

IFEMPOWER HANDBOOK FOR MENTORSHIP
PROGRAM EMPOWERING FEMALE
ENTREPRENEURS



Ifempower Handbook for Mentorship Programme Empowering Female Entrepreneurs

Roxana Boboruta, Jürgen Raizner
Steinbeis GmbH & Co.KG
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INTELLECTUAL OUTPUT 4

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Inputs were provided by the following persons:
Nieves García Pereira from Andalucía Emprende Foundation (ES), Kári
Joensen from Bifröst University (IS), Loretta Huszák, Nándor Petrovics from
Corvinus University of Budapest (HU), Virág Zsár, Fanni Bobák from HÉTFA
Research Institute (HU), Orsolya Gergely from Sapientia Hungarian University
of Transylvania (RO), Erzsebet Fanni Toth from Sigmund Freud University (AT).

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Contact: www.ifempower.eu, internationaloffice@hetfa.hu

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Contents

Contents		4
1. Execut	ive Summary	6
2. Introdu	ction	8
3. Mentor	ing Program Empowering Female Entrepreneurs	11
3.1.	Mentorship	11
3.1.1.	Brief history of mentoring: origins and its development till now	11
3.1.2.	Definition of Mentoring	12
3.1.3.	Mentorship program as integrated part of the international ifempower curriculum	
3.2.	How to build up the mentoring network	16
3.2.1.	Identifying suitable mentors	16
3.2.2.	Creating an ifempower mentorship network	17
3.3.	Mentor-Mentee Relationship	19
3.3.1.	General Provisions	19
3.3.2.	Steps of collaboration	20
3.3.3.	Supporting documents to organize mentor-mentee relationship	21
3.4.	Advanced Mentorship - a tool of university-industry collaboration	21
3.5.	National Circumstances and Specific Solutions	23
4. Conclu	sion & Recommendations	26
5. Annexe	es	28
5.1.	Annex I – Template 1 "Mentor Profile"	28
5.2.	Annex II – Template 2 "Mentee Profile	28
5.3.	Annex III – Template 3 "Mentor-Mentee Agreement"	28
5.4.	Annex IV – Template 4 "Mentor-log	28
5.5.	Annex V – Template 5 "Self-Assessment"	28
5.6.	Annex VI – Template 6 "Feedback"	28
PHASE I	- before entrepreneurship module starts	48
PHASE II	- during entrepreneurship module	50
	ed period: beginning of the 1st semester, in the first 2-3 weeks of the 1st semester preneurship module	
b. Preferr	ed period: by the end of the 1st semester of the entrepreneurship module	51
PHASE II	I – beginning of mentorship module	52
Conclusio	on & Recommendations	53



1. Executive Summary

Ifempower mentorship handbook contributes to an understanding of mentorship and particularly of the role of mentors. Before designing the mentorship program, the experts of Steinbeis Transfer Center have analysed good practices of mentoring in all partner countries of ifempower. A supporting document with details on relevant programs is elaborated separately as internal working document. On basis of those findings, the ifempower handbook for mentorship program is written.

Universities will use the handbook when implementing ifempower mentorship program for female students. It is a helpful tool for university teachers who are responsible for the new curricula, but also for the administration of universities – and particularly for the newly established Entrepreneurship Support Points. Latter have to assist students in finding mentors. The mentorship program is an integrated part of the international ifempower curriculum. The mentorship program contributes significantly to attract female students for the new study program.

The basic mentoring program aims to show students how successful female entrepreneurs master their daily business life. Getting the chance to be supported by a mentor is crucial reason, why students will choose the ifempower module. The handbook shows that the mentorship program could be combined with an internship or with project work. It is recommended to add such components to the mentorship program. The decision on extensions is under responsibility of the university where the international entrepreneurship module is implemented.

Responsible for finding a mentor, is the student. To ensure that students find suitable mentors, universities have to provide support. A database of available mentors must be created. Universities create incentives to the mentors when connecting them through networks. Entrepreneurs might find business partners in such networks. Being in contact with successful entrepreneurs strengthen reputation of universities – and allows universities to benefit more, e.g. as the entrepreneurs could become sponsors for events, provides topics for student theses or offers internships.

Students receive one ECTS for successful participation in the mentor program. For the definition of success, the respective guidelines of the participating university must be taken into account. The handbook on the mentoring programme is therefore not to be understood as a universal norm.





2. Introduction

ifempower Handbook for Mentorship Program brings knowledge to Higher Educational Institutes (universities) that are project partner in ifempower, on how to implement the mentorship program. Afterwards it can be applied by any university wishing to focus on the empowerment of female entrepreneurs.

Mentorship handbook is made for

- university teachers who are responsible for the new curricula
- administration of Universities
- newly established Entrepreneurship Support Points (at Ifempower project partners; internal intellectual output 6)

The handbook is not to be seen as a guide for entrepreneurs on how to become and how to be mentors. Potential mentors have to be contacted by Universities and students. Handbook explains how to identify and convince entrepreneurs for becoming mentors (chapter 3).

Mentorship program is an integrated part of the international ifempower curriculum. It is to be understood as an organic part of the module. Those students who choose the module have to be mentored by entrepreneurs, mainly by female entrepreneurs. Participation in mentorship program has to be seen as mandatory for each participating student.

Universities and in particular the Female Entrepreneurship Support Points, set-up by ifempower, support students in finding mentors and in organising the relationship with them.

Getting the chance to be supported by a mentor is crucial reason, why students will choose the ifempower module.

By the end of the course/semester, students will have practical knowledge on how their mentors do their regular business and what kind of obstacles they have to generally overcome. Success stories and role models of mentors are highly encouraging students to start building up their professional entrepreneurial idea. The strong connection with other courses of the curriculum intensifies this positive impact on business development.

