

TOOLKIT

MOVE IT FORWARD+

To develop sustainability via mentoring



Erasmus+

move⁺it forward
female digital starter weekend

PREPARED BY

MOVE IT FORWARD+ CONSORTIUM PARTNERS

move ⁺it forward

female digital starter weekend

Partnership consortium
for Erasmus + project

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INTRODUCTION

Overview of the MIF+ project

MOVE IT FORWARD + is a project aiming to innovate and support organisations in the field of entrepreneurial and digital education with a focus on women participants. The goal is to develop methodologies and offer new ways of collaboration, mentoring and relationships with the private sector so as the women participants should launch (digital) entrepreneurship projects.

The results expected are:

- ➊ Creation of a Move It Forward+ platform and network for organisations interested in supporting the women (digital) entrepreneurship
- ➋ Duplication of a collaborative design, a concept of a hackathon as a trigger for developing entrepreneurial and digital skills
- ➌ Developing mentoring methodologies to consolidate the initiated entrepreneurial skills by contacting real business women mentors
- ➍ Involvement of a large number of participants by piloting and evaluating the sustainability of these activities

Move It Forward + is designed to have a direct impact on:

- ➊ Adult education organisations
- ➋ Trainers, mentors, facilitators
- ➌ Women learners and (future) entrepreneurs
- ➍ Broader communities and entrepreneurship ecosystem
- ➎ Other organisations willing to implement Move It Forward+ in their own concept

Why MIF+ Mentoring?

Mentoring comes as a logical solution after Output 1 which is the Hackathon Move it forward+ for instilling in women the desire to try to become (digital) entrepreneurs in the real world which is governed by men in this domain. Producing guidelines and easy-to-use MIF+ mentoring methodology leads to developing sustainability in women's entrepreneurship programmes.

These guidelines aim to be used as a base for being replicated inside and outside the project partnership's countries.

In particular they tackle these important questions: The agenda of the meeting and the list of speakers will be available soon.

- ☞ How to create sustainability for entrepreneurial events and activities; going beyond inspirational events.
- ☞ How to work and involve (volunteer) mentors and experts from companies.
- ☞ How to create an impactful mentoring relationship (rapport).
- ☞ How to recruit / select / train mentors
- ☞ Which existing tools are available to facilitate the mentoring process
- ☞ How can we include them in our practices
- ☞ How to follow up and engage with participants over time, after and between activities

Partner's Models of Mentoring

All the six partners of the MIF+ consortium are experienced in Mentoring bringing their approach to create a solid and viable solution for a 'common ground' in order to fulfil the planned sustainability in women's entrepreneurship instigation by carrying out the Output 1, the Hackathon. The participants have to confront themselves with the real people who are engaged in the world of work. On the other hand, more organisations from Europe and beyond can be inspired to implement mentoring for women (future) entrepreneurs. In 2011 the **Commission** inaugurated European Network of Mentors for Women Entrepreneurs a platform for mentoring and skill-building who voluntarily counsel, train, advise and match-make women starting and running new businesses.

By the end of this booklet, we will be able to learn from each other and improve our ideas concerning Mentoring and provide better methods in order to create the so-called RAPPORT between the Mentor and the Mentee which eventually influences each other's life and career. Being an expert does not mean you are going to be a 'good mentor' and here we come to the next contributor of this material:

CENTRE OF TECHNICAL CULTURE RIJEKA

They do not do exactly organised mentoring but some of their activities uncover similarities with the above-mentioned process. They are an important provider of digital skills which help trainees commence a digital business. The Guidelines will bring them enough information, material and practice in order to develop an appropriate Mentoring programme which will be challenging but rewarding. The **MIF+** project is a time of learning and reflection and the partners can bring changes in their organisations and create 'good practices' for other bodies.

Croatian Makers League:

The largest extracurricular STEM program in EU: encompassing now over 150,000 children in Croatia.

BootcampIT:

Intensive education for junior developers

CTC Rijeka long-term volunteering program:

- CTC Rijeka has long term volunteers (with own educational programs)
- started as participants in workshops
- strong ownership, belonging and giving back to the community
- suggestions how to conduct their programs.

