

# Mentor Induction



## Mentor Handbook 2016

A resource for Kent Foundation Mentors to support young people to establish and develop their business ideas and opportunities.

### Section 3

[kentfoundation.org](http://kentfoundation.org)

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# The Kent Foundation

## Mentor Handbook

### 1. Introduction

#### About the Kent Foundation

Kent Foundation's mission is to ensure young people of Kent get the support they need to be successful in starting and growing their own business, so contributing to the overall success of Kent.

The Kent Foundation offers services and opportunities to help young people over 18 years old to start up in business, and provides pre-start up support for young people over 17 years old. The range of services offered to young entrepreneurs includes practical advice for developing business strategies, workshop experiences to develop business skills, business administration support and promotional marketing opportunities.

#### About Mentoring

Mentoring is a one to one relationship whereby one individual supports another to achieve their goals and aspirations. Mentors will support a young person over an agreed period of time according to the requirements of all involved. It is a confidential relationship built on mutual trust and respect. Mentors are non-judgemental in their relationship. A mentor is not expected to undertake tasks or actions on behalf of the young person.

*"If you think you're too small to have an impact, try going to bed with a mosquito in the room!"*

*Anita Roddick*

#### Being a Mentor for the Kent Foundation

The Kent Foundation will provide mentors from both a business and non-business background. Mentors will support and guide young people with start-up and existing businesses in Kent. **Mentors will support, advise and guide young people on business and business related topics.** Mentors will help to develop a young person's confidence in a business context to enable them to reach their full potential.

## The Benefits for Young People

- Improved level of confidence
- Better management and strategic skills
- Improved business skills and awareness
- Improved communication and organisational skills
- Broadened horizons; another perspective
- Raised aspirations and achievement
- Practical advice and suggestions

*“Business has to be involving, it has to be fun and it has to involve your creative instincts”*

Richard Branson

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## 2. Expectations

### What The Kent Foundation expects from Mentors

**Voluntary commitment.** This is flexible according to mentors’ capacity and young people’s requirements. Once the initial training process has been completed the commitment could range from a minimum of a one off meeting to a maximum of once a fortnight. Meetings are not generally expected to exceed 1 hour. There may be periods of time when a young person is not available to be mentored.

**Application process.** Complete the application form and provide two references. Mentors must be willing to undergo an Enhanced Criminal Records Bureau Check if necessary.

**Mentor agreement.** Mentors will maintain communication with the young person as agreed at initial meeting.

**Feedback.** The Kent Foundation requires monthly feedback in the form of records of contact (including any relevance to Kent Foundation financial support).

**Mentor Experience.** The mentors will utilise their own experience and knowledge for the benefit of the young person.

**Supervision.** Agreed supervision with the Kent Foundation representative, according to the support being provided to the young person.

**Expenses.** Any agreed expenses to be submitted by the mentor on a quarterly basis.

**Reviews.** Attend an annual review with the Kent Foundation.

**Evaluation.** Mentors will be expected to take part in an end evaluation of relationships that exceed 6 meetings. The young person will also be asked to feedback to the Kent Foundation about the quality of support provided.

**Policies.** Mentors will adhere to Kent Foundation policies (see P. 7).

## What Mentors can expect from The Kent Foundation

**Training.** Training is provided prior to commencement as a mentor, in addition to ongoing workshops to enhance the mentoring process.

**Support.** You will receive support and feedback from the Kent Foundation in line with each individual mentoring relationship.

**Peer Support.** The opportunity to meet with other mentors to discuss current issues and areas for development.

**Expenses.** Mentors will receive out of pocket expenses including travel, personal

telephone and any other costs agreed with the Kent Foundation. (See P. 19).

**Insurance.** Mentors will be covered by public liability insurance whilst working on behalf of the Kent Foundation.

**Personal Development.** Mentoring can promote career development.

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## 3. The Mentoring Process

Following the recruitment and selection process, successful applicants will be matched appropriately with a young person.

### Matching

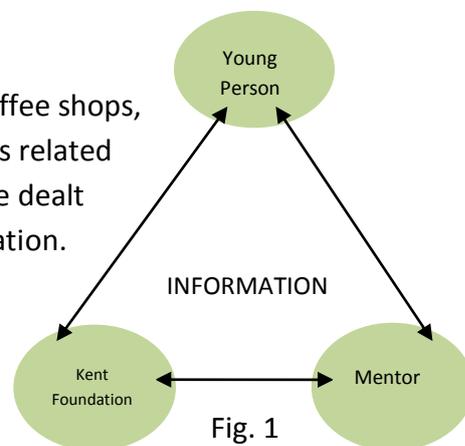
The initial and ongoing contact can be through meeting face to face, email and/or telephone.