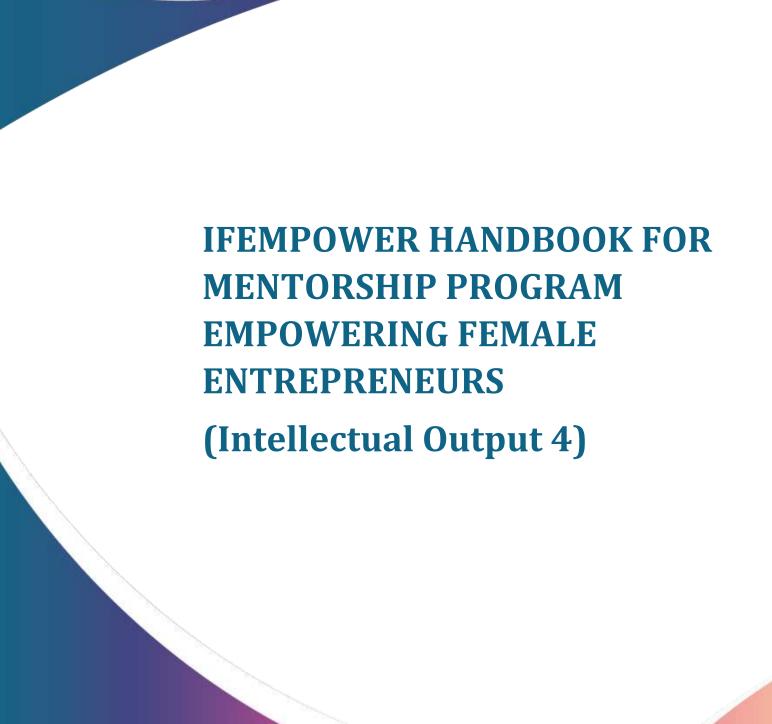
Best practices of ongoing mentorship programs in Europe were analysed and taken into account when designing the mentorship program. Those examples are summarized in supporting document "Best practice examples for building ifempower mentorship program". This internal work paper is available for download.



IFEMPOWER HANDBOOK FOR MENTORSHIP PROGRAM

The mentorship programme is internationally useable. As national circumstances, e.g. specific legal or administrative aspects, certain standards of participating Universities or the business environment in general, have to be taken into account when implementing the mentorship program. National specifications for Austria, Hungary, Iceland, Germany, Spain, Portugal and Romania are discussed with project partners and presented in chapter 3.6.





3. Mentoring Program Empowering Female Entrepreneurs

3.1. Mentorship

3.1.1. Brief history of mentoring: origins and its development till now

A clear consensus about definition of mentoring has not been reached. The available definitions of mentoring are too numerous to count here but their multiplicity reflects the way in which political and social contexts determine meaning differentially as those contexts themselves change.

It is frequently cited as the original source for the concept of mentoring the Homer's Odyssey, an epic poem from Ancient Greece thought to date back at least 3.000 years. The Odyssey tells the story of the king Odysseus' lengthy return from the Trojan war. He entrusted guardianship of his son and his royal household to an old friend, Mentor, no doubt anticipating a swift return. Young nobles had long occupied Odysseus' palace, demanding that Penelope, his wife, to choose one of them in re-marriage, in the hope of usurping control of, his kingdom and denying Telemachus, his son, thebirthright. Eventually the goddess Athene interceded to ensure Odysseus' safe return. She appeared to Telemachus, by then aged 21, in a number of human and animal forms, including that of the ageing Mentor, to prepare him to be reunited with his father. After their reunion, father and son repelled the usurpers and order was restored.

It is a cutuma in all history stages that when the level of progress (to be understood as innovation) overcomes a certain society or space to refer to a system that is easily understood. The higher the change it is the older to the system to refer to is so. This could be seen as an application of the principle of parcimony.

Coming up with the informational revolution in which the cost of transmitting the information became negligible and resulting in a lot of information spread all around, thus resulted the need to revive trusted figures. In modern ages, reputation (trust-based) overcomes the information (gentle power).

¹ Helen Colley, "Exploring the Myths of Mentor: A Rough Guide to the History of Mentoring from Marxist feminist perspective", Cardiff University, 2000, http://www.leeds.ac.uk/educol/documents/00001500



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3.1.2. Definition of Mentoring

Defining mentoring is a very difficult task as it describes a form of learning which has been metaphorized and redefined along history according to the existent context.

In essence, mentorship is a relationship between individuals, resulting from a higher purpose – proficiency in a certain field or skill, referring to different stages of learning (professional or personal development), in which at least one of the parts involved needs guidance, information, networks or all at the same time. Mentor-mentee relationship allows space for private discussions in which at least one part is interested in benefiting from the growth of the other (recruitment, talent promotion, better networking with other business partners through mutual training, etc.). Mentor is a volunteer who has already achieved a certain level of success/proficiency and would like to share from his professional knowledge and personal wisdom to younger pretenders. Reasons to do this might vary but at least the following guiding principles should be applied:

- Mentee is not a copy of the mentor, nor a "drone" of the mentor;
- · Mentor is a volunteer;
- Mentor and mentee act in improving each other's quality of life (that is why private approach
 is an important component);
- Mentor and mentee understand the benefit of working one with each other, principle that guides the amount of time dedicated;
- · Post-mentorship service is recommended but not mandatory.

General expectations resulting from mentor-mentee relationship could be summarized as it follows: **A mentor is a person** who acts as a guide and an adviser. He/she is a role model, one that the mentee can learn from, and one who is interested in passing on knowledge, experience, thoughts not to mention in-sights to others as inspiration for personal and vocational growth.

A mentor can offer:

• Information: mentors share their knowledge, experiences and wisdom;

Contacts: mentors provide valuable opportunities by facilitating academic, career, and

personal contacts;

Challenges: mentors stimulate curiosity and build confidence by presenting new ideas,

opportunities and challenges;

Support: mentors encourage growth and achievement by providing an open and

supportive environment;

Goal Setting: mentors help the mentees discover talents and interests and define and attain

their goals;

Advice: Mentors guide the mentee in reaching academic, career and personal goals;

Role models: by sharing stories of achievement with the mentee, mentors can become role

models.



A **mentee is a person** who is less experiences and might have some specific professional and personal goals about which she wants to talk to a more experienced and successful person. A mentee takes up an active role as the one who seeks advice and guidance. A mentee must make clear how he/she want to benefit from the mentorship.

Thus, the mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the mentee). The mentee within the bigger organizations should be understood as the one having priority (according to certain invariables) into receiving counselling.

In a lot of studies there is very often encountered the comparison between mentor – mentee and parent – child, teacher – pupil or professor – student. University and dual education programs are the environment where counselling related to professional tasks is primarily to the private conversation into any mentorship initiative. Why is this so? Because of diverse forms that mentorship could take place before: family figures, friends, media figures, teachers or other type of exchange during networking. University is preparing the qualified workforce and can be said that it is the most important pre-stage (considering also PhDs cases) for studies – business environment touch.

In business, formal mentoring is part of talent management strategies which are used to groom key employees, newly hired graduates, high-potential employees and future leaders.

3.1.3. Mentorship program as integrated part of the international ifempower curriculum

ifempower has developed an international curriculum, strongly relying on mentorship and project-based learning. This comprehensive module reflects on known obstacles faced by female entrepreneurship and empowers students to successfully overcome them. This curriculum is one of the most important innovative characteristics of ifempower.

