

Name

Registration No

An introduction to

Enterprise mentoring

Do you have what it takes to be an enterprise mentor? This workbook clearly explains the levels of knowledge, experience and understanding required



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Enterprise mentoring

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The Essential Enterprise™ series

Essential Enterprise workbooks and learning packs are designed for people who want to find out more about setting up and running their own business, or supporting those who do.

This workbook, **An Introduction to Enterprise Mentoring**, is part of the Essential Enterprise series and is designed to get you thinking about whether enterprise mentoring is right for you.

Every step in Essential Enterprise materials has been read and road-tested by business advisers, accountants and people who understand business. We asked them to be critical about their every aspect, so that we could make them as useful and valuable to you as possible.

Like all Essential Enterprise products, **An Introduction to Enterprise Mentoring** is firmly rooted in the day-to-day practice of the business world. It is built on solid business principles by people who have been there, have done it... and are still doing it.

Now it's your turn.

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Printed by **Ashford Colour Press, Gosport**

Thanks to **Clutterbuck Associates** for permission to use 'Toxic mentor, Toxic mentee' on page 26.

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Price UK £24.95 RRP

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& Entrepreneurs



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About this workbook

This workbook has been designed to accompany the workshop, **An Introduction to Enterprise Mentoring** and forms part of a suite of materials designed to develop the knowledge and skills of enterprise support practitioners including enterprise mentors.

The workbook can also be used on its own as part of a distance learning package.

The rewards of mentoring

We understand that enterprise mentoring may not be part of your 'day job' but we're sure you recognise how rewarding it is to share your knowledge, skills and experience with others. We also know how important it is for you to be confident in this role. We feel certain that this workbook will help you to become more aware of what it takes to be a brilliant enterprise mentor.

Research proves that businesses that seek support, particularly during start up and their first months of trading, are most likely to survive and succeed. It's often a lonely place to be and that is where a mentor can help. A true mentoring relationship is a mutually beneficial learning experience where mentor and mentee can learn from each other.

Developing as a mentor

We hope you treat this workbook and accompanying workshop as a journey of self-discovery where you will be encouraged to:

- recognise your role as an enterprise mentor
- reflect on your current skills and knowledge and how they can be applied to the enterprise mentoring role
- identify areas of strength and areas you may wish to develop further
- step into the world of the entrepreneur to understand some of the day-to-day challenges he/she faces.

This workbook is full of information and practical activities that we will refer to throughout the workshop day and that you can take away for future reference.

We hope you enjoy reading it.

Who is behind the Essential Enterprise™ series?

The **Essential Enterprise series** has been written and designed by SFEDI Group and Essential Business. We're a team of small business owners and experienced business mentors with many years of knowledge and insight into what it's like to build and grow a business.

About SFEDI Group

SFEDI is the government-recognised UK Standards Setting Body for Business Support and Business Enterprise. Run by entrepreneurs for entrepreneurs, SFEDI researches leading practice, and sets standards, principles and guidelines.

- We make sure that self-employment is promoted as a positive choice for a career.
- We actively seek to increase the survival rate of new businesses.
- We make sure that the quality of support to small businesses is of a consistently high standard.
- We design our services to give the right help at the right time so that small businesses can grow.
- We set national standards for small businesses, on which these workbooks are based.

Our team includes and works with entrepreneurs and owners of real small businesses to sort out real problems. These partnerships enhance the quality and quantity of start-up support we provide, and help established businesses grow. This allows us to give best-practice products and services to those who support small businesses, such as further and higher education institutions, government or government-funded bodies, and small business support organisations.

About Essential Business

Essential Business provides plain English, straightforward content for people starting and running their own businesses. For over six years, our interactive workbooks, *Before You Begin* and *Start Your Business Step by Step* and our award-winning *Essential Business Guide*, now in its third edition, have helped thousands of entrepreneurs across the UK to start and run their own profitable businesses.

The background to mentoring



The contents covered are:

What is mentoring?
.....

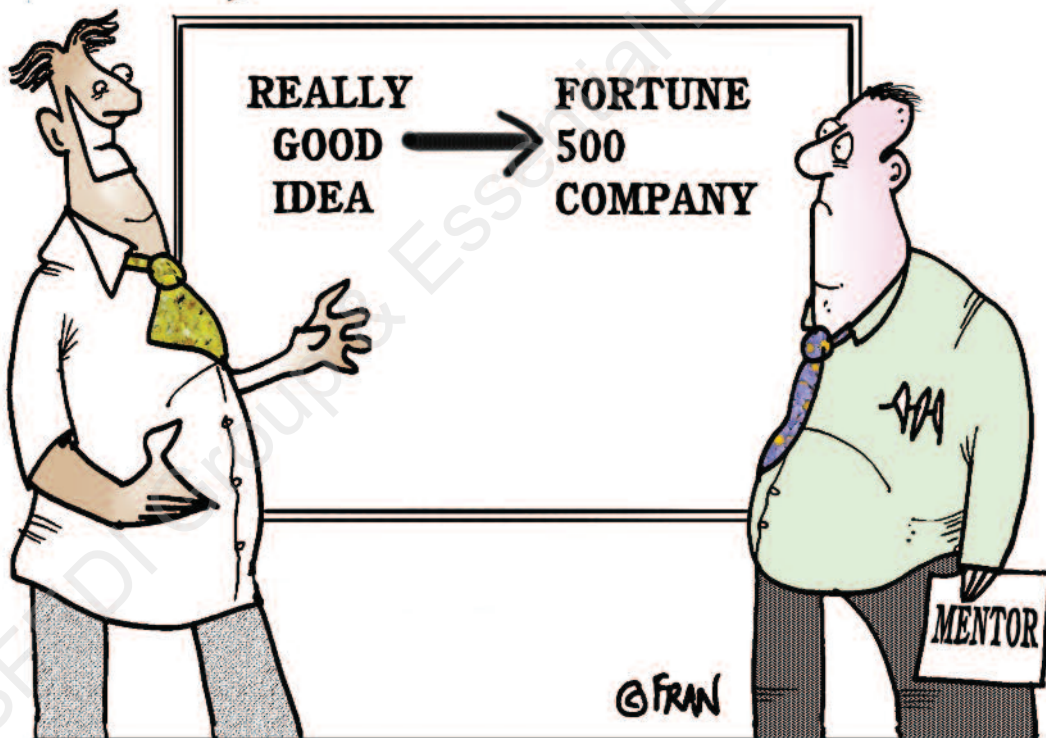
What is enterprise mentoring?
.....

What is the role of the enterprise mentor?
.....

Mentoring in summary
.....

What are the different types of mentoring relationship?
.....

I thought you could help me to fill in the details!



The background to mentoring

The aim of this section is to provide an insight into mentoring. It is intended to answer such questions as:

- What is mentoring?
- What is enterprise mentoring?
- What is the role of the mentor?
- What are the different types of mentoring relationship?

What is mentoring?

The word 'mentor' comes from the Greek myth in which the legendary king Odysseus went off to fight in the Trojan Wars, entrusting the care of his son to a friend called Mentor. The word actually means 'enduring' and is usually used to describe a sustained relationship between an experienced person and someone who is in the initial stages of their development. The word has become synonymous with the idea of a trusted adviser — a friend, teacher, or wise person. The *Oxford English Dictionary* defines a mentor as an '*experienced and trusted adviser*'.

Mentoring also has associations with apprenticeships in more recent times. In the days when guilds ruled the commercial world, the road to the top began with an apprenticeship and culminated in becoming a master craftsman.

Today, thinking around the notion of mentoring has become broader. Therapeutic methods of support and approaches such as coaching have become more widely used and accepted, as has the understanding of mentoring as a skilled activity that, for some, can lead to a full-time career as a mentoring 'professional'.

Definitions of mentoring

Current thinking does not provide one sole definition of mentoring or what it involves. Here are some definitions currently in use.

‘Mentorship refers to a personal developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person. It entails informal communication, usually face-to-face and during a sustained period of time. Informal relationships develop on their own between partners. Formal mentoring, on the other hand, refers to a structured process supported by the organization and addressed to target populations. A business mentor provides guidance to a business owner or an entrepreneur on the entrepreneur’s business.’

BBA (2010)

‘Motivation for coaching and mentoring comes most often from the determination of the individual, supported or even stimulated by the organisation to improve performance. It can also just be personal and professional development.’

Bachirova (2007)

‘Mentoring is an interpersonal process, which encourages human growth in its broadest sense, for both personal and professional development.’

Lawson et al (2005)

‘Mentoring can be seen as the most intimate of learning approaches. Its primary focus is not the development of technical competence but on the acquisition of the largely intuitive skills that make people capable of operating effectively at higher levels of management or in a different situation.’

Clutterbuck

‘Mentoring is a relationship which gives people the opportunity to share their professional skills and experiences, and to grow and develop in the process.’

Office of Director of Equal Opportunity in Public Employment (Lewes, 2000)

‘Protégés at different stages... maximally benefit from developers at higher stages, given that they will have transcended the limitations that the protégé faces.’

Chandler & Kram (2005)

What is enterprise mentoring?

An effective enterprise mentoring relationship gives the mentee an opportunity to receive medium-term or long-term personal and professional support. The relationship enables the mentee to explore his or her personal and professional situation in order to develop strategies and goals that will have a positive impact on their business enterprise. The mentor should have the personal experience and skills to give the enterprise owner the right level of support, but it is equally important for the mentoring to be done in the most appropriate way. Mentoring is based on establishing a relationship based on equality, openness and trust. Above all, it should be very supportive.

In a good enterprise mentoring relationship, the mentor encourages the enterprise owner to reflect on his or her own personal and professional experiences, and shares his or her personal and professional experiences. In this way, the enterprise owner is supported to devise new or more effective ways to approach business problems and challenges.

What is involved in the role of the enterprise mentor?



ACTIVITY 1

What is the role of the enterprise mentor?

The mentor's role is multi-faceted and requires high levels of skill and self-awareness.

- Enterprise mentors work with a wide variety of people in all market sectors, who have a wide variety of strengths and development needs. The mentor therefore needs to be able to adapt his or her style and behaviour to suit each mentee and each business situation.

The mentor's role is to guide the mentee to look at a wide variety of options and consider alternative courses of action in order to solve the problem for themselves, rather than to give them answers or provide solutions.

- For most mentoring relationships, the main objective is for the mentee to gain new personal skills, experiences and knowledge that will lead to new insights, a greater vision and new attitudes and behaviours. These, in turn, lead to higher performance.