At this stage, an agreement between the mentor and the young person will be established. This is to identify goals and plans, as well as the logistics such as where and when to meet.

### Ongoing Relationship

Face to face meetings will take place in the community e.g. coffee shops, libraries, colleges etc. The mentor's role is to focus on business related issues. Any issues not specifically related to business should be dealt with by referring the young person on to the relevant organisation. (See **Contacts and Information** P.17).

All information shared during the mentoring relationship remains confidential between mentor, young person and The Kent Foundation. (See Fig. 1).



## Monitoring

The mentor will monitor the young person's progress and expenditure and submit any relevant information to the Kent Foundation as necessary.

Mentors will be required to closely monitor expenditure associated with young people who embark on 'Test Trading' initiative. 'Test Trading' is aimed at young entrepreneurs who are ready to start trading having gone through the planning and preparation phases. The Kent Foundation will offer minimum income for a finite period (up to six months) in return for a monthly report and regular engagement with a mentor.

Mentors are required to give regular feedback and keep records of meetings as outlined in **Expectations** (see P. 4). An Action Plan can also be used throughout the relationship to monitor progress (see template P.18)

## Endings

The mentoring relationship will come to an end as agreed at the outset.

The relationship will be evaluated as appropriate as outlined in **Expectations** (see P. 4).

## Challenges

Generally, young people involved with the Kent Foundation mentoring service are highly motivated business minded individuals. Occasionally there may be some challenges within the mentoring relationship.

- ✚ I don't have the time anymore...
- ✚ The young person doesn't keep appointments...
- ✚ I don't have the relevant information to support the young person...
- ✚ The young person isn't business focussed...
- ✚ I find it difficult to communicate with the young person...

*'We only think when we are confronted with problems'*

*John Dewey*

If you need support with these types of issues please contact the Kent Foundation office.



## **4. Policies and Procedures**

The Kent Foundation expects all mentors to acknowledge and adhere to all of its relevant policies and procedures. See excerpts below. Further information can be obtained from the Kent Foundation office.

### **Confidentiality**

Any information shared within the mentoring relationship or in an organised group setting will remain confidential (see Fig. 1, P.5) unless a disclosure suggests that someone may be at risk of harm or involved in any criminal activity. This information may be shared with other organisations as appropriate.

Any business ideas discussed e.g. brand names, logos, product inventions etc are also subject to the same confidentiality. It is expected that ethical issues raised are discussed with the Director of the Kent Foundation.

### **Complaints**

All complaints about services should be forwarded to the Director of the Kent Foundation in the first instance.

### **Equality and Diversity**

Mentors and young people will not be discriminated against on the grounds of race, gender, marital status, sexual orientation, religion, disability or age. Decisions relating to finance and support offered to young people will relate to individual circumstances.

### **Health and Safety**

In all situations, mentors for the Kent Foundation should undertake 'duty of care' by not putting themselves or a young person at risk. Risk Assessments (albeit informal) should be considered for all meetings.

Risk Assessments must be undertaken if working individually with a young person under 18 years old. All mentors for the Kent Foundation working with under 18s must have an enhanced Disclosure Baring Service (DBS) check.

Identification cards are not essential. However business cards and/or letters of introduction can be provided by the Kent Foundation.

For all situations, the Kent Foundation mentors should adhere to the law in relation to smoking and drinking alcohol.



## 5. Skills, Knowledge and Attitude

An understanding or experience of working with young people in a business or non-business context is not essential however it may enhance the mentoring relationship. In order to be an effective business mentor you will need to be committed and reliable to the young person you are mentoring. This will require appropriate communication skills.

Please consider the scenarios and use the grid below to identify:

- a) Strengths.
- b) Areas you prefer to work in.
- c) Further personal development.