Students accomplishing the ifempower module will get professional mentorship from women entrepreneurs (one of the courses will consist of internship at an entrepreneur), opportunity to work with them, assist their work, and get familiar with the general way of leading an entrepreneurship. This can be understood as project-based transnational collaboration between enterprises and students/staff at higher education institutions to study real life cases. By the end of the semester, students will get not only a practical knowledge on how their mentors do their



regular business and what kind of obstacles they have to generally overcome, but they will get the opportunity to start to build up their professional entrepreneurial idea and network. Students' work with their mentors will be solely professional instead of administrative or secretarial. The mentorship programme will be internationally useable but also potentially be tailor-made to national circumstances.

A mentorship for female students as a component of a university program should take into account the following variables:

- investigate the main roles they fulfil in doing business
- the main hindrances they generally face in getting a leader position (external and internal factors)
- what skills and potential legal changes would be needed to support their empowerment
- characteristics of operation and situation of SMEs led by women
- what strategies are followed to establish harmony between carrier and family life
- identification of gaps on the market & market needs
- what are the main hindrances in access to finance and lack of collaterals.2

All students in the ifempower Entrepreneurship module are required to participate in the mentoring program. Participation is mandatory. The study program is described in detail in the document "Ifempower Curriculum" (IO2). The documentation is available to the project partners. External interested parties can obtain information about the study programme on the project website (www.ifempower.eu).

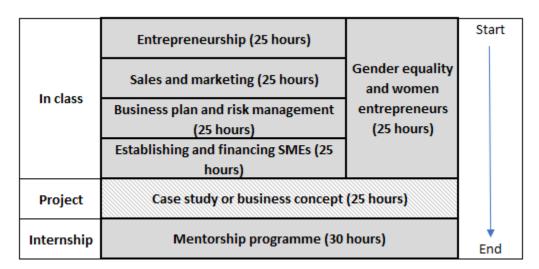


Figure 1 - ifempower Curricula Components

² Interactive and mentorship based FEMale emPOWERment in the field of Entrepreneurship (project application), p. 59



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Mentorship with embedded project work versus internship

Students in ifempower entrepreneurship module are not asked to take the role of interns at the mentor's organization. They might assist and complete tasks led by the mentor (= project work). Thematic priorities of mentor-mentee relationship are on everyday-life situations, such as harmony between work and family life, role of females in enterprises, etc (= mentorship). To what extent a real project work can be added, has to be decided by the university. Instead of working on a case study, the student could work on a project what is designed and agreed with the mentor on basis of a real scenario for what the mentor needs a solution. A strong combination of mentorship and project work results in an advanced mentorship program (see also chapter 3.4) but is not to be understood as an internship.

Mentorship and the European Credit Transfer System

The complete module is designed to receive 6 ECTS. Students receive 1 ECTS for successful participation in the mentoring programme included into the 6 ECTS. It must be pointed out that without successful completion of the mentoring program, the entire module cannot be considered passed.

In order for the university to recognise the mentoring programme, it is necessary to define what is meant by successful participation. Basically, the individual standards of the respective university must be applied for the assessment. The university will name the success criteria and is responsible for deciding whether the individual mentorship program of a student is recognised. The handbook therefore only provides basic information on minimum requirements. From ifempower's point of view, the following characteristics of success must be taken into account: Mentees must submit a paper/report on the mentorship program to prove that targets were defined and achieved, meetings with mentor took place and that tasks, given by mentor, are fulfilled (see chapter 3.3.3).

As the program is part of the curriculum, each mentor must know and accept rules of the program in order to ensure a certain level of quality standard.

Brief introduction into program requirements to mentors should be offered by Universities. Attending the briefing should not become mandatory for mentors.

Duration of entrepreneurship module at Universities will be two semesters. Selection of mentors should take place before first semester ends. Mentorship takes place in second semester. The relation will not end since the mentors have to guarantee that they support their students and will be available for counselling at least online.

Entrepreneurship course is designed for 20 students at each participating HEI. As a principle, each student should have an individual mentor. In case that there are less mentors available, e.g.



as expected for Iceland, it is allowed that a group of students use same mentor (see chapter 3.5 on national specifications).

3.2. How to build up the mentoring network

3.2.1. Identifying suitable mentors

Mentors would not invest in students who have poor potential for becoming entrepreneurs. Selection/acceptance of the right students to participate at ifempower entrepreneurship module is crucial for attracting mentors.

The competencies of the students, their interests and involvement are issues what attracts mentors.

Basic rule is, that students, participating at ifempower entrepreneurship module, are responsible to find and choose their mentors. Students can look for mentors independent from their HEI or they use services, provided by their HEI.

The process to get in touch with mentors could be seen as similar to applying for a job, or for a trainee position and does not need to be explained here. However, due to the nature of the direct contact what is needed to the entrepreneur, students must give special attention to explain motivation and trustworthy in best way.

Universities, offering the ifempower entrepreneurship module, should support participating students in finding suitable mentors. Universities have to make available a database of potential mentors. Such non-exclusive database of entrepreneurs will help students to get access to mentors. To contact them and to convince them that they are the "right" students, is up to each student.

Simple way is, that HEI elaborate a list of possible mentors and keep it available for students that ask for support. In an advanced way, university and/or ifempower present available mentors online. German program "Spitzenfrauen" can be seen as a model of a simple online database, showing profiles of mentors (www.spitzenfrauen.de).

Recommended support actions by universities:

- promoting mentorship program on ifempower website, connecting it with social media, ifempower website, etc.
- launching a "Call for Mentors"
- contacting universities' business partners, e.g. sponsors, customers, cluster members, and externally hired lecturers – and entrepreneurs in connected business incubator centers, start-up-hubs, etc.



- organizing networking events and create awareness on possibility to become mentor directly to the target group
- establishing links to existing networks of entrepreneurs in the region where a university is located; also the alumni network
- Universities what are project partners in ifempower should use also the already established contacts to entrepreneurs who contributed to the project as interviewees

A perfect mentor is a successful female entrepreneur who is in same time experienced in thematic field of envisaged business.

However, a mentor from another business sector the student is working in will be accepted.

In order to overcome the separation and segregation of potential female entrepreneurs, male entrepreneurs are also eligible.

For students facing with geographic obstacles, such as living on rural or less serviced areas and peripheral regions to start an own business is even more difficult while they have fewer opportunities and fewer knowledge to use. Rural areas have their own characteristics with regard to business opportunities, social and economic background, and with the knowing of those characteristics special enterprises can be developed. Supporting students in finding mentors should include actions to get in touch with entrepreneurs in rural areas.