DIGITAL LEADERSHIP INSTITUTE practice a mentoring in which female participants in the 'Move it Forward' Hackathon will be assisted if they are winners of the two days' projects or they need counselling in their path career. What **DLI** practically does:

Community (=mentees) building advantages:

- *supported online community*: Membership in the online Digital Brussels community, has access to training materials, group discussions and digital start-up experts.
- *community evening events & workshops*
- *access to expert consulting*
- *access to the key selected partners and some selected services.*

Observation from the Curriculum:

- women need information in beginner level
- practical opportunities need to be provided
- certificate-based.

Difficulties:

- keeping the mentees community alive and interested (long term)
- keeping the interest of the mentors (if there is no financial support).

Worked: In DLI mentees and mentors worked for short term: it's easy to keep mentees they have needs.

Not worked: speaking about mentors they stay one/two months – then die out.

DLI case study: Move it Forward's mentoring & community building

The flagship event ***Move It Forward, for Female Digital Starters***, organised by the Digital Leadership Institute, accesses the hard-to-reach female demographics from vulnerable communities, giving them the skills, community and expert support, they need to launch digitally-enabled and digitally-driven enterprises.

The very concept of the event is to encourage the continuity of its outcomes beyond the event, to create those links between the participants and their community that will contribute to developing the project ideas from concept to self-sustainable products independently from the project.

For DLI one of the main factors for achieving sustainability is the community building, by creating a unique space for engaging with the target stakeholder group. Though it is necessary to collaborate closely with local stakeholders' ecosystem in order to continuously complement existing content and approaches and provide optimal opportunities for growth beyond the community to community-members, it is a critical success factor for the project that community-members are given a safe, unique and supportive environment in which to learn, make mistakes free from judgement and gain confidence.

This is where the mentorship trajectory helps to build on the successes of the event. A continuous collaboration between *Move It Forward* (MIF) participants, speakers, jury members and event partners is therefore crucial as follow-up to the event. This is normally achieved by offering post-event mentorship opportunities as a part of the "prizes" awarded to the top three projects, at the end of the event:

- Overall Best project: 6-month mentoring; 10 Hours one-to-one with MIF Startup Coaching;
- Most Innovative project: 4-month mentoring; 8 Hours one-to-one with MIF Startup Coaching;
- Most Impact project: 4-month mentoring; 8 Hours one-to-one with MIF Startup Coaching;

As the projects, that are developed during the Move it Forward event, are normally at the very embryonic stage, it is experienced that the three project leaders normally need access to different type of knowledge (business, financial, digital, marketing etc). This is why different partners from the *Move it Forward* community and ecosystem, are able to provide different type of knowledge. The three awarded projects are thus given access

to the Move It Forward partners, that they can consult during the awarded period. Each mentee is then connected to a specific mentor based on the mentee's needs.

The mentoring is run face to face or online, during the working hours or out of them, depending on the mentor's/ mentee's availability. It often happens that the mentoring sessions run in an informal environment (coffee/ bar or a walk in the park). The session objectives are normally established between the mentor and mentee based on the mentee's needs.

Due to the high enthusiasm immediately after the event, most MIF partners are willing to continue with the project support and mentoring. Nevertheless, a lack of financial resources has shown that the mentoring reaches its pre-established end with difficulty. This means that without a continuous flow of financial resources the mentoring program cannot be successfully completed and thus the desired objectives, of developing the project ideas from concept to self-sustainable products, are easily hindered.

LED BY HER organisation in a few words they touch all the details of what mentoring means as they are experts in empowering women through a clear and challenging activity:

A good mentor:

- be experienced, have soft skills expertise: active listener, trustworthy, non-judgmental and reliable
- extent of professional network
- expertise regarding career paths or specific sector career options
- technical expertise
- understand of people and willingness to dialogue
- provide advice and feedback
- personal fulfilment by investing in others.

Preparing the mentoring for matching:

- the mentee should have an idea about her specific needs
- organising a meeting to discuss the mentoring relationship
- define expectations and clarify goals
- sign a mentoring agreement.

Organisation:

- balance the relation between a comfortable personal rapport and the maintain of an objective professional position for the mentor

- a clear timetable and schedule for frequency of meetings
- reviewed after each meeting.

Quality of match:

- build an open relationship with mutual respect
- confirm the capacity/qualifications of the mentor to respond to the mentee's needs and objectives
- create and maintain a relationship.

Create a shared road book for follow up and feedback:

- meeting schedules: frequency, regularity, duration and where – IRL / Online
- learning goals for each meeting and achievements
- reviews of progress

Action steps:

- mentee has to clarify her goals and desired outcome(s) (1st meeting)
- mentor and mentee discuss the appropriate objectives and action steps during the first couple of meetings
- during the meetings, initial goals and expectations can be further clarified, refined and perhaps redefined
- at the close of each meeting, review of the meeting's effectiveness

after the end of the meeting both mentor and mentee review the positive input of the meeting.