<b>SCENARIO</b>	<b>Right For Me</b>	<b>Not Right For Me</b>	<b>For Development</b>
<i>Young person lacks discipline but has good, solid business idea.</i>			
<b>Skills:</b> Task-focused, organised, leadership, planning, , open-minded, ability to challenge. <b>Knowledge:</b> Experience of developing business ideas. <b>Attitude:</b> Patient, objective, motivated, honest.			
<i>Young person needs support with promotion and marketing.</i>			
<b>Skills:</b> Innovative, resourceful. <b>Knowledge:</b> Knowledge of markets and appropriate resources, access to relevant contacts. <b>Attitude:</b> Positive, enthusiastic, creative.			
<i>Young person keeps changing their mind about business idea.</i>			
<b>Skills:</b> Ability to re-focus, think on feet, leadership, translate ideas, ability to challenge. <b>Knowledge:</b> Experience of developing business ideas. <b>Attitude:</b> Flexible, objective, honest, realistic.			

<b><i>Young person lacks confidence to present ideas.</i></b>			
<b>Skills:</b> Analytical, effective communication, coaching, decisive, works well with young people. <b>Knowledge:</b> Effective presentation skills. <b>Attitude:</b> Positive, confident, approachable, trusting, honest.			
<b><i>Young person prefers to have contact on the telephone/email</i></b>			
<b>Skills:</b> ICT, effective communication, clear and concise. <b>Knowledge:</b> ICT and communication systems. <b>Attitude:</b> Flexible, co-operative.			
<b><i>Young person is really keen to start own business but lacks any business knowledge.</i></b>			
<b>Skills:</b> Solution focused, task orientated, resourceful, strategic, ability to translate ideas. <b>Knowledge:</b> Business knowledge and/or experience. <b>Attitude:</b> Open minded, objective, flexible, enthusiastic, creative.			
<b><i>Young person has started in business but requires financial guidance.</i></b>			
<b>Skills:</b> Resourceful, strategic. <b>Knowledge:</b> Experience and/or knowledge of financial and accounting procedures, business planning and forecasting, access to relevant contacts, awareness of financial opportunities. <b>Attitude:</b> Confident, flexible, objective,			
<b><i>Young person has been running a business for a year but has recently seen a significant decline in customers.</i></b>			
<b>Skills:</b> Prioritising, task focused, directive, problem solving, lateral thinking, think on feet. <b>Knowledge:</b> Running own business, financial, promotional/marketing experience. <b>Attitude:</b> Dynamic, positive, creative.			

<p><b><i>Young person has an established business, however their main supplier has just gone into liquidation. They have several orders outstanding.</i></b></p>			
<p><b>Skills:</b> Problem solving, solution and task focused, active listener, resourceful.  <b>Knowledge:</b> Running own business, access to relevant contacts.  <b>Attitude:</b> Calm under pressure, positive, creative thinker</p>			
<p><b><i>Young person is about to take on 2 employees but is not sure how to go about this.</i></b></p>			
<p><b>Skills:</b> Objective, vision, coaching, enabling, effective listener, articulate.  <b>Knowledge:</b> Access to relevant information and resources, knowledge of employment law and practice.  <b>Attitude:</b> Positive, objective, confident.</p>			
<p><b><i>Young person has a small business and wants to develop it further online.</i></b></p>			
<p><b>Skills:</b> Task orientated, active listener, vision, lateral thinker, translate ideas.  <b>Knowledge:</b> ICT, knowledge of available resources and financial opportunities.  <b>Attitude:</b> Objective, positive, enthusiastic, creative.</p>			
<p><b><i>Young person would like to discuss their business plan as a one off meeting, rather than a regular commitment.</i></b></p>			
<p><b>Skills:</b> Task orientated, organised, clear and concise, vision, time management, effective communication.  <b>Knowledge:</b> Business planning.  <b>Attitude:</b> Think on feet, confident, creative.</p>			

## 6. Mentor Toolkit

### Communication/Positive Questioning

1. **Keep It Simple** - Communication is about making what you say very easy to understand. Just realise that important messages get across better without loads of technical jargon. Less is definitely more.
2. **Listen Well** - The best communication is as much about listening, as what you say. People respond positively when you listen to them and you will learn much more about them and their situation.
3. **Pay Attention** - It is important that when you are in dialogue with someone, be it on the phone, face-to-face or in a group you give them your full attention. If you get distracted you will lose them and what they are trying to tell you.
4. **Be Interesting** - Be genuine and speak in a way that people will understand. Impart your experience and knowledge where appropriate to inspire.
5. **Build Rapport** - Have respect when you communicate with people. Take notice of other people's communication styles and respond accordingly to build rapport.
6. **Check Understanding Frequently** - Never assume that your message is the one that has been received - it's worth checking out. Frequently check your understanding by paraphrasing and summarising e.g. "So, let me just check that you require me to bring.....information for our meeting next week".