The role of the mentor is to release and develop the mentee's *own* resourcefulness.

- It is not the place of a mentor to tell a mentee what they should do. Only the mentee can decide what goals or actions they will implement – after all, the mentee is the one who will live with the results. This does not mean the mentor should not offer useful information, but that it is up to the mentee to decide whether to use it. So mentoring does not mean giving advice. Giving advice implies the mentor 'knows best', and it also leads to dependency – the opposite of what the mentor is trying to achieve.

Mentoring in summary

Mentoring is:

- a one-to-one relationship over a period of time between a less experienced person (mentee) and an established professional (mentor), which provides consistent support, guidance and practical help
- a process by which an experienced professional shares their personal skills, knowledge and experience with another person
- a means of enabling a less experienced person to gain the necessary skills, knowledge and confidence to be able to perform at a higher level
- an opportunity for a less experienced person to gain access to impartial, non-judgmental guidance and support
- a process of working together to achieve predetermined goals and objectives
- a two-way process through which both parties derive satisfaction from the progress, and success is attained through working together.

The mentoring relationship is voluntary for both parties and, although it is usually designed for a set period of sessions, it may be ended at any time by either the mentee or mentor.

What are the benefits associated with enterprise mentoring?

- For the mentee?
- For the mentor?

Discuss and share your results with someone else. Write down any additional information you both agree about.

For the mentee?

For the mentor?

What are the different types of mentoring relationship?

Face-to-face, one-to-one mentoring

The vast majority of mentoring is done face to face and usually on a one-to-one basis. This allows the mentor to focus 100% on the challenges and issues of the individual mentee. The advantage of face-to-face individual mentoring is that the mentor can gather an enormous amount of information from both verbal and non-verbal communication.

Face-to-face group mentoring (peer mentoring)

This type of mentoring is becoming more popular in business mentoring and is often delivered as action learning sets. In this format, a small group of between six and eight business owners come together to discuss their challenges and issues. The group acts as a sounding board, taking on the role of the peer mentor to help its individual members examine their issues from different perspectives. The advantage of this type of mentoring is that the group of peers can provide a number of different experiences and viewpoints to help and support its members.

Telephone mentoring

Telephone mentoring is usually part of a blended mentoring approach, used in tandem with face-to-face mentoring. It is provided on a one-to-one basis, so has the advantage of being focused on the mentee's specific issues. This method is also extremely flexible.

e-mentoring

Like telephone mentoring, e-mentoring is often part of a blended mentoring approach but it can also be used on its own. It is provided on a one-to-one basis and has the advantage of being able to focus on specific issues. The mentee can also provide a lot more written information than with other types of mentoring, which may allow the mentor more time to assimilate the information before deciding on potential options for a course of action.

The skills and tools required by a mentor



The contents covered are:

How will you communicate with your mentee?
.....

Body language
.....

Listening skills
.....

Rapport
.....

Feedback
.....

How will you use reflective practice in a mentoring situation?
.....

How will you solve problems the mentoring way?
.....

How can you be a good role model?
.....

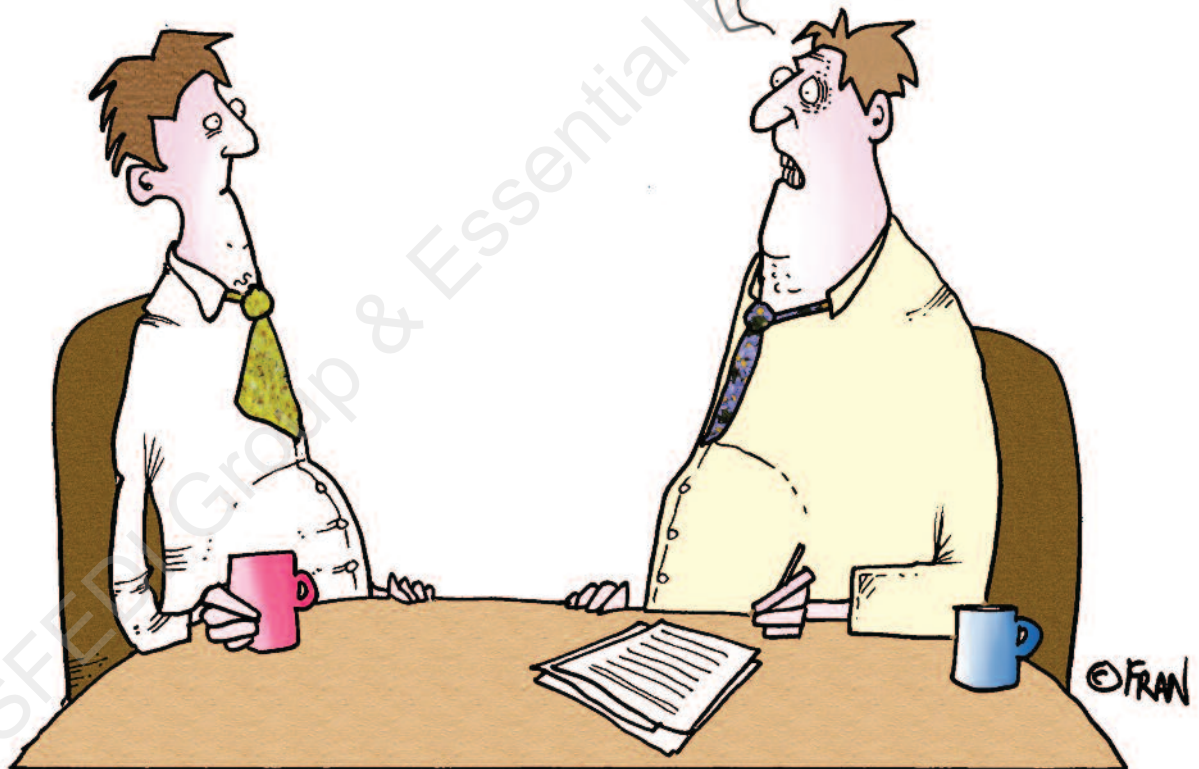
What type of records will you need to keep?
.....

How will you create the right environment for effective mentoring?
.....

What will you cover at the first meeting?
.....

How NOT to mentor
.....

Depressed, lacking in focus,
unsure of WHO I am and whether
my life has ANY meaning... Still –
enough about me. What about you?



The skills and tools required by a mentor

The aim of this section is to consider the skills and tools required by a mentor. It is intended to answer such questions as:

- How will you communicate with your mentee?
- How will you manage two-way feedback?
- How will you use reflective practice in a mentoring situation?
- How will you solve problems the mentoring way?
- How can you be a good role model?
- What type of records will you need to keep?
- How will you create the right environment for effective mentoring?

How will you communicate with your mentee?

Communication is a two-way process in which we both send and receive messages. We are like transmitters, giving out different signals to everyone around us from the moment we wake up in the morning, and receiving signals back from them.

The face-to-face communication process starts with an idea in one person's mind. They translate the idea into words and actions, and this becomes the message they 'send' to another person. The person receiving the message then translates it back into an idea. Effective communication has taken place when the receiver's idea is the same as the sender's idea.

Types of communication

There are three basic types of communication: **words**, **tone of voice** and **body language**.

What percentage of these three types do you believe the average person uses? Note these down opposite:

Words	=		%
Tone of voice	=		%
Body language	=		%

Total	=	100	%

ACTIVITY 4

How good are your communication skills?

Why are good communication skills essential to the role of the mentor?

Body language

Words are only part of the message and people don't always say what they mean. Body language is an excellent indication of how people really feel. Being able to 'read' body language is an art that allows you to perceive what others are actually thinking. By focusing on someone's body language, you can discover their true feelings towards you and about what you are saying. It's a skill that is beyond value in social as well as business situations, and if someone is being less than honest, their body language will usually give them away.

Using body language successfully involves four stages:

- 1 Learn what to look for.
- 2 Recognise people's body language so you can 'read' them better.
- 3 Recognise your own body language.
- 4 Control your own body language and use it to your advantage so you give the right messages to other people.

If your business brings you into contact with people from different nationalities and cultures, be careful with the first stage, learning what to look for. There are many body language gestures that are universal – but there are many that are not! Take care not to give or take offence unwittingly because of these differences.

The following information relates to body language in Western cultures only.

Clusters and changes

It takes a number of 'signals' to give you the full picture, one gesture doesn't prove how the other person is thinking. The fact that they have their arms folded may mean that they are being defensive about something – but it may simply mean that they are cold.

Look instead for clusters – several individual bits of body language that fit together to tell the same story. Look also for any changes in the person's body language as you speak to them. This can give you an accurate picture of what they think about what you are saying.

Facial expression and head position

We all have a wide range of facial expressions that are very easily interpreted by whoever is watching us. If you watch someone's expressions and notice their gestures and the position of their head as well, it can be possible to work out what they are saying without even hearing their words.

In most cultures, nodding and shaking the head indicates 'yes' and 'no', and watching for negative head movements, however slight, is an easy way to spot when someone has an objection or is in doubt about something.

There are three basic head positions. The first is a neutral position. The second is where the head is tilted slightly to one side, indicating interest. If this is coupled with a smile, clearly it means the person is feeling very positive! The third position is where the head is down, indicating a negative attitude.

Watch out for inappropriate facial expressions. For example, if a smile is maintained fixedly for too long, it might be masking negative feelings.

Posture

The way we hold our bodies is important. If someone's posture is relaxed, with their arms behind their back or by their side, they are probably feeling open, confident and friendly. But even a simple change in their body position can indicate anger or antipathy. If they have their hands on their hips, watch out – this is a classic aggression signal!

If a person leans slightly towards you, it can suggest they are interested, friendly and approachable. If their feet are turned towards you, you have their attention. If they lean away from you, however, it could indicate lack of interest, boredom or even dislike. Leaning backwards tends to give very strong 'stay away' messages. An upright posture denotes assertiveness and confidence, but possibly a lack of emotion too, while slouching indicates a lack of confidence.

Eye contact

Looking someone in the eye establishes a real basis for communication. It tells you that:

- the other person is aware of you
- they are interested in you.

People can seem honest or untrustworthy according to the amount of eye contact they make. Someone who is being dishonest will meet our eyes far less than a third of the time – successful con-artists understand this, and will deliberately make extra eye contact in order to appear genuine and trustworthy.