NORTHTOWN VILNIUS has created a mentoring model that consists of three main blocks:

- incubation, idea development
- acceleration, mentoring and training, financing, prototyping and commercialization
- product & technology transfer to the market

Northtown Vilnius mentors:

- usually employees, who have expert experience in creating innovations
- paid work, funded by the EU
- volunteers, they become Northtown Vilnius partners, friends, acquaintances, company bosses, these are usually highly qualified people who want to be visible

- mostly Northtown Vilnius activities specializing in the creation of innovations, Northtown Vilnius projects are active in the field of R&D in that cases Northtown Vilnius team is formed from highly qualified experts.

How to select good mentors?

- trust on recommendations
- we ask for a CV (there you can see the gained experience)
- it is necessary that mentor should have communication skills
- has to be supportive, inspiring
- has a relevant background in the field.

PROFESSIONAL FOUNDATION has a long and wide experience with Mentoring which is carried on in the relationships inside the organisation, with trainers, teachers and students. It became a way of living together for experienced and less experienced members, teachers, students and student-teachers. For the Mentoring which needs to develop (digital) entrepreneurial skills, the 'innovation' consists of adopting a **Portfolio Based Mentoring** which has the advantage of guiding both the Mentors and the Mentees in their activity with a short training (4hs) relying on well-organised written tasks which can be followed and revised during the Mentoring activity or even after the activity is concluded.

Mentor/mentee Portfolio is able:

- to bring female participants closer to the labour market
- to facilitate the development of constructive and transparent mentor-mentee rapport
- to help women develop a sense of belonging in the new social world of business/ entrepreneurship.

Mentoring scheme:

- a database of women profiles that are interested in being mentees.

The objective:

- to facilitate hands-on relationship for selected women mentees
- to have access to an online/in person to a presumably role-model help mentors and mentees develop a deep social bond.

Voluntary mentors will be chosen from CSR/private institution/organisations/ companies

The objective of this choice:

- to provide a new and challenging relationship
- to create a closer connection with the entrepreneurial market
- to raise awareness of the CSR companies representatives.

WOMEN IN DIGITAL INITIATIVES LUXEMBOURG ASBL – the coordinator is first concerned with a proper definition of what a Mentor is

- a person willing to share experience with others, to give back.
- Manage expectations from mentors/mentees – success to sustain programme. (Difficult to keep community alive and interested in the long term).

Good structure and clearly stated plan:

- structure the plan along with the dates at the beginning of the programme (more detailed the program is at the beginning, the bigger chance the mentor and mentee will stick to it)
- specific time frame with a beginning and the end.

Clearly set goals:

- answer yourself the question – what would be achieved at the end of the mentoring sessions?
- define a clear goal, achievable within the timeframe assigned.

Difficulties for mentor:

- to find the time to work with the mentee.

End of the mentoring programme:

- ideally a quality or impact evaluation for both mentors and mentees.

CHAPTER I - MIF+ MENTORING

MIF+ Support group for mentors (called sometimes Mentor Programme Manager) refers to a designated person in the organisation who will be responsible for the mentoring program in general and in particular for:

- creating a database for mentors and mentees
- supporting and supervising the MIF+ mentoring activity
- levelling any asperities in the mentor and mentees relationship
- communicating at least once per month with both mentors and mentees
- mediating a replacement or changing the initial matching if necessary
- collecting the feedback and the impact of using the portfolios
- keeping the data base for the follow up activities of mentees and mentors

What is MIF+ Mentoring?

It is one-to-one supportive relationship focused on learning and developing intended to enable women to fulfil their potential and sustain their (digital) entrepreneurial skills in their direct contact with an experienced and active business person belonging to the world of work.

MIF+ Mentoring is basically a system of semi-structured guidance whereby one person shares their knowledge, skills and experience to assist others to progress in their own life and career. MIF+ Mentoring is rather more than 'giving advice' or passing on what your experience was in a particular area or situation. It is about motivating and empowering the woman mentee to identify their issue and goals, and helping them to find ways of solving or reaching them – not by doing it for them, or expecting them to 'do it the way I did' but by understanding and respecting different ways of working.

