Mentorship Canvas and Handbook

HEI – Idea to Impact – i2i

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2 Executive Summary

The Student Entrepreneur Mentoring Handbook: How to Create Sustainable Mentoring Programmes for Student Entrepreneurs.

The Ideas to Impact Consortium is proud to present the Mentorship Handbook and Canvas. These resources aim to support capacity building in organisations to deliver effective mentorship programmes.

This Handbook was developed through consultation with Programme Leaders at leading entrepreneur programmes in Europe and the United States, including student entrepreneur programmes in university settings.

Additionally, interviews were held with Programme Leaders in emerging ecosystems, who provided excellent insight into the unique challenges of establishing an effective mentor programme with limited resources.

Primarily, guidance was drawn from the startup ecosystem, where mentoring programmes are a well-established norm, and adapted for student entrepreneurship in the Higher Education Setting.

The findings of this work were presented in a virtual training and feedback session in August 2022. Breakout rooms following each segment allowed programme leaders in HEIs to provide feedback on the content, which was addressed in V1.0 of the Handbook and Canvas, presented here.

Feedback questions included: "What would you change?" "What would you omit?" "What would you add?" and/or "What open questions do you have?". Additional feedback was requested from entrepreneur programme leaders with domain expertise, including staff from psychology departments in multiple institutions to inform the Mindset segment of the Mentor Canvas.

The Handbook and Canvas thus constitute a guide for entrepreneurship programme leaders to establish simple but effective mentoring programmes in their own higher education institutes. The Mentor Manifesto is geared towards the mentors themselves, offering them best practice guidelines to build effective and trust-based mentor relationships. The Mentor Canvas is designed for use in mentoring sessions, specifically student entrepreneur mentoring sessions.

Rosemary Gallagher, PhD
Galway City Innovation District

3 Part 1: Programme Principles & Best Practice

Section 1 of our Toolkit provides a roadmap for Programme Leaders to establish and refine mentor programmes for the student entrepreneur. Our goal is to provide helpful, actionable advice for Programme Leaders at any stage of ecosystem development.

3.1 Why Mentoring?

Mentoring is a cornerstone of the vast majority of top global entrepreneur programmes. It is a key element of programme design in Techstars, Founder Friendly Labs, StartX, Y Combinator, NDRC, StartupBootcamp and many more.

Other top programmes, such as 500 Startup and StarveUps, create a network and environment for strong peer-to-peer connections and mentoring.

Programmes such as DreamIt Ventures and Seedcamp employ staff experts with founder experience who mentor and coach accelerated startups. Numbered Headline 1

3.2 What is a Mentor?

A mentor is a guide through one's professional career. A mentor is typically someone with more experience, who can provide advice and feedback to arm the mentee with the necessary skills and resources to forge their own path.

The term 'mentor' originates with Homer's *The Odyssey*. Odysseus' son, Telemachus, looked to Mentor for guidance in his father's absence.

"Leadership is about recognizing that there's a greatness in everyone, and your job is to create an environment where that greatness can emerge."

- Bill Campbell

3.3 Mentor Recruitment

Establishing strong mentor programmes begins with recruiting the best mentors.

Though there is a great deal of variance in the agreed terminology around mentoring, coaching, and advising, for the purposes of this Toolkit we provide the following taxonomy:

- Mentor: Someone with highly relevant experience, who can share their own learnings for the benefit of the mentee.

- Coach: Someone well versed in coaching techniques, who can ask questions to help guide the mentee towards their own conclusions. Does not necessarily have relevant experience.

- Advisor: Someone with highly relevant technical, sector, or business experience who can provide ongoing guidance on some element(s) of the project. Typically highly respected in their field.

- Expert: A specialist who can provide one-off actionable advice on areas of product, project, or business development.

When recruiting for your programme, different profiles of mentor may serve your purposes. While the most valuable resource is the experienced founder it may be better to think of this as a scarcity model rather than a hierarchy, as at earlier stages of ecosystem development the successful entrepreneur will be a rare and precious resource.

- The Entrepreneur: The rarest and most precious resources. The ideal mentor is preferably a successful entrepreneur with experience in a relevant industry, and/or comparable business model.
  Personal experience, empathetic, founder focussed.

- The Industry Expert: Someone with experience in a relevant industry who can open doors and advise on market adoption.
  Career experience, route to market, solution focussed.

- The Startup Amplifier: Someone with indirect experience in innovation, entrepreneurship, or professional coaching, who can help the student address and overcome their own challenges. Understands the innovation journey, generalist perspective, open network.