It is agreed to point out in promotion actions, that the mentorship is open for disabled entrepreneurs. These women will be asked to be mentors, aiming at setting special example to the students, especially to disabled ones. Particularly during call announcements partner universities will give special attention to emphasize that special experiences of disabled entrepreneurs are a big value for students.

It is recommended, that Universities ask students to present their mentor options already when entrepreneurship module starts. However, each university has to decide, what to do in case that a student does not find a mentor. Participating in the mentorship program is mandatory and any delay in finding a mentor endangers the success of the entire module.

3.2.2. Creating an ifempower mentorship network

Whatever entrepreneurship/mentorship program an university might start, it is important to build a network and use it to get access to various entrepreneurs who will be the future mentors. In the expectation that each participating Universities will succeed in identifying mentors, their agreement for networking should be obtained. It is desirable that the mentors come into contact with each other. Their exchange of experiences on the progress and problems of the mentees



IFEMPOWER HANDBOOK FOR MENTORSHIP PROGRAM

can strengthen the support service. In addition, contact with other entrepreneurs can be an incentive to participate in the programme. It is conceivable that contact with other mentors may lead to additional business opportunities.

The first step towards networking is the already planned kick-off event, which actually serves as an introduction to the mentors' special role in supporting the students. The presentation of the mentors on the websites of the HEI or of ifempower indirectly contributes to networking. The mentors can recognize which competence and business activity other mentors have and, if interested, address them specifically. The effect is reinforced by the fact that four countries are already represented by the universities participating in ifempower.

Certainly not from the outset, but in the medium term it is feasible to develop a certain structure. A mentor can act as the mentor's spokesperson and initiate and coordinate network activities. At first, this can only be understood as potential for the further development of the network, but the approach is to establish regional or sector-related structures. Mentors take on further functions. Examples of such networks are recorded and confirm that entrepreneurs are quite willing to engage further.

To attract mentors, Universities should present benefits and incentives. Generally, becoming mentor and connecting to the network resulting from the mentorship program helps participating entrepreneurs to

- improve marketing and HR strategies
- accessing such networks allows to identify and to meet active players from different local area who could become multipliers for forwarding corporate message.
- deepening or exploring psycho-pedagogical skills According to the curricula (content) of the program, mentoring could be considered one of the highest degrees of the personal success. Mentoring comes as a corollary of a certain stage of professional development and it is a great opportunity for personal development continuity. The mentor exercises his teaching abilities through professional tasks for the new entrepreneur.
- increases the reputation of the mentor and, of course, of the enterprise which is involved, particularly when mentoring program is part of university curricula
- understanding the new generation: future consumer trends and people management
- benefit from technology transfer quick process advantages
 a mentor could benefit from results of professional task forwarded to the mentee: either from a future start-up, either from seeding a certain idea



3.3. Mentor-Mentee Relationship

3.3.1. General Provisions

As a principle in ifempower mentorship program, mentors do not receive a fee for supporting a student. Universities may apply a different model due to strategic, political decision – particularly when it is about private universities.

Clear delimitation to mentorship programs what are established to support start-up enterprises: Beneficiaries of those programs are usually people, who are self-employed, registerred an enterprise or at least started to implement a business. Mentorship program for those target groups often require a financial contribution from mentees.

Mentoring is not the same as training, teaching or coaching, and a mentor does not need to be a qualified trainer.

The amount of time mentor and mentee agree to invest in the relationship varies greatly, based on the needs, expectations, and desires of both parties.

The university's requirements for recognition of the mentorship must be adhered as minimum conditions.

The greatest commitment of time is generally in the beginning of the relationship, when the focus is on getting to know each other and on agreeing targets.

The mentoring relationship is a voluntary commitment between the mentee and the mentor. By signing a target agreement, mentor and mentee define a binding framework for their mentoring relationship. This includes in particular the agreed dates, topics and tasks. In addition, the mentee agrees to prepare the meetings accordingly and to document them. The mentor undertakes to support the mentee and to respond to her wishes.

Both sides have the possibility to terminate the mentoring relationship. The university has to be informed immediately about such decision. To avoid that the entrepreneurship studies cannot be recognized, a new mentor must be found without undue delay.

All information and data exchanged within the mentoring relationship shall be treated with confidentiality and discretion. Mentee and mentor agree to maintain confidentiality beyond the duration of the mentoring relationship.

Ensuring the quality and further development of the mentoring programme is a major concern of ifempower. The experience and assessments of the participants are very important for this. Participating universities have to ask mentee and mentor to give feedback.



3.3.2. Steps of collaboration

Once an entrepreneur has confirmed to be ready for mentoring a certain student, a few formal processes need to be carried out.

Before mentoring starts: generating a tandem and agreeing on goals

Mentor and mentee discuss and agree scope of mentoring, e.g. number and frequency of the meetings. It must also be clarified whether the mentorship programme is to be extended by project work. The specifications of the ifempower curriculum in this regard must be taken into account.

Mentoring can only succeed and contribute to the achievement of personal career goals if these goals are clearly defined in advance. In the target agreement, the rough framework for the mentoring relationship is set and basic cornerstones are agreed: How long time should the mentoring tandem go on (perhaps with a duration that goes beyond the actual duration of ifempower curriculum)? How and how often does the contact take place? What are the goals, expectations and tasks?

During mentoring: working with the mentor

Mentor prepares the meetings with the mentee and the specific professional tasks to be performed by the mentee. Mentee prepares the "homework" and follows the guidelines provided by the mentor.

Time and content of the mentoring are to be recorded in the mentoring protocol. Time is money and the mentors of ifempower work on a voluntary basis - this makes their commitment particularly valuable. Since mentorship is a component of ifempower curriculum, the mentoring protocol also serves as proof of attendance.

After mentoring: Measuring success and evaluating the mentorship

Further development is not possible without evaluation and feedback - this applies to the mentees and mentors as well as to possibly included project work. The evaluation sheet serves as a "grid" for mentees to measure their personal success - here mentees can define their goals in detail and assess their own improvement at a time interval. The feedback form gives the mentee the opportunity to assess the mentor's performance: What was particularly good, where is there still room for improvement?

To university, mentee must submitt a report on the mentorship program to prove that

- targets were defined and achieved
- meetings with mentor took place
- tasks, given by mentor, are fulfilled



3.3.3. Supporting documents to organize mentor-mentee relationship

Form templates are attached to the manual. The purpose of these templates is to show the most important contents of such documents. It can be assumed that participating universities have their own templates available and can easily adapt them to the requirements of the mentoring programme.

Form templates (examples):

- mentor profile (Annex 1)
- mentee profile (Annex 2)
- mentor-mentee agreement (Annex 3)
- mentor-log (Annex 4)
- self-assessment (Annex 5)
- feedback (Annex 6).

