



GUIDE₄MENTORS

- FOR SECOND CHANCE ENTREPRENEURS -

2REVIVE



Co-funded by the
Erasmus+ Programme
of the European Union

GUIDE₄MENTORS

- FOR SECOND CHANCE ENTREPRENEURS -



PROJECT NUMBER: 2017-1-PL01-KA202-038525

This project has been funded with support from the European Commission. This publication reflects the views of only the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Reproduction is authorised provided the source is acknowledged.

Author:

INFORMO ASSOCIATION and IN DIALOGUE



In collaboration with partners of **2REVIVE PROJECT:**



PREFACE

This Guide has been created under the “Revival entrepreneurship through second chance” initiative, an Erasmus+ Project funded by the European Commission through the Erasmus+ Program of the EACEA. Project number: 2017-1-PL01-KA202-038525.

The main objective of the project is to support the development of second-chance entrepreneurs’ attitude and self-confidence, awareness and efficacy with the help of guiding and mentoring relationships to enable them to restart their business successfully.

Guide4Mentors is a comprehensive tool targeted at business professionals and experienced entrepreneurs willing to become mentors, VET centres dealing with coaching and training of business people and SMEs. Its aim is to provide the necessary knowledge and skills for possible mentors to transfer their knowledge effectively to their mentees. The guide provides proper preparation for mentors to meet mentees’ needs and expectations.

The content of the guide is suitable both for individuals that are entirely new to mentoring and others with experience, because it contains material and information needed at all levels of mentorship. The guide is made in a format that allows to be used in parts, depending on the users’ needs.

This document is free for use and download.

INTRODUCTION

The **Guide4Mentors** is a practical tool that may be used in a flexible way. If the mentor needs specific information, it is possible to go to a specific part of the Guide to get the needed information.

The first chapter, **Introduction to mentoring**, summarizes what 2nd chance entrepreneurs mentoring is, why it is needed, and what key skills, roles, and responsibilities the mentor should have.

The second chapter, **Mentoring in practice**, presents how mentoring should be like in practice: their key stages, how to be more empathic, how to detect the challenges the mentee is facing, how to find the core problem and develop a new plan for improvement and finally, monitoring.

Mentoring an entrepreneur course program, the third chapter of the Guide, provides information about possible mentoring models that could be used while mentoring, the process of dealing with stigma of failure that mentees are going through, framework for successful mentoring sessions, how to mentor using Business model canvas, and dos and don'ts of being a mentor to the entrepreneur.

The fourth chapter, **Practical questions and tools along the GROW model**, gives detailed information on how the mentoring session can be done, with all possible questions and practical tool.

The final chapter, **Support**, contains a list of institutions from the various partner countries that provide support to entrepreneurs.

CONTENTS

1	Introduction to mentoring	1
	What is mentoring for second chance entrepreneurs?	2
	Why is mentoring necessary?	2
	Roles and responsibilities of mentors	3
	Key skills for successful mentoring	4
2	Mentoring in practice	7
	Key stages of mentoring	7
	Empathy and curiosity	10
	Detecting the challenge	11
	Developing a new plan	12
	Monitoring	13
3	Mentoring an entrepreneur course program	16
	Mentoring models	16
	Dealing with stigma of failure and aligning right goals and expectations	17
	A framework for successful mentoring sessions with entrepreneur	18
	Mentoring using business model canvas	19
	Do's and don'ts of being a mentor to the entrepreneur	22
4	Practical questions and tools based on the GROW model	25
	General conversation techniques	25
	Goal	26
	Reality	27
	Option	30
	The SOAC analysis	31
	WILL	33
	Finalizing the talk	34
5	Support	36

1

Introduction to mentoring

INTRODUCTION TO MENTORING

Mentoring is defined as a positive and supportive relationship between two parties, a more knowledgeable and experienced one - **the mentor** and a less knowledgeable and experienced one - **the mentee**, with the general aim to guide the mentee into gaining and/or improving knowledge and skills necessary for personal and professional development.¹ Mentoring is not limited by age and the mentor is not always senior to the mentee, despite the common belief.

Even though most mentoring relationships are informal and based on voluntary work, formal mentoring can also be practiced through various programs with age or time limitations, aimed at different target groups. Short-term mentoring is the most common practice, but mentoring relationships built on solid and empowering foundations can last a lifetime, because they are never one-sided.

The mentor is here to guide, direct, suggest, inspire and give constructive criticism to the mentee, but mentoring itself is meant to inspire growth in both parties who then learn simultaneously.

While mentoring, the mentor learns how to master responsibility, grow own interpersonal skills, focus on the mentee and understand the importance of positive feedback.

Mentoring cannot only be seen as giving advice, as its aim is to motivate and empower the other person to identify their issues, advantages and disadvantages and set realistic goals and develop strategies in order to overcome difficulties. The mentor should not do the work for their mentee or expect them to follow their path and handle things their way, but rather to offer understanding and be respectful to different approaches and possibilities of the mentees.

That also makes for the main differences between coaching and mentoring, even though there is a thin line between them and often mentors and coaches use the same or very similar methods. Mentoring generally has a wider aspect to it than coaching as coaching tends to focus on performance and mentoring on development. Also, coaching is always necessarily time-limited and therefore its results can be more tangible, while the results of good mentoring are often most visible after a longer period of time has passed.²

WHAT'S IN IT FOR ME?

If you are the mentee, the advantages of being mentored are obvious: you can gain valuable insight to your issues from a different perspective, as well as an opportunity to learn and benefit from someone else's expertise and experience.

If you are the mentor, the benefits may be subtler as often mentoring is just a part of your job. Nevertheless, you can gain useful professional experience and improve your leadership style as well as communication skills. On a personal level, the opportunities for growth are more visible as mentoring teaches patience, understanding, active listening and giving constructive criticism.

¹ SOURCE: <https://www.management-mentors.com/resources/corporate-mentoring-programs-resources-faqs>

² SOURCE: <https://www.thebalancecareers.com/a-guide-to-understanding-the-role-of-a-mentor-2275318>

What is mentoring for second chance entrepreneurs?

Entrepreneurship is regarded as a powerful driver of economic growth, yet so far, all efforts to motivate and educate entrepreneurs have been directed towards new and young entrepreneurs. However, statistics have proven that about 30% of new businesses may not survive past the first 2 years and 50% don't make it past the 5-year threshold. Ex-entrepreneurs are often put in a tough environment, both from the psychological and societal point of view from regulations, psychological and societal point of view. There is a widespread perception about the stigma of failure and the fear of punitive sanctions as well as practical difficulties faced by formerly bankrupt entrepreneurs that hinder them from retrying. Also, feelings of shame, guilt and self-doubt go hand in hand with the stigma of failure. For that reason, it is of utter importance to carefully approach mentoring and guidance for ex-entrepreneurs willing to start again.³

Mentoring for second chance entrepreneurs should provide the entrepreneurs with:

- better understanding of specific reasons why their businesses have not succeeded the first time round and what they can do to change that in their second try
- tools to accept failure and deal with societal prejudice
- a positive attitude, self-confidence, self-awareness and motivation
- dealing with negative images of self and entrepreneurship
- knowledge and skills to foster their personal and professional growth.

Mentors for second chance entrepreneurs are not necessarily experienced in mentoring like trainers and VET teachers. They can also be successful entrepreneurs themselves or SME owners who are willing and able to offer guidance and share their skills, knowledge and personal experiences.

“

EXPERIENCE IS A TRUER GUIDE THAN THE WORDS OF OTHERS.

—
LEONARDO DA VINCI

Why is mentoring necessary?

To begin with, mentoring is necessary in order to offer a more positive environment for second-time entrepreneurs who have little to no sources of support available to them. By offering facilitated guidance, mentors help the entrepreneurs not only by giving advice and insight to their experiences, but also by asking the right questions at the right time. Because the experience of every individual is very different, the approach should also differ. Not all questions will pose the same significance to the mentees, and not all mentees will be able to answer them promptly.

For a mentoring relationship to be successful, it is vital for the mentor to create a trusting atmosphere first. Being honest and sharing your career path or another story that defined who you are today and even sharing some not-so-bright professional moments will enable the relationship to start on firm grounds. Encouraging your mentee to ask questions

³ **SOURCE:** “STUDY ON A NEW APPROACH TO BUSINESS FAILURE AND INSOLVENCY: COMPARATIVE LEGAL ANALYSIS OF THE MEMBER STATES’ RELEVANT PROVISIONS AND PRACTICES, DIRECTORATE-GENERAL FOR JUSTICE AND CONSUMERS”, JANUARY 2016

right from the start is another method of building trust. The mentee, or a group of mentees should also be made aware that they are in a safe environment where you can guarantee confidentiality. The mentor should then encourage the entrepreneurs to share their entrepreneurial experiences and issues that drove them to failure from their own perspective, using some of the tools and techniques explained in the last part of this chapter (Key skills for successful mentoring).

At this early stage it is important to define common goals and shared values which will most likely change over time. As trusting relationships take time to form, the mentees will likely open up more about their fears and dreams after a few sessions. Here the mentor should prepare questions which will help gain insight not only into the attitude of the entrepreneur, but also about how realistic their approach to business is and how healthy their coping mechanisms are. For a business to be successful, a set of factors need to fall into place like the timing and product or service placement, targeted marketing and market demands, but most of all the flexibility, organizational, managerial and planning skills of an individual are put to test. Therefore, the mentor should offer tasks and questions to be able to form a picture as realistic as possible to lead the mentee to personal and professional growth. Management aptitude tests can be a part of this process, but it is always better to form interactive tasks which allow mentors to see the first and most honest reactions of the mentees.⁴

“

ONLY PUT OFF UNTIL TOMORROW WHAT YOU ARE WILLING TO DIE HAVING LEFT UNDONE.

—
PABLO PICASSO

Roles and responsibilities of mentors

Even just deciding to be a mentor can be challenging on multiple levels. For any successful entrepreneur it can often be very difficult to acknowledge his/her own experience and competency to guide and advise another person. Apart from that, finding the time for mentoring sessions, where the mentor must be 100% dedicated to the mentee(s) and following up afterwards, can be quite difficult when managing a busy schedule.

A mentor commits himself to mentoring on three fronts:

1 Psychological:

a good mentor is first and foremost a good listener and takes notes during the mentoring sessions. When preparing for the next session, the mentor consults these notes in order to prepare the best way possible and to offer possible resources that might be useful to the mentee. An important part of mentoring, apart from active listening and sharing experiences is offering support and understanding. Failure is hard to accept, especially when it comes with severe financial and material loss in the entrepreneurial world, so empathy is really a critical part of the mentoring process. In entrepreneurial mentoring especially, empathising with a mentee goes beyond compassion and should be a way of saying: “In my career, I have been in similar situations, and I understand where you are coming from and can relate to it.”

⁴ SOURCE: TERESA BYINGTON: “KEYS TO SUCCESSFUL MENTORING RELATIONSHIPS”, DECEMBER 2010

2 Business:

By recognizing what triggered the failure from the perspective of the mentee, the mentor should offer his point of view of the situation, but withhold from defining a solution. By leading the mentee to “think outside the box” and offering positive examples, the mentee should be able to find different solutions to the same problem they previously encountered in order to be better prepared to cope with it the second time round.

3 Practical:

Even though offering ready-made solutions to the mentee’s problems is counterproductive, a mentor should always be able to share targeted information with his mentee. The information can involve possible professional improvement programs and trainings the mentee can take, government or international programs and support or financing methods, bank loans, etc.)

“

FAILURE IS INTERESTING - IT'S PART OF MAKING PROGRESS. YOU NEVER LEARN FROM SUCCESS, BUT YOU DO LEARN FROM FAILURE. DYSON STARTED OUT WITH A SIMPLE IDEA, AND BY THE END, IT GOT MORE AUDACIOUS AND INTERESTING. HE GOT TO A PLACE HE NEVER COULD HAVE IMAGINED BECAUSE HE HAS LEARNED WHAT WORKED AND DIDN'T WORK. FAILURE IS AN ENIGMA. YOU WORRY ABOUT IT, AND IT TEACHES YOU SOMETHING.

SIR JAMES DYSON
UK, INVENTOR AND INDUSTRIAL DESIGNER

Key skills for successful mentoring

Mentoring requires a proactive approach and an open mind to enable a productive, time-efficient and enjoyable relationship to take place. Taking on the responsibility and commitment of being a mentor is an endeavour not to be taken lightly as your approach and skills as a mentor are put to test and will likely leave a permanent impression on your mentee. To assess your skills as realistically as possible a good trick can be to ask your colleagues for constructive criticism regarding the basic skills you should possess as a mentor.

The skills are:

- Being a good and **active listener** - follow the conversation, take notes and remarks followed by specific questions. Let the mentee know they have your undivided attention by looking them in the eyes and nodding. Try not to interrupt your interlocutor and do not offer immediate solutions or talk only about your experience as a reaction.
- Being willing to **share your knowledge and skills** - you know what it was like when you first started and how you went through a certain path that led you to where you are today. You are willing and able to share your insights, tips and tricks.