If someone maintains eye contact for more than two-thirds of the time, we interpret the meaning subconsciously, according to how dilated their pupils are. Of all the parts of the human body, our eyes are probably the most expressive. Our pupils dilate and contract according to mood. If the person's pupils are small it's possible that they are hostile or in some other way negative. If they are large, they are probably feeling positive.

To establish a good rapport with someone, it's probably best to meet their gaze about 60–70% of the time.

Blink rates can be equally revealing. People normally blink about six to eight times a minute. If this slows down, it can indicate that the person has lost interest or is bored by what you are saying.

Personal space

It is important not to intrude on someone's intimate and personal space if we want to maintain a professional relationship with them. This includes taking care not to make too much eye contact or stand too close.

Our society also has unwritten rules about touching each other. People in crowded lifts, on public transport or in supermarket queues who are forced to touch each other avoid speech and eye contact in order to lessen the intrusion. Generally, the only acceptable touching between strangers is the handshake when saying 'hello' and 'goodbye'.

Take great care to recognise how cultural diversity influences all aspects of verbal and non-verbal behaviour.

Listening skills

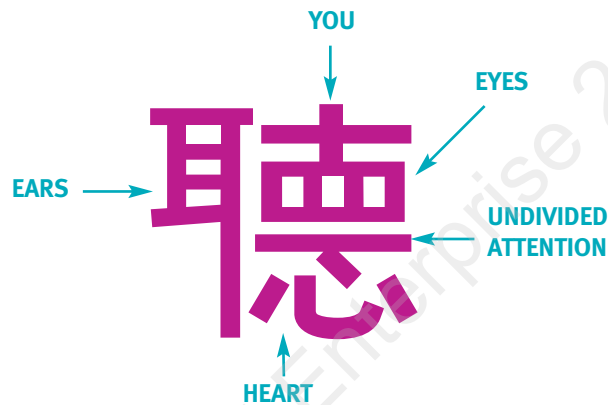
Your first and most important responsibility is to have good listening skills. In any oral communication, we are constantly switching between being the speaker and being the listener. As listeners, we have important responsibilities to help make the communication effective.

Obviously, we must listen attentively to the message.

Without concentrated, *active* listening, much of the meaning will be lost.

The Chinese have a symbol for effective listening, which, when translated into English, is made up of five elements:

- you
- your ears
- your eyes
- your heart
- your undivided attention.



How to listen well

Watch for non-verbal clues. Listen with your eyes as well as your ears. Watch for non-verbal clues, such as the person's body language.

Learn to use your thinking time wisely. Train your mind to scan like radar for key ideas. Try to identify the theme of the other person's message, and check your grasp of the facts by asking them questions.

Become an observer. Avoid becoming 'one who speaks and listens to himself speak'.

Listen with an open mind. We all have a tendency to resist ideas that are of no personal interest to us. Open your mind and focus on what the person is saying, even if you think you're not interested – you might learn something new!

Be aware of your personal prejudices. Guard against the tendency to exercise emotional censorship by ignoring or blanking out ideas you would rather not hear.

Listen all the way through. Do not jump to conclusions. The punchline usually doesn't come until the end!

- Look at the person and use your eyes to show that you are listening.
- Turn off any negative thoughts you have about the person.
- Lean towards them.
- Start listening with the first word and listen intently.
- Think at the speed they are talking; don't jump ahead.
- Do not interrupt.
- Nod in agreement; use facial expressions and body language to show you understand.
- Ask questions.
- Stick to the subject the person is talking about.
- Use the person's name and the word 'you'.

ACTIVITY 5

How good are your listening skills?

Why are good listening skills essential to the role of a mentor?

Personal analysis of listening habits

Have you ever evaluated your listening habits? If so, this will be a good opportunity for you to review them. If not, it will give you some insights and help you increase your listening effectiveness. Be as honest with yourself as you can.

When you are in a communication situation where you have a listening responsibility, do you:	Seldom	Most of the time	Sometimes
1 Position yourself so that you can see and hear the other person clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Try to keep an eye on what's going on elsewhere in the room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Continually reflect mentally on what the speaker is trying to say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Develop your response while the other person is speaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Suspend your judgement of the person's appearance and delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Interrupt when you disagree or feel the need to challenge a statement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Examine your thoughts for prejudice or bias that may influence your listening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Cut the person off or let your mind wander once you believe you've captured the person's message?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Encourage the person to continue, by using responses such as 'I see' and 'uhuh'?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Attempt to direct the conversation to the conclusion you desire?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Repeat key concepts and essential aspects of the message?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Feel the need to have the last word?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Listen to the feelings being expressed and reflect those feelings back to the speaker to show that you understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Let your emotions – such as anger, dislike and defensiveness – influence your reception of the message?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Maintain frequent eye contact with the speaker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Assume you know what the speaker is going to say before he or she says it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rapport

First of all, what is rapport? Most people would describe it as the ability to get on with someone, share understanding or be on the same wavelength. It is vitally important to establish this rapport for without it your relationship with your mentee is likely to run into problems.

From time to time, we all meet people with whom we have no rapport. Why is that? What is missing? Often, this happens because one person feels the other is either 'stand-offish' or over-familiar. Sometimes it might be to do with the person's tone of voice. More often than not, whether we are getting along with the other person or not, we notice it intuitively.

How to build the right rapport with your mentee

Think back to when you last felt very comfortable with another person. Perhaps you were meeting for the first time but something just 'clicked'. Was this a gut feeling? Intuition?

One sign that there is comfort or rapport between two people is that they have a similar tone of voice, body language, movements and so on. Rapport also comes from shared values or experiences, and sometimes from a 'chemistry' that is hard to define. We tend to like and trust people who are similar to us. This reaction happens in our unconscious and that's why we put it down to gut feeling or intuition.

Consider how you will build rapport with your mentee.

ACTIVITY 7

Building rapport

When in the company of others, have a (discreet) look around at other people talking together. Look for examples of similarities or synchronicity between them, using these questions to guide you:

- Are their body postures similar?
- Do they use similar hand movements?
- Look at their faces, especially their expressions. What do they tell you?
- Are their moods similar?
- How similar are their voices?

There are other elements that could be added to the list but the main thing is that you can see for yourself how this happens.

Feedback



The skills of giving and receiving feedback are fundamental to effective relationships and are an essential part of the mentoring process.

If you give feedback skilfully, it will enable you to convey the idea that you want the person to develop and be successful. If you give feedback clumsily, it can sound as if you are blaming the mentee or accusing them of being stupid. Such 'destructive criticism' will erode the mentee's self-esteem and make a positive outcome unlikely.

Receiving feedback is also a skill that can be learned and improved upon. Hopefully you enjoy receiving positive feedback! But you should welcome constructive feedback just as much, because it can lead to valuable learning and development.

Methods of giving feedback

There are a number of ways you can give feedback, some more helpful than others.

- Positive feedback praises strengths and achievements. It is possibly the easiest form of feedback to give, and is extremely important.
- Negative feedback involves commenting on actions or behaviours that may be hindering a person's improvement. This is more difficult to give but is equally important. If given skilfully, it is an invaluable way to identify areas in which the person has an opportunity to grow and develop.
- Constructive feedback is a combination of positive and negative feedback, and focuses on joint problem-solving. This is probably the most productive way of giving feedback.
- Destructive feedback has no benefits whatsoever. This is criticism without positive suggestions and is to be avoided at all costs – it dampens enthusiasm and reduces commitment.

Receiving feedback

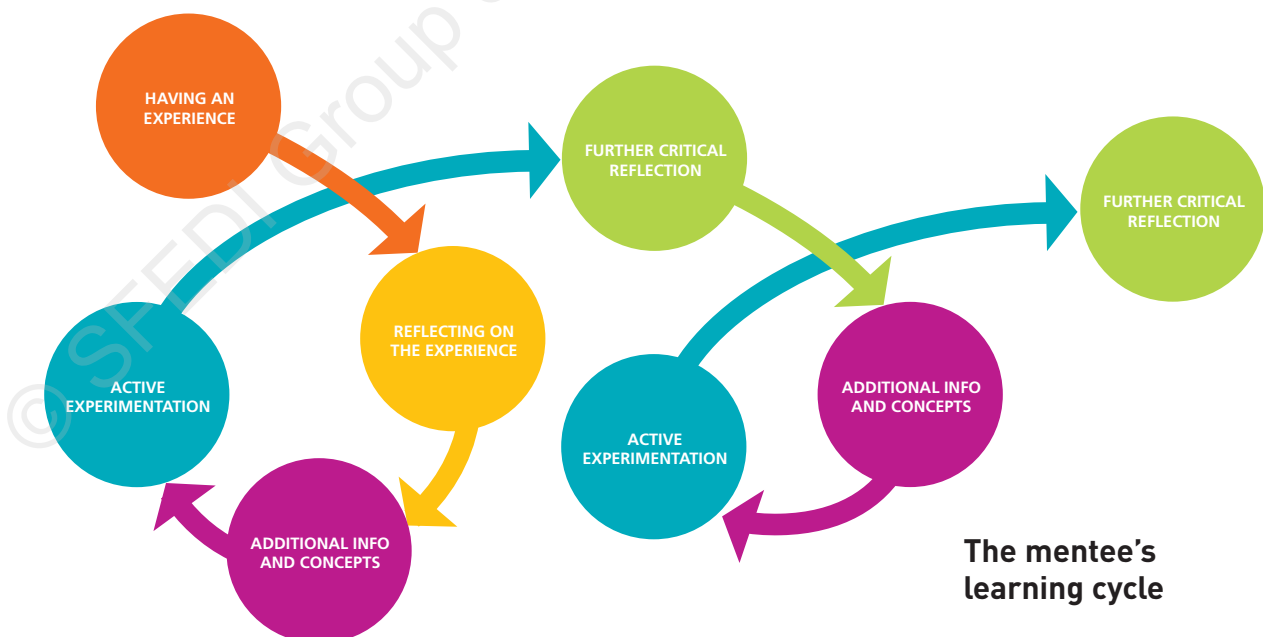
The way you receive feedback may affect the way it is given to you. You can influence the person who is giving you feedback to become more effective by responding and asking constructive questions.

Here are some tips when receiving feedback:

- Always welcome positive feedback and enjoy the praise!
- Always listen to what is being said and do not jump to conclusions. Try to understand why you are receiving the feedback.
- Try not to be defensive or justify what you have done.
- If you do not understand what is being said, ask the person to clarify what they mean.
- Ask the person to give examples of your behaviour that have given rise to the feedback.
- Agree what needs to happen next, what both of you will do, and by when.