The Target Group

The project is designed to have a direct impact on:

- ☞ adult education organisations.
- ☞ trainers, mentors, facilitators.
- ☞ women learners and (future) entrepreneurs.

For practical activities such as the hackathon and the mentoring programme, we want to make sure to involve women with fewer opportunities. Specific guidelines will be devised with a focus on making the activities more inclusive, e.g to include women re-entering the job market, women over 50 and migrant-women. Most of the organisations involved are experienced with vulnerable groups (migrants, women victim of violence, women with low qualification or re-entering the job market ...) therefore including these participants is a must for the planned activities.

MIF+ project addresses broader communities, stakeholders and the entrepreneurship ecosystem as well as organisations outside the partnership countries. A Mentor should have several years of work experience, particularly in either the industry or specific skills that the mentee or her project needs. They should be mature enough to discuss the project neutrally with the mentee and assist in both the mentee's growth and development as well as the project's. The mentor should be self-aware of themselves and their skills and abilities. They should also remember that the project belongs to the mentee and that they are there to advise, not manage or lead the project.

Mentor's Role

A Mentor should have several years of work experience, particularly in either the industry or specific skills that the mentee or her project needs. They should be mature enough to discuss the project neutrally with the mentee and assist in both the mentee's growth and development as well as the project's. The mentor should be self-aware of themselves and their skills and abilities. They should also remember that the project belongs to the mentee and that they are there to advise, not manage or lead the project.

➤ **Mentor's Soft Skills**

Active listener

Active listening is the most basic skill used throughout the mentor/mentee relationship. Active listening creates a strong relationship for open communication and allows the mentor to determine their mentee's needs and concerns.

Examples: asking questions that show interest in what the mentee is saying, paying attention to body language, don't overly focus on your own experiences, and don't make decisions for the mentee.

Trustworthy and reliable

Trust is critical for a mentoring relationship. Mentors can build trust over time by keeping discussions confidential, keeping scheduled meetings and calls, following through on tasks, consistently showing interest and support, and by being honest with the mentee.

Non-judgmental

A mentor needs to encourage and inspire their mentee by communicating belief in her capacity to grow personally and professionally and reach her goals. The use of positive words will help to support, encourage, and convey understanding. If the mentee is struggling, help them to find solutions rather than overly focusing on the problem itself and how it happened or building on their sense of failure.

➤ **Mentor's Hard Skills**

Mentors need to have personal and professional credibility and should be willing and able to take on different roles to support the mentee most effectively.

Professional networking

The mentor should be willing to identify contacts in their network in a formal or informal way to help the mentee meet their goals. They can also create opportunities for mentees to meet professionals who will help provide information or opportunities to develop mentee's knowledge and skills to support the project.

Expertise regarding career paths or specific industry career options / Technical expertise

The mentor needs to have either industry knowledge or knowledge of a particular area such as marketing or fundraising. This professional experience allows the mentor to support the mentee to solve a problem or make a difficult decision with their project. This expertise can also help the mentee to clarify the real issues and to think strategically.

Mentee's Role

The target group will engage in meetings and/or with virtual mentors, within which s/he will discover skills, tendencies, professional interests, being encouraged to follow and to develop a career. They will learn to overcome the barriers generated by stereotypes and prejudices developing self-esteem and confidence, promoting the principles of gender equality.

Within a developmental mentoring relationship, a mentee is expected to be:

- ☉ In control of the agenda, taking responsibility for their development, rather than expecting 'quick fixes' from a mentor
- ☉ Committed, for example to attending planned sessions, taking the actions planned with the mentor
- ☉ Prepared to be challenged when the mentor feels that this, rather than perhaps sympathy, will be of benefit,
- ☉ Professional in the relationship with the mentor, for example being punctual, respecting agreed ground rules, and talking openly and honestly with the mentor. (Clare Wakeham)

CHAPTER II - SETTING UP A MIF+ MENTORING SYSTEM

Volunteer Mentors' recruiting

A mentoring programme cannot do its good work without volunteer mentors, so there is an obvious need in simply getting adequate numbers to reach the matches MIF+ programme is obligated to make. But good recruitment goes beyond numbers. Targeted recruitment - recruitment that is focused on mentors with entrepreneurial skills and willing to be involved in this activity - guarantees not only that mentoring will hit its benchmarks, but that the types of mentors recruited will also be up to the task. And while many programmes use a formal screening process to weed out unsuitable volunteers, they can also save staff time and programme resources by being intentional about who gets recruited in the first place. The most successful programmes are those that identify their potential volunteers' motivations and beliefs and speak to them directly during recruitment messages (Clary et al., 1994)