- Having a **positive and encouraging attitude** - you do not degrade people for making mistakes, but help them see the positive aspects of the mistakes and little disasters. You are able to congratulate sincerely your mentees for their achievements and give them a confidence boost when needed.
- Being able to give **constructive criticism** - apart from being your mentee's best "cheerleader" you should also be able to recognize and discourage non-desirable behaviour and offer advice on different methods of handling a certain situation. A good trick is to discuss giving corrective feedback with the mentee at the start of the relationship. Ask if and how they would like to receive it. People are generally more willing to hear criticism if they have given permission for it in advance.
- Being **in love with your job** and show it clearly - you exhibit enthusiasm about it and you are always on top of innovation and news in it
- Being **eager to learn** new things and your colleagues respect you for that and for your honesty and integrity.
- You **set and meet your own goals** and do not blame others when you are not able to achieve something. You are accountable, respect deadlines and boundaries.
- Being able to **empathise** with others - you can put yourself in another person's shoe and see things from different perspectives.
- Being a **good communicator** - you do not expect people to read your mind. You are consistent and can articulate your ideas and advice clearly.^{5 6}

“

LEARN FROM FAILURE. IF YOU ARE AN ENTREPRENEUR AND YOUR FIRST VENTURE WASN'T A SUCCESS, WELCOME TO THE CLUB

RICHARD BRANSON
UK OWNER OF VIRGIN RECORDS

⁵ SOURCE: LINDA PHILLIPS-JONES, PH.D. "SKILLS FOR SUCCESSFUL MENTORING: COMPETENCIES OF OUTSTANDING MENTORS AND MENTEES"

⁶ SOURCE: [HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/266879950_KEYS_TO_SUCCESSFUL_MENTORING_RELATIONSHIPS_KEYS_TO_SUCCESSFUL_MENTORING_RELATIONSHIPS](https://www.researchgate.net/publication/266879950_KEYS_TO_SUCCESSFUL_MENTORING_RELATIONSHIPS_KEYS_TO_SUCCESSFUL_MENTORING_RELATIONSHIPS)

2

Mentoring in practice

MENTORING IN PRACTICE

Now that we have a clearer picture of mentoring, what and how we can prepare to mentor, as well as some preconditions that need to be met, we can move forward through the process itself. What are the key stages of mentoring? Are there any tips and tools you can use as a mentor to facilitate and foster the relationship? Is there a step by step plan or mentoring model you can follow? How do the key skills from the previous chapter transfer to practice?

Key stages of mentoring

Mistake as an opportunity for success

Both formal and informal mentoring relationships or programs should follow a similar structure, i.e. be performed in certain key stages. These stages may differ depending on your previous experience in mentoring.

Preparation

When you agree to engage in an informal mentoring relationship, you agree to offer a part of yourself, your time and energy to another person for a definite amount of time. Before you can start questioning your mentee, you should also question yourself and check to see if you have enough time in your schedule and an adequate space to host your mentee in. This space should not always be a formal setting, to allow the mentee to relax and ease into the role. Apart from that, check to see if your motivation is steady and positive and if you can, in fact, see in advance how the relationship can contribute to your personal and professional growth. At last, it is always useful to learn from the experience of other mentors and see if they could offer some tips and tricks.

Preparation phase- check list: INFORMAL MENTORING

Do I have enough time in my schedule to be a good mentor?	
Is there an adequate space or a few spaces available for meetings with my mentee?	
What is my motivation to mentor? Can I benefit from it?	
Can I ask for tips & tricks from an experienced mentor?	

Formal mentoring relationships or mentoring programs also need to go through a preparation phase, but on a different level. When developing a new programme for second-time entrepreneurs as a VET centre or another institution offering mentorship, the preparation phase should include a basic research on how many enterprises have been terminated in the past referential period (5-10 years) in the immediate area, and business market. Based on the research, you can then choose an adequate mentor and adjust the program focus. Apart from that, the preparation phase should include choosing the programme methodology and specific target group.

➔ Initiation: building the relationship

The initial phase of mentoring is crucial and often sets the tone for the entire process. When meeting the mentee(s), the mentor should pay special attention to presenting him/herself as a trusting, dependable, but most of all approachable person. Sending an introductory e-mail before the first face-to-face meeting is often a tool mentors use to facilitate the first contact. The second-chance entrepreneur is likely already facing stigma and self-doubt, so asking for help and making the first contact can be that much more difficult for them. You can keep the e-mail short and not state the expectations you have from the process. Set up the first appointment and ask the mentee to think about some key challenges they would like to work on. If this is your first time mentoring, that's OK and you should feel free to share that with your mentee.

FOR EXAMPLE:

"Hi Steven, this is John Smith from Smith Enterprises. I'd like to set up our first get together and was thinking we should meet over coffee at Gordon's cafe. I am available next Monday or Wednesday after 04:00 PM, so let me know whichever works best for you. For our first meeting I would like you to think about some key challenges you would want us to work on in the following sessions, so write a few down and don't worry about leaving something out, we can adjust it as we go. This is my first time mentoring as well, and I prepared some materials for both of us to look in to. Looking forward to sharing this experience with you!"

As you proceed to have your first meeting, talk to your mentee openly about your background and make sure you take time to answer their questions as in the future meetings you will be the one asking them. Be careful not to overshare - the focus is on them and you should be the active listener in the relationship. However, be honest about your ups and downs as the mentee will likely connect with you easier when they know you too have made mistakes in your career.

Trust is fostered by confidentiality so make sure to let your mentee know that they have your full discretion - be direct about it. Finally, an important prerequisite in building a mentoring relationship which should come before we begin the actual "work" is setting boundaries and expectations. Be very clear that the mentee can "pick your brain" but that they cannot expect you to do their work for them. Setting healthy and realistic expectations is essential for both the mentor and the mentee. From respecting the other person's time, to goal fulfilment- in informal relationships you are not signing a contract, but nevertheless you should agree on what you can and cannot expect from each other.

Initiation phase - check list: INFORMAL MENTORING

Making the first contact via phone call / e-mail : preparing for the face-to-face	
First meeting in a relaxed atmosphere: getting to know each other	
Make sure you are being open, honest and that the information shared is confidential	
Setting realistic expectations and boundaries	

The initiation phase of formal mentoring is generally not much different, and all these steps should be respected. The only difference is that in most formal mentoring you are signing a contract with the mentee in which you define the time frame of the relationship as well as expectations and boundaries.⁷

⁷ SOURCE: THE OHIO STATE UNIVERSITY: "MENTOR TOOLKIT"

➔ Goal setting

Setting realistic and feasible goals is essential for the mentee. Using the SMART method, you can offer your mentee a tool they can not only use during your sessions but even after in their professional career as it is proven that goal setting keeps us on track and minimizes falling into the trap of procrastination.⁸

The **SMART** method helps us define goals which are:

Specific

setting specific goals does not necessarily mean getting into details, but rather to try and sum up what is essential in what you want to achieve, for example to manage and plan your finances better

Measurable

think of a way how you can measure the fulfilment of a specific goal. Setting milestones can be a good way of doing so, especially for larger goals.

Achievable

how realistic is the set goal? Do I have the necessary skills, knowledge and resources to attain it?

Relevant

how important is the fulfilment of this goal for myself and my professional career? How relevant is it for my business in general?

Time-framed

is this goal achievable in a relevant time-frame? Can I give myself a deadline and respect it? Can I really respect the timeline and given milestones?

Consequently, each goal should answer the **W** questions:

- **Why** is this important for me?
- **What** will I achieve with this goal?
- **When** will this goal be attainable?
- **Where** will the fulfilment of this goal take me?
- **Who** can be involved in achieving the goal?

It is important to keep track and notes of working through the goals on each session with your mentee. We will elaborate this more in the following chapter.⁹

➔ Reality check and developing a road map to success

By following each session with notes you can not only provide feedback, but also track specific questions you ask the mentee in order to assess the level of fulfilment of the set goals. Therefore, when you notice inconsistencies, i.e. the mentee not being able to follow the set milestones, time-frame and goal-fulfilment you can do a reality-check and re-establish more realistic ones. Openly ask the mentee where they got stuck and what happened. If the reasons do not seem reasonable, do not hesitate to share this with your mentee. Often, we are not even aware of the fact that the only thing standing between us and success is ourselves. Excuses can be just a coping mechanism for a second-time entrepreneur and it is your role as the mentor to recognize and communicate this clearly.

This will allow the mentee to re-evaluate his strategies and start developing a road map to success. For a second-time entrepreneur this can be as simple as re-writing a business plan with set short-term and long-term goals as well as a good financial plan.

⁸ SOURCE: JAMSHED MEMON, M. Z. A. ROZAN, KAMARIAH ISMAIL, MUEEN UDDIN, AND DZURLL KANIAN DAUD: "MENTORING AN ENTREPRENEUR: GUIDE FOR A MENTOR"

⁹ SOURCE: [HTTPS://WWW.MINDTOOLS.COM/PAGES/ARTICLE/SMART-GOALS.HTM](https://www.mindtools.com/pages/article/newL6_107.html)

➔ Check progress

Once most of the work is done, the second-time entrepreneur should have a clearer and more realistic vision of why they failed the first time and be more relaxed about starting over. Setting up a new business on firm ground, with clear and defined strategies while having an experienced mentor behind them should give them the wind they need. Checking progress at this point means meetings that are less regular, for example twice a month.

An important part of this stage of mentoring is risk management. Be willing to protect your mentee from an avoidable disaster and warn them when you notice they are taking on unnecessary risks. Help them develop preventive and recovery strategies so they will be able to recognize these mistakes in the future or bounce back from them more easily.

➔ Concluding the relationship/program

Even though some mentoring relationships can last a lifetime, for you as a mentor to find the time to take on another mentee or to just reflect on this experience, you should give a certain closure to the relationship. Once the mentee fulfilled all or most of the goals set and both of you are satisfied with how the agreed expectations have been met, it is likely time to part ways.

“

SUCCESS ISN'T ABOUT THE END RESULT, IT'S ABOUT WHAT YOU LEARN ALONG THE WAY - OFTEN WE GET SO CAUGHT UP ON WHAT WE WANT IN THE FUTURE, THAT WE FORGET TO APPRECIATE THE JOURNEY THAT TAKES US THERE. QUALITY OF LIFE SHOULDN'T BE MEASURED BY SUCCESS, BUT INSTEAD BY THE LESSONS THAT YOU HAVE LEARNED ALONG THE WAY.

—
VERA WANG
USA, FASHION DESIGNER

Empathy and curiosity

Empathy begins with active listening to the other person, meaning:

- you let the other person speak openly and wait for them to finish;
- you are giving the other person your undivided attention
- you are not checking your phone or looking at another person or object, but rather at your mentee directly
- you do not offer immediate solutions but rather sum up key notes and think about them thoroughly before giving feedback
- by making short comments and nodding your head, you make sure the person knows you are engaged in the conversation
- do not turn the conversation subject to you and your experiences as soon as the other person finishes talking
- take notes and repeat if something said is not clear

When your mentee starts bringing more sensitive issues and problems to the table you will know that the trust-building process has been done well and that they feel safe in sharing some more complex issues with you. You have been in their shoes, so it can be challenging for you to distance yourself emotionally and be objective. The key is to practice empathy by recognizing the mentee's feelings: “Yes, I have been there before, it can be frustrating.”, “I understand that you find this discouraging.”, etc. Being empathic rather than sympathetic is what makes mentorships great. You can share your insight and experience and not feel bad for the mentee.

“

FAILURE ISN'T THE END OF THE ROAD - WHEN YOU FAIL IT FEELS LIKE THE END OF THE LINE. IT FEELS LIKE EVERYTHING YOU ONCE HOPED FOR AND DREAMED FOR IS NOW COMPLETELY OUT OF YOUR REACH. IT TAKES AN EMOTIONAL TOLL ON YOU. IT BREAKS YOU PHYSICALLY, MENTALLY, AND SPIRITUALLY. BUT, WHAT I CAME TO REALIZE WAS THAT FAILURE WASN'T THE END OF THE ROAD. FAILURE SERVED ME MORE THAN IT HINDERED ME. IT HELPED TO BUILD ME UP INTO WHO I AM TODAY.

VESELKA NIKOLOVA
BC, OWNER OF A BIG DIRECT-SALES COMPANY

Detecting the challenge

Even if you follow this Guide thoroughly and handle your mentoring relationship by the book, still one of the biggest challenges you will face as a mentor is detecting the real problem or issue(s) which put your mentee out of business in the first place.

It is very hard for the entrepreneur to distance himself enough to be objective towards his own failure, no matter how much time has passed. Even if they are able to detect certain issues that contributed to their failure the first time and communicate them to you clearly, it is likely that they are missing certain key points which the mentor should be able to detect.

This is one of the reasons why taking notes from your mentoring sessions is one of the most important tools you should use. Listening carefully and marking repeating issues as well as minor comments that maybe the mentee brushed-off as less important may as well be the key that helps you reflect on and detect the problem(s) that led to the failure in the first place. Does your mentee seem to be blaming other people or situation for their fiasco? Is the issue he is describing something that has repeatedly occurred? Was their business plan well elaborated but poorly executed?