- The Expert/Professional: A specialist who can provide actionable advice on areas of product, project, or business development.
  Part of support network, likely too specialist for ongoing mentoring

3.4 Building a Pool of Mentors

The primary source is your personal network, including colleagues, alumni, and diaspora. As the personal connection is so important you may find that you preferentially recruit candidates who bring a strong network as your programme matures and you hire more staff.

When recruiting mentors aim for quality, not quantity, and tailor your programme to make the best use of the talent available.

Start with a small group of successful entrepreneurs. These may be graduates of your university, successful entrepreneurs from your region, or entrepreneurs who are highly active and have found success in your region. Starting local helps budding entrepreneurs see the success they wish to achieve themselves.

One of the most mysterious elements of mentor recruitment is whether or not to pay mentors. Best practice suggests that mentors who do not require, or who do not wish to receive payment, are the most beneficial for the startup ecosystem.

In certain circumstances, such as the 'Expert' who does extensive work on the technical elements of the project, it is suitable to provide payment for their time. However the Expert must recognise that the startup cannot be their primary source of income, and should offer time pro-bono to gain experience and credibility in this innovative field. As the Programme Leader, consider asking the Expert to address the wider cohort and provide 'common' guidance as part of core delivery. When introducing the Expert to start-ups, ask that they provide the first thirty minutes of advice for free.

Some programmes leverage staff expertise to coach early-stage entrepreneurs. This is especially useful where you have the luxury of recruiting staff from the startup ecosystem, or staff with founder experience.

3.5   Mentor Onboarding

As your mentor pool begins with your personal network, you would ideally already know your mentors, or they would come highly recommended from your own trusted advisors.

Onboarding is typically an informal process where you get to know the mentor, their interests, their boundaries, and how much time they can give to mentoring. This allows you to get a sense of their commitment, and understand how to best utilise them to add value to your founders.

You may also have to set some ground rules. For example, you may need to establish whether or not they can invest in companies, or take board seats. Be aware of and call out national laws or university by-laws where appropriate. These guidelines may form a Code of Conduct, which should not exceed one page.

If you require NDAs now is the time to discuss that. For the most part a mentor should be listening and providing advice based on their own experience, rather than delving under the hood of the technology itself (the Expert's role). As such, the mentee should not have to disclose anything that would necessitate an NDA.

In terms of gathering data from your mentor a simple bio and short list of keywords is sufficient. The administrative burden from the mentor's side should be minimal, as you are preferentially recruiting successful entrepreneurs with limited time. Their time is better spent with mentees than on adminstration.

Beyond your personal network, utilise your programme structure to gauge their suitability. Invite prospective mentors to networking events, ask them to speak to the cohort and observe their feedback during Q&A, or ask them to evaluate pitches at Demo Day.

Once onboarded, send your mentors calendar invites for all engagement dates throughout your programme.

To help your mentor understand their role, you can share the Mentor Manifesto in Section 2 of this Handbook.

3.6   Mentor Programme Formats

The format you use for mentoring is dictated by the resources at your disposal.

One-to-One

Far and away the most enjoyable format for entrepreneurs is the one-to-one closed-door mentoring session. Time and time again this is rated the most valuable part of the programme. For small classes, extended engagement with a dedicated mentor is the best possible scenario, though some generous mentors may be willing to take on several mentees.

Number of mentors required = Number of student entrepreneurs or Number of Teams

One-to-Many

In situations where high-quality mentors are scarce, an ask-me-anything session can be very effective, if trust is built and outspoken students engage. It is important to bring different perspectives, and a balanced panel considering diverse backgrounds. These sessions do tend to run long. Fireside or interview format with the Programme Lead can help get the questions rolling.

Number of mentors required = 1-2 per high-level topic

Panel

The Panel format makes best use of a small pool of very high-profile mentors. Panels or Advisory Boards meet with a small cohort of teams at regular intervals. The teams prepare slides in advance and have 30 minutes with their panel. Where additional expertise is required, the panel opens their network. Ideally, panels would be curated for each team depending on their needs. The Panel may work best in programmes geared toward specific industries.
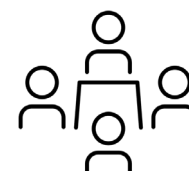
Number of mentors required = 3-5, highly engaged, sector expertise

3.7   Preparing Students for their Mentor Sessions

It is important for students to understand and respect the generosity of their mentors, who are lending their time and expertise. Use class time to set clear guidelines around timeliness for mentor sessions, communication with mentors, and completing their checkpoint materials (e.g. the Mentor Canvas) a few hours or a day before their mentor sessions.