Recruiting mentors is a hands-on, face-to-face endeavour. It's about making personal connections, even when using mass-marketing strategies. The best method of recruiting new mentors is by tapping into the circles of friends, family, professional colleagues, and social groups that your existing mentors provide. Your mentors likely know many others who share similar values and who would make a similar mentoring commitment. They can also provide powerful personal testimony about the experience. Mentoring is about the most intensive volunteer commitment you can ask someone to make. Many people we talk to will NOT have the time, personality, values, and commitment to serve as a mentor in our programme.

There are certain questions to pose:

- How are people finding you?
- What's working?
- Are potential mentors connecting with your messages and motivations?

The easiest way to track this is to have a "how did you hear about us?" question on your volunteer applications and to ask it of those who contact you by phone or email. Regardless of how we quantify our efforts, our recruitment plan should build in periodic points where we review how each strategy is working and retool accordingly.

Activities (proposed)

- Digital Banner Templates sent to companies
- Personal relationships
- Building online environments, or leveraging existing infrastructure
- Tell successful stories of mentoring (other companies will follow the example)
- Raise awareness of mentoring as a component of professional development and employee growth

The Matching Process

Based on the mentor's application form and the mentee's needs, the Mentoring Support Representative/the programme manager in each partner country makes initial suggestions to the mentee about which mentor will best fit. Once the mentee agrees, the mentor is provided with their information. If the mentor is in accord, then the MSR introduces them to each other to begin the relationship.

The criteria that should be evaluated for a win-win mentoring relationship are:

- Mentor's professional background, skills and expertise
- Mentee's needs
- Similarities and shared interests
- Personality preferences and traits
- Availability

If at all possible, the final Move It Forward+ presentations are recorded for prospective mentors to watch. Otherwise, a synopsis of each project that would like to continue after the event is provided to the mentors. If a potential mentee has a different project and would like a mentor, they can provide a synopsis of this as well to be provided with the others.

Then, the prospective mentors fill out a form [example form], where they provide information on their fields of expertise, their expertise in specific industries, how much time they can offer to the project, and which projects they are particularly drawn to. Staff or volunteers then review these applications and suggest particular mentors to each project group.

CHAPTER III - MIF+ TRAINING AND THE MENTOR'S PORTFOLIO

- Short Training or Synchronous E-training (if 'in person' is not possible) - 4hours

Training needs to be provided to help mentors be confident in their mentoring role. This training is particularly essential for first-time mentors. New mentors need to be comfortable with their position; training also helps to confirm their motivation for the role.

Mentor's Training

- ☉ This training should take 2 hours to review both mentoring in general and the project programme specifically, and 2 hours for the presentation of the Mentor and Mentee's Portfolios and the way they are going to be used. The aim is to stimulate discussion inside the mentor community by giving them tools and promoting open discussion about effective mentoring and challenges they're going through with their mentee.

Workshop's Learning Outcomes

By the end of this workshop the mentors will be able to:

- ☉ Review mentoring and present the scope of the mentoring role by applying guidelines about confidentiality of the relationship, the structure of the relationship in time and content, and the professional development of the mentee.
- ☉ Present the skills and attitudes to perform well in their role and build their confidence to manage a successful mentoring relationship.
- ☉ Take charge of their role through an exercise around discussing their own goals - in general and through mentoring. This supports mentors in their leadership role and involves them in the overarching cause of women entrepreneurship in the long term.

- ☞ Share their experience and give insights and feedback that will guide the mentee.

The Mentor Trainer organises a way for the mentors to stay connected and support each other. This could include a Slack channel, a Facebook group, and/or an occasional meeting between mentors to discuss their experiences. These are great ways to keep motivation and to resolve any issues in the mentoring relationship. During mentor meetings, one could also invite an inspirational guest speaker or someone with specific skills to share ideas to help mentors to improve their mentoring. It is also a good way to get the community involved in the long term.