This is where your expertise and the ability to read between the lines as a mentor are really put to test. To be able to detect the challenge and really point out to a single or multiple issues that finally led to your mentee's fiasco, you can also use another tool for assistance. When you have well defined the goals of the mentoring relationship and your mentee feels relaxed in your presence, offer them to use the online Self Assessment Tool <http://2revive.eu/self-assessment/>. The tool was developed for the purpose of helping the second-chance entrepreneurs identify their strengths and weaknesses in 7 categories considered as the pillars for running and sustaining a successful business:

- ➔ adaptability
- ➔ risk management
- ➔ business plan
- ➔ learning without shame
- ➔ stress management
- ➔ motivation and support
- ➔ marketing

Through the quiz, the entrepreneur will have the opportunity to understand and self-reflect on the reasons behind his

downfall and educate himself towards a more successful future.

Encourage your mentee to take the quiz and to really take time and reflect on his answers as well as the results the tool will display when finishing the quiz. Your mentee should share the results and his reflections with you in order to focus on developing strategies to avoid making the same mistakes in the second business attempt.

“

I DON'T WORK AT BEING ORDINARY

—
PAUL MCCARTNEY

Developing a new plan

Now that the mentoring relationship is in the stage where the mentee is making visible progress and working on his goals actively, it is time to develop a new plan which should include different strategies to overcome possible re-occurrence of certain issues as well as risk management mechanisms. The plan is not only a business plan but also a personal development plan set out to define pointers on which skills and knowledge the mentee should work on.

Business plan

If the mentee had a business plan for his previous enterprise, ask to read it first. From this, it should be clear how much time and effort the mentee invested has into the plan and his business idea and how much ground the idea stands. Notice possible inconsistencies and check to see if the financial plan numbers are realistic. Did your mentee develop a good market analysis the first time round? How clear was his vision? Does his marketing strategy respond well to current trends?

Comment on the business plan constructively and suggest methods to develop a bullet-proof plan second time round.

The mentee should be able to answer clearly and as simply as possible to the following questions:

- Why are you starting a business?
- Are you offering a new product or service (or both)?
- What makes your product/service different from other similar products/services?
- Who are your customers?
- At what point will your business break even?

A good business plan is based on vision and research. You can suggest some basic guidelines for the structure of the plan to the mentee to make it easier for them to focus on what is important. It is not essential for the business plan to be elaborated to the detail, but rather that its content is consistent, well-communicated and concrete.

The content of the business plan should be the following:

- A** Defining the vision - what do I want my business to look like in a year or five years? What do I want to achieve with it?
- B** Executive summary of the business idea written to be easy to understand, but well-rounded
- C** Defining the mission - what are the long-term and short-term goals of my business? What am I set out to do with my product/service?
- D** Products and services - a detailed overview of the products and/or services my business will offer

- E** Market analysis - research on similar businesses in the surrounding area and the market demand for the specific product and/or service
 - F** Target group(s) - defining the primary and secondary target group for the product and/or service
 - G** Marketing plan - an overview of the business promotion steps
 - H** Risk management and swot analysis - what are the strengths and opportunities of my enterprise? What are its weaknesses and threats? How do I manage the risks?
 - I** Financial plan - 3 year overview of revenue and expenditure with a focus on the break-even point
-

Development plan

The steps of creating a personal development plan do not necessarily differ much from the pattern we followed when developing a new business plan. You have already managed to identify possible issues and lack of skills and/or knowledge with your mentee and made him aware that he cannot expect to have positive results by following the same pattern that led to a failure the first time. Therefore, to change his perspective and improve his chances of success, he must grow together with his business.

What is his personal vision and mission? What are the goals he wants to accomplish in 5 years? Where does he see himself in 5 years? What is he lacking now that stops him from fulfilling his dreams? What are the skills and/or knowledge that can help him get there? What are the resources which can help him develop his skills or knowledge (books, videos, programmes, courses)? What will success look like? Can he add a timeframe to the plan?

Ask your mentee to take time and reflect on these questions in order to create a development plan which will assist him in his future personal as well as professional life.

“

DON'T WHINE ABOUT YOUR MISTAKES, LEARN FROM THEM!

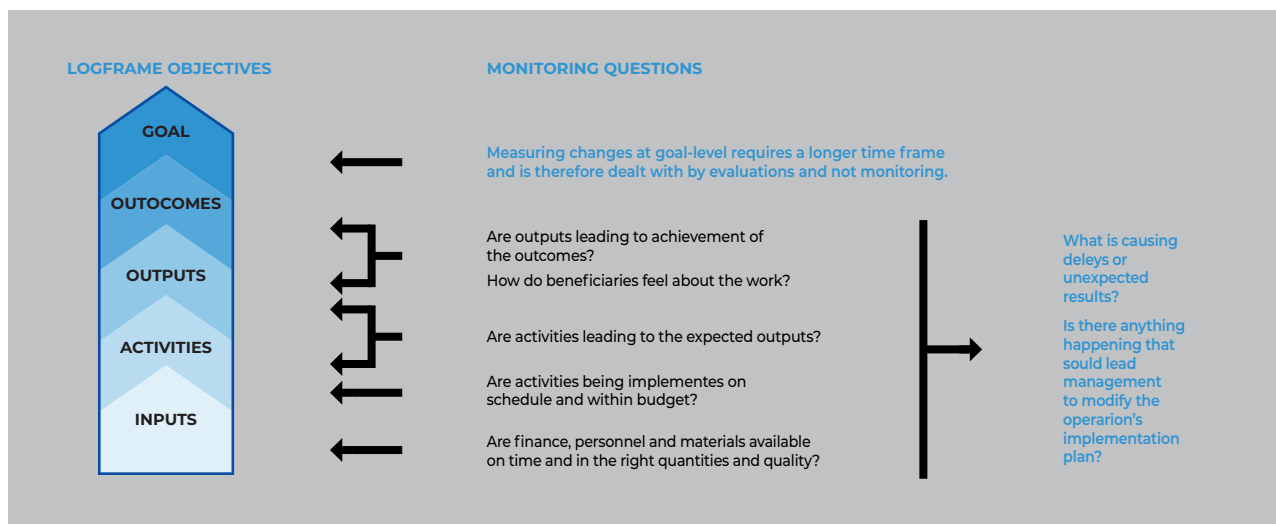
—
BILL GATES

Monitoring

Checking the progress of your mentee or monitoring means following-up on how the mentee is managing to reach the set objectives in the given time-frame.

Monitoring should determine:

- ➔ outputs by measuring effort
- ➔ outcomes by measuring effectiveness
- ➔ impact by measuring change



THE DIAGRAM ABOVE HAS BEEN DEVELOPED BY INTERNATIONAL FEDERATION OF RED CROSS AND RED CRESCENT SOCIETY (IFRC) (2011) WITHIN THE FRAMEWORK OF IMPLEMENTED GUIDE "PROJECT/PROGRAMME MONITORING AND EVALUATION (M&E)" AND IT SUMMARIZES THE KEY QUESTIONS RELATED TO LOG-FRAME'S OBJECTIVES REGARDING MONITORING

The purpose of monitoring is primarily to ensure that the mentee is getting the expected benefit of the relationship and that the communication between the mentor and the mentee is clear. As mentioned above, the monitoring stage of the relationship means that the communication is ongoing, but the face-to-face meetings are not happening so often anymore. The mentor's role is to ensure that enough time has passed for the mentee to move on to the next step or phase of reaching his objectives.

If you notice that your mentee is not making progress as planned, make sure to either correct the plan and the timeline or to motivate your mentee positively. In this stage it is of utter importance for you as the mentor to be consistent and to make regular contact. If things are not going according to the plan it will be challenging for the mentee to make first contact.

By keeping constant contact, regularly reflecting on your mentee's progress, (re)directing the mentee in the right direction and above all, keeping a positive attitude, a successful outcome of your mentoring relationship is ensued.¹⁰

“

DON'T LIMIT YOURSELF OR FALL VICTIM TO RESTRICTIONS PUT IN PLACE BY SOCIETY. THINK OUTSIDE THE BOX AND TAKE THE INITIATIVE TO PURSUE YOUR DREAMS.

CHRISTINA WALLACE

USA, INFLUENTIAL ENTREPRENEUR, BUSINESSWOMAN, AND THE FOUNDER OF SEVERAL PROMINENT COMPANIES, INCLUDING QUINCY

¹⁰ **SOURCE:** ANGELIKI MANIOTI, MAGDALENA MALINOWSKA, WOJCIECH MALINOWSKI, JOANNA WAPIŃSKA, MARYROSE FRANCICA, ANNA SILĂRE MARIA MARTIN, BEATRICE BELLET, SILVIA FRON: "GUIDE HOW TO COACH DISABLED WOMEN FOR DEVELOPING INCLUSIVE ENTREPRENEURSHIP"

3

Mentoring an entrepreneur course program

MENTORING AN ENTREPRENEUR COURSE PROGRAM

Mentoring models

There are a few mentoring models that can be used while mentoring second-time entrepreneurs. By choosing a specific model, the mentor should be focused on the entrepreneur's specific situation, and may also be acquainted with other entrepreneurs who need guidance and which could be involved in joint mentoring.

Possible models of mentoring second time entrepreneurs:

1 One-on-One Mentoring:

One-on-one mentoring is mentoring between two people, mentor and mentee. A mentor is chosen based on certain criteria such as experience, skills set, goals, personality, and other factors. This model is very efficient and valuable for the mentee for many reasons. It allows total commitment to the mentees, especially since the mentees are second chance entrepreneurs, having additional barriers in creating a new business. In this way, mentoring will be focused completely on a single mentee's needs, the mentor will be able to make a good mentee analysis and set a specific approach to address and solve psychological and business barriers based on previous experiences. This mentoring model creates the connection and trust between the mentor and the mentee, especially those who have not accepted their failure to the level of being able to share it publicly, for example, in group mentoring.

2 Group Mentoring

When one mentor is working with a group of few mentees – it is a group mentoring. This model has the added benefit of mentees gaining insight from each other. Under this model, however, the mentor/mentee relationship is not as close as it is with one-on-one mentoring. Group mentoring is limited by the difficulty of handling different level of knowledge and different needs that second chance entrepreneurs have. Also, as this mentoring is for specific mentees with previous bad experiences, it is hard for some of them to expose failure publicly and talk about it as a good example and a chance for building a successful way of doing business.

It would be good to combine one-to-one mentoring with group mentoring. For example, firstly, mentor should hold one-to-one meeting with each mentee (get to know each other, build trust and reliance, detect the cause of failure). A group mentoring workshop would follow (small groups recommended 2-6 persons) where each of them will get to know each other better, have enough confidence to present their story of failure, find out they are not alone, and then work on their Business model canvas. After that, one-to-one mentoring can be made again where the mentor will evaluate the mentee's Business model canvas, advise him and ask the right questions to lead him to finding the best solution for new business.

3 eMentoring

When mentors and mentees are not in the same location or they are traveling often, a handy model of mentoring is eMentoring. eMentoring could be arranged through Skype, Google Hangouts, e-mail, instant messaging, or other online platforms. It can be realized as one-to-one, group, multiple and triad mentoring. Although face-to-face mentoring is more appropriate for better socialization, online communication is also useful and effective, especially if it is in combination with face-to-face mentoring.

4 Multiple mentoring

This is where a mentee has more than one mentor, meeting with each separately. Multiple mentors can provide different perspectives and expertise to the mentee. Multiple mentoring is essentially the same as the “mentor network” concept. In this model of mentoring It is recommended to have one “main“ mentor who will have insights in all activities of the mentee and lead him through the process of rebuilding his business.

5 Triad mentoring

This involves three people at the same time. There are two traditional ways a triad can be structured:

- ➡ one mentor mentoring two complimentary mentees – for example, two second-time entrepreneurs who are at approximately the same knowledge level or stage in rebuilding their businesses, or
- ➡ two mentors and one mentee – here two mentors help the second-time entrepreneur, share their experience in a different field and reduce the time for mentoring if it would be done separately.

With this type of mentoring, mentees benefit from the direct help they get with their goals, as well as indirectly from observing how others work on their own goals. Special attention should be made in matching mentors and mentees to increase the chances the three will be able to work well together. It is also important to set ground rules and schedule beforehand in order to ensure equal time for each participant during meetings.

Dealing with stigma of failure and aligning right goals and expectations

Stigma is generally defined as a mark of disgrace or infamy, a stain on one's reputation. Academically it has been described as something deeply discrediting that reduces the individual bearing the stigma “from a whole and usual person to a tainted, discounted one”¹¹. More recently, Link and Phelan¹² provided a comprehensive description of stigma as a concept made up of inter related elements of “labelling, stereotyping, separation, status loss, and discrimination” and indicated that stigma can have a substantive impact on many areas of a person's life such as income, housing, and health.¹³

There are two types of stigma: social and self-stigma. **Social stigma** involved discrimination at the hand of others due to illness and was a means of endorsing specific stereotypes within society. **Self-stigma** entailed a person discrediting him or herself, thereby endorsing the negative beliefs held by society.¹⁴ Similarly, other scholars described self-stigmatization as the negative reaction of a person to him/herself in the light of personal experience.^{15 16}

In order to understand how stigmatization affects the entrepreneur and his actions, we list the process that each entrepreneur goes through when a business collapses and whose phase should end with the transformation into a positive thinking of the “F” word.