How will you use reflective practice in a mentoring situation?

During the mentoring process, the mentee travels through a structured learning cycle (see below), through which they understand how their decisions, actions and behaviours have helped or hindered their success. This helps them to learn from their past experience and do things differently in future if they need to.



How can you help the mentee to reflect on their learning?

When the mentee reflects on their learning, it helps them to understand the links between their development and the practical results of that development. This is true in both their personal life and their professional life. It also gives them a wider understanding of the things that might be important to their business success.

When they become 'reflective learners', mentees are able to apply their new knowledge and skills to their future activities. In this way, learning is always linked to action and theory is always linked to practice. As mentor, you must help this process along by using reflective questions, for example 'How did you feel at the time' or 'Why do you think that happened?' or 'What made you approach the situation in that particular way?'

Why is it important for the mentee to use reflective practice?

It helps them:

- to accept responsibility for their own personal and business growth
- to see a clear link between the effort they put in and the outcome
- to get value from each mentoring experience
- to 'learn how to learn' and add new skills over time.

Why is it important for the mentor to use reflective practice?

Mentors need to be keenly aware of how learning happens for them, particularly if they want to help others. As you explore your role as mentor, you will need to observe change as it takes place for you.

Reflective practice:

- develops your analytical skills and creative thinking
- highlights areas where you need more knowledge
- leads to greater understanding and competence
- increases the chance of the mentee receiving effective mentoring from you
- helps your self-awareness and your personal and professional development.

When you reflect, think about:

- decisions you make intuitively, on the spur of the moment
- what goes well and what goes badly
- what takes you by surprise
- what you find you can do easily and what proves to be more difficult
- how your mentee behaves, what he or she does, what he or she finds difficult or easy
- what you observe and learn about yourself
- sudden insights, when you notice that your perception of something has changed.

Whenever these things happen, write down all the relevant facts in a 'reflection note' as soon as possible after the event. Remember to include a description of the way you feel.

How will you solve problems the mentoring way?

The mentor's key skills are:

- 1 listening to understand
- 2 questioning for clarification
- 3 questioning for consideration of additional options and consequences
- 4 action planning for the future.

Throughout these stages, the mentor is also facilitating the mentee's learning, development and performance.

Through the use of questions (and challenging 'with respect'), the mentor guides the mentee to:

- find their own solutions
- develop their own skills
- create new ways of thinking
- change their own assumptions and perceptions
- gain greater self-awareness
- improve their personal and business performance.

Which mentoring behaviour should I adopt?

You should always be pulling your mentee not pushing them.

Behavioural options

HELPING SOMEONE SOLVE THEIR OWN PROBLEMS

PULL

Listening to understand

Asking questions

Paraphrasing and summarising

Suggesting options

Giving feedback

Offering guidance

Giving advice

Instructing

Telling

PUSH

SOLVING SOMEONE'S PROBLEM FOR THEM

How can you be a good role model?

*'I am able to control only that of which I am aware.
That of which I am unaware controls me.'*

Whitmore (2007)

The mentor must be someone who demonstrates the ethics, values and behaviours of the profession of mentoring. As a skilled mentor, you must be self-aware. You must be conscious of the ways you think and communicate – your own unique 'map of the world'. You must be able to understand your own personal state through self-examination, awareness and reflection. And, as a mentor and role model, you need a high level of awareness of your external environment. This is one of the main skills of an effective mentor.

When the mentor has a high level of self-awareness, he or she is able to listen actively to the mentee with a clear mind, understand the mentee's needs and respond confidently to each situation.

As a mentor, it is important that you prepare well for each session and give 100% of your focus and attention to the mentee. This involves:

- being open and receptive
- being non-judgemental of the views and opinions expressed by the mentee
- displaying a high degree of energy and interest in the mentee.

Together, these ingredients help create an authentic, trusted and respected role model.

What type of records will you need to keep?

Part of your role as a mentor is to keep records of every session. During your first session, you will usually have a discussion about this with your mentee. Your mentoring organisation will have a code of ethics and conduct for mentors and coaches which will explain the level of record-keeping that your organisation expects from you.

How will you create the right environment for effective mentoring?

In his book *Concepts of Coaching*, Peter Hill explains the importance of creating an environment in which the mentoring process can be effective.

Use the activity sheet overleaf to note down ways in which you could create the right environment for mentoring. Think about such elements as comfort, confidentiality, noise levels, access to resources, travel and accessibility, neutrality of the space, and so on.

ACTIVITY 8

The right environment

Can you think of what you, in your role as a mentor, need to do to create the right environment for mentoring?

Peter Hill uses the following questions when looking for the best place to hold sessions:

- What do I see around me?
- What do I feel around me?
- What can I hear around me?
- What do I sense around me?
- What can I smell around me?

Tony Buzan has commented (www.thinkbuzan.com) that

‘Nobody has ever had an earth-shattering idea when sitting at a desk.’

Tony’s advice is to get out of the office, perhaps to a quiet area like a park.

You will also need to take legal and ethical considerations into account when thinking about the sort of environment you need to create.

These will clearly be different depending on where you choose to meet with your mentee.

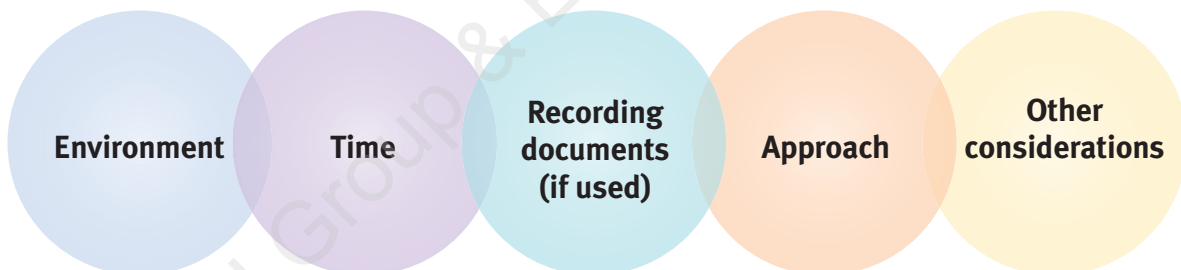
The legal and ethical requirements of mentoring are covered in **Section 4**.

What will you cover at the first meeting?

The following is an example of a checklist covering points you might find useful to discuss at your first meeting with the mentee. (The list is taken from the NWDA *Solutions for Business* provider manual.)

- What do we expect to learn from each other?
- When will we check the relationship is working for us?
- How will we end our relationship if it isn't working?
- What are our goals and what is the order of priority?
- How will we measure progress?
- Do we both agree that openness and trust are essential?
- Will we both give honest and timely feedback?
- What is the ideal schedule for our contact and meetings? How often will we meet?
- How long shall we meet for?
- Will either of us take notes? What can we record?
- What will we agree about boundaries and confidentiality?
- To what extent is each of us prepared to share our network of contacts?
- What is the agenda for our next meeting?

We also need to prepare in terms of:



How NOT to mentor

In summarising the skills and tools required by a mentor, you also need to be clear about how *not* to do it! We must also consider the mentee's point of view. They may not know what to expect from the mentoring process and therefore it is important that you invest time in agreeing their role as well as your own. This would normally form part of an induction for mentees carried out by the mentoring organisation.

Overleaf is David Clutterbuck's light-hearted take on what he calls 'toxic mentoring'.

The 12 habits of a toxic MENTOR

- Start from the point of view that you – from your vast experience and broader perspective – know better than the mentee what's in his or her interest.
- Be determined to share your wisdom with the mentee whether they want it or not; remind them frequently how much they still have to learn.
- Decide what you and the mentee will talk about and when. Change dates and themes frequently to prevent complacency sneaking in.
- Do most of the talking, checking frequently that the mentee is paying attention.
- Make sure the mentee understands how trivial their concerns are compared to the weighty issues you have to deal with.
- Remind the mentee how fortunate they are to have your undivided attention.
- Neither show nor admit any personal weaknesses. Expect to be the mentee's role model in all aspects of career development and personal values.
- Never ask the mentee what they think they should expect of you – how would they know anyway?
- Demonstrate how important and well connected you are by sharing confidential information they don't need (or want) to know.
- Discourage any signs of levity or humour. This is a serious business and should be treated as such.
- Take the mentee to task when they don't follow your advice.
- Never, never admit that this could be a learning experience for you, too.

The 12 habits of a toxic MENTEE

- Bring to the first formal meeting a long shopping list of things you want the mentor to do for you.
- Expect the mentor to be available for you whenever you want them. (Heroes never need sleep!)
- Regard the mentor as your prime source of gossip to pass on to other people.
- Expect the mentor always to have the answer – that's why they are more senior.
- Expect the mentor to decide when to meet and what to talk about.
- Boast about the relationship to your colleagues at every opportunity.
- Never challenge what the mentor says – s/he is paid to know best.
- Blame the mentor whenever advice doesn't work out – s/he should have known better.
- Treat mentoring sessions as mobile, the easiest item in the diary to move at the last minute.
- Enjoy the opportunity to have a good moan or whinge whenever you meet, especially if no-one else will listen to you.
- Make it clear to the mentor that you want to be just like them – adopt their style of speaking, dress and posture.
- Never commit to doing anything as a result of the mentoring session.
- If, by accident, you do commit to something, simply forget to follow it up. (Why spoil the fun of discussion with outcomes?)

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Developing your skills as a mentor



The contents covered are:

The development journey

Creating a Personal Development Plan

Having done the mentoring skills questionnaire,
I think I need a mentor to mentor me in
improving my mentoring.



Developing your skills as a mentor

The aim of this section is to explore how you can develop your skills as a mentor. It is intended to answer such questions as:

- Have you got the right skills to be a mentor?
- How can you create a personal development plan to help you to:
 - improve the skills you already have?
 - develop the skills you need to be an effective mentor?

The development journey

Having established the skills and tools required by a mentor in **Section 2**, the next step is to take a good look at your own skills, knowledge and understanding by undertaking a self-assessment.

The two self-evaluation checklists on pages 30–33 are based on the SFEDI National Occupational Standards for Enterprise Mentors. They allow you to compare your current skills, knowledge and understanding against the requirements of the role. By working your way through them, you will also help build your overall understanding of what is required of an enterprise mentor.

You were asked to complete this self-evaluation before attending this workshop and we would now like you to review your responses and begin to develop your own **Personal Development Plan**.

The self-evaluation gives you an opportunity not only to identify your current knowledge and understanding of the role, but also to identify the areas you may wish to develop further.