Students may think of mentors as teachers or superiors, however the best mentor-mentee relationships eventually become two-way. One of the goals of mentoring is to instil students with the skills and confidence to make their own decisions. Before mentoring sessions, it's helpful to let students know that each piece of advice they receive is data, and collectively all this data will help them to make their own decisions. However, it is ultimately their decision what to do with this data..

It may be appropriate to present students with a Code of Conduct for mentoring sessions.

3.8   Monitoring

From the Student Side

From the student side the most useful feedback is informal. Get to know your students and listen to their experiences. In the context of one-to-many or panel sessions the Programme Leader should be present, and learn to read the room.

If feedback surveys are used, consider the 'Net Promoter Score' format and ask "how likely are you to recommend this mentor to another student taking this programme?" Used by the likes of Google, the NPS is a benchmark to understand how much your customers, or in this case your students, like a product or service, by asking how likely they are to recommend it to someone else. Respondents scoring 9-10 are highly likely to say positive things about your programme. Responses of 7-8 are neutral, and responses of 6 or under may have something negative to say about their experience.

Some elite student entrepreneurship programmes use psychologist-led group feedback sessions to understand more about their mentor experience. In this situation, the facilitator presents anonymous feedback to the Programme Leader for future improvements.

From the Mentor Side

Under the principle of keeping your precious mentor's time focused on the mentee, feedback from the mentor should be minimal and informal. Ask the mentor to disclose anything concerning, but otherwise, the mentor-mentee relationship should be largely confidential to build trust in the process.

Mentor input into the student entrepreneur's final grade largely goes against the principles of mentorship, and can negatively affect mentee trust. As such, if using a panel to assess pitches during Demo Day, it's best to find fresh eyes. Mentors should not competitively assess projects they have supported.

3.9   Data Management

Many of the world-class student entrepreneur programme leaders interviewed for this handbook had mentor pools of under 25 individuals and did not require complex databases to track mentor expertise.

Through good recruitment, positive interactions, and great retention, your mentor pool will gradually grow.

Tech platforms do exist that are designed to manage mentor connections, however, they are largely best suited to commercial mentor programmes, or network-wide peer-led mentoring.

For the most part, a simple database can be hacked together cheaply, or even for free. The most time consuming part of building your mentor network is relationship management, and you cannot automate that.

A spreadsheet, or ideally a visual database (such as AirTable) will allow you to share key information with mentees, and keep track of additional confidential information in the back end.

For suggestions on the kinds of data you may hold on your mentors, see Annex 1

3.10 Contingency Planning

Having thoughtfully pulled together a pool of mentors, and carefully created the best format for their engagement with your student entrepreneurs, it can be disheartening for both mentees and programme leads when things do not go to plan.

Establishing the importance of a trust-based mentor relationship for student entrepreneur development will help your mentors understand the responsibility they have here. The programme lead should facilitate this by respecting the mentor's boundaries and available time, and scheduling engagements with as much notice as possible.

Things do go wrong, and successful entrepreneurs must occasionally drop commitments to prioritise their business. A personal note of apology from the mentor to the mentee is best. For the programme lead, having a few trusted mentors who can take on an additional commitment in a pinch will help ensure each student gets the attention they deserve.

4 Part 2: The Student Entrepreneur Mentor Manifesto

The Mentor Manifesto came to be following a conversation between Brad Feld and Jon Bradford in 2011. It was first published by Brad Feld and David Cohen, and further developed by Jay Batson. The Mentor Manifesto is a set of guiding principles for mentorship.

Here's what entrepreneurs can and should demand from their mentors. And here's what mentors should consider if they want to build effective relationships with the entrepreneurs they're working with.

- David Cohen

In interviews with leaders in student entrepreneurship we asked "if you could summarise your guiding principles into one word or phrase, what would you say?" These guiding principles were assimilated into the Techstars Mentor Manifestor, and where particularly salient helped re-frame the original advice for the student context.

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4.1 The Student Entrepreneur Mentor Manifesto

One: Be Socratic

Lead with questions. Think about how you ask questions. The goal is to develop a peer relationship where both mentor and mentee are learning. Be mindful of tone and body language, and demonstrate your openness to their answers. The mentor does not have to establish credibility, they already have it, so questions must be curious and kind, always seeking to understand, never to trick. Ask questions that promote growth.

