



# DRAGGING MENTORING FRAMEWORK

## *Directory*



Funded by  
the European Union



## MENTORING FRAMEWORK DIRECTORY

Welcome to the DRAGGING Mentoring Framework. The purpose of these documents is to outline mentoring techniques, advice and a mentoring plan template to be used for mentors and mentees during the DRAGGING project in order to help develop and foster new business ideas to plug local market gaps identified by local authorities.

Part of the DRAGGING Mentoring programme, the Mentoring Framework aims to:

- Assist DRAGGING mentors in providing quality mentoring to entrepreneurs
- Offer a set of practical didactic contents and effective strategies, including:
- Provide mentoring techniques to apply during the DRAGGING programme
- Provide answers to different mentoring FAQs
- Give some practical tips for each mentoring session
- Give some helpful do's and don'ts for mentors and mentees
- Present the mentoring scheme aids (session plans and mentee action plan).

Currently there are six documents that currently make up the DRAGGING Framework, these documents are as follows:

1. **Advice for Mentors:** this sets out the different processes and techniques that facilitators should use when setting up the mentoring sessions, as well as some FAQs and specifications for selection of participants.
2. **Mentoring Session Structure:** this sets out the ways in which the mentoring sessions should be held as well as guidelines for the amount of sessions as well as the length of time which session should take place.
3. **Mentoring Dos and Don'ts:** this sets out some helpful do's and don'ts for mentors and mentees when participating in mentoring sessions.
4. **Mentoring Agreement:** this is the document that the mentor and participant should sign to agree to participate in the Dragging mentoring scheme.
5. **Mentoring Session Templates:** these are the templates for mentors and participants to use when participating in the mentoring sessions.
6. **Mentee Evaluation Form:** this is the mentee evaluation sheet that must be completed by mentors when taking part in the mentoring scheme to monitor the progress of the mentee.



# DRAGGING

## ADVICE FOR MENTORS

### *Mentoring Techniques, FAQs and Mentor Specification*



Funded by  
the European Union



# DRAGGING MENTORING FRAMEWORK

## *Directory*

### MENTORING TECHNIQUES

#### Beginning Rapport and Setting Boundaries

<b>Description</b>	For any mentoring programme to be successful it is crucial that the cycle begins with a 'setting up' phase. This should be used to clearly establish the purpose of the programme, explain the process and content, discuss roles, manage expectations, and set boundaries.
<b>Benefits of Technique</b>	<ul style="list-style-type: none"><li>• Manage expectations.</li><li>• Maintain commitment.</li><li>• Provide structure for the programme.</li></ul>
<b>Step-by-step</b>	<ol style="list-style-type: none"><li>1. Contact mentee and send an overview of the mentoring cycle.</li><li>2. First meeting – explain what mentoring is and explain the mentoring process; number of meetings, focus of meetings, role of mentor, expectations of mentee. Explain the Dragging programme is to support entrepreneurs to turn new ideas into successful small businesses that will fill gaps in their local area.</li><li>3. First meeting – build rapport i.e., provide some basic background about yourself and gain some background information about your mentee. Do not cross professional boundaries.</li><li>4. Explain the role of the mentor, what support and help you can offer and how each session will be managed.</li><li>5. Ask the mentee about their understanding of the programme, their expectations and discuss your expectations of them during the process.</li></ol>

## Setting Goals and Guiding the Mentee

<b>Description</b>	An effective mentor will be able to guide their mentee appropriately. The key here is to guide 'appropriately' – that is to help them achieve their goals and make the progress they want to make. Part of the role will be to refer them to appropriate resources and other sources of information/networks.
<b>Benefits of Technique</b>	<ul style="list-style-type: none"> <li>• Support achievement of mentee goals.</li> <li>• Widen knowledge and information sources useful to mentee.</li> <li>• Support mentees cultural integration.</li> </ul>
<b>Step-by-step</b>	<ol style="list-style-type: none"> <li>1. Ensure mentee goals are clearly established from the start of the mentoring process.</li> <li>2. Establish what the mentee already knows and understands and identify any gaps.</li> <li>3. Once gaps have been identified, support the mentee to improve knowledge and understanding of systems and processes.</li> <li>4. Provide references and/or resources that will help the mentee.</li> <li>5. Where and when appropriate provide advice and guidance in relation to specific mentee issues.</li> </ol>

