] No [ ]

3. **After the course**

3.1. Do you intend to further deepen your knowledge, e.g. through material available on the Internet or recommended reading?

Yes [ ] No [ ]

3.2. Do you think you will use what you have learnt in your life or workplace?

Yes [ ] No [ ]

If yes, in which manner:

.……..

3.3. Would you recommend the course's outcomes to other organisations?

Yes [ ]   No [ ]

4. Further remarks and recommendations, if any, that could help us improve our course

....

Evaluation of teachers

Assessment of Mentors by Teacher

The table should be used by the Teacher to assess the Mentor´s skills after the Training.

Please, complete details below and delete as applicable

Name of the Teacher/Trainer: …………………………………………………………………………………………………….

Name of Trainee Mentor: …………………………………………………………………………………………………….

In my opinion, the above named Trainee Mentor

Is able to continue with Mentoring ☐

Needs further development and training ☐

Competences	Skills required	Essential	Desirable	Mentor self-assessment			Teacher assessment
				Needs Developing	Some Confidence	Confident	Comments
1. Demonstrate the role of the mentor	• Ability to distinguish between the role of a mentor and that of a coach/teacher • Self-reflection • Flexibility • Using feedback from others	✔					
			✔				
		✔					
			✔				
5. Establish and maintain trust and confidence with the Mentee	• Having empathy • Believing in the mentee's problem solving capabilities • Helping the mentee to see their own strengths and limitations • Being truly interested in the mentee • Respecting confidentiality		✔				
			✔				
			✔				
			✔				
		✔					

Competences	Skills required	Essential	Desirable	Mentor self-assessment			Teacher assessment
				Needs Developing	Some Confidence	Confident	Comments
10. Structure the process, keep focus and reframe	• Ability to question effectively • Employ listening skills and summarising • Ability to reframe, review and plan • Supporting the decision making process		✔ ✔ ✔ ✔				
14. Communicate effectively	• Ability to work with the mentee's awareness of risks; aid goal-setting and goal-structuring • Ability to make use of own and the mentee's creativity • Ability to work with the values, competences and resources of the mentee • Develop reflective skills with the mentee	✔	✔ ✔ ✔				
18. Be business savvy	• Understanding how small businesses operate • Knowledge of key business areas (marketing, product, service, opportunities)	✔					

Competences	Skills required	Essential	Desirable	Mentor self-assessment			Teacher assessment
				Needs Developing	Some Confidence	Confident	Comments
		✔					
	• Knowledge of analytical and planning tools • Understanding the entrepreneurial mindset		✔				
		✔					
22. **Deliver a range of business development tools**			✔				
	• Understanding mentee's business plan and being able to ask helpful questions • Ability to use appropriate analytical and planning tools • Understanding the country specific legal aspects of business and some knowledge relating to financial viability		✔				
			✔				
25. **Utilise regional and support networks**		✔					
	• Gathering and maintaining contacts and knowledge of specialists and regional agencies supporting entrepreneurship • Ability to support the mentee to use existing support structures • Ability to support the mentee to build up professional networks		✔				
			✔				

ANNEX III

A code of Practice for the IntGen Mentoring Relationship

1. Mentoring is a confidential activity, in which both parties have a duty of care towards each other.

2. The mentor's role is to respond to the mentee's developmental needs and agenda; it is not to impose their own agenda.

3. Mentor and mentee must respect each other's time and other responsibilities, ensuring they do not impose beyond what is agreed by the second meeting and also to respect the position of third parties, such as line managers or colleagues.

4. The mentee must accept increasing responsibility for managing the relationship; the mentor must willingly empower them to do so.

5. Both parties must be volunteers; equally, either party may dissolve the relationship if they feel it is not working for them.

6. The mentee is not obligated to follow the mentor's advice, but does have a responsibility to consider the advice given in as open a manner as possible.

7. Both must be open and truthful to each other about the relationship itself, reviewing from time to time how it might be made more effective. The mentor will not intrude into areas the mentee wishes to keep "off limits".

8. Both share responsibility for the smooth winding down of the relationship, when it has achieved its purpose.

Recommended format for first meeting:

1. Agree the Code of Practice and the parameters of the relationship
2. Define the objective for the mentee and document this – both must agree
3. Agree the various options available
4. Choose an optimal solution
5. Define the outcomes and agree how the objective is going to be tackled
6. Agree date and location of next meeting
7. Mentor to reflect on the process