Your Personal Development Plan will form part of your journey towards gaining all of the skills, knowledge and experience required of a competent enterprise mentor.

If you are undertaking the Introduction to Enterprise Mentoring Award, the **Preparing for the role of mentor** checklist on pages 30–31 will form part of the assessment process along with other forms of evidence, including:

- a completed Continuous Professional Development Plan
- a multiple choice question paper
- a testimonial from a mentoring organisation, and
- a professional discussion with your SFEDI assessor.

CHECKLIST

PREPARING FOR THE ROLE OF MENTOR

Learning outcome As a mentor you will:	Assessment criteria As a mentor you can:	I can	I need to develop
1. Understand the skills and tools required by a mentor	1.1 Describe how good communication is essential to the role of a mentor	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Explain why a mentor must have good listening skills	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Identify types of question that can be used in the mentoring process	<input type="checkbox"/>	<input type="checkbox"/>
	1.4 Describe how each type of question can be used	<input type="checkbox"/>	<input type="checkbox"/>
	1.5 Identify a suitable feedback model	<input type="checkbox"/>	<input type="checkbox"/>
	1.6 Explain why it is important to use the feedback model	<input type="checkbox"/>	<input type="checkbox"/>
	1.7 Outline how reflective practice can be used in the mentoring process	<input type="checkbox"/>	<input type="checkbox"/>
	1.8 State the importance of assisting the mentee to problem-solve	<input type="checkbox"/>	<input type="checkbox"/>
	1.9 Describe why the mentor must be a good role model	<input type="checkbox"/>	<input type="checkbox"/>
	1.10 Outline the function of the following documentation: a) action plans b) feedback forms	<input type="checkbox"/>	<input type="checkbox"/>
	1.11 Explain why it is essential to select a suitable venue for the mentoring meeting	<input type="checkbox"/>	<input type="checkbox"/>
2. Be aware of how to develop your own skills	2.1 List the skills relevant to the role of a mentor	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 List my own personal skills relevant to the role of a mentor	<input type="checkbox"/>	<input type="checkbox"/>
	2.3 Compare my own skills against the personal skills that have been identified for a mentor	<input type="checkbox"/>	<input type="checkbox"/>
	2.4 Create a personal development plan with an appropriate timeline, stating how I will: a) improve the skills I already have b) obtain the skills I need	<input type="checkbox"/>	<input type="checkbox"/>

Continues...

CHECKLIST

PREPARING FOR THE ROLE OF MENTOR CONTINUED

Learning outcome As a mentor you will:	Assessment criteria As a mentor you can:	I can	I need to develop
3. Understand the legal and ethical requirements of mentoring	3.1 Describe what is meant by the boundaries of a mentor’s role	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Identify legislation that is important to the role of a mentor	<input type="checkbox"/>	<input type="checkbox"/>
	3.3 Identify the importance of mutual trust and respect between the mentor and mentee	<input type="checkbox"/>	<input type="checkbox"/>
	3.4 Describe a potential barrier to an effective mentor/mentee relationship and how it could be overcome	<input type="checkbox"/>	<input type="checkbox"/>
	3.5 Explain why the mentor must consider health and safety issues when setting up a mentoring meeting	<input type="checkbox"/>	<input type="checkbox"/>
	3.6 Explain why the mentor must consider Personal Safety issues when setting up a mentoring meeting	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS (highlight particular strengths and potential development areas you may wish to share/ explore):

CHECKLIST

ESSENTIAL ENTERPRISE KNOW-HOW

Learning outcome As a mentor you will:	Assessment criteria As a mentor you can:	I can	I need to develop
1. Understand the competing demands, pressures and motivations that face an entrepreneur	1.1 Appreciate the emotional investment entrepreneurs make in their business	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Identify the major functions needed in a small business and how they link to and support each other	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Explain what is involved to successfully start and run a small business	<input type="checkbox"/>	<input type="checkbox"/>
	1.4 Identify the competing demands of running a small business	<input type="checkbox"/>	<input type="checkbox"/>
	1.5 List the diverse capabilities required of entrepreneurs	<input type="checkbox"/>	<input type="checkbox"/>
	1.6 Identify the need for entrepreneurs to take risks	<input type="checkbox"/>	<input type="checkbox"/>
	1.7 Recognise that running a business takes a lot of time, energy and commitment	<input type="checkbox"/>	<input type="checkbox"/>
2. Understand the financial aspects of running a business enterprise	2.1 Identify financial requirements and sources of funding	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 Explain how cash flows in and out of the business	<input type="checkbox"/>	<input type="checkbox"/>
	2.3 Interpret financial accounts	<input type="checkbox"/>	<input type="checkbox"/>
	2.4 Define basic accounting terms	<input type="checkbox"/>	<input type="checkbox"/>

Continues...

CHECKLIST

ESSENTIAL ENTERPRISE KNOW-HOW CONTINUED

Learning outcome As a mentor you will:	Assessment criteria As a mentor you can:	I can	I need to develop
3. Understand the marketing, sales and customer service functions within a business	3.1 Explain how to conduct market research	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Explain how to understand customer needs	<input type="checkbox"/>	<input type="checkbox"/>
	3.3 Outline the benefits of good customer service and how to measure and monitor it	<input type="checkbox"/>	<input type="checkbox"/>
	3.4 Define the main terms of business	<input type="checkbox"/>	<input type="checkbox"/>
	3.5 Outline basic marketing and sales techniques and tools	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS (highlight particular strengths and potential development areas you may wish to share/explore):

Creating a Personal Development Plan

Once you have completed your self assessment you will be able to draw out the areas for development and include them in your Continuous Professional Development Plan.

Think about what you may like to add to your development plan and how this will help you to increase your knowledge and skills as an enterprise mentor.



Understanding the legal and ethical requirements



The contents covered are:

What are the boundaries of the mentoring role?
.....

What legislation relates to the mentoring role?
.....

How can I build a trusting and respectful relationship?
.....

How can I overcome barriers to effective mentor/
mentee relationships?
.....

I think you may be exaggerating the personal safety issues involved in mentoring just a LITTLE!



Understanding the legal and ethical requirements

The aim of this section is to understand the legal and ethical requirements of mentoring. It is intended to answer such questions as:

- What are the boundaries of the mentoring role?
- What legislation relates to the role?
- How can I build a trusting and respectful relationship?
- How can I overcome barriers to effective mentor/mentee relationships?
- What do I need to consider in relation to health and safety?
- What are the personal safety issues?

Legislation, organisational policies and procedures, and codes of ethics and conduct all provide a framework in which to operate appropriately as a mentor. These are divided as follows:

- **Legislation** – health and safety, data protection, safeguarding, equality and diversity
- **Codes of conduct** – includes staff/employee codes of conduct, and codes of conduct and ethics used by professional mentoring organisations and institutes
- **Policies and procedures** – includes company policies on equalities, performance, health and safety, data handling, confidentiality, safeguarding, dealing with disclosure and allegations, ethics, and conflict of interest.

What are the boundaries of the mentoring role?

The way you behave as a mentor is shaped by the legal aspects and requirements of the role. Together with an awareness of the skills, 'know-how' and tools you need to be an effective mentor, these provide a clear guide to the boundaries of a mentor's role. Always bear in mind that mutual trust and respect between you and the mentee should be key.

In its code of ethics, the European Mentoring and Coaching Council set out a statement for boundary management. This states:

'The coach/mentor will:

- *at all times to operate within the limits of their own competence, recognise where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional such as a counsellor, psychotherapist or business/financial advisor*
- *be aware of the potential for conflicts of interest of either a commercial or emotional nature to arise through the coach/mentoring relationship and deal with them quickly and effectively to ensure there is no detriment to the client or sponsor.'*

Opposite you'll find an example of a code of conduct for mentors used by the **Institute of Enterprise and Entrepreneurs** (IOEE).

What legislation relates to the mentoring role?

Legislation relating to the role of mentoring could include:

- equality and diversity
- data protection
- health and safety.

You should refer to your mentor organisation for specific guidance on the legislation relating to the mentoring activities you are undertaking.

How can I build a trusting and respectful relationship?

Just like any other relationship, the relationship you build with the mentee is built on trust and respect. It can take a lot of time to build a relationship like this but it will have far-reaching benefits for you and your mentee.

'Trust is the highest form of human motivation. It brings out the very best in people.' Stephen Covey, management development consultant

'Trust each other again and again. When the trust level gets high enough, people transcend apparent limits, discovering new and awesome abilities of which they were previously unaware.' David Armistead, war veteran

Everyone enters mentoring relationships with different levels of trust in their partner. Some people trust others immediately and openly, some need trust to be earned and some fall in the middle of the spectrum. In a mentoring relationship, the mentee has to trust the mentor (and vice versa) in order to learn from the sharing of experience. If the mentee does not see you as a trustworthy source of information and advice, then little progress will be made in the relationship. If the relationship is rooted in trust, however, it can be a powerful and transformational experience.

In other words, gaining the mentee's trust and giving them your trust in return, is a critical component of mentoring. The result is often mutual respect, admiration and appreciation, leading to swift and meaningful sharing.



CODE OF CONDUCT

Scope

A mentor does not give advice, rather helps the mentee to weigh up situations, through a process of reflection, questions, challenge and feedback allowing the mentee to come to a decision themselves. The mentor will conduct themselves with dignity and will act in a way which respects diversity and promotes equal opportunities.

Mentoring code

- The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda.
- Mentors will agree with the mentee how they wish the relationship to work adopting the most appropriate level of confidentiality.
- Mentors will be aware of, and adhere to any current legislation relating to activities undertaken as part of the mentoring service.
- The mentee should be made aware of their rights and any complaints procedures.
- Mentors and mentees will respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.
- The mentor will ensure the mentee accepts increasing responsibility for managing the relationship; the mentor will empower them to do so and will promote the mentee's autonomy.
- Either party may dissolve the relationship at any time throughout the period of the mentoring relationship.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. They should, however, help the mentee to recognise how other issues may relate to these areas.
- Mentors will be open and truthful with themselves and their mentee whilst participating in the mentoring relationship.
- Mentors will share the responsibility for the smooth winding down of the relationship with the mentee, once it has achieved its purpose – they must avoid creating dependency.
- The mentoring relationship should not be exploitative in any way, neither may it be open to misinterpretation.
- Mentors should never work beyond the bounds of their capability, experience and expertise to the point where they do not feel confident in providing the mentee with proper support. Where appropriate, mentors should seek advice or refer mentees to another point of contact or enterprise support professional.
- The confidentiality of the client remains paramount at all times. **At no time** will an IOEE mentor disclose any part of the relationship to any person whatsoever, without the explicit agreement of the client. Any notes or other records of mentoring sessions shall remain, at all times, the property of the client. They may, for convenience, be retained by the IOEE mentor but may be requested by the client at any time. Master mentors have access to all e-mentor communications.
- Mentors have a responsibility to highlight any ethical issues (such as conflicts of interest) that may arise during a mentoring relationship at the earliest opportunity.
- Mentors should not attempt to do the mentees job for them — the mentee has the ability and the potential, the mentor's job is to help them realise it.
- Mentors will maintain their professional competence through participation in continuous professional development as prescribed by IOEE.