## Effective Listening

<b>Description</b>	Active listening is a highly developed skill and is essential for mentor to be effective. Active listening is a technique in which the listener must fully concentrate to understand, respond, and remember what is being said. Listening to truly understand and identify patterns, issues, and challenges for your mentee
<b>Benefits of Technique</b>	<ul style="list-style-type: none"> <li>• Build effective relationships with mentees.</li> <li>• Ensure that time is directed to meet mentee needs.</li> <li>• Enable mentors to provide targeted advice and support.</li> </ul>
<b>Step-by-step</b>	<ol style="list-style-type: none"> <li>1. Develop active listening as a technique from the first session with your mentee.</li> <li>2. As you listen to your mentee make notes (mentally or on paper) of any patterns or themes you think would be useful to explore.</li> <li>3. Avoid interrupting, over-sympathising, or telling your own stories.</li> <li>4. Practice the art of being truly present – provide non-verbal engagement through nodding, eye contact, gesture, sitting position, focusing on the mentee completely and avoid distracting thoughts of your own!</li> <li>5. Use the skills of summarising and clarifying to ensure you have 'heard' correctly (see below).</li> </ol>

Effective Questioning	
<b>Description</b>	Effective questioning will enable your mentee to explore concerns and thoughts. Mentors should be clear in their own minds about why you are asking a particular question – is it to gain more information, to offer insight, to better understand, to move your mentee on towards their own solution?
<b>Benefits of Technique</b>	<ul style="list-style-type: none"> <li>• Help mentees to understand emotions or other barriers when they are stuck.</li> <li>• Enable you to better understand your mentee’s situation or challenges.</li> <li>• Provide more insightful guidance and support.</li> </ul>
<b>Step-by-step</b>	<ol style="list-style-type: none"> <li>1. Ask open questions and think about the purpose of the question.</li> <li>2. Ask questions that will challenge your mentee’s thinking but be sensitive.</li> <li>3. Use questioning that enables your mentee to develop solutions.</li> <li>4. Ensure you allow sufficient time and space for your mentee to ask you questions.</li> <li>5. Review your notes from each mentoring session and identify any further follow up questions for the next session.</li> </ol>

Effective Feedback	
<b>Description</b>	Feedback can be about clarifying and summarising the words of your mentee, for someone to hear their own words back can help to illuminate thoughts and discover new possibilities. Feedback is also used to point out progress and set new goals. Providing effective feedback is a powerful skill.
<b>Benefits of Technique</b>	<ul style="list-style-type: none"> <li>• Enables the mentee to gain a deeper understanding of themselves and their thoughts.</li> <li>• Allows the mentee to hear their own words and to explore concerns and emotions in an objective way.</li> <li>• Enable the mentor to gain more insight and understanding by repeating back what they have heard or by clarifying content provided by the mentee.</li> <li>• Enable the mentee to feel sense of progress through continuous feedback.</li> </ul>
<b>Step-by-step</b>	<ol style="list-style-type: none"> <li>1. Follow up from your mentee by summarising – e.g. “So, what I think you said is xxxxx. Is this correct?”</li> <li>2. Ensure you use clarification questions or strategies to check your own understanding of what your mentee is saying – e.g. “Just to clarify, does that mean....?”</li> <li>3. Ask your mentee to summarise again for themselves – e.g. “So, could you just explain that again to me ....”</li> <li>4. Use feedback to celebrate successes for your mentee, but also to challenge the mentee in a sensitive manner where appropriate.</li> <li>5. Feedback should be objective, non-judgemental and constructive.</li> </ol>