Two: Expect nothing in return.

Otherwise known as 'give before you get' or 'pay it forward'. If you expect nothing in return, good things will happen. Some of your founders will succeed and you will meet investable entrepreneurs, but you can't go into it looking for that. The huge benefits your support will have on graduates will be realised over time, so mentors must be committed to the overarching objectives of the programme and its impact on the startup ecosystem. This means sticking with it for the long haul. The benefits come over several years, not several weeks.

> *To truly activate a startup community you have to get everyone in the startup community putting energy into the community, essentially giving before they get. If you create this culture, magical things happen very quickly.*
>
> *- Brad Feld*

Three: Be authentic. Practice what you preach.

As a mentor, you are not there to do founders a favour. You are there to set an example. You must be on time, and be present. You should give your honest opinion, not the party line a PR company has designed to explain your company's decisions. Admit your failings, and show your mentee it is fine to make mistakes if you own them. Remember, you are building a relationship of trust, that should eventually become a peer relationship.

Four: Be direct. Tell the truth when asked, however hard.

Don't skirt around the question if you have a direct answer, even if it means telling the mentee something they may find hard to hear. This helps you develop an honest relationship with your mentee.

However, for the student entrepreneur, there is a significantly greater focus on building up the student's confidence, than on creating successful businesses. The point is to develop the skills, strength of character, and critical thinking capacity of the student, so they may go on to build successful businesses in time. For the student, respond honestly and openly to the questions, or give your honest opinion - when asked. However, you must not lead with criticism; do not rip their plans apart. It is not your job to build a business. Your job is to build the entrepreneur.

IDEA 2 IMPACT

Ideas are delicate. Develop them carefully,
and give students confidence along the way.

Five: Listen too.

While being Socratic it is easy to pummel the student with questions. But it's more important to listen to their answers. Truly listen. If the answer is vague or evasive, hear that, ask again, or ask another way. Use the 'Five Whys' to get to the route of a problem. Use body language to show you are listening. When they figure it out, praise them. It shows the student that you respect them, and care about their answer. This way you add value to your sessions, you're not merely running down the clock.

Six: The best mentor relationships eventually become two-way.

Brad Feld talks about his own mentors, and how over time they became two-way; two successful founders helping each other. We call it peer mentoring. However, in the student context, we must consider that this is just the start of a long career journey. And in particular, they are in the early part of that journey, The only way is up for them here, and their potential is infinite. Remember, the work you put into your student entrepreneur now will help them become your peer, your equal, in time.

Seven: Be consistent.

Be present, be engaged. Follow up on your promises, quickly.

For the student entrepreneur, a large part of the goal is to build their confidence. If you do not demonstrate your commitment to your mentee outside your sessions, it undermines the relationship you are working to build. So don't make promises you can't keep.

Eight: Adopt at least one entrepreneur every single year. Community counts.

Remember, we are helping to build people, not companies. Depending on the structure of the programme you are mentoring on, you may have one or two scheduled sessions, periodic panel sessions, or longer engagements. Great mentors will find talented young people at the start of an exciting career path. If you can, support them outside the programme. Continue to engage with them. Exchange emails occasionally. Invest in them, literally or metaphorically. Hire them, or introduce them to people in your network that can hire them.

Nine: Clearly separate opinion from fact.

Each mentor, investor, advisor or expert the entrepreneur meets along their journey is providing data points. Ultimately it is the founder's responsibility to collate all this data, and use it to inform their own decisions. Mentors bring their own biases to sessions, often based on personal experience rather than in fact. If it is an opinion, say so. When you are stating a fact, when you have sufficient data to make your point, make sure the mentee knows it is a fact. That said, while data is factual, the conclusions we draw from data are often an opinion.

Ten: Talk about holding information in confidence.

Mentoring is about helping founders, or in this case students, deeply consider the problem they are solving, the solution they are building, and developing the critical thinking required to forge their own path. As the mentor is not typically providing in-depth technical guidance, an NDA should not be required. However, the mentor does need to build the student's trust and create a safe space where the student can ask and answer questions openly. For the student entrepreneur this confidential space must be described clearly from the outset to build their confidence. Be transparent about your reporting requirements as a mentor, or if you are required by law to relate certain information to university staff. But otherwise, promise that what happens in your mentoring sessions will remain between you.

Eleven: Clearly commit to mentor, or do not. Either is fine.