Mentor's Attitude

- ☞ Position yourself as a learning facilitator and not a professor to help the mentee to feel confident and trust you.
- ☞ Focus on asking questions to keep going and help your mentee to think deeply and to get some distance in order to see the bigger picture instead of just giving advice.
- ☞ Make sure to listen and read between the lines to understand what might be holding her back that she might not be noticing.
- ☞ Build the mentee's confidence through supportive feedback and ongoing encouragement.
- ☞ Alternate between encouraging, inspiring, and challenging her to support her in achieving her goals.
- ☞ Keep your promises and commitments, and be honest if you need to make some changes; make sure to let the mentee know immediately and either reschedule or renegotiate them. Admit any errors made and lessons learned. Above all, keep the discussion confidential.
- ☞ Keep in mind that the mentee is responsible for her own growth. You can't solve her problems for her. Make sure that the mentee talks about both facts and feelings.

- ☞ Active listening and frequent questions will challenge the mentee to think in alternative ways and consider new approaches to solve a problem differently.
- ☞ You can remind her of the successful strategies she has used in the past that could apply to new challenges or goals to become aware of her potential.

Identifying the differences between the two of you is a way to share experiences, to learn from each other, and to help you better respond to the mentee's needs.

Communication and Interaction - Rapport

- ☞ Sharing your own experiences and talking about your lessons learned is a good way to create a long-term relationship. Your experience shows that different ways exist to solve an issue or achieve a goal, not that that is the model for solving the mentee's problems.
- ☞ Giving feedback and preparing for the meetings is also a way to prove that you are investing in the relationship and reassure the mentee of the benefit of mentoring.
- ☞ Actively encourage the mentee to develop relevant skills and attitudes for the future. By helping the mentee to see the issue from a different perspective, they can look beyond the current situation, create a vision of their future, and see what she can do to achieve this. When issues arise, help your mentee to review her experience in order to evaluate it and determine what she can do differently next time.
- ☞ It is important to recognize progress toward goals to maintain the motivation of the mentee.
- ☞ As a final note, consider that the relationship will have a significant impact not just on your mentee but also on you.

CHAPTER IV - MENTORING ACTION STEPS

The mentor is the facilitator during the meetings to initiate the exchange, drive the discussion by using questions and giving directions.

Before the first meeting

Mentor and mentee pre-work:

- Define personal expectations and clarify goals for the mentoring partnership
- List the topics/questions that each would like to discuss (background and experience, passions, skills, expectations for the mentoring relationship, etc)
- Figure out meeting logistics and availability

When this pre-work is done, the first meeting can be scheduled!

The initial meeting

Get to know each other and build trust

- Explain the purpose of the mentoring relationship
- Present each role and the overall goals
- Mentee has to clarify her goals and desired outcome(s)
- Determine the structure and schedule of communicating regularly in-person, by phone, and/or e-mail

Sign the mentoring relationship agreement

- The agreement clarifies the mentor's and mentee's respective roles and responsibilities and strengthens their commitment
- It covers the duration of the mentoring relationship, the meeting frequency, the roles, responsibilities and expectations, limits of the relationship, and confidentiality.

Define the limits of the mentoring relationship

- Identify the ways of discussion during the process: telephone calls, emails and the number of scheduled meetings to fit the agreed-upon action plan, and around specific points in their development.

The following mentoring meetings

Mentors should create a clear meeting structure in order to be most effective. The mentor is the facilitator to enable the mentee to go forward in her thoughts.

Keep in mind...

- The mentor should prepare each session ahead of time. The content should be balanced between mentee experiences, reviewing objectives, discussing current issues, and thinking about the future
- Remaining realistic about objectives is one of the keys to the mentee's success

At the beginning of each meeting

- Discuss the appropriate objectives and action steps
- Clarify and refine initial goals and expectations as needed.
→ This is essential to help the mentee gain clarity and direction. It also helps to measure progress and identify any need for refocusing.

During each meeting

- The body of the meeting is dedicated to helping the mentee review the last month, including what went well and what didn't, what goals were achieved, and any issues that came up
- Ask questions to help mentees reflect on and articulate their own thinking
- Practice active listening and express encouragement to help the mentee set realistic goals
- Look for opportunities to introduce the mentee to people in your network

At the end of each meeting

- Summarize each mentoring session
- Review the meeting's effectiveness
- Ensure that the mentor emphasizes the positive outcomes of the meeting and any progress the mentee has made

These session notes in the Mentee's Portfolio can be reviewed by the mentee at the beginning of the next session to launch the next conversation.

Closing the relationship at the last meeting

The fourth and last session will last an additional 30 minutes so that the last 30 minutes can be used to close out the relationship. This includes reviewing what went well and what didn't, along with the progress towards the goals set and what was learned. It's also an opportunity to end the experience on a positive note by identifying what can be applied for the future.