Participating universities expressed additionally the wish, to receive an implementation guide. This supporting document is attached to the handbook (Annex 7).

3.4. Advanced Mentorship - a tool of university-industry collaboration

The scheme of ifempower mentorship programme significantly promotes synergies between business and education, whose objective is one of the basic requirements of the Europe2020 strategy, the EU's agenda for growth and jobs for the current decade. It provides the basics of dual courses for universities within and beyond the partnership in entrepreneurial teaching and learning.

Dual Education at university level

The mentorship programme in combination with internship could be seen as resembling to the scheme of dual education. Even though certain commonalities can be seen in the combination of theory and practice in ifempower curriculum, dual university education is a much more intensive teaching program. An example for dual education at university level is Baden-Wuerttemberg Cooperative State University (Germany; approx. 34,000 enrolled students). All degree programmes of that university are dual, are both nationally and internationally accredited, count as intensive study programmes and are worth 210 ECTS credits.

"The key feature of cooperative (work-integrated) education is the unique combination of theory and practice. The university's curriculum combines higher education and on-the-job training at numerous partner companies, aiming to provide both academic skills and work-related expertise.



In that regard, the academic content conveyed in classroom is complemented with workplace experience, so that real-life situations immediately test the effectiveness of classroom theory and vice versa." (Baden-Wuerttemberg Cooperative State University; www.dhbw.de)

However, as ifempower mentorship program strongly connects students and entrepreneurs, various opportunities to develop this connection towards dual education are given. In order to efficiently combine the mentoring program with an internship, it makes sense for the mentee to carry out project work for the mentor. Universities can develop more intensive cooperation with companies from this type of project work. Another success story of dual education at HEI level is developed by German Steinbeis University. This private university applies the model of Project Competence Studies®, currently with more than 8,000 enrolled students (www.steinbeishochschule.de). On the way to receive a Bachelor or Master degree, every student implements a project work in collaboration with a business partner. Duration of the project is same as the duration of the studies. Ifempower entrepreneurship module with its mentorship program has potential to be developed into dual education, similar to Steinbeis' Project Competence Studies.

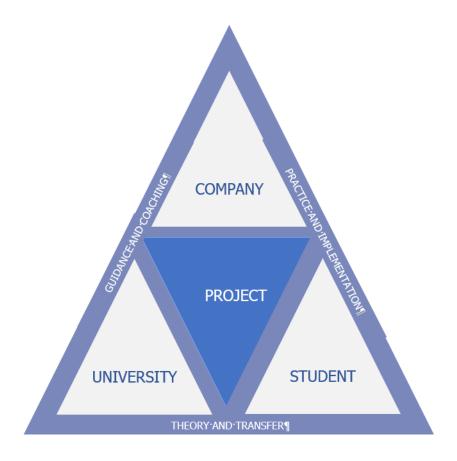


Figure 2 – Project Competence Studies

The further cooperation with mentors in this sense increases on the one hand the interest of entrepreneurs to participate in the programme. In addition, the mentees gain an even deeper



insight into the entrepreneurial work. Since it can be assumed that in most cases the project work will be successfully completed, the university strengthens its position as a knowledge generator.

Technology and Knowledge Transfer

The project-related cooperation of a student with the mentor can be extended by the university to include a component, namely the participation of a professor whose expertise contributes to the success of the project. Economic problems of enterprises very often generate new research activities at universities. Contributing to problem solutions in business sector, increases experiences and competences of professors.

The effective technology transfer in enterprises that is oriented on the economy is one of the main elements of national economic development (www.steinbeis.de)

A circle closes: universities that cooperate with business can motivate students to engage in entrepreneurship as students could be involved in project work even before they get enrolled in extra module ifempower entrepreneurship.

Impact of ifempower mentorship program on participating universities:

- Strengthens partnerships strategy of the university;
- Higher the rate of professionals to volunteer in mentoring;
- Introduce students to different assessment steps that they will have either to work with (as business owners) either to perform in case they will work for big corporations;
- Increases the quality of the mentorship program and its attractiveness;
- Increases the reputation of the mentorship program;
- Guarantees a better mentor-mentee matchmaking;
- Offer professionals alternatives to current services that they buy in order to profile their employees and contribute to technology transfer.

3.5. National Circumstances and Specific Solutions

The handbook on ifempower mentorship programme is internationally useable. However, national circumstances have to be taken into account when implementing the program. Regarding such specific requirements, the mentorship program is kept flexible in order to allow tailor-made solutions.



IFEMPOWER HANDBOOK FOR MENTORSHIP PROGRAM

Need of a national specification is reported by project partner from Iceland. In ideal case, each student has one mentor. The number of entrepreneurs, particularly the number of female entrepreneurs in Iceland is much smaller than in other participating countries. It cannot be ensured, that every student find a mentor in Iceland. To ensure that every student can participate in the mentorship program, one mentor should be responsible for more students – and first the mentor must be ready to take over this bigger responsibility, secondly the mentor must be able to do so.

Participating universities from Austria, Hungary and Romania did not express a need to adapt the mentorship program to national circumstances.

The mentoring programme is designed for personal meetings between mentor and mentee. Face-to-face meetings must be expected to be affected by the pandemic. General pandemic restrictions reffer usually to meetings in groups while mentor and mentee would meet alone. Nevertheless pandemic restrictions make it necessary to adjust the mentoring programme in one main point:

 Instead of the recommended face-to-face meetings, it is possible to organise meeetings online

A student could design the mentoring programme as an online relationship. In principle this allows to involve a mentor at a greater regional distance to the student. It is nevertheless better to look for a mentor in the immediate, i.e. accessible, vicinity. First of all, restrictions on personal meetings can be terminated. In that case and as soon as possible mentor and mentee should switch to face-to-face meetings which are possible only when geographical distance is short.

However main limitation on implementing the mentorship program as it was initially planned is given by social, psychological and economic impact of the pandemics. It is necessary to take into account that less entrepreneurs might be ready to become mentor. Economic crisis leads to companies being less available for CSR activities. Students were also challenged to switch to online courses and might be less interested in additional online meetings with mentors. Ifempower entrepreneurship module has to guide students through the challenges and encourage them even more to benefit from discussions with successful entrepreneurs.



Conclusion & Recommendations

4. Conclusion & Recommendations

The mentoring program is practice oriented. It has to be taken into account that the subject areas of the universities and thus the knowledge and interest base of the students are very different. The universities have retained a high degree of creative freedom.