Trust-based mentoring relationships

Competence: most mentoring relationships revolve around competence. People who are good at what they do and are able to relate that experience to others emanate trustworthiness. In a mentoring relationship, the mentor's accomplishments and professional merit aren't the only important things, however; their competence is also demonstrated through their ability to share their experiences with others. It is competence that enables the mentor to guide the mentee to develop talent, skills or knowledge.

Integrity: people who do what they say they are going to do inspire trust. So do people who speak truthfully about their opinions, thoughts and experiences, and whose actions mirror their values. People also demonstrate their integrity by the way they maintain confidentiality. All of these elements are vital to mentoring relationships.

Caring: it is important that mentors show concern and regard for the expressed learning needs and aspirations of the mentee. This is done by keeping discussions focused on the mentee's development, practising active listening and recognising achievements. Mentors can also demonstrate care by making room to discuss issues and talk through challenging situations.

All three areas – competence, integrity and caring – are critical to developing and maintaining trust. No matter how impeccable someone's character is, if they cannot demonstrate competence, it is difficult to trust them. Similarly, it is hard to trust a competent person with confidential information if they show no personal interest in your well-being. Finally, without integrity, competence and caring would ring hollow. The mentor must act and speak in ways that reflect all three dimensions of trust in order to build a successful mentoring relationship.



Key principles in building trust

- 1 **Get to know your mentee.** Make time to talk to them about their business and their life outside the business. Try to understand what they think and why. Value their viewpoint even if it is different from your own.
- 2 **Do what you say you're going to do.** Agree what you are aiming to achieve through your mentoring sessions. Be reliable and always do what you say you are going to do.
- 3 **Communicate openly and honestly.** Discuss issues as soon as they arise. Ask for and give feedback.
- 4 **Ensure that you maintain your competence.** Regularly review your development needs and undertake continuous professional development.
- 5 **Show empathy but don't be afraid to challenge.** An open, honest relationship means you can challenge constructively in order to expose your mentee to a wider viewpoint.

How can I overcome barriers to effective mentor/mentee relationships?

Another aspect to understanding the legal and ethical requirements is knowing about the potential barriers to a good relationship between mentor and mentee, and how these can be overcome.

Potential barriers to effective mentor/mentee relationships

Think about some of the potential barriers to a good relationship between a mentor and a mentee.

Write down one potential barrier you can think of as a mentor:

How could this barrier be overcome?

ACTIVITY 9

ACTIVITY 10

Boundaries

What is meant by the boundaries of the mentoring role?

What legislation is important to the role of a mentor?

Why would you need to consider health and safety and personal safety issues when setting up a mentoring meeting?

The competing demands facing an entrepreneur



The contents covered are:

What do we mean by emotional investment?
.....

What does it take to start and run a business?
.....

What are the competing demands faced by business owners?
.....

What are the diverse capabilities required of entrepreneurs?
.....

Why do entrepreneurs need to take risks?
.....

What levels of time, energy and commitment are required to run a business enterprise?
.....



The competing demands facing an entrepreneur

The aim of this section is to provide an insight into the world of an entrepreneur. It is intended to answer such questions as:

- What do we mean by emotional investment?
- What does it take to start and run a business?
- What are the competing demands faced by business owners?
- What are the diverse capabilities required of entrepreneurs?
- Why do entrepreneurs need to take risks?
- What levels of time, energy and commitment are required to run a business enterprise?

What do we mean by emotional investment?

Starting a business from scratch is a very brave thing to do. Anyone who decides to start and run their own business invests a lot of time, energy and emotion in it. No matter how much emotion they invest in the business, the enterprise owner will have a very clear view of how their business should be run and won't always be open to practical suggestions – they may sometimes think with their heart rather than their head.

Here is an example of how the emotional investment of one entrepreneur could be the downfall of the business:

THE BUSINESS Peter has an idea for a family restaurant he'd like to open. He's done all of the background work, written the business plan and is all set except for the initial funding. His family agree to lend him the money and he goes ahead and opens the business. Unfortunately another bistro opens in the same street within the same week with both bistros offering a similar menu and are now both struggling to stay in business.

PETER This bistro is Peter's dream, and he has spent years planning it. He spends 16 hours a day there, has recruited the best cooks and even dons an apron himself from time to time to make sure his customers are happy. He wants this bistro to succeed. As he sees it loses money every day, his thoughts turn to what he can do to make it stand out above the other bistro. In his eyes, failure is not an option.

Emotional investment

Why is it difficult for Peter to take an objective view of his business? What is his emotional investment?

As a mentor it is often useful to establish the level and type of emotional investment you are dealing with in your mentee. This will allow you to adopt the most appropriate mentoring intervention.

I want you to be like me!

In the corporate world it is too easy to believe that the trouble with small businesses is that they operate too informally and are in a constant state of chaos. The corporate mentor may believe that in order to be successful the small business needs to be 'more like me'. Let us consider this issue by looking at a model created by Allan A Gibb.

The model shows what the corporate mentor may believe is the correct way to operate a business (the headings in the left hand box) against the equivalent small business reality (the headings in the right hand box).

THE CULTURE PROBLEM: 'I WANT YOU TO BE LIKE ME'

Government/corporate beliefs	Small business reality
Order	Untidiness
Formal	Informal
Accountability	Trust
Information	Judgement
Demarcation	Overlap
Planning	Intuition
Corporate strategy	Strategic awareness
Control	Autonomy
Standards	Personal observation
Transparency	Ambiguity
Functionalism	Holistic
Systems	Feel
Position	Ownership
Performance appraisal	Custom/network exposure

Think about how this may impact on the way you approach enterprise mentoring.

The major functions of a business enterprise

ACTIVITY 12

Describe what you believe are the major functions within a business enterprise

How do each of the functions relate to each other?

What does it take to start and run a business?

'You start the business as a dream, you make it your passion for a while and then you get experienced managers to run it because it's not as much fun as starting. I think there's a lot to be said about starting a business and lot to be said about running a business when it's mature. I think I'm capable of making the distinction and coping with both.' Stelios Haji-Ioannou, 2000

When developing a business, there are some key steps in moving from a 'good idea' to making it work and pay for you, as Stelios suggests. These include:

- finding out about the competition – how will this business be different and/or better than them?
- establishing how much people will pay for what the business is offering and what will have to be paid for
- deciding how the business will work in practice
- assessing what other training or information might be needed
- deciding whether a business plan is needed
- getting funding and resources
- sorting out the legal side
- starting to trade.

The specific nature of these tasks will depend on the idea, and on the capabilities and previous experiences of the enterprise owner.

As mentor, you will need to help the mentee put all of this into the context of:

- the current position of the business
- the future vision
- the internal and external challenges and opportunities.

What are the competing demands faced by business owners?

'Jack of all trades, master of none' is sometimes the plight of the modern day business owner. He or she needs to be expert in a lot of different business areas and be able to respond to both short-term and long-term challenges. Many business owners have to juggle time and resources in order to start, survive and thrive in a dynamic and currently economically-starved business environment.

Let us look closer at what we are calling an entrepreneur.

Most successful entrepreneurs find a great business opportunity, jump in and create a business. They develop the business and handle most of the day-to-day operations themselves. Once the business is established and has grown to a particular point, the entrepreneur can sometimes

become stuck because ‘no one else can run the business like they can’. They recruit other people but continue doing the work themselves and keep all the information needed to run the business in their own head. They might create a system and bring in people to run it but they keep breaking their own rules and messing the system up. On top of this, they have lots of other great ideas but become frustrated because they don’t seem to have the time or resources to develop them all and keep their business running at the same time. Dealing with competing demands is all part of the dynamic nature of the world of the entrepreneur. As a mentor, how would you support your mentee to cope with this?

What are the diverse capabilities required of entrepreneurs?

Depending on which stage of life a business has reached (pre-start, start up, growing, maintaining or exiting), the entrepreneur will need a wide range of capabilities and face a wide range of challenges.

The sort of challenges an entrepreneur will encounter might include:

- finding new customers and markets
- being more energy-efficient
- accessing finance
- managing money
- taking on staff and developing people
- developing new products and service ideas
- taking new products and services to the market
- investing in plant, machinery or property
- exporting or funding overseas partners
- making the most of the Internet.

As a mentor, you will need to identify where you feel you have the skills and experience to support the business owner to develop their capabilities. The challenges faced by entrepreneurs mean they have to develop particular skills, including both social and business capabilities.

Using the checklist on pages 50–51, identify which of your own skills will be of help and support to your mentee within their business. You may also wish to use this checklist to identify any skill areas you might wish to improve to enhance and support your abilities as an enterprise mentor.

CHECKLIST

YOU AND YOUR BUSINESS SKILLS

Essential Enterprise skill	I have an understanding of this
Practical	
Sourcing supplies and suppliers	<input type="checkbox"/>
Purchasing	<input type="checkbox"/>
Maintaining equipment	<input type="checkbox"/>
IT skills and knowledge	<input type="checkbox"/>
Monitoring quality or product or service	<input type="checkbox"/>
Dealing with customers	<input type="checkbox"/>
Leadership	<input type="checkbox"/>
Negotiating	<input type="checkbox"/>
Making decisions	<input type="checkbox"/>
Solving problems	<input type="checkbox"/>
Financial	
Identifying sources of funding	<input type="checkbox"/>
Managing cash flow	<input type="checkbox"/>
Understanding accounting terms	<input type="checkbox"/>
Understanding accounting techniques	<input type="checkbox"/>
Credit control	<input type="checkbox"/>
Financial recording/bookkeeping	<input type="checkbox"/>
Administration	
Paperwork and general administration	<input type="checkbox"/>
Setting up systems and processes	<input type="checkbox"/>
<i>Continued opposite</i>	

Essential Enterprise skill <i>Continued</i>	I have an understanding of this
Marketing and selling	
Selling a product or service	<input type="checkbox"/>
Marketing research and planning	<input type="checkbox"/>
Getting publicity	<input type="checkbox"/>
Tactical marketing activities	<input type="checkbox"/>
Strategic thinking	<input type="checkbox"/>
Communicating	<input type="checkbox"/>
Legal	
Health and safety	<input type="checkbox"/>
Business law	<input type="checkbox"/>
Contract law	<input type="checkbox"/>
Employment legislation	<input type="checkbox"/>
Employment/HR	
Recruiting staff	<input type="checkbox"/>
Managing and motivating staff	<input type="checkbox"/>
Comments	
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CHECKLIST

YOU AND YOUR BUSINESS SKILLS CONTINUED

Why do entrepreneurs need to take risks?