¹¹ SOURCE: GOFFMAN, E., 1963. STIGMA: NOTES ON THE MANAGEMENT OF SPOILED IDENTITY. PRENTICE HALL, ENGLEWOOD CLIFFS, NJ, P. 3

¹² SOURCE: LINK, B.G., PHELAN, J.C., 2001. CONCEPTUALIZING STIGMA. ANNU. REV. SOCIOL. 27 (1), P. 377

¹³ SOURCE: SINGH, S., ET AL., “FAILED, NOTFINISHED: A NARRATIVE APPROACH TO UNDERSTANDING VENTURE FAILURE STIGMATIZATION”, J.BUS. VENTURING (2014), P. 2, [HTTP://DX.DOI.ORG/10.1016/J.JBUSVENT.2014.07.005](http://dx.doi.org/10.1016/j.jbusvent.2014.07.005)

¹⁴ SOURCE: CORRIGAN, P.W., MORRIS, S., LARSON, J., RAFACZ, J., WASSEL, A., MICHAELS, P., ET AL., 2010. SELF-STIGMA AND COMING OUT ABOUT ONE'S MENTAL ILLNESS. J. COMMUNITY PSYCHOL. 38 (3), 259–275

¹⁵ SOURCE: KNIGHT, M.T.D., WYKES, T., HAYWORD, P., 2003. ‘PEOPLE DON'T UNDERSTAND’: AN INVESTIGATION OF STIGMA IN SCHIZOPHRENIA USING INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS (IPA). J. MENT. HEALTH 12 (3), 209–222.

¹⁶ SOURCE: SINGH, S., ET AL., “FAILED, NOTFINISHED: A NARRATIVE APPROACH TO UNDERSTANDING VENTURE FAILURE STIGMATIZATION”, J. BUS. VENTURING (2014), P. 3, [HTTP://DX.DOI.ORG/10.1016/J.JBUSVENT.2014.07.005](http://dx.doi.org/10.1016/j.jbusvent.2014.07.005)

Graphic summary of venture failure episodes



SOURCE: SINGH, S., ET AL., "FAILED, NOTFINISHED: A NARRATIVE APPROACH TO UNDERSTANDING VENTURE FAILURE STIGMATIZATION", J. BUS. VENTURING (2014), [HTTP://DX.DOI.ORG/10.1016/J.JBUSVENT.2014.07.005](http://dx.doi.org/10.1016/j.jbusvent.2014.07.005)

The first episode (complication of situation) we call “anticipating failure”. It represents the time period wherein entrepreneurs begin to see the possibility of their venture failing because of the serious, seemingly irresolvable ongoing difficulties (partnership issues, financial losses, and legal problems). **The second episode** (climax) we label “meeting failure” and it covers the months within which failure actually unfolded. During this episode, entrepreneurs were busy with discontinuing business, declaring bankruptcy, dissolving partnerships, and so forth. **The third episode** we mark as “transforming failure” (resolution) and it entails entrepreneurs moving beyond the stigma they experienced due to venture failure. This third episode illustrates change brought about by an epiphany in the collective story - entrepreneurs had deep insights about the meaning of their failures that ultimately transformed it into a positive life experience.¹⁷

When mentoring 2nd chance entrepreneurs, mentors must understand in what stage mentee is in, whether he/she is stigmatized by himself/herself or the society (or both), focus on the specific cause of stigmatization, and accordingly strive to understand the causes of the previous failed business as part of learning and preparing for new business ventures that will be successful based on past experience and knowledge.

As each of us is an individual with different life experiences, characteristics, and responsiveness to individual life situations, it is up to the mentor to evaluate what approach to use when mentoring to understand what stage mentee is struggling with. The mentor must bear in mind that in addition to facing a business failure, the second chance entrepreneur also faces other segments of life that have been affected by this failure - family life, friends, acquaintances, finances, ...

We recommend, for a start, to use examples from the website: <http://2revive.eu/success-storybook/> and take advantage of the story of entrepreneurs who are known today and who have previously struggled with various problems and still succeeded. Also, if the mentor personally experienced a previous business failure, it will make it easier for the mentee to open and reach the third transformation stage as soon as possible.

A framework for successful mentoring sessions with entrepreneur

Successful mentoring can be achieved through the GROW model mentoring sessions. The success of mentoring using this model is in learning through experience. Also, devoted time to each phase and energy of the mentee is crucial. To use this kind of model you don't have to be an expert in the mentee's concrete situation to be able to help him in his challenges.

¹⁷ SOURCE: SINGH, S., ET AL., "FAILED, NOTFINISHED: A NARRATIVE APPROACH TO UNDERSTANDING VENTURE FAILURE STIGMATIZATION", J. BUS. VENTURING (2014), P. 7, [HTTP://DX.DOI.ORG/10.1016/J.JBUSVENT.2014.07.005](http://dx.doi.org/10.1016/j.jbusvent.2014.07.005)

On the **first mentoring session**, the mentor in collaboration with the mentee should set the frame of the mentoring plan, set a time-frame and develop a contract. In this way, a high level of satisfaction for both sides can be reached.

Mentoring model consists of four phases:

- 1) defining the **Goal** of the coaching trajectory
- 2) exploring the **Reality**
- 3) generating **Options** that can contribute to the solution of the problem
- 4) the **Will** to take action

A detailed description of the Grow model and how you can construct the mentoring, is included in **Chapter 4**.

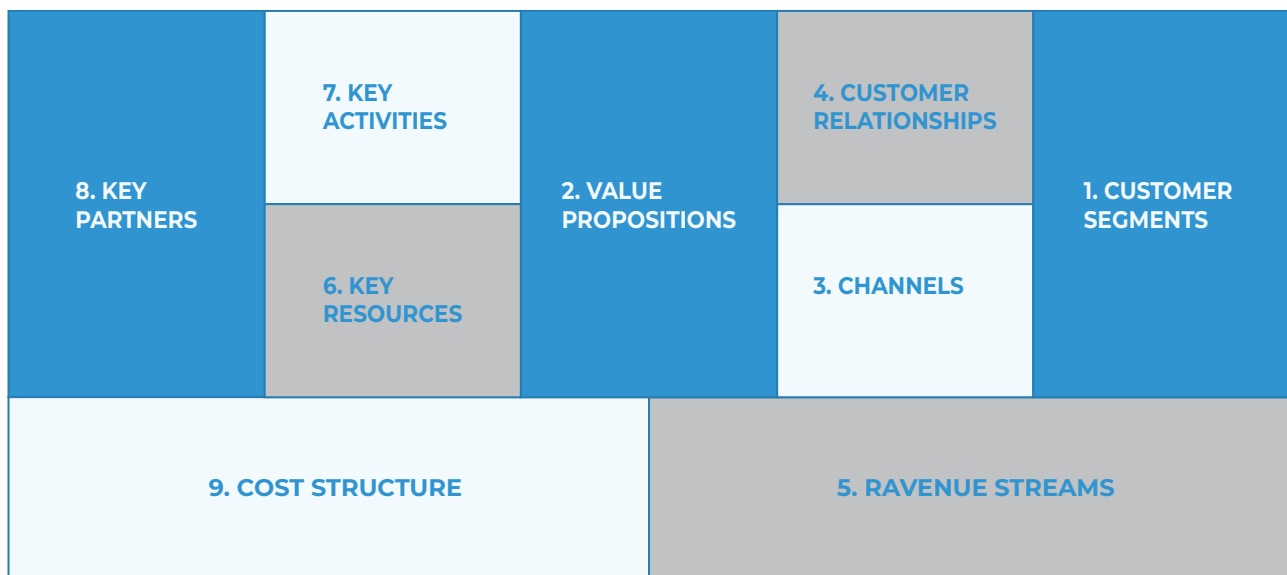
While **finalizing the mentoring**, the mentor has to make sure to present to the mentee a detailed achieved development history and encourage him for further challenges. Mentors and mentees are not required to see each other after the program ends, but if the meetings were frequent, they would have probably built a friendship at the end. Mentoring is finalized when there is nothing left to work on, or mentee is encouraged enough to proceed without further help of the mentor, or mentor could decide that mentee is ready for new business challenges by himself. The four steps of the GROW coaching model have now been introduced with general questions for each phase as well as different methods that might be of use. Depending of the mentoring frame, an agreement can be made for follow-up talks and evaluation if such talks have worked out for the mentee.

Mentoring using business model canvas

BMC is a handy tool that gives an entrepreneur a chance to see their business from the core and key business segments, all in one place, transparent and concise. The convenience of this canvas is that it is a one-page document, which can be printed on a large piece of paper and put on a wall so that the entrepreneur, and his team, can always see the core and the direction of the business. This makes it easier to stay focused on the goals and tasks defined for the direction of growth of the company (because, when carrying out concrete activities, it's easy to deviate from the planned path).

There are many variations of BMC and it is possible to adjust and modify it according to the specific needs of the entrepreneur. We have downloaded the BMC construction for this manual from this site: <https://www.strategyzer.com/canvas/business-model-canvas> where at a certain fee you can use the online version of Canvas and share it with partners, team or suppliers, all depending on your needs.

Below is the BMC framework (you can find the printable template in various formats at the end of this Mentor Guide) with questions that are critical in guiding and completing the Canvas fields. We recommend that the Canvas sample be printed on larger paper and use post-it notes to write information in the Canvas fields.



1 Customer segments

Customers, whether individuals or organizations, are the most important business segment. They bring revenue to the business and if customers are not properly defined, their wants and needs, as well as their payment power, the business will not survive for long.

- Who are your customers?
 - What are your main customers?
 - What are your customers' habits, needs, their age, hobbies, paying power?
 - How big is the customer market?
 - Prioritize customers by importance (if you have more than one customer group)
 - Do you segment your business into a small niche market or mass market?
 - If you are focusing on a specific niche, the Value proposition, Distribution Channels, Customer Relationships (and Revenue Streams, if applicable) should be linked to and focused on that particular niche.
 - Did you segment your customers this way in your previous business? Have you noticed what you can fix in your new business?
-

2 Value propositions

Value is what sets your business apart from others and can be qualitative (experience, special design, environmental / social impact, ...) and quantitative (price, quantity, delivery speed, ...).

- What is the core value your business offers to customers?
 - What other values does your business give to customers?
 - How are you different from the competition?
 - What customers' needs does your company fulfil?
 - What customer problems does your business solve?
 - Make sure you provide answers for each segment that you have defined in Customer Segments
 - In the previous business, did you rely on the added values of your company? Did you highlight / use / recognize them enough?
-

3 Channels

In this segment, you need to list all the channels you use that are related to customers (sales method (direct, online, partners), service/product feedback, promotion method, customer support after purchasing a product, ...). We need to put ourselves in the skin of the buyer so that we can, in a credible way, from the very knowledge of the product and its selection among other offerings, through the purchase to the after-sales support, make a complete cycle.

Channel Phases:¹⁸

- 1) Awareness: How do you raise awareness about your company's products and services?
 - 2) Evaluation: How do you help customers evaluate our organization's Value Proposition?
 - 3) Purchase: How do you allow customers to purchase specific products and services?
 - 4) Delivery: How do you deliver a Value Proposition to customers?
 - 5) How do you provide post-purchase customer support?
- Think about supply, marketing, distribution, communication channels – are they effective/cost efficient?
 - In the previous business, did you plan each of these phases? What customer feedback information can you use to advance your new business?

¹⁸ SOURCE: [HTTPS://WWW.STRATEGYZER.COM/BOOKS/BUSINESS-MODEL-GENERATION](https://www.strategyzer.com/books/business-model-generation)

4 Customer relationships

- How do you plan to connect with customers?
- How often do you communicate with customers and how?
- How do you interact with customers and how does this differ amongst customer segments?
- What support do you offer to your customers (personal assistance, self-service, automated services, communities, ...)?
- In comparison to the previous business, what segment would change in relation to customers? What have you learned from that experience?

5 Revenue streams

Many entrepreneurs have struggled with setting prices correctly and giving discounts on their products / services. It is always important to define the cost of a particular service / product in order for it to cover its entire process costs from procurement, cost of employees, cost of channels required for its sale, delivery ... Also, it is necessary to research the competition and the price for which the customer is willing to pay for your product / service. The Revenue Streams list is linked to Customer Segments and Value Propositions.

- Have you set the prices of the product / service considering the total cost and the correct price for which the customer is willing to pay for the product / service?
- Are there more sources from which you can generate income?
- Have you developed a system of discounts, rewards for customers?
- How did you define prices in your previous business? Were they realistic? How did you track revenue versus expenses?
- Through what channels do your customers pay and do you offer multiple forms of payment?
- If you sell multiple products / services, do you have a different pricing policy?

6 Key actives

In this section, it is necessary to define the key activities that are required for the business to be successful.

- What specific key activities are necessary to deliver your **Value Proposition**?
- What activities set your company apart from others?
- What differs you from your competition in the field ex **Revenue Streams, Distribution Channels, Customer Relationships**?
- How did you define your key activities in your previous business? Can you draw any conclusions regarding the new business?