According to the planning of ifempower, the mentorship program will be tested and adapted as necessary according experience gained in pilot phase. Current version of the manual may be less precise in some respects than the final version.

In any case, the participating universities should strive to establish a close relationship with as many potential mentors as possible at an early stage.

Public relations activities of ifempower are a suitable tool to promote the mentoring program and to get in touch with entrepreneurs.

Universities wishing to offer the ifempower study module must decide whether the relationship between mentor and mentee is to be managed as a simple mentoring program. Or whether the mentoring program should be combined with an internship, possibly also with concrete project work. The advanced mentorship program should be envisaged in order to use synergies and to ensure that university, mentor and mentee benefit from a win-win-win situation in best way. Feasibility of such extended program depends to a large extent on available support capacities at the universities. Those should be created, but can be stimulated by ifempower only and not be demanded.





5. Annexes

Supporting documents (chapter 3.3.3).

- **5.1.** Annex I Template 1 "Mentor Profile"
- 5.2. Annex II Template 2 "Mentee Profile
- 5.3. Annex III Template 3 "Mentor-Mentee Agreement"
- 5.4. Annex IV Template 4 "Mentor-log.
- 5.5. Annex V Template 5 "Self-Assessment"
- 5.6. Annex VI Template 6 "Feedback"
- 5.7. Annex VII Supporting document "Implementation Plan"



Annex 1

Mentor profile

About you	
Title	
First name / Last Name	
Your professional	background
Carreer tips for	
mentees (maximum 200 characters)	
Current	
company/entreprise	
Website	
Location	
Position	
Company size (total no. of employees no of employees under direct supervision), if any	
Educational background	



Industry experience

Previo	ous career stages	
or stra	ategies	
Vour o	(pertise	
rour ex	cpertise	
In which	n areas you can su _l	pport mentees?
Are	a of expertise	Further comments
	Career	
	strategies	
	Leadership behaviour / assertiveness	
	Marketing (self- presentation)	
	Presentations technique	
	Conflict management	
	Work divison and time management	
	Contacts from own network / Networks	
	Compatibility family-career	
	Other	
Do you	have mentoring ex	perience?
	Yes.	
	No.	
	As mentee.	within the company.
	Mentoring at the u	
Other		



Mentorship programme implementation plan

I expect my mentees to (maximum 500 characters):	
In a mentor - mentee	
relationship, I attach particular importance	
to (maximum 500	
characters):	
,	
Your contact details to be	e forwarded to interested mentees or for contacting them on behalf of
ifempower project:	·
Phone	
Mobile	
E-mail	

How did you find ifempower mentoring program? (volunteering component)

□ referral



Mentorship programme implementation plan

Website
Newsletter
Other:

Consent to data collection

Processing and use

I agree that partner institutions in ifempower project, for the purpose of carrying out the mentoring programme within it, receives data to be processed. The data will be used exclusively for the implementation of mentoring program, in particular for mentor- mentee matchmaking. Moreover the data is collected for ifempower website on which a mentor profile will be also published. Contact data will not be published and will be passed to potential mentees only after consultation with me in the in individual cases. I can at any time withdraw my consent to the processing of my personal data provided through this form or to ask for the correction of my personal data.

For this demand I turn to: info@ifempower.eu or to persons I have sent my current mentor profile.

An overview of all my rights with regard to the data protection and the general procedure in this regard can be found at: www.ifempower.eu

I hereby also confirm the disconnection from any scientological practice or organization or similar to it.

Place		Date		Signature
	dd	Mm	уууу	



Annex II

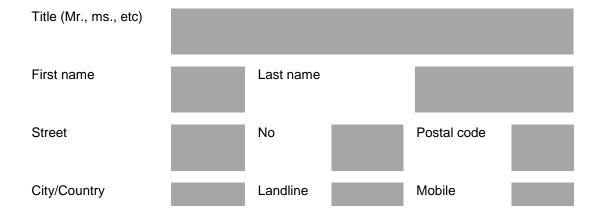
Mentee profile

About you	
Title	
First name / Last Name	
Place of residence	
University	
Faculty	
planned year of graduation	
planned start of mentorship program	
What is your professional	
experience (trainings,	
internships, etc.),?	
Vour career anale:	
	ne clearer you can define your own goals, the sooner your mentor can
*Formulate your goals. Th	



goals?	port of a mentor in order to achieve your caree
What are your expectations	
from your mentor?	
would like to work and justify your choice.	why? Please specify 3 mentors with whom you
	why? Please specify 3 mentors with whom you Arguments
would like to work and justify your choice.	
would like to work and justify your choice.	
would like to work and justify your choice. Name	
would like to work and justify your choice. Name 1	
would like to work and justify your choice. Name 1	
would like to work and justify your choice. Name 1	

Contact details (please provide private contact details):





Mentorship programme implementation plan

E-ma	ail		Date of birth	DD	MM	YYYY
prograi	_	ill you be read	dy to participate in the	DD	MM	YYYY
What le	evel of education l	nave you achi	eved?			
	I have an in-co	ending a gene condary school diate secondary empany training l-based vocating the Abitur (usity of applied eraftsman's ce	ol certificate. Ary school certificate / (\u00bb ng, vocational school conal training. university preparatory solutions t sciences) rtificate.	with vocat	tional quali	fication or

Consent to data collection

Processing and use

I agree that partner institutions in ifempower project, for the purpose of carrying out the mentoring programme within it, receives data to be processed. The data will be used exclusively for the implementation of mentoring program, in particular for mentor- mentee matchmaking.

Please tick the appropriate box:

My profile sheet with the above information can be passed on to potential mentors.
My profile sheet with the above information can only be sent to potential mentors, in
individual cases, after consultation with me.

I may at any time revoke my consent to the processing of my personal data or to ask the correction of my personal data.

For this demand I turn to participating university or info@ifempower.eu



Mentorship programme implementation plan

An overview of all my rights with regard to the data protection and the general procedure in this regard can be found at: www.ifempower.eu

Place		Date		Signature
	dd	mm	уууу	



Annex III

Mentor – Mentee agreement

between

Name of the mentee			
Street		Postal code	
Mobile		Landline	
E-mail			
	а	nd	
	а	nd	
Name of the mentor	а	nd	
Name of the mentor Street	a	nd Postal code	
	a		
Street	a	Postal code	

Mutual agreement

The mentoring relationship is a voluntary commitment between the mentee and the mentor. The undersigned define a binding framework for their mentoring relationship with this target agreement. For this the agreed deadlines, topics and tasks. In addition, the mentee declares his / her willingness to prepare and document the meetings accordingly. The mentor undertakes to support the mentee and to respond to their whishes. For feedback to the mentor / the mentee can be useed the feedback and evaluation documents provided by ifempower.