## Ending Mentoring Sessions Effectively

<b>Description</b>	Each session should follow a similar pattern of plan, do, review, plan, do review. The ending of each session should be very crisp and clear with actions laid out for both mentor and mentee. At the end of the programme mentees should have a clear direction of travel and roadmap forward.
<b>Benefits of Technique</b>	<ul style="list-style-type: none"><li>• Move mentees forward and enable them to progress.</li><li>• Provide clarity and motivation to enable action.</li><li>• Allow a sense of satisfaction and achievement.</li></ul>
<b>Step-by-step</b>	<ol style="list-style-type: none"><li>1. At the end of each session ask your mentee to summarise what has been discussed, what they have learnt and how they will move forward.</li><li>2. Clarify any actions for mentee/mentor and make sure these are noted for review at the next session.</li><li>3. Ensure your mentee has had an opportunity to ask any questions/clarified any concerns.</li><li>4. Help your mentee by asking them how as well as what they are going to do before the next session.</li><li>5. At the end of the programme review progress and map out with your mentee how they are going to move themselves further towards their goals.</li></ol>

## MENTORING FAQs

### WHAT IS THE DIFFERENCE BETWEEN MENTORING AND COACHING?

Both coaching and mentoring are development approaches consisting of one-on-one discussions to support and enhance an individual's skills, qualities, knowledge, or performance. Both approaches utilise skills of questioning, listening, clarifying, and summarising. Coaching is more about deepening **learning** and applying this to improve performance whilst the process of mentoring includes **teaching** and encouraging to enhance performance.

### WHAT IF I HAVE NEVER MENTORED ANYONE BEFORE?

The programme has been designed to provide a range of support mechanisms for new mentors and you will be able to draw on these and your own professional experience to help support your mentee.

### HOW LONG IS THE MENTORING PROGRAMME?

This depends on the needs of the mentee and should be agreed at the start of the relationship, but we would recommend at least 4 separate sessions, with at least 2 in person if at all possible. Each session should be of a duration of 1 to 1.5 hours.



## SPECIFICATION FOR DRAGGING MENTORS

Essential criteria for selecting a mentor	
<b>Emotional Competence</b>	<ul style="list-style-type: none"> <li>Shows high levels of social awareness; understands own and others' emotions and can manage these effectively</li> <li>Works with passion, integrity and is highly motivated</li> <li>Acts with courage to respectfully challenge others to be challenged themselves</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>Is able to adapt their communication style to suit the situation and mentee</li> <li>Shows empathy for others and enhanced relationship skills and networks</li> <li>Acts to build trust and inspire vision, enabling the mentee to feel a sense of progress through continuous feedback.</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>Can overcome obstacles and demonstrate emotional strength</li> <li>Solution-focused and positive about future opportunities</li> <li>Works effectively in the face of uncertain circumstances</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>Understands both the need for prioritisation and how to effectively prioritise tasks</li> <li>Can delegate and support others effectively</li> <li>Can multi-task and meet deadlines with ease</li> </ul>
<b>Decision-making</b>	<ul style="list-style-type: none"> <li>Is able to analyse complex situations as appropriate to make informed, justifiable and rational decisions</li> <li>Can systematically sequence information to find best fit solutions</li> <li>Contributes to problem solving and facilitates the decision-making of others, acting outside their own sphere of influence</li> </ul>
<b>Personal Development Skills</b>	<ul style="list-style-type: none"> <li>Develops themselves through reflection and feedback and actively seeks opportunities to fill any knowledge and behaviour gaps</li> <li>Actively demonstrates life-long learning</li> <li>Thinks outside the box and challenges the status quo</li> </ul>
<b>Commitment</b>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the needs of business communities</li> <li>Shows passion for and experience in promoting and supporting others to achieve their potential</li> <li>Embodies the culture and values of the Dragging project, acting as a role model for entrepreneurs</li> </ul>
<b>Experience as leader in entrepreneurship</b>	<ul style="list-style-type: none"> <li>Has experience in developing and leading on the vision and direction of projects or organisations</li> <li>Actively engages organisations in their local areas to seek out solutions for current gaps/shortages</li> <li>Values and capitalises on opportunities to fill business gaps in the local area</li> </ul>