7 Key resources

For a business to operate, internal and external resources are required. Key Resources are linked to Key Activities. Key Resources can be intellectual (as brands, patents, partnerships, ...), physical (buildings, vehicles, machines, systems, ...), financial (credits, cash, ...) and human.

- What specific Key Resources or assets do your **Value Propositions** require?
- What specific Key Resources or assets do your **Distribution Channels** require?
- What specific Key Resources or assets do your **Customer Relationships** require?
- What specific Key Resources or assets do your **Revenue Streams** require?
- Have you managed Key Resources in your previous business? Were they all necessary/well selected

8 Key partnerships

Selecting partners and suppliers that respect deadlines and contractual obligations is a key segment to ensure quality delivery of products and services. Also, you need to identify and decide which jobs you can do within your business that are not directly related to your business segment, and which part to leave to partners. There are four types of partnerships: buyer-supplier relationships, joint ventures to develop new businesses, strategic alliances between competitors and strategic partnerships.

- Who are your Key Partners?
- What Key Resources does your company acquire from partners?
- What Key Activities do these partners perform?
- What kind of partners did you have in your previous business? Did you achieve good communication? Were obligations and roles in the mutual contracts defined well? Did they respect them?

9 Cost structure

The biggest challenge for entrepreneurs is to balance revenues and expenses well. This section should list all costs that occur from (and before) business opening and link them to **Key Activities**, **Key Resources** and **Key Partnerships**.

- Write down the fixed costs
- Write down the variable costs
- How Key Activities drive costs? Are those cost aligned with the Value Propositions?
- How Key Resources drive costs?
- How do your costs relate to Revenue Streams?
- Is your company cost-driven or value-driven?
- How did you track and define expenses in your previous business?
- Did you try to reduce them? How?

Do's and don'ts of being a mentor to the entrepreneur

Through the 1st and 2nd chapter of the Guide, we have introduced what qualities and behaviour a mentor should have, especially in mentoring the 2nd chance entrepreneurs, who require special attention. So, to sum it up, here is a short checklist as a reminder of dos and don'ts of being a good mentor.

DOs	
Demonstrate genuineness	Being who is open and transparent in the relationship, not hiding behind the mask of professionalism (also known as realism or authenticity)
Show unconditional positive consideration	Acceptance of mentee without judgment or associated conditions (also referred to as caring, valuing, rewarding, respecting)
Transmit a deep level of empathic understanding	The ability to “enter” into the other's world, as if one were putting on the other's shoes, without getting lost (otherwise operates a defensive mechanism that is harmful to the mentor - projective identification)
Have open communication	The mentor should encourage the mentee to communicate in this way. This can stop them from denying, pretending, or hiding thoughts and feelings that may not be conducive to the mentoring process.
Have a sense of humour, ability and desire to nurture other people	Humour is more than welcome during mentoring to lighten up the atmosphere and break the possible discomfort or shame of the mentee, especially when stigma of failure is present.

DOs	
Effective listening, communication and problem solving skills	Being a mentor requires developed skills, but mentoring 2nd chance entrepreneurs require additional effort. It is very important to have these skills in the aim to detect what are the obstacles the entrepreneur is struggling with and find solutions for them. Don't assume anything about your mentee – always ask.
Approach each mentorship differently	Every person is a different individual with a different background, experience, characteristics and ultimately with different business failures. Therefore, it is necessary to approach every mentorship with reset expectations and labels.
Set expectations together in the very beginning	The goals and expectations of the mentoring should be determined at the beginning in order to set the right way to work and produce satisfaction for both parties.
Be forthcoming about mistakes you've made	Being open to sharing your own mistakes and failures is one of the best gifts a mentor can give. Not only it is helpful information for problem-solving purposes, but it also helps build trust, gives mentees initiative to share their own mistakes, and strengthens the relationship overall.
Highlight their achievements	Because people often look for or call upon a mentor to help them with tough situations, many mentorship conversations revolve around the negative stuff. When you take the time to highlight and even celebrate your mentee's successes and achievements, you're not just balancing out the mood of those conversations - you're also building your mentee's confidence, reinforcing good behaviour, and keeping them focused and motivated.
For every criticism, encourage three times	Mentoring is an act of fanning the flame of someone to do better and excel at work. Be careful with how much you criticize, because that can discourage growth. To avoid that, encourage at least three times for every criticism. Try to spend a lot of time praising, encouraging, and motivating.

DON'Ts	
Overprotection	Realise that your role is not to protect the mentee from usual feedback that is hard but rather to develop the mentee
Ego: the relationship is more important than the mentor	Refocus yourself by concentrating on the development of the mentee and not on yourself
Cloning: "Mini me syndrome"	Respect the individuality of the mentee and focus on his/her development needs according to potential and not your preferences or personality Ask the questions: "Am I trying to mould a mini me?"
Cultural domination	Learn as much as possible about the mentee's culture and respect it. Do not enforce your own cultural beliefs
Work overload	Be realistic in terms of the mentee's workload
Lack of flexibility	Always think of new ways of achieving development and learning. Adapt your style according to changing business needs and realities. Realise that your style of learning might be different from your mentee's and accommodate for that.
Being too nice	Rather be firm, direct and straight to the point so that the mentee gets honest feedback & the opportunity to learn from mistakes. Live by this Emotionally intelligent adage: It's not what you say...It's how you say it! It's not what you do....It's how you do it!
Being too strict	Be realistic and balanced in terms of your expectations, objectives & approach. Ask the question: "Am I a perfectionist and how can this drive to rigid types of expectations and behaviours?"

SOURCE: AUTHOR'S PROCESSING BY SOURCES: <https://www.wcl.org.uk/sites/default/files/speed%20mentoring%20toolkit%20-%20handout.pdf> AND SUTTON, J & STEWART, W. (2002). LEARNING TO COUNSEL – DEVELOP THE SKILLS YOU NEED TO COUNSEL OTHERS (2ED). GLASGOW: BELL & BAIN LTD. <https://blog.hubspot.com/marketing/mentor-tips-positive-impact>, <https://www.inc.com/JOHN-BRANDON/6-strategies-to-help-you-mentor-more-effectively.html>

4

**Practical
questions
and tools
based on the
GROW model**

PRACTICAL QUESTIONS AND TOOLS BASED ON THE GROW MODEL

The GROW model is a simple structure for conducting coaching talks. It consists of 4 phases: setting the goal, exploring the reality, inquiring into options, and finally talking about the will to take action. In the following pages we will first look at some general techniques for leading a good conversation. After that, we will look at these four phases and propose questions and methods for each phase.

General conversation techniques

There are a couple of things to keep in mind for a smooth and fruitful conversation throughout the coaching talk. We will look at some of these now.

Setting the frame

The coaching talk starts with setting the frame and developing a contract, so you have clarified expectations of each other. Topics to be covered include:

- Time-frame;
- Role of coach vs. focus-person – the coach is responsible for asking questions and keeping the structure, while the focus-person is responsible for bringing up the most important topics;
- Confidentiality.

Active listening

Active listening is about listening with the purpose of fully understanding what the other person is saying, not assuming that you know what they mean, but inquiring into the meaning of words used, asking the person to elaborate more and check your understanding. It can be useful to remember the following points throughout the conversation:

- Ask open questions. These are questions starting with When, who, where, how. However, be careful with using the word why, as it tends to sound a bit accusing;
- Silence. Stay silent and give the other person time to think and answer, a lot of things might be happening in the mind of the other person during moments of silence;
- Listen for key words and inquire into these – possibly just by repeating them, or asking, can you tell me something more about... Key words are words that stand out, words that could have several meanings, words that awake your curiosity;
- Summarise and check your understanding to make the person feel understood;
- Show understanding for problems, I can understand that... Please note that this is not the same as agreeing;
- Keep associations, assumptions and your so-called good advice back.

Process-interrupting questions

It is always a good idea to check with the person if you are on the right track, if you are talking about the most important challenge, and if the talk is useful to the focus-person. It is useful to be able to switch back and forward between the actual content of the talk and such reflections on the talk, in which you can discuss your relation, the process of the conversation etc. The content of the talk will be negotiated in the first phase of the GROW-model, but can be renegotiated throughout the talk, using some of the following questions to ensure that you are on the right track:

- Are we talking about the right thing now?
- What is most important for you to continue talking about? A... or B?
- I am wondering if we are talking about the main thing here, or if there is something else, that is more important for you to talk about?

Goal

After having set the frame and established the contract, the first phase of the coaching talk is to set the goal. A goal could for instance be a problem to deal with, a decision to make, a performance goal or a development goal. Both long-term and short-term goals should be set. The long-term goal could be a bigger goal in relation to setting up a new business and the short-term goal what is expected from the single coaching talk at hand. In this chapter we will first look at some questions that can be asked in this phase and after that a few methods that can be used to elaborate on the goal.

General questions

- What do you want to achieve in the long-term?
- What results are you trying to achieve?
- What do you want to change?
- How will you know that you have reached your goal?
- How will you know that your problem has been solved?
- What is important for you when it comes to achieving the goal?
- What would be the benefits if you achieve this goal?
- In relation to your goals, what would you like to achieve from this coaching session?

The miracle question

The miracle question is taken from a solution-focused approach. The purpose of the miracle question is to look behind our current frustrations and limitations through the use of positive imagery. It's about finding the dream behind our frustration, or the dream that our current challenges are standing in the way of. It is much easier to plan the appropriate actions if we know what we are heading towards and what is important for us, but sometimes our challenges, guilt, shame or mental limitations make it difficult for us to see our dreams and goals clearly. The miracle question takes a playful approach to this, by putting us into an imaginary future where our problems have magically disappeared. The miracle question goes like this:

Imagine that tonight you fall into a deep sleep and while you are asleep a miracle happens, and your difficulties disappear. Because you were asleep you do not know, that it has happened. What will you notice when you wake up? What will be different? What will others notice? Etc...

There are a couple of points to consider to be able to ask a successful miracle question:

- Before asking the miracle question, it is important to clarify which personal challenges should miraculously disappear. It is not about changing the market or customer preferences, or all of a sudden finding a million euros in our account. Rather we can make personal limitations, fears or shortcomings disappear e.g. imagine how a sales meeting would go if the nervousness had disappeared overnight. The miracle should focus on what the focus-person does differently rather than on how others or the environment change.
- For some people the question becomes too playful and the question can be downscaled to imagining that e.g. the sales meeting has just been concluded and it went perfect, your difficulties were not at all present, what happened, what did you notice?
- Speak in present tense and not in the future tense. The miracle has happened, and how are things now, or in case of the sales meeting, what happened and how do you feel now.
- Talk about the presence of the positive rather than the absence of the negative. So what is there instead of e.g. the nervousness?
- Ask a lot of follow-up questions to explore actions, thoughts and feelings that are different, when the problem is absent.

The scaling question

The scaling question, as the miracle question, comes from the solution-focused approach. The scaling question can come in hand in different phases but is very useful after a miracle question to help specify the dream and possibly make the goals more realistic. Finally, it can be used to specify both long-term and short-term goals. When asking a scaling question, it is

important to know that the goals we talk about within the solution-focused approach are slightly different from how we normally talk about goals. This is based on the idea that small realistic goals that make a big difference and can be carried out already tomorrow are more likely to benefit the focus-person than big unrealistic goals, that might overwhelm the focus-person and cause stress and feelings of insufficiency. Good solution-focused goals are:

- Signs that you have achieved your wishes (problem is solved)
- Repeated actions / processes that the focus-person does differently and well (NOT single activities, initiatives or measures)
- Presence of desired behaviour rather than absence
- Small and realistic (can be reached within 2-3 weeks)
- Concrete - easily observable whether fulfilled or not
- First steps in the desired direction rather than the end-goal
- Important to the focus-person

The scaling question goes like this:

On a scale from 1-10 where 10 is the miracle/ your desired future and 1 is the complete absence of your dream, where are you now?

- Where are you now?
- How come you say 4 and not 3? What is it you already know and master? What have you already achieved?
- What are the signs of having gone one step up? What are you doing (slightly) different at this level? How do others respond to this, how do you feel?
- How will you know that you have reached 6? What are you doing (slightly) different at this level? How do others respond to this, how do you feel?
- How high on the scale do you need to get to be satisfied? How do things look at this level?
- How will others notice? What will they see?

Just like with the miracle question it is important to:

- Talk in presence tense
- Talk about the presence of positive actions, thoughts and feelings rather than the absence of negative
- Ask a lot of follow up questions to explore patterns of actions, thoughts and emotions and other people's response at the different levels

Reality

The second phase of the GROW model is the phase where the current reality is explored. This is the phase where the current situation and context as well as obstacles standing in the way of the goal are explored. During this phase past experiences can also be explored. It is however, important to be aware that such experiences might include failure and possible feelings of shame.

On the one hand, it is important to give time to the focus-person to think and reflect on the current situation and the past, to listen attentively and acknowledge what is difficult for the focus-person. On the other hand, it is important to not spend too much time focusing on problems, failure and shortcomings, as the person might get stuck in stories and feelings of failure and powerlessness. Below are some of the questions that can be asked in this phase. The specific tools that we emphasize after these questions all focus on getting away from feelings of failure and shame and rather talk about the strengths of the focus-person.