Regarding the mentoring relationship

- Discuss what went well (and what didn't) during the programme
- Share what each person learned from each other
- The mentor should acknowledge and congratulate the mentee on her accomplishments and growth during the relationship

The reasons for moving on from the relationship need to be discussed.

Regarding the goals and objectives of the mentee

- Refer to accomplishments and progress towards goals
- Discuss potential future challenges
- Identify the support she still needs to help her in the process

In order to check the impact on both Mentors and Mentees of their relationship along the four months, they will be asked to fill in a questionnaire. You can find the surveys in Annex 1.

Annex 2 consists of the portfolios for the mentors and mentees.

CONCLUSION

The MIF+ project's clear goal is also to leverage on all partners' experience in the field of entrepreneurship support and education, digital education, collaboration. Hackathon, mentoring and activities with the involvement of the private sector are used successfully to achieve it. The project aims to produce an open-source model where individuals and organisations can replicate and/or adapt the model to their local needs.

However, even if these types of events are successful in inspiring women to see themselves as entrepreneurs, there is a clear need to ensure the sustainability of these initiatives beyond inspiration events and provide further support to those female entrepreneurs. Given limited resources available for women entrepreneurs, working with mentors and with the private sector, especially as part of their corporate social responsibility policies, seems an opportunity MOVE IT FORWARD + project investigates and offers practical solutions in this respect.

Mentoring comes logically as a sustainable action which is crucial as a follow-up activity for participants in O1 the hackathon. All partner organisations contributed to bringing self-experienced methodology in the field of mentoring by working with experts, volunteers and offering peer mentoring with a high focus on involving the private sector. What the message of MIF+ project partnership for the target group is? Duplicate and transfer what you need from these Guidelines, in order to empower other women and organisations to spread the entrepreneurial skills sustained by the above-mentioned activities.

ANNEXES

ANNEX I MIF+ Mentoring Surveys

MENTOR FINAL FEEDBACK

Mentor: _____

Mentee: _____

Number of contacts with mentee: _____

Type of contacts: _____

Overall, how would you rate the mentoring experience?

5 - Excellent 4 – Good 3 - Satisfactory 2 - Fair 1 - Poor

Comments:

RATE THE FOLLOWING STATEMENTS ON A SCALE OF 1 - 5.				
5 - Strongly agree	4 – Agree	3 - Disagree	2 - Strongly Disagree	1 - Don't Know
I feel that mentee reached all or some of her personal growth goals.				
I feel that mentee has more self-confidence since we began the mentoring relationship.				
I think mentee will become a long-term productive employee.				

I would encourage others to serve as mentors.	
I found the mentor role to be too demanding.	
I feel better about my potential for career and personal growth since completing the mentoring program.	
I feel I played an important role in mentee's career and personal development.	
I have gained new perspectives from the mentoring relationship.	
I would like to mentor others in the future.	
Mentee and I plan to continue our relationship.	Yes____ No____ Don't know

ANY OTHER COMMENTS:

MENTEE' S FINAL FEEDBACK

Mentor: _____

Mentee: _____

Number of contacts with mentor: _____

Type of contacts: _____

Overall, how would you rate the mentoring experience?

5 - Excellent 4 – Good 3 - Satisfactory 2 - Fair 1 - Poor

Comments: _____

RATE THE FOLLOWING STATEMENTS ON A SCALE OF 1 - 5.				
5 - Strongly agree	4 – Agree	3 - Disagree	2 - Strongly Disagree	1 - Don't Know
I have reached all or some of my personal growth goals.				
I feel more self-confident since completing the mentoring programme.				
I will continue my training and education.				
The training I received had a positive effect on my career success.				
My mentor and I plan to continue our relationship.				Yes____ No____

	Don't know
I feel better about my potential for career and personal growth since completing the mentoring programme.	
My mentor played an important part in my growth and development.	
I will continue to work on reaching my current and future career goals.	
I would recommend this programme to others.	
I would like to serve as a mentor in the future.	Yes ____ No ____ Don't know

ANY OTHER COMMENTS:

For more details about impact and assessment, you can also check our **“Impact and assessment of women programmes and events supporting women in entrepreneurship”** document.

ANNEX II Portfolios

1. MIF+ Mentor's Portfolio
2. MIF+ Mentee's Portfolio