(Adapted from an article by **Mack Arrington** in *BizLife Magazine*, April 2004)

Most (though not all) entrepreneurs have some of the following things in common:

- They are probably opportunity-driven and very comfortable with levels of risk that would stop many astute business people in their tracks. Finances could be a bit like a roller coaster.
- They might not be very good with details and passionately hate paperwork. This can cause headaches for their accountant and anyone trying to work with them.
- They think BIG. They may exaggerate and be overly optimistic, which helps keep their spark going. They have lots of ideas, many of which are already a 'done deal' in their minds, though it might take a while before the deal is done – or not.
- They might find it difficult to focus, so spread themselves too thinly. It's possible that they don't have the time, energy and resources to finish everything they start. Then they keep adding to their tasks and spreading themselves even thinner!
- They are often great at starting their business, but not always so great at running it. Thanks to their fast paced ideas, ambitions, exaggerations and energy, chaos reigns. Their employees' mantra is: 'If they would only stay out of the way, we could get on with things'.
- If you're afraid to drop the ball, you will never juggle; entrepreneurs tend to become excellent jugglers in life. It's messy and stressful, exciting and engaging, challenging and compelling all at once. They keep their balls in the air and they play to win.
- Entrepreneurs pay a high price for the way they are. They are driven to be independent and successful. It is this that makes them unique and keeps them at the leading edge. They learn by doing, failing, then rising from the ashes with fresh spark and the fire to go again.
- Personal relationships can sometimes suffer, and entrepreneurs might feel different, alone or odd.

The success of a business tends to follow the limitations of the entrepreneur, so there can be a steep learning curve as he or she matures, gains new business skills, learns to delegate and outsource, and takes the business to the next level.

As a mentor, the challenges in dealing with an entrepreneur may not be what you might expect. Each entrepreneur is a unique individual who requires unique structures for his or her success. The challenge is in discovering what structures will work for your mentee, and how to shorten their learning curve and accelerate their success.

What levels of time, energy and commitment are required to run a business enterprise?

We will now use a case study to show how all of this comes together when the entrepreneur starts and runs their business. The journey begins before the business starts and travels through the start-up stage to the point where the business is recognised as an established business.

Before it begins

Stage 1

Describe what is going on in Wayne’s world and what impact this may have on the success of his business

continued overleaf

ACTIVITY 13

Before it begins continued

Stage 2

Think about and discuss:

- What emotional investment does Wayne have in his business idea?
- What are the competing demands he will face in bringing his idea to market?
- What risks can you identify?

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Stage 3

As a mentor, how could you support Wayne? What questions might you ask? How could you help him to recognise the risks involved?

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The financial aspects of running a business



The contents covered are:

What are the financial requirements and sources of funding needed to start and run a business?

Why is cash flow important in a business enterprise?

What accounting terms and financial accounting techniques do I need to be aware of in my role as a mentor?



He likes to introduce variety to his mentoring communications – this is his dance to promote cash flow vigilance.

The financial aspects of running a business

The aim of this section is to consider the financial aspects of running a business. It is intended to answer such questions as:

- What are the financial requirements and sources of funding needed to start and run a business?
- Why is cash flow important in a business enterprise?
- What accounting terms and financial accounting techniques do you need to be aware of?

What are the financial requirements and sources of funding needed to start and run a business?

When starting a business, a number of start-up costs need to be considered. Without due consideration of these costs, a business could fall at the first hurdle. Financial considerations vary from business to business but include:

- initial capital costs
- initial start-up expenses
- anticipated ongoing costs including wages and drawings
- how long it will be before the business makes a profit.

Funding could come from a variety of sources:

- personal savings
- redundancy payments
- family and friends
- lenders (including banks)
- grants
- business angels
- asset finance
- low interest credit cards.

Why is cash flow important in a business?

Cash flow is the lifeblood of a business. The enterprise owner needs to know whether they will have the cash in the bank at the right time to pay the bills, otherwise they will fail — even if sales are good.

It is vital to prepare a cash flow forecast. A business could make a profit but at the same time be cash-poor and have to borrow funds. Projecting inflows and outflows of cash based on a realistic expectation of how a business will operate is key to sustaining a healthy business. Then if things go wrong compared to the plan, the enterprise owner can take action to get things back on track.

It can only take one customer not to pay when they are expected to pay, for everything to go pear-shaped. A cash flow forecast allows the business to identify peaks and troughs and put overdraft or loan facilities in place to ensure a financially secure business.

Three things are important in managing the cash flow of a business:

- getting it in fast
- paying it out according to terms
- constantly comparing how the business is performing against forecasts.

Please remember that cash and profit are not the same thing!

What accounting terms and financial accounting techniques do you need to be aware of?

To maintain your credibility as a mentor, you must understand the basic terms used in day-to-day and management accounting. The role of the mentor does not include giving any kind of advice, particularly financial advice, but you will be expected to know basic terms and management accounting techniques. Some common terms are:

- **Accruals** Goods and/or services received this financial/accounting year for which invoices will be received in the next financial/accounting year.
- **Assets** The items owned or controlled by or owed to the business.
- **Balance sheet** A statement of a business's assets and liabilities at a specific point in time.
- **Book value** The value at which an asset or liability is shown in the balance sheet.
- **Breakeven** The level of sales required to cover all business costs, so neither a profit or loss is shown.
- **Capital expenditure** Money spent on buying or improving fixed assets.
- **Cashflow forecast** An estimate of the cash needs of a business for a future trading period.
- **Contribution** Total income from sales less variable costs.
- **Cost centre** Used to segregate costs relating to part of a business, such as a department.
- **Creditor** Somebody to whom the business owes money.

- **Current assets** Cash or assets that are expected to turn into cash within 12 months (for example, debtors).
- **Current liabilities** Money owed by the business due for repayment within 12 months (for example, overdrafts, creditors).
- **Debtor** Somebody who owes the business money.
- **Deferred income** Income received this year for an activity next year.
- **Depreciation** The drop in value of an asset due to wear and tear, age and obsolescence (going out of date) as recorded in an organisation's financial records.
- **Dividend** If a company has profits to share out, it can pay a dividend. The shareholders get a certain dividend for each share they own.
- **Financial statement** A statement that includes the annual accounts, director's report and so on.
- **Fixed assets** Assets owned or controlled by a business for use over a long term, such as premises or equipment.
- **Fixed costs** Costs that stay the same within a certain period, say an accounting year, whether you have no sales at all or your sales go up or down (for example, rent).
- **Goodwill** The amount paid for a business over its book value for its reputation or established clients.
- **Gross profit** Total income from sales less cost of sales.
- **Insolvent** When a business cannot pay its debts as they fall due, or when its liabilities exceed its assets (in practice, this does not always mean the business fails).
- **Intangible assets** Assets that cannot be touched. Examples include goodwill and patent rights.
- **Liabilities** The amount owed by a business to somebody else.
- **Margin** The difference between the selling price of your product or service and your costs. The higher the margin, the more profit. Some large companies have small profit margins, but they make up for this with large volumes.
- **Net profit** Total income less total expenditure.
- **Operating profit (or loss)** The profit (or loss) from a company's main trading activity.
- **Prepayments** Invoices received this year for goods to be delivered next year.
- **Profit & loss account** A statement over a specific period of time, which shows a business's total income and expenditure for that period.
- **Stock** The accumulated value of raw materials, work in progress and finished goods held by a business at any point in time.
- **Turnover** Total sales income for the year.
- **Variable costs** Costs that vary in line with the level of sales (for example, raw materials).
- **Working capital** The value of current assets less current liabilities.

Financial terms reproduced from The Essential Business Guide with kind permission from the publisher.

ACTIVITY 14

Starting the business

Wayne has now decided to start his business and will need to consider how he will raise the finance necessary to fund the start up phase of his business venture.

Stage 1

What will Wayne need to consider in terms of:

- Identifying the financial requirements/sources of funding available to start and run his business
- Creating a realistic cash flow forecast and managing his accounts

Stage 2

What are the competing financial demands Wayne will face when starting his business? What are the risks involved?

Stage 3

As a mentor, how could you support Wayne? What questions might you ask? How could you help him to recognise the risks?

Marketing, sales and customer service



The contents covered are:

How do we conduct market research?
.....

How do we understand customer needs?
.....

What is good customer service?
.....

What do we mean by terms of business?
.....

Selling tips and techniques
.....

What do we mean by marketing?
.....



Marketing, sales and customer service

The aim of this section is to provide an awareness of the marketing sales and customer service functions within a business enterprise. It is intended to answer such questions as:

- How do we conduct market research?
- How do we understand customer needs?
- What is good customer service?
- What do we mean by terms of business?
- What do we mean by sales and marketing?

Successful businesses have one thing in common – they're focused entirely on their customers' needs.

How do we conduct market research?

Finding out about the market for a business is essential for success but many business owners assume they know what their customers want and need already. This assumption often comes from a very limited perspective, based on what they think is needed. It always pays to check assumptions. When researching the market it is important to check out the target customers, the suppliers and the marketplace in general.

The Essential Business Guide (3rd edition) identifies six steps in the research process:

- 1 Decide exactly the question to be answered by the research.
- 2 Decide what type of research to use.
- 3 Test and refine the research.
- 4 Conduct the research.
- 5 Analyse the results.
- 6 Use it.

Here are 10 (of many) questions that can be answered by market research:

- 1 How big is the market for our product/service?
- 2 How much are customers prepared to pay?
- 3 What would be the effect of a price increase, product modification, and so on?
- 4 What features of our product/service do customers most and least value?
- 5 Which of our new ideas have the most potential?
- 6 How much business does each of our main competitors have?
- 7 How is their product/service better or worse than ours?
- 8 What do customers think of us and our competitors?
- 9 How many people noticed our last advert?
- 10 Has our advertisement made people actually want our product/service?