### Open and Closed Questions

Asking the right question is at the heart of effective communication and information exchange. By using the right questions in a particular situation, you can improve a whole range of communication skills: for example, you can gather better information and learn more; you can build stronger relationships and mentor people more effectively.

A closed question usually receives a single word or very short, factual answer. For example, "Can I help you?" The answer is "Yes" or "No". Closed questions are good for:

- **Testing your understanding, or the other person's:** "So, if you get this qualification, will you get more contracts?"
- **Concluding a discussion or making a decision:** "Now we know the facts, are we agreed this is the right course of action?"
- **Frame setting:** "Are you happy with the service from your bank?"

Open questions elicit longer answers. They can begin with what, where, when, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "Describe to me" can also be used in the same way.

Here are some examples:

- *What happened at the meeting?*
- *Why did he react that way?*
- *How do you propose to achieve that?*
- *Tell me what happened next.*
- *Describe to me how you did that.*

Open questions are good for:

- **Developing a conversation:** *"What did you find out at the meeting today?"*
- **Finding our more detail:** *"What else do you need to know to make this a success?"*
- **Finding out the other person's opinions:** *"What do you think about those changes?"*

Asking solution focused questions

**Solution focused questioning** avoids asking about problems, does not make statements or give advice. These types of conversations can be used to create opportunities for the other person to think creatively about how to progress towards their goals.

Here are some examples of solution focused questions:

- *What are your best hopes for this meeting?*
- *What would you like to achieve today?*
- *How will you know later that this meeting has been successful?*
- *In the situation you have just described, what worked well?*
- *How would you want to do it differently if this happened again?*
- *What will other people notice about you when you make these changes?*

**Scales** are an effective and tangible way of identifying and highlighting a young person's progress and achievements in business. This can be used in any context e.g. confidence levels, the business planning process and specific goals and targets.

Using a simple scale 0-10, whereby 10 equals the best outcome and 0 equals the exact opposite you may find some of the following questions useful:

- *Where do you see yourself right now on the scale?*
- *What needs to happen for you to go on progressing up the scale?*
- *What would your business look like if you moved 3 points up the scale?*

## SWOT Analysis

SWOT Analysis is a strategic planning method to identify and evaluate strengths, weaknesses, opportunities and threats in a business situation. For example, this could be used for a new business idea or prior to putting together a business plan.

Some things to consider in each category could include:

**STRENGTHS:** Capabilities, unique selling point, experience, innovation, price, quality.

**WEAKNESSES:** Knowledge, finances, reliability, time pressures, commitment, economic climate.

**OPPORTUNITIES:** Other competitors, business development, seasonal influences, change in markets, geographical.

**THREATS:** Finances, lack of demand, legislation, loss of staff, environmental effects, competition.

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<b>OPPORTUNITIES</b>	<b>THREATS</b>

## The Entrepreneur

The following “**Top Ten**” attributes have been identified, by a survey undertaken by the Kent Foundation and through discussions with actual business people, as those likely to be required by successful entrepreneurs. These attributes exist, to a degree, in all people and can be developed particularly when identified as ‘weaknesses’ or areas for potential growth. In no particular order:

- **Vision**, knowing where you want to be
- **Determination** to succeed
- **Passion**, you believe in yourself and your product or service
- **Leadership**, understanding of people, getting the right people on your side
- **Enthusiasm and Hard Work**, ability to motivate yourself (no-one else will)
- **Versatility**, being responsive to the situation and future developments
- **Risk-taker**, not afraid to make mistakes
- **Learning**, from mistakes you or others make
- **Resilience**, ‘bouncebackability’ - there are people out there who will want you to fail and the ‘credit crunch’ may hit you hard
- **Lateral Thinking**, ability to think ‘outside the box’, being creative

The “Top Ten” attributes have two important features that link them all together:

- **COMMUNICATION** - so that others perceive you in the way you want them to.
- **CONFIDENCE** - this is what you have to have in yourself.

## Smart Targets

Target setting is often an essential element of mentoring a young person in a business context. Using the SMART Model (Specific, Measurable, Achievable, Realistic, Timed) can assist the young person to monitor and achieve their targets. Setting targets can provide a young person with long term vision and short term motivation.