Contacts and meetings

The mentoring relationship is determined for a period starting from/ till
/
the mentoring partnership. The mentee and the mentor agree to elaborate and implement a
mentorship plan what is in line with the specifications, given by (participating university)



Content	
Thematic focus:	
Expectations of partnering tandem in the mentor	ring relationship:
Mentor:	Mentee:
Tasks of the partnering tandem:	
Mentor:	Mentee:
(e.g. documentation of the meetings)	(e.g. prepare conversations based on cases resulting from practice)

Exit option:



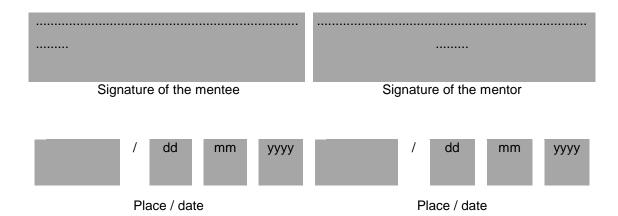
Both sides have the possibility to terminate the mentoring relationship. In this case, it is necessary to inform the project team of ifempower. If problems or difficulties occur, the project team is available and will be happy to advise and accompany you.

Confidentiality:

All information and data exchanged within the mentoring relationship are treated with confidentiality and discretion. Mentee and mentor commit themselves to maintain confidentiality for the duration of the mentoring relationship.

Cooperation with the project team of ifempower:

The quality assurance and further development of the mentoring programme is a major priority for the project executing agency. The experiences and assessments of the participants are very important for this. Thus, after becoming a mentee and or mentor please commit yourself to give regular feedback to the project team.



Annex IV



Mentor log

Name of the mentee			
Name of the mentor			
Beggining date of the mentoring	dd	mm	уууу

	Date		Duration	Subject
dd	mm	уууу		
dd	mm	Yууу		
dd	mm	уууу		
dd	mm	уууу		
dd	mm	уууу		
dd	mm	уууу		
dd	mm	уууу		

Annex V



Self-assessment form

Mentoring relationship's effects evaluation (0 points - worst value, 10 points - best value) between:

Mentor (name):	Mentee (name):	
Start date of	Final discussion date:	
mentoring:		

Goals (name the goal in words)	Self-assessment at the beginning (add points from 1-10)	Self-assessment at the end (add points from 1- 10)	Improvements around (assess the difference)	Concrete results (name the result in words)



Mentorship programme implementation plan

Total at the beginning	Total at the end	Total improvement	



Feedback form on the ifempower mentoring programe

Mentoring program evaluation evaluation (very good: + 2 points, good: + 1 point, satisfied: -1 point; unsatisfied: -2 points; Not specified: 0 points) between:

Mentor (name):		Mentee (name):				
Start mentoring	date :	of	End mentorin	date g:	of	

	Very good (+2p)	Good (+1p)	Satisfactory (-1p)	Unsatisfactory (-2p)	Not specified (0p)	Other comments, justifications, details
Mediation process by ifempower						
First contact with the mentor						
Procedure, structure and preparation of the conversations						
Atmosphere: positive and motivational conversation						
Goals: clearly defined within mentoring						
Goals achievement: roadmap was designed together						



with the mentor and way to each milestone was accompanied by him/her			
Flexibility: Current topics could have been discussed immediately			
Professional benefit: Access to networks, recommendations, etc.			
Personal benefit: individual support and further personal development insights were received			
I've gained new insights, I am aware of new findings about me and which I have incorporated			
Efficiency: Tracking results related to objectives/goals implementation			
Competence: I am in contact with my mentor/ recommend him/her to a friend			



Sustainability: I stay in contact with my mentor.			
I have particularly liked	d:		
About what I wish for r	nyself / would like t	o inspire:	

Annex VII



Implementation Plan

Executive summary:

Current document serves as the result of discussions held in Seville, September $9^{th} - 12^{th}$ during the 3^{rd} transnational meeting of partners.

Main achievement on compilation on how to implement mentorship session is awareness of expert partners about a limitation: in mentorship, curricula/methodology is already built by or through the entrepreneur experience/expertise who takes the role of the professor. Role of universities or experts representing project partners is to facilitate and ensure good unrolling of the course which is independent from their expertise and teaching - rooted position.

Main remarks from partners were the following:

- better to have for 2 semesters
- should be advertised at each university & the project website
- another good example can be CEMS programme running at Corvinus
- mentors will not be payed, which is a problem, but we have to solve it
- should we offer a training to the mentors?
- on a national level a meet-up should be organized where mentors and mentees can meet

Thus, current document represents a draft action plan on how to implement recommendations from ifempower mentorship handbook.

Draft plan involves:

- a. ifempower staff;
- b. Universities;
- c. Students

Expected results are:

1. Intellectual outputs:

- database with available mentors, network of mentors;
- call for mentors;
- brochure for mentors;
- certificates for both mentors and students

2. Advertising activities

3. Events:

- networking event for advertising call for mentors;



- briefing session for mentors.

Implementation of the action plan is envisaged in 3 phases with the corresponding steps. A wider description of the steps is available in the handbook at the page that is indicated to each step.

To each step it is mentioned, where to find more information in the handbook.

PHASE I - before entrepreneurship module starts

- 1.1 Agree on call for mentors
 - 1.1.1 program requirements/expectations
 - 1.1.2 promote disabled categories
 - 1.1.3 Emphasize compliance with EU policies and dual education issues
 - 1.1.4 Emphasize benefits for organizations
- 1.2 Brochure for mentoring

PHASE II – during entrepreneurship module

- a. Beginning of the 1st semester
 - 2.1. Build database with mentors
 - 2.2. Personalized mailing action
 - 2.3. Organizing networking event for advertising the call
 - 2.4. Other advertising activities
- b. By the end of the 1st semester
 - 2.5 Networking event for mentors and mentor briefing

PHASE III - beginning of mentorship module

3.1 Accreditation issues



PHASE I - before entrepreneurship module starts

List of steps for: ifempower consortium

1.1. Agree on call for mentors final form:

The following sub-steps represent guidelines for call's text:

<u>Define program requirements/expectations:</u>

Proposed general requirements can be found in the handbook but this can be synthesized or better adapted to future module:

> "General expectations resulting from mentor-mentee relationship could be summarized as it follows: A mentor is a person who acts as a guide and an adviser. He/she is a role model, one that the mentee can learn from, and one who is interested in passing on.knowledge, experience, thoughts not to mention in-sights to others as inspiration for personal and vocational growth.