# **DRAGGING MENTORING SESSION REQUIREMENTS AND SUGGESTED STRUCTURE**

***Requirements and guidelines  
on format and structure of  
sessions for mentors***



Funded by  
the European Union

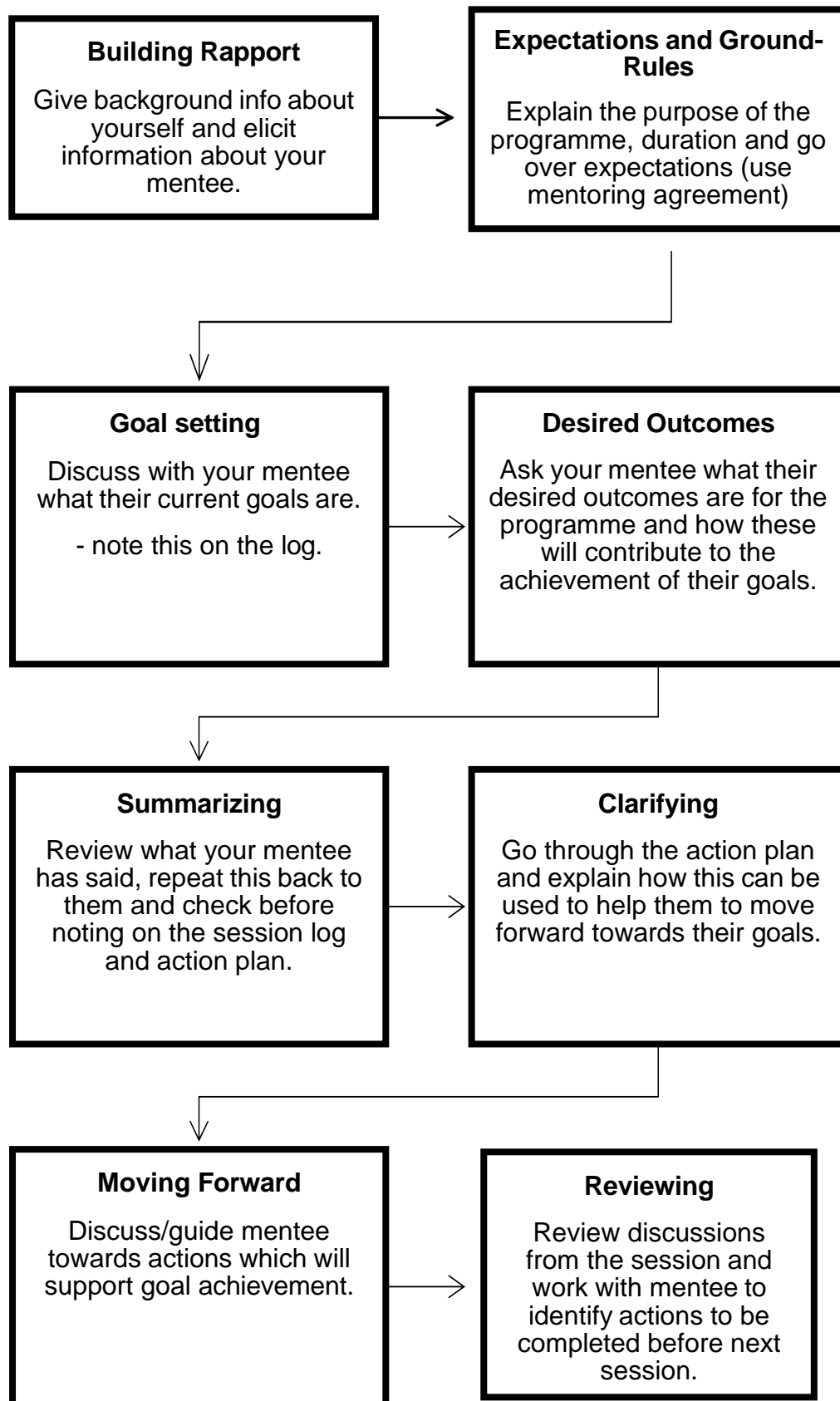


## MENTORING SESSIONS GUIDELINES

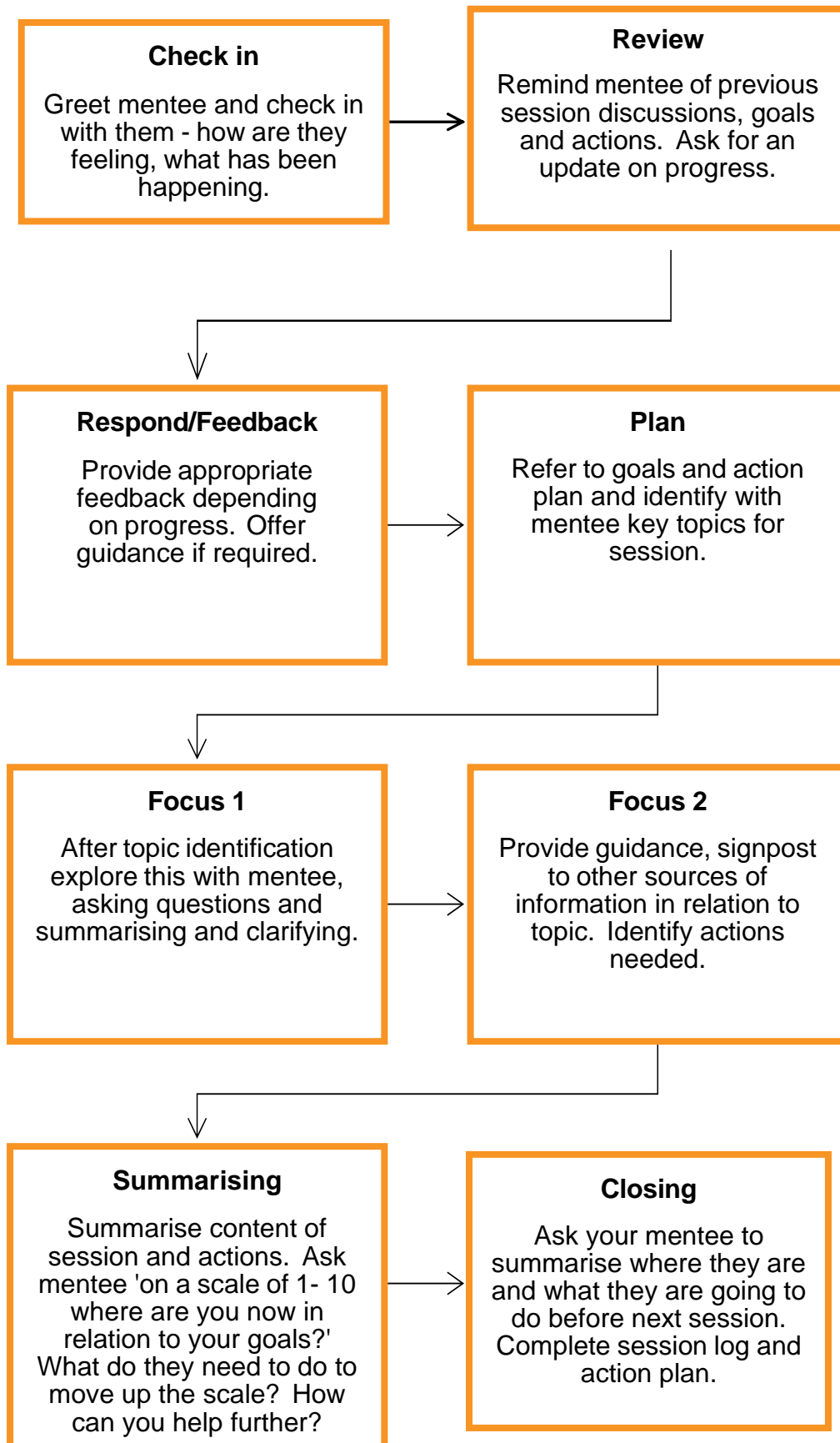
**For the purpose of the Dragging project, the following guidelines should be followed as a minimum requirements:**

1. There should be a minimum of **4** mentoring sessions.
2. Each session should last a minimum of **35 minutes**.
3. If hosting more than four mentoring sessions, facilitators should repeat session 2 or 3 before completing session 4 as session 4 is a concluding session.