Target	Specific	Measurable	Achievable	Realistic	Timed

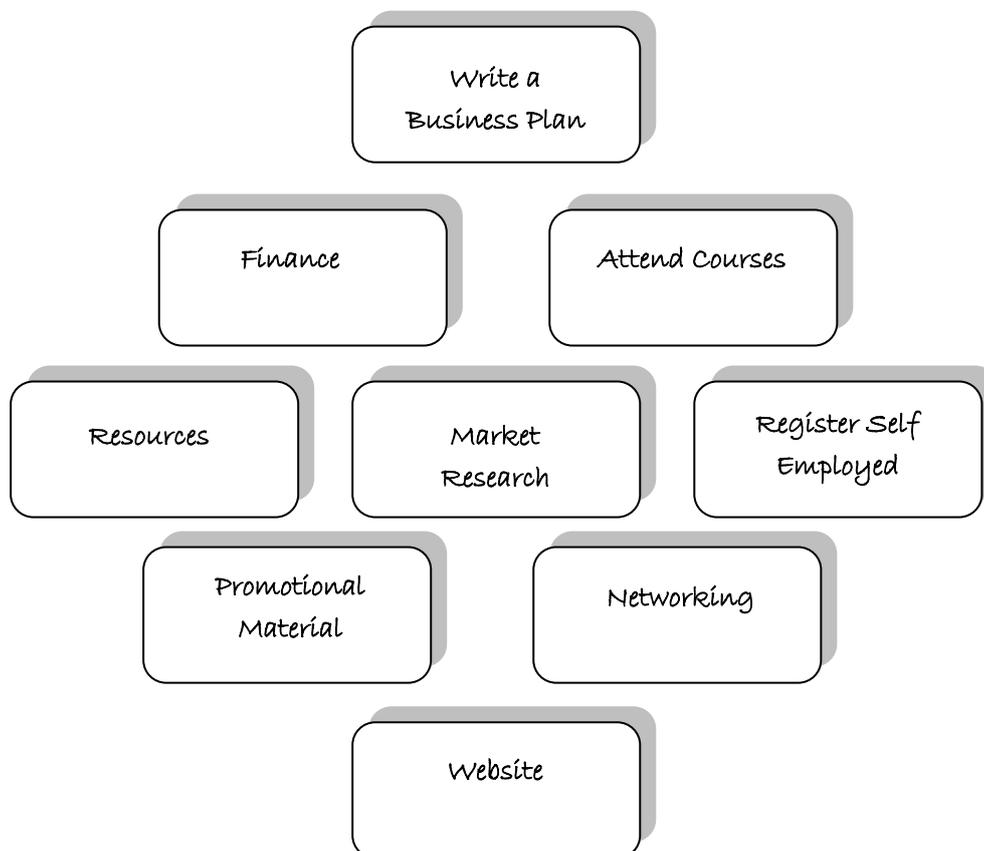
## Prioritising

Priorities are important because there are so many considerations when starting up and developing a new business. Prioritising can help to stay on task and enhance time management. It can also help with planning since people usually think that they will be able to achieve more than they really can. Basically a priority is something that is considered more important than other things and it involves making a choice or choices for example:

- ✚ What shall I do first today?
- ✚ What practical tasks need to be completed this month?
- ✚ What is important for me to achieve in the first three months?

## Diamond Nine Exercise

This exercise can be used in any context for example, a young person starting a new business. It is a simple and effective way to organise and discuss business priorities. The process commences with nine blank cards. The cards are placed in order of priority as the example outlines below. The most important factors are placed towards the top of the 'Diamond Nine'. The least important factors are placed towards the bottom. Factors of equal importance are placed in the same row. The mentor should ensure the young person considers all consequences they might have that result from their priorities. It is the young person's task, not the mentor's to identify the priorities for the cards and their order.



## Constructive Feedback

Constructive feedback enables mentors to acknowledge good work, underline areas to develop and promote productivity. The mentoring relationship is a 2 way process, and the young person may not always agree with the feedback you give them.

How you communicate when providing constructive feedback is crucial:

- Focus on the positive. Emphasise the positive points at the beginning and end.
- Provide feedback as soon after the event as possible.
- Be descriptive.
- Be specific. Explain what has been done well and why.
- Suggest alternatives where appropriate.
- Don't patronise.

### An appraiser should be:

- Non-judgemental.
- An effective communicator – both verbally and non-verbally.
- Assertive and honest.
- Able to recognise when others need help.
- Able to give direction and instill confidence.

Remain objective and specific as suggested in the 'BOOST Model' outlined below to maintain a professional approach to giving constructive feedback.