A mentor can offer:		
•	Information:	mentors share their knowledge, experiences and wisdom;
•	Contacts:	mentors provide valuable opportunities by facilitating academic,
		career, and personal contacts;
•	Challenges:	mentors stimulate curiosity and build confidence by presenting
		new ideas, opportunities and challenges;
•	Support:	mentors encourage growth and achievement by providing an open
		and supportive environment;
•	Goal Setting:	mentors help the mentees discover talents and interests and
		define and attain their goals;
•	Advice:	Mentors guide the mentee in reaching academic, career and
		personal goals;
•	Role models:	by sharing stories of achievement with the mentee, mentors can
		become role models."3

1.1.2. Promote disabled categories:



"It is agreed to point out in promotion actions, that the mentorship is open for disabled entrepreneurs. Particularly during call announcements partner universities will give special attention to emphasize that special experiences of disabled entrepreneurs are a big value for students"4

⁴ ibidem, p.12



³ Ifempower mentorship handbook, pp. 7-8

1.1.3. <u>Emphasize compliance with EU policies and dual education issues:</u>



"The scheme of ifempower mentorship programme significantly promotes synergies between n business and education, whose objective is one of the basic requirements of the Europe2020 strategy, the EU's agenda for growth and jobs for the current decade. It provides the basics of dual courses for universities within and beyond the partnership in entrepreneurial teaching and learning."⁵

1.1.4 <u>Emphasize benefits for organizations:</u>

"

- √ improve marketing and HR strategies
- accessing such networks allows to identify and to meet active players from different local area who could become multipliers for forwarding corporate message.
- Acco the h stag conti

✓ deepening or exploring psycho-pedagogical skills
According to the curricula (content) of the program, mentoring could be considered one of
the highest degrees of the personal success. Mentoring comes as a corollary of a certain
stage of professional development and it is a great opportunity for personal development
continuity. The mentor exercises his teaching abilities through professional tasks for the
new entrepreneur.

- ✓ increases the reputation of the mentor and, of course, of the enterprise which is involved, particularly when mentoring program is part of university curricula
- understanding the new generation: future consumer trends and people management
- ✓ benefit from technology transfer quick process advantages a mentor could benefit from results of professional task forwarded to the mentee: either from a future start-up, either from seeding a certain ideaⁿ⁶

1.2 Brochure with benefits for mentors:

ifempower staff will take care about a small brochure tailor-made containing the main motivating factors for entrepreneurs. This brochure shall be used in:

- Physical form will be handed during networking events;
- Electronic format attached to newsletter sent to database with potential mentors.

Brochure text content should be focused on:

⁶ ibidem, p. 13



5

⁵ *ibidem*, p.16



- Clear text summary with benefits:
- Emphasizing the opportunity of mentoring in academic environment;
- The international component of the program.

PHASE II - during entrepreneurship module

Preferred period: beginning of the 1st semester, in the first 2-3 a. weeks of the 1st semester of the entrepreneurship module

List of steps for: students supervised by university staff

2.1 **Build database with mentors**



"Duration of entrepreneurship module at Universities will be two semesters. Selection of mentors should take place before first semester ends. Mentorship takes place in second semester. The relation will not end since the mentors have to guarantee that they support their students and will be available for counselling at least online.7

Basic rule is, that students, participating at ifempower entrepreneurship module, are responsible to find and choose their mentors. Students can look for mentors independent from their HEI or they use services, provided by their HEI."8



Proposal for teachers of the entrepreneurship module:

Each student will:

- think what are the comfortable available facilities they benefit from (transport routes, car, other student facilities);
- establish the area related to their mobility options;
- a database with stakeholders from the proximity is built.

Note: proximity is a key component for securing the quality of mentorship on the envisaged period

Proposed action for both trainers and students is to do a database by mapping:

- businesses from chosen area;
- business accelerators/incubators (including the ones from university) list with staff or very active preferred entrepreneurs;
- business angel networks investors in student field of study;
- regional chambers of commerce
- regional development agencies;
- start-up programs;
- business contests and events (to see the sponsors, speakers, etc);

⁸ *ibidem*, p. 11



⁷ *ibidem*, p. 10

- business woman networks:
- technology transfer networks;
- university customers and universities externally hired entrepreneurs as lecturers;
- university alumni networks list with figures of interest;
- NGOs related to social inclusion of disabled persons;
- already existing internship programs offered by companies, etc. (this companies will be more opened to get involved in ifempower program)

List of steps for: ifempower staff

2.2 Personalized mailing action on database made by students;



Local leaders/entrepreneurs/entities will receive:

- Personalized invitation to be a mentor;
- Newsletter with the call for mentors and brochure with the summary of benefits (1.1 + 1.2)

2.3 Organizing networking event for advertising the call

After mailing actions, expressions of interest from mentors shall be received.



"The first step towards networking is the already planned kick-off event, which actually serves as an introduction to the mentors' special role in supporting the students. "9

2.4 Other advertising activities:



Proposal (as agreed during TM3 in Seville):

- Mentor presentation on ifempower website
- Call on HEI website;
- Testimonials of student motivation to participate into the module:
- Famous mentor mentee success stories.

Preferred period: by the end of the 1st semester of the b. entrepreneurship module

List of steps for: ifempower staff

2.5 Networking event for mentors and mentor briefing





Brief introduction into program requirements to mentors should be offered by Universities. Attending the briefing should not become mandatory for mentors.¹⁰



Organizing a networking event for mentors before the mentoring starts insures bigger commitment and shows some benefits.

In ideal case, university is the sponsor for networking and briefing for mentors.

In this step mentors should receive:

- Introduction into ifempower project and requirements;
- Introduction into documents to use (mentee profile; mentor–mentee agreement; mentorship report; mentorship evaluation form; steps of collaboration, etc)
- Networking session



Proposal for trainers/ifempower staff:

- aquire knowledge in advance about the business profile of the participants;
- play facilitator/host role into making introduction and facilitating business cards exchange.

PHASE III - beginning of mentorship module

3.1 Accreditation issues



"Students accomplishing the ifempower module will get professional mentorship from women entrepreneurs (one of the courses will consist of internship at an entrepreneur), opportunity to work with them, assist their work, and get familiar with the general way of leading an entrepreneurship."¹¹



Universities to check how mentors can be awarded (certificates, etc.) independently from the ifempower project;

If mentor companies have already an internship program and issues certificates independently from ifempower project.

¹¹ *ibidem*, p. 8



52

¹⁰ *ibidem*, p. 10

Conclusion & Recommendations

After closing the test period of ifempower mentorship program, to current draft plan will be added:

- Other recommended actions from partners;
- Deadlines for certain actions;