There are lots of ways to carry out market research, but there are two main types: secondary and primary research.

- **Secondary research** is research that already exists.
- **Primary research** is research that is designed by or for you. This might include observation, mystery shopping, questionnaires, interviews and focus groups.

How do we understand customer needs?

Each individual customer has their own needs and expectations. They all need and expect a minimum level of service. We live in a world where expectations are rising. How, then, does a business continually check that it is responding to customer needs and expectations?

Successful businesses have systems and processes in place to continually review how they check their understanding of customer needs.

What is good customer service?

Satisfied customers will contribute to a business for years so it is worth taking great care of them. Businesses want customers who will keep buying their products and services. They want their customers to tell other people how great the service is so they bring even more customers. Keeping a customer costs far less than finding a new one. For all of these reasons, a business needs to make sure that customers are happy with the service received — that means meeting and exceeding customer expectations.

There are a number of ways this can be done:

- providing free complementary services or products to help customers make the most of items they have already bought
- providing free customer helplines
- answering frequently asked questions on a website
- sending reminders when an item expires or when a check-up is due
- offering preferential discounts on customers' next purchases
- keeping in touch with customers regularly.

Providing good customer service also includes building respectful and trusting relationships with customers, staff and suppliers. Simple rules include:

- **Keeping people informed.** Letting customers, the bank, or your suppliers know what is happening in the business (within reason!).
- **Always paying on time.** Suppliers will often extend credit — this is standard business practice — but paying on time can often be rewarded by better pricing. A good relationship with suppliers can be very helpful when there is suddenly an urgent order to fulfil or when things are tough and more time to pay is needed.
- **Being helpful.** Business owners should read the trade press and let customers or suppliers know about any forthcoming changes in the marketplace that could affect them. Not everyone has the time or resources to keep on top of developments, and people are often grateful for any help to exploit any opportunities or for warnings of any threats.
- **Praise where praise is due.** Noticing the good things that staff, suppliers or customers have done, complimenting them on it, and showing appreciation. Sincere appreciation supports business relationships.
- **Respecting values and beliefs.** People from different cultures and backgrounds will think and behave differently. A good business owner will adapt his or her own approach accordingly.
- **Setting boundaries.** As your business grows, the owner's principles may be challenged in various areas of the business. These things might include pricing, how urgent work is handled, working hours, how late payments are dealt with, and so on. If policies and principles are written down, the business owner can simply say, 'That's not how I do business'.
- **Asking for feedback.** From customer feedback forms to staff suggestion boxes, there are many ways a business owner could ask what other people think of the business.

(From *Start Your Business Step by Step*, Essential Business and SFEDI Group.)

What do we mean by terms of business?

Terms and conditions (sometimes known as ‘terms of business’ or ‘terms of trade’) are the terms of the contract between a business and its customers. They're designed to protect the rights of the business, limit liabilities and provide the business with some security when it sells its goods or provides a service.

Many businesses supply goods and services on the basis of informal, verbal arrangements. However, there is less chance of a dispute arising if agreements are clearly set out in writing.

It's important to get terms and conditions right. If they're inadequate, it can be difficult to pursue or prevent bad debt. The business owner may wish to consult a solicitor when drafting standard terms.

Terms and conditions should cover:

- costs
- delivery arrangements
- payment terms
- credit limits and credit periods
- any interest on late payments/compensation for debt recovery costs
- a commitment to quality
- data protection.

Customers need to be made aware of, and agree to, the terms and conditions, which should be explained to them at the start of the relationship.

Selling tips and techniques

Selling is something a business owner can (and must) do well. So here are seven ways to be successful in selling, for you to pass on to your mentee:

1 Be clear about the benefits

- What will the customer gain personally by buying your product or service?
- Will it save them time/make them money/improve their status?
- In what ways is it different from/better than your competitors' products?

These are all benefits, and these are what you have to sell, not the features of the product.

2 Plan your selling before the sales meeting

Think about the balance of power: does the customer need the product more than you need to sell it, or vice versa? What do you have to/want to achieve from the meeting? What are you prepared to give away?

3 Ask questions and listen

Ask the right questions, to find out what benefits matter to the customer. Plan your questions beforehand, and make sure you listen to the answers. That way, you can focus your sales presentation on the aspects of your product or service that meet their needs.

What do we mean by marketing?

Marketing is...

- working to your strengths, and finding the people who will appreciate them most
- finding out what particular groups of people need, then creating products and services especially for them
- choosing which types of people to sell to, then concentrating all your attention on them
- always looking for new products and services you could create for the people you have chosen to sell to
- deciding which types of people not to sell to, and not selling to them
- being better at what you do than your competitors, in some way that matters to your customers
- always looking for new and different ways to stay better than the competition
- making people feel that they are getting great value, when you are also making a profit
- being very clear about what you stand for, and making sure everything is consistent with the image or brand you have chosen
- making sure people know what you stand for, whether they are customers or not
- keeping customers because they feel you understand what they need, and that you care about them
- being able to predict changes and move with the times
- expensive if you get it wrong.

Marketing isn't...

- trying to sell the same thing to everybody
- guessing what people might need, and not checking
- putting an ad in the local press and waiting for all the calls
- designing a logo
- paying for a website
- printing business cards and some stationery
- sending out the same mailing to everyone you think might buy
- foot-in-the-door hard selling
- having one leaflet or brochure printed for all customers
- making something, then trying to find someone who will buy it.
- copying something that already exists, and hoping to steal some business
- hoping that somebody will want to buy what you are good at making or doing
- cutting your prices to make people buy
- wise if you don't plan for it
- easy if you don't know exactly who you want to sell to
- possible if you don't know what potential customers need
- safe if you don't keep an eye on the competition.

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4 Empathise with the customer

You may not agree with their opinions or their attitude, but you are more likely to win the sale if you empathise. *'I can see why you feel this way about it, but you'll find it lasts twice as long as the others on the market'* is much less likely to cause offence than *'It's not expensive! We build them to last!'*

5 Welcome objections

Objections are an opportunity! They show that the buyer is interested. Welcome objections and don't see them as a threat. You may even be able to use them to close the sale. If the customer says it's too expensive, say: *'It does cost a bit more than the others on the market, but it's guaranteed for five years.'* Or: *'If we reduce the price by 2%, will you buy it today?'*

6 Ask for the sale

Too often, nervous sellers miss buying signals. As soon as the buyer is ready, close the sale. You may be able simply to ask ('*Shall I put you down for a dozen?*'). Do not plough on with your sales presentation, even if you have only just started.

7 Leave as soon as you can after closing a sale

Once you have closed a sale, do not wait for the customer to think of any more objections or regret their decision. Leave as soon as you can without being rude.

ACTIVITY 15

Running the business

Wayne has been running his business now for three years and is looking to develop his range of products and services.

Stage 1

How should Wayne go about conducting market research, understanding his customers needs and delivering good customer service?

Stage 2

What will Wayne need to consider when taking his new product/service to market?

Stage 3

As a mentor, how could you support Wayne? What questions might you ask? How could you help him to recognise the risks involved?

...and finally



Reviewing and evaluating learning

What next?

Other Essential Enterprise resources

References

Notes pages

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Reviewing and evaluating learning

As we have mentioned throughout today, a key part of being a mentor is the development and use of reflective practice and continuous professional development. Included separately to this workbook is an example **Continuous Personal Development Record** (CPD) which will let you plan your development and record all CPD activity undertaken.

This record will form part of the accreditation process allowing you to become an accredited mentor and join the Institute of Enterprise and Entrepreneurs (IOEE). You are encouraged to complete this and keep it up to date.

Details of the nationally recognised qualification, the Introduction to Enterprise Mentoring Award can be found at www.sfedwards.com.

What next?

If you are interested in taking your enterprise mentoring learning to the next stage, you may like to know that very soon there will be the opportunity to progress to the **Mentor Practitioner Workshop** and the **Professional Mentor Workshop**. Both workshops will have full learning resources and support. To find out more, visit our website: www.essentialenterprise.com.

Other Essential Enterprise resources

To support you in your mentoring of start-up or early stage businesses, you may like to consider either of these two Essential Enterprise publications:

- **Aspects of Enterprise** — a highly colourful and engaging 52-page workbook and 12 worksheets designed to get people thinking carefully about whether they are right for business, and whether business is right for them. The completed worksheets can also be used as course material for the SFEDI Awards qualification 'Aspects of Enterprise' and, as such, may be eligible for funding.
- **Start Your Business Step by Step** — this award-winning learner pack is ideal when working with an individual who is the early stages of starting a business. Its workbook pages and 50 record sheets cover all the important topics such as finance, marketing and the legal aspects, and takes the person step by step towards their business plan. It is ideal for mentor/mentee use and the completed worksheets can form part of the evidence for the SFEDI Awards qualifications, 'Preparing to run a business' and 'Starting and running a business'. Again, these qualifications may be eligible for funding.

For further information about the materials of the qualifications, or to take a look inside either of these publications, visit our website: www.essentialenterprise.com.



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Notes

A page for taking notes. At the top left, there is a heading "Notes" in a dark blue font. Below the heading, the page is filled with horizontal blue lines for writing. A large, light gray watermark is oriented diagonally across the page, reading "© SFEDI Group & Essential Enterprise 2011".



Introduction to Enterprise Mentoring

Activity List

Page No	Activity No	Activity Title	Part of Assessment
5	1	What is involved in the role of an enterprise mentor?	Yes
7	2	What are the benefits associated with enterprise mentoring?	Yes
11	3	Types of communication	Yes
12	4	How good are your communication skills?	Yes
16	5	How good are your listening skills?	Yes
17	6	Personal analysis of listening skills	Yes
18	7	Building rapport	No
24	8	The right environment	Yes
30-31	Checklist	Preparing for the role of a mentor	Yes
32-33	Checklist	Essential Enterprise Know How	Yes
41	9	Potential barriers to effective mentor/mentee relationships	Yes
42	10	Boundaries	Yes
46	11	Emotional investment	Yes
47	12	The major functions of a business enterprise	Yes
50-51	Checklist	Essential Enterprise Skills	Yes
53-54	13	Before it Begins	Yes
60	14	Starting the Business	Yes
68	15	Running the Business	Yes

An ESSENTIAL ENTERPRISE™ workbook

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