## BOOST Model

**B.** Balanced. Provide both negative and positive points of view.

**O.** Observed. Use examples of things you have seen the person do or say.

**O.** Objective. Keep it factual. Focus on actions rather than feelings.

**S.** Specific. Use specific examples.

**T.** Timely. To ensure accuracy, feedback should be provided as soon after the event as possible.

## **7. Contacts and Information**

**For a comprehensive list of useful contacts and information please see Mentor Manual – Section 5 – Business Support Resources**

## 8. Administration/Templates

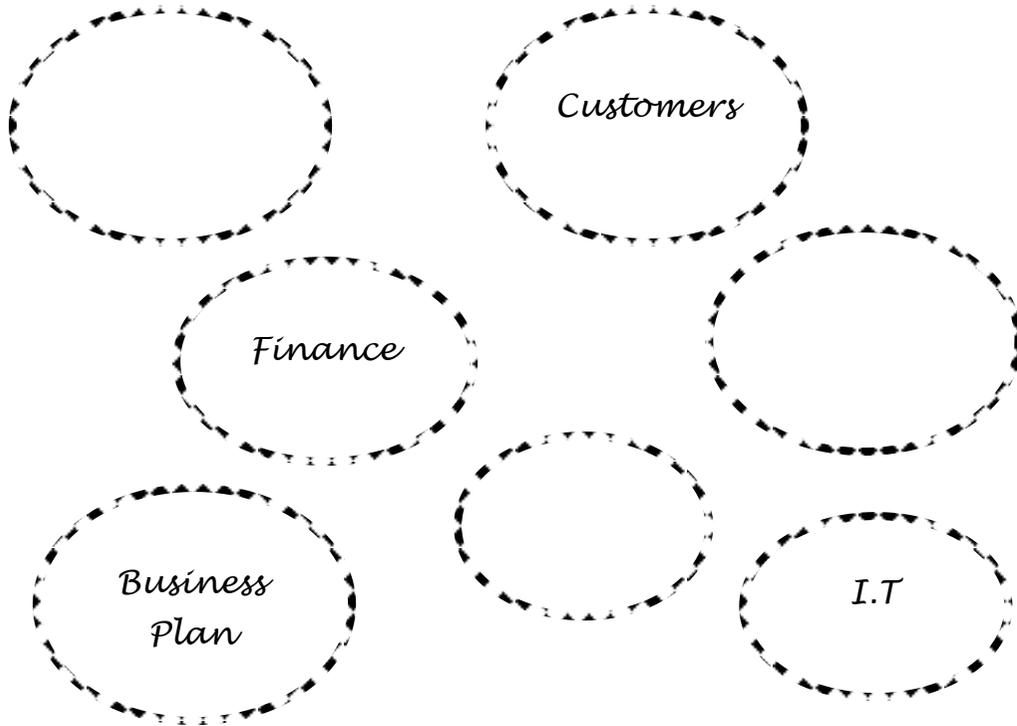
Please find the following forms for your information. These can be copied from this handbook or emailed to you direct from The Kent Foundation.

### Action Plan

This can be used to formulate an agenda for meetings, record discussions and identify the young person's action points for the next meeting.

Name:

Date of meeting:



Actions for next meeting:

- 1.
- 2.
- 3.
- 4.
- 5.

## Mentor Monitoring –

A **Monthly Mentor Update** electronic form is sent once a month via email from [mentoring@kentfoundation.org](mailto:mentoring@kentfoundation.org) to monitor progress between you and your Mentee. The information you provide to The Kent Foundation through these updates is highly valuable to the charity to not only provide relevant support but supports us in funding applications, gaining sponsorship, award applications, press releases etc. There's two parts to the form:

**Part 1** is checkbox only, just tick a box and click 'Continue'. This leads to a page where you can supply additional information but only if you wish to.

### Mentee Status:

Tick all that apply

- I have met with my Mentee
- I have not met my Mentee this month but intend to in the future
- No response to communications with Mentee
- I have the capacity to work with another Mentee
- I no longer intend to meet with my Mentee

**Part 2** provides two specific options. One to express if you or your Mentee require further support. The second allows you to put in a request for us to call you. Both will lead to another page so you can supply further information:

### Please select or leave blank if this does not apply:

- Do you or the Mentee require any additional support?
- Could you give me a call please

## Mentor Expenses

Mentors are entitled to claim expenses for mileage\*, public transport, parking and meeting refreshments. This electronic form is included on the **Monthly Mentor Update** form and can also be accessed via this link: <http://goo.gl/forms/75BemcIo87> \*current mileage rate is £0.45 per mile.

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