General questions

- What is happening now (what, who, when, how)?
- How would you describe your current challenge? How does it show?
- What have you already tried?
- What was the result of this?
- Which progress have you achieved so far?
- What has contributed to your success?
- What are the main obstacles to overcome?

Reframing failure – mastering question

In case the focus-person seems to be stuck on ideas about failures and fear of repeating this in the future, it can be useful to reframe the failure by focusing on the learning experience. Thomas A. Edison who invented the light bulb has said, “I have not failed. I’ve just found 10.000 ways that won’t work”.

So you tell me that... I can imagine that this was a very difficult time, tell me how did you manage to get through this time?

- What kind of strengths did you draw upon?
- What could other people tell me about what you stood for in these times and which resources were you drawing upon to get through it?
- What did you learn from that time that has been crucial for you?
- When failure was not around, what did you actually succeed with?
- How do you explain that?
- Which learning from your previous attempt would you like to bring with you into your next adventure?
- What could you teach me about failing, learning and getting the courage to get up again?

Externalising shame or feelings of failure

When we have failed or get overwhelmed by negative feelings, we might tend to think that these happenings or feelings define us and that the problems somehow live inside of us. There is a great potential in taking the problems out of the person and treat them as something external. This technique is called externalising and is taken from the narrative approach developed by Michal White. This technique works very well where feelings of shame, guilt or failure have taken over a person and seem to block the person from moving on or seeing options. It works well when the person is afraid of new risks as he/she predicts new failures. In carrying out the interview below it is important to keep talking in an externalizing fashion about the problems, e.g.:

- From “I am failure” to “the idea of failure” or “the feeling of failure”
- From “I am ashamed” to “the shame”

When conducting the interview below, make sure to give the focus-person time to reflect and answer. The questions are a bit unusual, though very powerful, and more time to think might be required. It is furthermore useful to follow-up with extra questions according to the principles of active listening, after each of the questions.

An externalizing interview:

I was wondering if you would be ok to explore a bit more in depth what you seem to be struggling with here. Would the idea of failure, the feeling of failure, the shame or something else be a good name for what you are struggling with?

- When did you first notice that the [] (e.g. the idea of failure, the feeling of failure, the shame) had become part of your life?
- In which situations is the [] most likely to take over?
- What are the tricks that the [] uses to get a grip on you?
- What are the likes and dislikes of the []?
- What does the [] make you think about yourself?

- What has the [] made you do, which you normally wouldn't do?
- Which effect has the [] had on your dreams and aspirations in relation to your own business?
- Which effect has the [] had on your work?
- Which effect has the [] had on your relationships (with potential clients, partners, friends, family etc.)?
- What do you think about the [] having this kind of effect on you? Is it good or bad (or a bit of both)?
- How come? What is the [] standing in the way of that is important for you?
- How did that become important to you?
- What does it tell you about what kind of person/entrepreneur you would like to be?

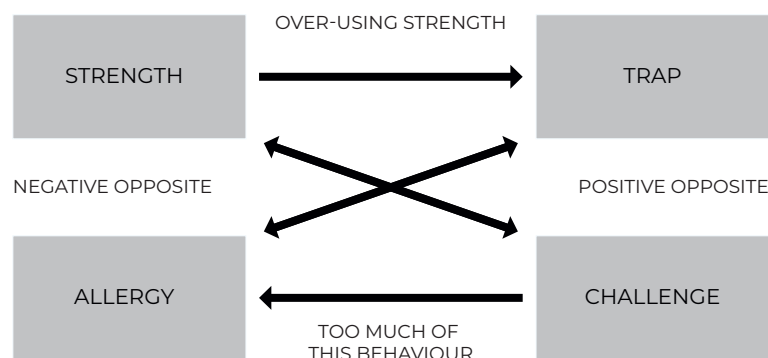
A strength-based approach

Working with strengths is an approach that has grown from positive psychology, which is the field that studies human well-being, growth and development. Research shows that there lies a greater potential in development of your strengths than in trying to fix your weaknesses. Below are two exercises to explore and work with the strengths of the focus-person in relation to setting up a new business.

The first step would be to find out more about the focus-person's strengths. It is possible to take a strengths test on the following link. <https://www.viacharacter.org/survey/account/register>. The test is available for free in many different languages. A more in-depth report is possible for a fee. Based on the result of the test, the focus-person can be asked to fill out the diagram below and reflect upon the questions in each square. The purpose of the diagram is to become aware of how strengths are used or not used in the past and present.

A. Strengths that I use (Give good results and energy)	B. Strengths that I have, but do not use (Give good results, energy, but used too little)
C. Learned competences (Gives good results, but drains energy)mentor?	D. Weaknesses (Gives bad results and drains your energy)

The model below focuses on link between strengths and weaknesses while keeping in mind, that there is a greater potential in developing our strengths than in trying to fix our weaknesses.



According to the model above our strengths and challenges/weaknesses are linked. If we overuse our strengths, we might end up in a trap/weakness. Being structured ends up in being inflexible. However, as mentioned above we should not try to fix our weaknesses, but rather develop our strengths. The question is therefore whether one of our other strengths can be used to compensate, so we balance between two strengths rather than ending up in our trap. It might be that we must look for this strength to compensate a bit further down the list. One of the reasons we might have been reluctant to using this strength/challenge is that too much of it is our allergy.

The questions below can help the focus-person fill out the four squares.

Strengths

- Think of the strengths you discovered about yourself recently

Trap

- When do you over-use your strength?
- What do others reproach you for?
- What are you willing to accept in others?
- What do you tend to justify about yourself?

Challenge

- My weaknesses
- Which characteristics do you miss yourself?
- What do you admire in others, what are you jealous of?
- What do other people wish to change about you?

Allergy

- What annoys you about others?
- My weaknesses What do you hate about yourself?

Questions for reflection

- Do you use your strengths well enough?
- Do you sometimes over-use them?
- How can your allergies be seen as somebody else's strength?
- What can you learn from them?

Option

The focus of the third phase is to turn the focus towards the future and explore different opportunities, brainstorm options and play with different scenarios. The purpose is to come up with a variety of viable strategies to deal with the challenges and reach the goals set in the first phase.

General questions

- What are your options, which ideas do you have about moving forward?
- What else could you do?
- What else?
- What are the pros and cons of choosing option A... and pros and cons of option B
- What do you think would be the benefits of doing C... and what might be the pitfalls?
- Where could you find more information about this?
- Who might be able to help you?

- Who else?
- How have you dealt successfully with similar situations in the past?
- What are you doubtful about?
- What is it that you are also aware of, that makes you doubt whether this is a good way forward?
- What advice would you give to a friend about which options to follow?
- What do you think your friends (or previous colleague, manager, partner or someone the focus-person admires) would advise you to do?
- What is it that they know that you are capable of?

The SOAC analysis

The SOAC analysis is an appreciative development of the SWOT analysis. The starting point is the focus-persons strengths and how to further develop these to seize the opportunities. You can use the model below to guide a conversation around strengths, opportunities, areas of development and challenges.



A strength based approach – continued

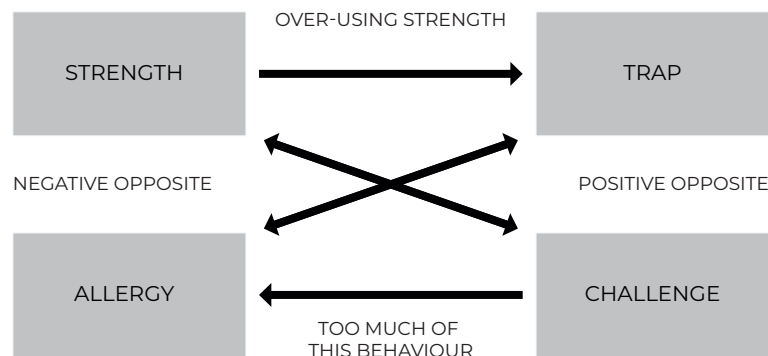
If the strength-based approach has been used in the previous phase, and the focus-person has taken a VIA strengths test, it will make sense to continue working with the strengths and reflect upon how the strengths can be used differently to reach the goals set in the first phase.

The VIA Survey measures 24 character strengths that are universal across countries, cultures, and beliefs. These include strengths such as fairness, social intelligence, kindness, curiosity, bravery, and humility.

Take a look at the diagram, where the different strengths and weaknesses have been plotted according to the VIA profile and how the focus-person thinks he/she has used the strengths in the past. Now continue reflecting on how the strengths can be applied better to deal with the different challenges, seize opportunities and reach goals set earlier:

<p>A. Strengths that I use (Give good results and energy)</p> <ul style="list-style-type: none"> • Do you use these strengths enough? • Could you use them more? • Could these strengths be used to deal with tasks or challenges where you are now using your learned competences or have difficulties dealing with? 	<p>B. Strengths that I have, but do not use (Give good results, energy, but used too little)</p> <ul style="list-style-type: none"> • How come you do not use these strengths? • How can you use them better in your future business idea? • In which situations?
<p>C. Learned competences (Gives good results, but drains energy)</p> <ul style="list-style-type: none"> • Could you use these strengths less than you do now? • Could you instead use some of your strengths from field A or B? 	<p>D. Weaknesses (Gives bad results and drains your energy)</p> <ul style="list-style-type: none"> • How can you use some of these less than you do now? • How could you compensate with some of your strengths from field A or B?

Likewise it makes sense to revisit the next model:



The purpose of revisiting the model is to talk about how strengths can be used to deal with traps/weaknesses that might have been hampering previous attempts of entrepreneurship.

Questions for reflection

- Which of your strengths could you use to compensate for the ones you over-use, thus avoiding ending up in your trap?

Thought reader questions

Sometimes it helps taking the perspective of others when we want to think out of the box and think of new options. It can, therefore, be of great benefit to try to step into the shoes of different people and explore the future from their perspective. You can think of stepping into the shoes of several different people:

- Groups of specific potential clients
- Other successful entrepreneurs
- Professionals the focus-person admires
- A friend
- A previous tutor
- Any other person or group that might contribute with important insight – only the fantasy set limits. Sometimes the perspective of a cartoon figure or super-hero can bring in surprising ideas – that might need some work to become realistic afterwards, but that would not have come up without the playfulness.

Inquire into the perspective of the others using some of these questions:

- How do you think x looks at the situation?
- How do you think x feels about the issue?
- What do you think is important for x?
- What do you think x is afraid of? What is the most difficult for x?
- If x was here and we could ask her... how do you think she would describe the situation?
- Which opportunities and options do you think x would mention?
- What do you think x would advise you to do?

The scaling question

The scaling question was introduced under the goal. It can either be revisited or introduced here to try to make a connection between strengths and past achievements on the one hand and future ambitions and options on the other hand. The question works very well to explore possible actions toward the desired future. See the previous description of the question.

Will

Will is the fourth and last phase of the coaching talk according to the GROW model. The purpose of this phase is to choose between the options from the last phase and work on increasing the motivation and confidence of the focus-person, so that the steps will be carried out.

General questions

- What have you taken from our talk today?
- Which of the different options we have talked about would you like to follow?
- How will you go about carrying out this option?
- How will you know whether you have been successful?
- What would be the smallest step you could take now to create the biggest difference?
- Which steps would need to follow after that?
- Which resources can help you (your own strengths, experiences, other people etc.)
- Will this plan lead you to your goal?
- Will it answer some of your personal challenges that might have been standing in the way?

The scaling question

The scaling question has been introduced above. In this phase it is used slightly differently, namely to explore motivation and obstacles standing in the way of carrying out planned actions. It should be asked after clarifying which options or steps the focus-person would like to follow after the coaching talk.

On a scale from 1 to 10, how convinced are you that you will actually take this step/ carry out this plan?

Everything below 10 should be explored further using some of the following questions:

- What would you need to make it a 10?
- What is standing in the way of a 10?
- Which obstacles or personal challenges are you foreseeing?
- Which ideas do you have for overcoming some of these challenges?
- What kind of support or help would you need to move further up the scale?

If the person answers below 8 or 9, the goals have probably been set too high, and some effort must be taken to make smaller and more realistic goals to ensure a successful experience.

Remembering

The voices of people we care about or admire can be important in giving us confidence that we can deal with challenges along our way and be successful in what we try. The following technique is taken from the narrative approach that claims that our identity is socially constructed, and we need others to witness and appreciate our intentions, strengths, values and ambitions.

The first step in remembering is to find persons, who support the ambitions of the focus-person, and who trusts that the focus-person is able to succeed.

- Who would be least surprised to hear you talk about these ambitions and plans?
- Who else would have full trust in your ability to carry out this plan?
- Is there someone you can think of who could tell a story about you in relation to taking such steps?
- Can you think of someone who would know something about your described strengths?
- Who stands together with you and trust your ambitions to set up a new business?

When one or more persons have been identified some of the following questions can be asked to build trust in the personal capacities to carry out the plan?