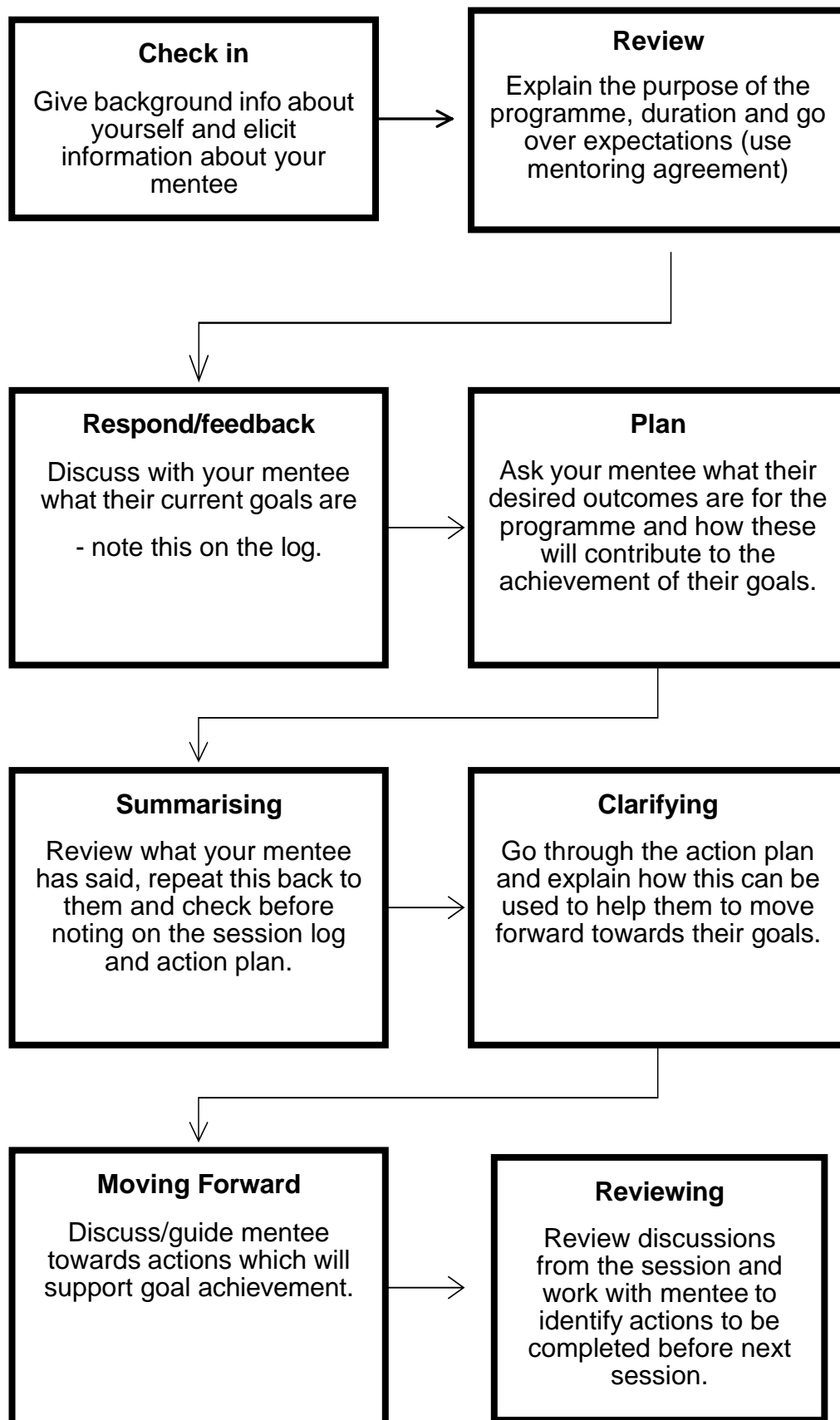
## PRACTICAL TIPS: DRAGGING MENTORING SESSION 1