- What do you think she would have told me about your capability to carry out this plan?
- When did she notice that it was very important for you to be independent and carry out your own ideas?
- What is it that this person appreciates about your sense of entrepreneurship?
- What has it meant for you to receive his support?
- How has it helped shape the way you see yourself?
- What do you think it meant for him to be included in your life? And to witness you attempt to follow your dreams?
- How do you think it affected his life?

Finalizing the talk

The four steps of the GROW coaching model have now been introduced with general questions for each phase as well as different methods that might be of use.

Depending on the framework of the coaching sessions, it can be a good idea to finish the talk by setting a follow-up meeting to evaluate how the talk worked out for the focus-person.

5

Support for the Mentee

SUPPORT FOR THE MENTEE

Following is a list of different types of institutions which provide support to entrepreneurs, by country. The mentor may use this as a tool, to share information with the second-time entrepreneurs during or after the mentorship duration.

BULGARIA

ELEVEN VENTURES

WEB: <https://www.11.me/>
City: Sofia, Bulgaria



Eleven Ventures is built by a community of founders, mentors, and investors to become the preferred first-round investor for all aspiring entrepreneurs in South East Europe.

LAUNCHUB VENTURES

WEB: <https://www.launchub.vc/>
City: Sofia, Bulgaria
E-mail: info@launchub.com



LAUNCHub Ventures is a seed stage Venture Capital firm based in Sofia investing in early stage startups and second chance entrepreneurs in Bulgaria and the wider Southeastern Europe region.

REACH FOR CHANGE BULGARIA

WEB: <http://bulgaria.reachforchange.org>



Reach for Change Bulgaria is a non-profit foundation which provides an Incubator programme helping social entrepreneurs build the necessary capacity to achieve growth and sustainability with mentoring, training and providing methods and tools in areas such as strategic planning, impact assessment and leadership skills.

STARTUP FACTORY

WEB: <https://startupfactory.bg>
City: Ruse, Bulgaria
Telephone: +359 (0)883 405 385
E-mail: info@startupfactory.bg



Start-up Factory is a NGO (Non-Government, Non-Profit Organization) which carries out activities in the following directions: organizing technical events and conferences; conducting courses and trainings; supporting early stage startups; managing co-working space; individual mentorship and consulting; building skills in demand by the market.

CEED BULGARIA

WEB: <http://ceed-bulgaria.org/>



CEED drives economic growth by developing, connecting and mentoring entrepreneurs to strengthen their businesses so they can create jobs and in turn accelerate economic prosperity.

RINKER CENTER FOR ENTREPRENEURSHIP AND TRAINING

WEB: <https://www.rinkercenter.org/>

City: Sofia, Bulgaria

Telephone: +359 2 / 981 19 01

E-mail: contact@rinkercenter.org



The Center provides trainings on developing skills and transferring knowledge for starting a successful business focused on people with inspirations to become entrepreneurs, people with initial but still unclear ideas for business and people with more mature business idea who need support to refine it and plan it in a more feasible way including two specific entrepreneurship acceleration programmes: The Rinker Youth Challenge and Academy for local entrepreneurs.

BULGARIAN ENTREPRENEURSHIP CENTER

WEB: <https://foundationbec.org/>

City: Sofia, Bulgaria

Telephone: +359 876 045 570

E-mail: office@foundationbec.org



The Bulgarian Entrepreneurship Center (BEC) Foundation is a public benefit foundation formed to encourage and support aspiring entrepreneurs in Bulgaria with a mission to help people in Bulgaria develop an entrepreneurial ecosystem whereby programs are formed to educate, mentor, fund, and service entrepreneurial endeavours, on an all-inclusive basis, and thereby promote prosperity through economic development.

VARNA FREE UNIVERSITY "CHERNORIZETS HRABYR"

WEB: <http://vfu.bg/>

City: Varna, Bulgaria

Telephone: +359 052 355 106

E-mail: info@vfu.bg



Varna Free University offers a master programme on entrepreneurship which is designed around the contemporary thinking about effective business and entrepreneurship education emphasizing the building of fundamental knowledge, shaping of specific personal and professional skills, and engagement in experiential learning that prepares students for navigating their ideas through an effective entrepreneurial process.

JUNIOR ACHIEVEMENT BULGARIA

WEB: <https://www.jabulgaria.org>

City: Sofia, Bulgaria

Telephone: +359 2 989 3660

E-mail: jab@jabulgaria.org



Junior Achievement Bulgaria is a non-profit organisation reaching 30,000 students offering a programme applicable to second-time entrepreneurs (the JA Startup Program) consisting of a one-year course for bachelors and masters in which students go through the process of generating ideas and developing prototype-to-market guided by their professors, mentors and volunteers from the business sector.

ENDEAVOR BULGARIA

WEB: <http://www.endeavor.bg/>

City: Sofia, Bulgaria



Endeavor Bulgaria is a non-profit organisation with its main activity being connected to providing training and consulting services and more specifically, supporting long-term sustainable economic development of Bulgaria by selecting, mentoring and accelerating high-impact entrepreneurs.

CENTER FOR ENTREPRENEURSHIP PLOVDIV

WEB: <http://entcentre.tu-plovdiv.bg/>

Telephone: +359 032 638 027

E-mail: entcentre@tu-plovdiv.bg



The main focus of the Entrepreneurship Center which is a part of Technical University of Sofia in Plovdiv is to provide knowledge, support (including curricula, contacts, consultations, technology, resources, active counselling network), conditions, courses and discussions in the field of entrepreneurship, business planning, creation of websites, as well as an annual conference on management and entrepreneurship and student competition for best business idea to enable entrepreneurs including those who want to start again to plan, launch and develop successful business ventures.

UNWE

WEB: <https://www.unwe.bg/en/>

City: Sofia, Bulgaria



University of National and World Economy (UNWE) in Sofia, Bulgaria offers training on the "Entrepreneurship" subject aiming to: secure the theoretical foundations for the understanding of entrepreneurial processes and phenomena; to provide methodological and practical knowledge and skills to assist students with the potential to create and develop their own competitive business; to form entrepreneurial culture, spirit and responsibility among students, giving them the opportunity to take up other positions requiring self-initiative and risk-taking.

CROATIA

BUSINESS CENTRES CROATIA

WEB: <https://www.aurora.hr/business-center>

City: Zagreb, Croatia

E-mail: upit@aurora.hr



Croatia has more than 100 Business centre's which offer organized expert and advisory help to entrepreneurs on regional and local level. Their aim is to promote entrepreneurship, give information about different available funding and other incentive measures, help in the preparation of business plans, educate entrepreneurs and cooperate with local governments in the implementation of various incentive measures.

HAMAG-BICRO

WEB: <https://hamagbicro.hr/>

City: Zagreb, Croatia

Telephone: +385 1 488 10 43

E-mail: info@hamagbicro.hr



Croatian agency for SMEs, innovations and investments with the aim to foster entrepreneurs and entrepreneurship in Croatia through all its stages- from research and idea development through market placement.

MINISTRY OF ENTREPRENEURSHIP AND CRAFTS

WEB: <https://www.mingo.hr/en>

City: Zagreb, Croatia

Telephone: +385 1 6106 111



The Ministry offers advice and information on how to become an entrepreneur and what do you need to start a business. Also, on their website you can find information on local, national and European calls and tenders for entrepreneurs

INTERNATIONAL DEVELOPMENT CENTRE - EUROPEAN PROJECTS ACCELERATOR - INFORMO

WEB: <https://idc.informo.hr>

City: Fažana, Croatia

Telephone: +385 52 512 318

E-mail: idc@informo.hr



International development centre is the initiator of sustainable development projects encouraging large-scale positive change. The Center works with the aim of territorial, professional, business and personal development through education, information, networking, collaboration and design. The Center is open to all stakeholders in development projects at the local, regional, European and international level. The users of the Center are potential, beginner and experienced entrepreneurs, unemployed - especially vulnerable groups (young people, women, people with special needs...), youngsters, local community, civil, private and public sector employees, decision-makers.

ITALY

CONCORZIA ARCA

WEB: <http://www.consorzioarca.it/>

City: Palermo, Italy

Telephone: +39 0916615611

E-mail: info@consorzioarca.it



ARCA is a consortium for the application of research and the creation of innovative enterprises which has been active since 2003 and has created a partnership between the University of Palermo and a private entrepreneurial group committed to industrial research and technological transfer.

LUMSA DIGITAL HUB

WEB: <http://lumsadigitalhub.com/>

City: Palermo, Italy



LUMSA Digital Hub is a business incubator for the design, the birth and the development of start-ups related to food, agriculture and travel tech.

COLOMBO

WEB: <http://colombostartup.com/>

City: Palermo, Italy

E-mail: amministrazione@colombostartup.com



COLOMBO is an incubator that provides coworking spaces and incubation and acceleration processes for the development of innovative ideas and business realities. It offers diverse services: collaboration with Venture Capitalists, Business Angels, Investors Club, matching system with public bodies, multinationals, influencers, experts and professionals, research institutes and universities, as well as support in the creation of Web portal, Smart Hub Channel, Web Radio and Web TV, etc.

DIGITAL MAGICS PALERMO

WEB: <http://palermo.digitalmagics.com/>

City: Palermo, Italy

Telephone: +39 091 6119632

E-mail: palermo@digitalmagics.com



Digital Magics gives the start-ups all they need to make it grow, adding skills, resources and relationships to the team and offers diverse services: mentorship, logistical support, support for the definition of the business model and preparation of the business plan, support in terms of positioning of the start-up, of its marketing and communication strategy.

CATAMIATI

WEB: <http://www.catamiati.it>

City: Palermo, Italy

Telephone: +39 091 225971

E-mail: info@nuovenergie.org



Catamiati is a creative consultancy service for business innovation. They offer diverse services, as: preliminary analysis of the idea or project; development of the business idea, market research, analysis of funding sources, business plan, communication plans, organizational consultancy.

MALTA

JUNIOR ACHIEVEMENT YOUNG ENTERPRISE

WEB: <https://jayemalta.org>

City: Sliema, Malta

Telephone: +356 2124 5054

E-mail: info@jayemalta.org



This non-profit making organisation focuses on groups of students aged 16-19 accompanied by a teacher and a business mentor to open a small company producing goods/services to be sold locally in Malta and they present their business plan and results to a jury in a competition where the best company wins the opportunity to go abroad and compete in an international business competition run by JAYE international. They provide free guidance and training on entrepreneurship.

MALTA BUSINESS SCHOOL

WEB: <http://mbs.edu.mt>

City: Birkirkara, Malta

Telephone: +356 21311326

E-mail: info@mbs.edu.mt



This is a local adult and higher education school, representative of the Henley Business School (UK), providing paid short courses and longer degree programmes including MBA and DBA. Students can be supported by local government grants for upskilling and getting qualifications.

JOBSPLUS

WEB: <http://colombostartup.com/>

City: Hal Far, Malta

E-mail: jobsplus@gov.mt



This government entity assists everyone that is either employed or is still looking for work to get a variety of employable skills including entrepreneurship by providing short courses free of charge and also subsidising companies to upskill their current employees or provide working opportunities to introduce unemployed people to the working market.

JUNIOR CHAMBER INTERNATIONAL

WEB: <https://jci.cc/>

E-mail: info@jci.cc



This non-profit making organisation is a business club where young people that are interested in entrepreneurship work together in projects in a collaborative spirit, they provide expert speakers and events focusing on entrepreneurship on a regular basis, they have a non-formal education style without exams or certificates but they are free to join events (with a small annual membership fee to cover membership in the organisation)

TRAININGMALTA

WEB: <http://www.trainingmalta.com/>

City: Naxxar, Malta

Telephone: +356 21 224900

E-mail: lourdes@trainingmalta.com



This is a local adult and further education establishment providing short paid courses in a variety of business areas including entrepreneurship and digital marketing and networking. Students can be supported by the Jobsplus subsidy scheme for individuals and companies.

ST THOMAS INSTITUTE

WEB: <https://stthomasmalta.com/>

City: Floriana, Malta

Telephone: +356 21235314

E-mail: info@stthomasmalta



This is a local institute providing paid short and long courses that focuses mostly on academic subjects including business ones like Management, Marketing, Business Studies and Accounting. Students can be supported by local government grants for upskilling and getting qualifications.

NETHERLANDS

ROZ GROEP

WEB: www.rozgroep.nl

City: Hengelo, Netherlands

Telephone: +31 74 241 5100

E-mail: info@rozgroep.nl



A regional support centre in the province of Twente, offering coaching, training, financial advice, networking, funding information, etc. to entrepreneurs in general and also specifically to 2nd chance entrepreneurs. They offer their services for all stages of entrepreneurial life; starting up, starting again, termination of the business. Some services are for free, some are not. They have gotten quite some good recommendations from entrepreneurs in the region. They have a series of offices, to be nearby the entrepreneurs in various parts of the province. They can also recommend other centres, in other parts of the country.