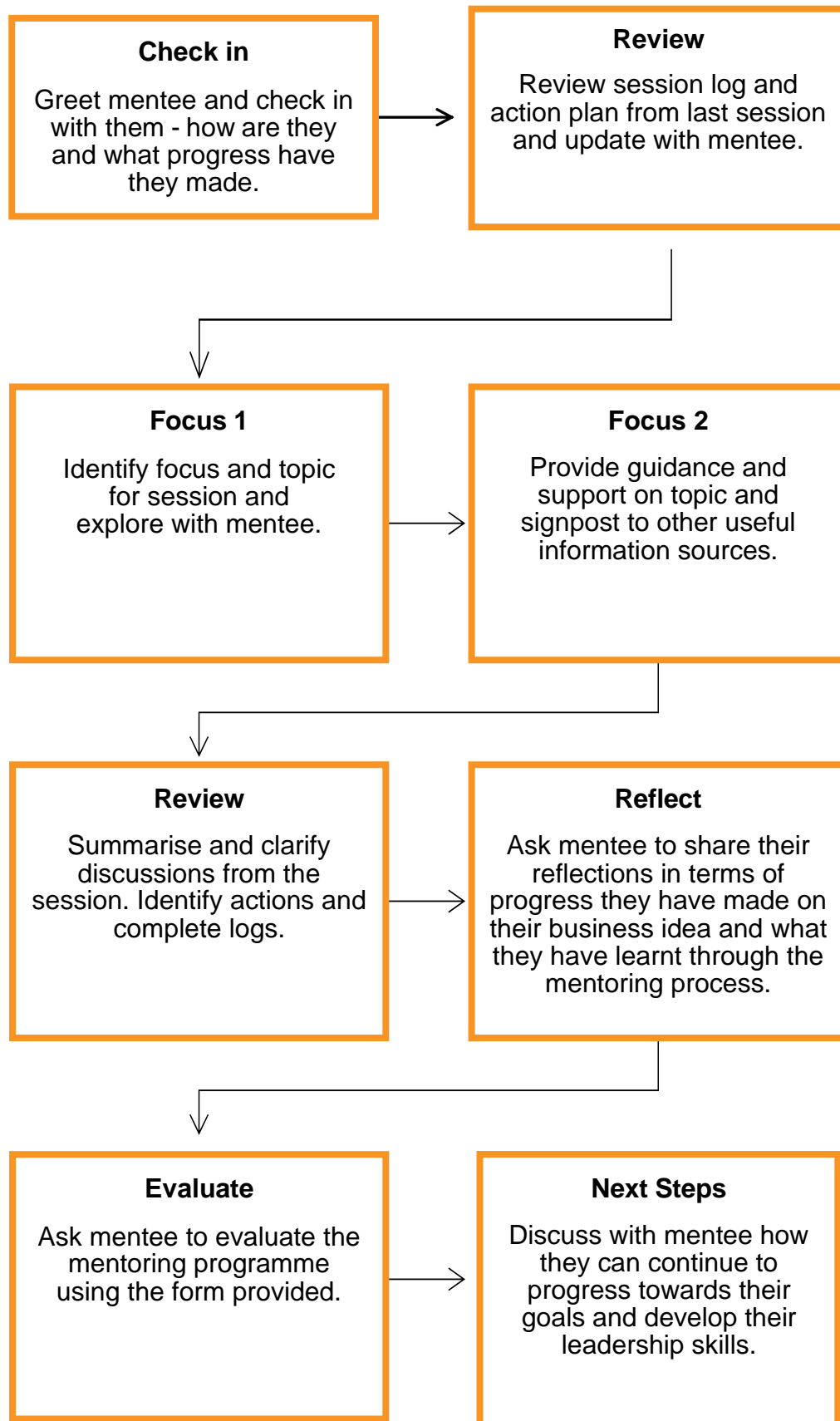
## PRACTICAL TIPS: DRAGGING MENTORING SESSION 2



## PRACTICAL TIPS: DRAGGING MENTORING SESSION 3



## PRACTICAL TIPS: DRAGGING MENTORING SESSION 4





# MENTORING DO's and DON'T's



Funded by  
the European Union





## DOS AND DON'TS FOR MENTORS



### DOS

- Be prepared for all sessions
- Manage time effectively
- Be open and non-judgmental
- Listen
- Be solution-focused
- Be supportive
- Provide any information or resources you have promised
- Ask insightful open questions
- Be empathetic and understanding of the pressures and challenges of your mentee
- Be flexible in dealing with issues
- If the match is not right then alert the programme co-ordinator

### DON'TS

- Overplease mentees by agreeing with everything they say
- Give lots of personal anecdotes
- Dominate the conversations
- Be judgmental
- Be over emotional
- Be negative
- Think you have all the answers/ be a 'know it all'
- Over-promise and under-deliver
- Become over-familiar with your mentee