REGIONAL DEVELOPMENT CENTRES

(REGIONALE ONTWIKKELINGSMAATSCHAPPIJEN - ROM)

WEB: <https://www.kvk.nl/regionale-ontwikkelingsmaatschappijen-rom/>



Via this site one can find regional centres that give financial advice to starting and restarting (and growing) businesses. They also offer various financial support, next to advice on developing a business. 2nd Chance entrepreneurs are not a specific target group of these centres, yet are mentioned at the various sites of the centres, as an interest group. The list on this site is managed and updated by the Dutch Chamber of Commerce.

VENTURE CAFÉ ROTTERDAM

WEB: <https://venturecaferotterdam.org>

City: Rotterdam, Netherlands



Even though the city of Rotterdam is in their name, they are open to anyone who wants to join their café and other events. They advertise themselves as an open global community of innovators, and every they have a café to accelerate innovation within the (larger) regional ecosystem. The Venture Café Foundation offers also programming and connections that build relationships between students, startups, entrepreneurs, corporates, investors and other organisations. Their mission is to broaden, connect and support the innovation community through offering a freely accessible network with programming to help anyone with an idea to succeed. Entrepreneurs that want re-start a business as very much welcomed to join their events

FUCKUP NIGHTS

WEB: <https://fuckupnights.com>



This is a local adult and further education establishment providing short paid courses in a variety of business areas including entrepreneurship and digital marketing and networking. Students can be supported by the Jobsplus subsidy scheme for individuals and companies. These nights, which are held in Netherlands in the cities of Amersfoort, Amsterdam, Leeuwarden, Maastricht, Rotterdam, The Hague, Tilburg and Utrecht invite entrepreneurs to talk differently about failures, and to see them as an integral part of being an entrepreneur. Apart from people standing up and talking openly about failures, they are also a social space to talk one-to-one on experiences and learning from them.

NLGROEIT

WEB: www.nlgroeit.nl



This initiative, supported by e.g. the Ministry of Economic Affairs and Climate, the Chambers of Commerce, offers tools for planning a business, testing how ready you are to take a next step and much more. But what makes them special is that they have a network with about 80 entrepreneurs that are available as mentors, to help entrepreneurs, also 2nd chance entrepreneurs. Quite some of these 80 mentors have had their own experience with 'failing' and know best what comes along with dealing with such situations.

POLAND

MINISTRY OF ENTREPRENEURSHIP AND TECHNOLOGY, INNOVATION DEPARTMENT

(MINISTERSTWO PRZEDSIĘBIORCZOŚCI I TECHNOLOGII, DEPARTAMENT INNOWACJI)

WEB: <https://www.gov.pl/web/przedsiębiorczosc-technologia>

<https://www.biznes.gov.pl/>

City: Warsaw, Poland



The Department of Innovation is responsible for conducting issues related to the New Chance Policy (NCP) - a development programme adopted by the Council of Ministers on 22 July 2014. The objective of the programme is to create a comprehensive system of support for entrepreneurs.

THE POLISH AGENCY FOR ENTERPRISE DEVELOPMENT

(PARP - POLSKA AGENCJA ROZWOJU PRZEDSIĘBIORCZOŚCI)

WEB: <https://www.parp.gov.pl/>

City: Warsaw, Poland

Telephone: +48 22 432 80 80



The Polish Agency for Enterprise Development (PARP) is involved in the implementation of national and international programmes financed from the EU structural funds, state budget and multiannual programmes of the European Commission. Pursuant to the principle "Think Small First", in all its activities the Agency puts a particular emphasis on the needs of the SME sector.

THE FAMILY BUSINESS FOUNDATION DEVELOPMENT

(FFR - FUNDACJA FIRMY RODZINNE)

WEB: <https://ffr.pl>

City: Poznań, Poland

Telephone: +48 61 22 50 641

E-mail: biuro@ffr.pl



The Foundation, implements the project Early Warning to support entrepreneurship and development of small and medium enterprises.

EARLY WARNING POLAND PROJECT

WEB: <https://www.parp.gov.pl/earlywarning>

City: Warsaw, Poland

Telephone: +48 22 432 80 80



Main project activities are creation of a nationwide network of consultants mentors and advisors, to whom entrepreneurs can turn for help in diagnosing the condition of the company and pointing out to them the possibilities of support. The Early Warning Europe project is being implemented in four pilot countries: Greece, Spain, Italy and Poland.

THE NATIONAL CHAMBER OF RESTRUCTURING ADVISORS

(KRAJOWA IZBA DORADCÓW RESTRUKTURYZACYJNYCH)

WEB: <http://kidr.pl/>

City: Warsaw, Poland

Telephone: + 48 81 479-45-53

E-mail: kidr@kidr.pl



The National Chamber of Restructuring Advisors as entrepreneurs operating in the field of diagnosis and insolvency prevention, crisis management of economic entities and acting as restructuring advisors, trustee.

INFORMATION POINTS OF THE EUROPEAN FUNDS

(PIFE PUNKTY INFORMACYJNE FUNDUSZY EUROPEJSKICH)

WEB: <http://www.funduszeuropejskie.gov.pl/en/>

City: Warsaw, Poland

Telephone: +48 22 273 70 00



The network of the Information Points of the European Funds is functioning in every voivodeship. Every entrepreneur can receive there all the necessary information about the possibility of receiving co-financing from the EU funds for their business.

REGIONAL DEVELOPMENT AGENCIES

(ARR - AGENCJE ROZWOJU REGIONALNEGO)

WEB: <https://www.parp.gov.pl/component/grants/grantss>

<http://poig.parp.gov.pl/index/more/131>

City: Warsaw, Poland

Telephone: +48 22 432 80 80



Agencies are created on the regional authorities' initiative and now there are about 70 such agencies all over the country. Their main tasks include: development of companies from the SME sector.

NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT

(NCBR - NARODOWE CENTRUM BADAŃ I ROZWOJU)

WEB: <https://www.ncbr.gov.pl/>

City: Warsaw, Poland

Telephone: +48 22 432 80 80



The mission of the Centre is supporting Polish scientific units and enterprises in developing their potential to create and take advantage of solutions based on results of scientific research. The aim of cooperation between firms and universities is giving an impetus to the economy.

THE INSTITUTE FOR INDUSTRIAL DESIGN

(IWP - INSTYTUT WZORNICTWA PRZEMYSŁOWEGO)

WEB: <https://www.iwp.com.pl/>

City: Warsaw, Poland

Telephone: +48 22 860 00 66

E-mail: iwp@iwp.com.pl



The Institute for Industrial Design is a strategic institution in the sphere of design in Poland. It advises enterprises of various branches, designers, institutions and self-governments. It is the only institution in Poland which has a status of a scientific unit comprehensively dealing with designing and advocates improvement through design application, innovativeness and competitiveness of Polish enterprises.

Bibliography

- 1** Mentoring Complete FAQs
<https://www.management-mentors.com/resources/corporate-mentoring-programs-resources-faqs>
- 2** A Guide to Understanding the Role of a Mentor
<https://www.thebalancecareers.com/a-guide-to-understanding-the-role-of-a-mentor-2275318>
- 3** Gerard McCormack, Andrew Keay, Sarah Brown and Judith Dahlgreen: „Study on a new approach to business failure and insolvency: Comparative legal analysis of the Member States’ relevant provisions and practices, Directorate-General for Justice and Consumers“, Jan 2016
<https://drive.google.com/file/d/1NMWBR8Z92B047SFV2OOMGIDJCBWAIIT5/VIEW>
- 4** Teresa Byington: „Keys to Successful Mentoring Relationships“, December 2010
https://www.joe.org/joe/2010december/pdf/joe_v48_6tt8.pdf
- 5** Linda Phillips-Jones, Ph.D. „SKILLS FOR SUCCESSFUL MENTORING: Competencies of Outstanding Mentors And Mentees“, 2003
https://my.lerner.udel.edu/wp-content/uploads/skills_for_successful_mentoring.pdf
- 6** Teresa Byington: „Keys to Successful Mentoring Relationships“, December 2010
https://www.researchgate.net/publication/266879950_keys_to_successful_mentoring_relationships_keys_to_successful_mentoring_relationships
- 7** The Ohio State University: „Mentor Toolkit“
- 8** Jamshed Memon, M. Z. A. Rozan, Kamariah Ismail, Mueen Uddin, and Dzurl Kanian Daud: „Mentoring an Entrepreneur: Guide for a Mentor“
- 9** SMART Goals - How to Make Your Goals Achievable
<https://www.mindtools.com/pages/article/newstg101.html>
- 10** Goffman, E., 1963. Stigma: Notes on the Management of Spoiled Identity. Prentice Hall, Englewood Cliffs, NJ.
- 11** Link, B.G., Phelan, J.C., 2001. Conceptualizing stigma. Annu. Rev. Sociol. 27
- 12** Singh, S., et al., Failed, not finished: A narrative approach to understanding venture failure stigmatization, J. Bus. Venturing (2014)
<http://dx.doi.org/10.1016/j.jbusvent.2014.07.005>
- 13** Corrigan, P.W., Morris, S., Larson, J., Rafacz, J., Wassel, A., Michaels, P., et al., 2010. Self-stigma and coming out about one's mental illness. J. Community Psychol. 38 (3)
- 14** Knight, M.T.D., Wykes, T., Haywood, P., 2003. ‘People don't understand’: an investigation of stigma in schizophrenia using interpretative phenomenological analysis (IPA). J. Ment. Health 12 (3)
- 15** Business model generation
<https://www.strategyzer.com/books/business-model-generation>
- 16** Mentor and Mentee Tool Kit
<https://www.wcl.org.uk/sites/default/files/speed%20mentoring%20toolkit%20-%20handout.pdf>
- 17** Sutton, J. & Stewart, W. (2002). Learning to Counsel – Develop the Skills you need to counsel others (2ed). Glasgow: Bell & Bain Ltd
- 18** How to Be an Amazing Mentor: 12 Ways to Make a Positive Impact on Others
<https://blog.hubspot.com/marketing/mentor-tips-positive-impact>
- 19** 6 Strategies to Mentor More Effectively
<https://www.inc.com/john-brandon/6-strategies-to-help-you-mentor-more-effectively.html>

Additional sources

TEDxOverlake - Karen Russell - Modern Mentoring: The Good, The Bad and The Better

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=SSZRTX8M3Z8](https://www.youtube.com/watch?v=SSZRTX8M3Z8)

Science of Mentorship | Shawn Blanchard | TEDxMuskegon

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=HH46LVSKWHC](https://www.youtube.com/watch?v=HH46LVSKWHC)

Meet with Mentees One-on-One or in Small Groups

[HTTPS://WWW.ATTENDANCEWORKS.ORG/RESOURCES/TOOLKITS/MENTORING-ELEMENTARY-SUCCESS-MENTORS/WHAT-DOES-AN-ELEMENTARY-SUCCESS-MENTOR-DO/MEET-WITH-MENTEES-ONE-ON-ONE-OR-IN-SMALL-GROUPS](https://www.attendanceworks.org/resources/toolkits/mentoring-elementary-success-mentors/what-does-an-elementary-success-mentor-do/meet-with-mentees-one-on-one-or-in-small-groups)

How to actively listen to others | Scott Pierce | TEDxBirmingham

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=YQ5P30Q3XUC](https://www.youtube.com/watch?v=YQ5P30Q3XUC)

Active Listening for Mentors

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=VIQK7BSBANG](https://www.youtube.com/watch?v=VIQK7BSBANG)

The Goal-Driven Mentoring relationship – SMART

[HTTPS://WWW.CENTERFORMENTORING.COM/WP-CONTENT/UPLOADS/2016/03/THE-GOAL-DRIVEN-MENTORING-RELATIONSHIP.PDF](https://www.centerformentoring.com/wp-content/uploads/2016/03/the-goal-driven-mentoring-relationship.pdf)

The ideal business plan | George Koukis | TEDxChalkida

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=6VZNSIEYRH8](https://www.youtube.com/watch?v=6VZNSIEYRH8)

How to build a business that lasts 100 years - Martin Reeves - TED@BCG Paris

[HTTPS://WWW.TED.COM/TALKS/MARTIN_REEVES_HOW_TO_BUILD_A_BUSINESS_THAT_LASTS_100_YEARS](https://www.ted.com/talks/martin_reeves_how_to_build_a_business_that_last_100_years)

21 Expert Tips To Take Your Business To The Next Level

[HTTPS://WWW.FORBES.COM/SITES/ALLBUSINESS/2019/04/03/EXPERT-TIPS-TAKE-YOUR-BUSINESS-TO-NEXT-LEVEL/#26CE7FF44764](https://www.forbes.com/sites/allbusiness/2019/04/03/expert-tips-take-your-business-to-next-level/#26CE7FF44764)

60 Top Entrepreneurs Share Best Business Advice and Tips for Success

[HTTPS://WWW.PYROB.COM/START-BUSINESS-ADVICE/](https://www.pyrob.com/start-business-advice/)

The GROW Coaching Model videos

[HTTPS://YOUTU.BE/FJW7VEUDIDE](https://youtu.be/FJW7VEUDIDE)

[HTTPS://YOUTU.BE/6LMjV2R9QSO](https://youtu.be/6LMjV2R9QSO)

[HTTPS://YOUTU.BE/VCROYN3ZR8](https://youtu.be/VCROYN3ZR8)