## DOS AND DON'TS FOR MENTEES



### DOS

- Be prepared for all sessions
- Be open and honest
- Undertake any post-session actions
- Ask questions and give feedback
- Take initiative when discussing solutions
- Allow yourself to make mistakes
- Take responsibility for actions
- Clarify and check anything you don't understand during the process
- If the match is not right, then alert the programme coordinator

### DON'TS

- Be late for sessions
- Cancel sessions without sufficient prior notice
- Expect your mentor to solve all your problems or challenges for you
- Expect your mentor to do work for you that you could be doing for yourself
- Get disheartened if things don't always go to plan
- Stay in your comfort zone or shy away from new experiences
- Be afraid to ask any kind of question - the only stupid question is the one that isn't asked!
- Bottle things up because you are worried about what your mentor might think



# DRAGGING MENTORING AGREEMENT

*(to be completed and signed by mentor  
and mentee at beginning of mentoring  
process)*



Funded by  
the European Union



## MENTORING SCHEME AIDS: MENTORING AGREEMENT

PARTICIPANT DETAILS:		Mentor	Mentee
Name			
Email			
Phone number			
Video conference ID			
Other		Completion Date	

What areas would you like mentoring in to help develop your business idea?

What would you like to achieve by the end of our sessions?

What are your expectations from the mentoring programme?

What ground rules should we establish?

### Confidentiality statement:

I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

Mentor \_\_\_\_\_

Date \_\_\_\_\_

Mentee \_\_\_\_\_

Date \_\_\_\_\_



# **DRAGGING MENTORING SESSION TEMPLATES**

*(templates for use during the mentoring process)*



Funded by  
the European Union



## LONG-TERM MENTEE ACTION PLAN TEMPLATE

ACTION PLAN FOR MENTEE / MENTOR				
<b>Mentor Details</b>			<b>Mentee Details</b>	
<b>Name:</b>			<b>Name:</b>	
<b>Contact number:</b>			<b>Contact number:</b>	
<b>Email:</b>			<b>Email:</b>	
<b>Brief Description of Business Idea and how it will help plug a gap/need in the local community/area</b>				
<b>Long term Goals / Vision for Business</b>				

***The long-term action plan should help guide the mentor/mentee to reach the mentee's business development goals. It should not be considered rigid and can be adapted according to changes in thinking and external circumstances throughout the process.***

## MENTORING SCHEME AIDS: MENTORING SESSION LOG

NUMBER OF MENTORING SESSIONS IN TOTAL			
Mentor			
Mentee			
Organisation			
Session	<input type="checkbox"/> Session 1 <input type="checkbox"/> Session 2 <input type="checkbox"/> Session 3 <input type="checkbox"/> Session 4		
Date		Date of next session	

Actions/objectives achieved from last session
1) 2) 3)

Challenges, solutions and outstanding objectives
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Topic(s) for this session
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Steps for achieving objectives set at this session (e.g.resources required, who's responsible)
1) 2) 3)

Topic(s) for next mentoring session
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Actions for mentee before next meeting
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

## MENTORING SCHEME AIDS: MENTEE ACTION PLAN

PARTICIPANT DETAILS		
Mentor		
Mentee		
Organisation		
Session		
Start Date		Completion Date

Short-term goals	
Goals	Deadlines
1)	
2)	
3)	

What actions do I need to take to achieve my goals?
1)
2)
3)

Milestones
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Success indicators / Outcomes
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

Personal Notes





# DRAGGING

# MENTEE EVALUATION

*(to be completed by mentee at  
end of mentoring process)*



Funded by  
the European Union



## MENTORING SCHEME AIDS: MENTEE EVALUATION

Name of Mentee:	Agree	Neither Agree nor Disagree	Disagree
1. The mentoring programme has been relevant and useful for me.			
2. I have gained confidence in moving to my next steps.			
3. I have achieved the goals I set myself at the start of the programme.			
4. I am confident about taking actions identified in my action plan.			
5. My business/idea has grown throughout the course of the programme.			
6. I would recommend this programme?			

7. Please give reasons to explain your answer to Q6?

8. What are the key things you have learnt/reflected upon from the programme? (Please include up to 3 key points).

- 
- 
- 

9. What actions will you take following this programme? (Please include up to 3 actions).

- 
- 
- 

10. Any other comments?