Your engagement must be real, consistent, and offered freely for the students' benefit. You no longer require accolades on your resume, or your face on a university website. It is difficult to over-state the impact disinterest or disengagement from a mentor has on a founder's confidence. As each team heads off to meet their mentor, one is left sitting empty-handed, disappointed, and wondering what they have done wrong. As a mentor, if you commit, commit. If you can't do it, say so.

Twelve: Know what you don't know. Say, 'I don't know,' when you don't know.

It is tempting in the student setting to think of oneself as a teacher, or an authority figure. The passive environment of some education systems stigmatises mistakes and failures and prevents students from expressing themselves. In the start-up community we embrace mistakes! As a mentor, you must imbue your student entrepreneurs with that vital element of startup culture. Remember the goal is to eventually develop a two-way relationship with the student entrepreneur, so it is doubly important to admit when you don't know, no matter how hard it is. And if you don't know, think about opening your network, if you can.

Thirteen: Guide, don't control.

Your role as mentor is to help the entrepreneur develop the critical thinking skills and confidence to draw their own conclusions. The mentee does not work for you. You don't get to tell them what to do. Recall number four, tell the truth when asked. If the founder asks for your opinion, it's ok to tell them what you might do in a similar situation. But if they choose to do it differently, that is their prerogative.

Fourteen: Accept and communicate with other mentors that get involved.

Hopefully, the student entrepreneur will have plenty of opportunities to seek advice and guidance from a diverse pool of mentors - embrace their inputs as they help your mentee gather the necessary data to inform their own decisions. Additionally, try to become familiar with the programme teachings or methodology, and use that language to guide your mentee where possible.

Fifteen: Be supportive

The mentor's job is not to solve the entrepreneur's problems. It is to help, listen, and provide feedback and insights from your own experience. This can be achieved in many ways, but it is best to do it from an optimistic frame of reference. Consider the student entrepreneur, the stress they are under embracing adulthood, grades, and perhaps contemplating graduation. Then add to that the stress of building a

business. Be supportive, do not kick them when they are down. Build them up. Tell them, "you've done great work, it will come, keep going."

The most important thing is to realise you're not there to mentor entrepreneurs.
You're there to mentor a soul, a person, an individual.

Sixteen: Provide specific actionable advice ahead of your next session.

The mentor is usually a voice of experience, and often mentor sessions involve describing comparable situations, how you responded, and what the outcome was. This helps founders understand different perspectives and draw their own conclusions. But a small percentage of the time founders just want a direct answer (fact, not opinion). They want you to tell them what to do. With the student entrepreneur we are developing the skills of entrepreneurship, and follow through is one of the best skills we can teach. When giving specific actionable advice, return to it in your next session. Discuss how the advice worked out, and why.

Seventeen: Be challenging/robust, but never destructive.

Number four "be direct, tell the truth however hard", relates to the student entrepreneur. This point has to do with the mentor and the mentor's behaviour.

Imagine a mentee who isn't heeding their mentor's advice, even though the mentor has been direct and told the truth. The mentor wants their mentee to succeed, pass the course, and becomes worried they will fail if they do not listen. The mentor becomes irritated. They break their bond of trust, and complain to the programme lead, other mentors, evaluators. Here the mentor has stopped caring about the mentee, they are only caring about themselves. This is where mentors can become destructive.

So be robust if you have to, and make sure your mentee is hearing your advice, but accept that what they do with that advice is ultimately their choice.

Eighteen: Have empathy: remember how hard this is.

A mentor must be empathetic, feel the mix of anxiety, fear, joy, excitement, that a founder is feeling, as they embrace the challenges and uncertainty of starting a business. For the student entrepreneur, that's not all that's going on. You probably remember being in university - now, add all the challenges of being a founder to that. Have empathy, be patient, be kind.

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5 Part 3: The Mentor Canvas

5.1 How to use this Canvas

The Mentor Canvas is divided into four sections:

- Past: Completed prior to the mentoring sessions. Students provide status updates ahead of time, to focus on discussion and problem solving during the session.

- Present: Guides discussion and provides space for note-taking during sessions.

- Future: Agreed during the session, and addressed in the Past section of the next mentoring session.

- Mindset: Designed to encourage self-reflection, critical thinking, and self-efficacy in entrepreneurship, the mindset questions aim to foster a growth mindset. Can be completed prior to, and/or during the session. A scale is provided to track changes in mindset over time.

5.2 The First Mentor Session

The Mentor Canvas should be presented immediately before or during the first mentoring session, as it is unlikely the student has had time to complete much work for their project. Therefore addressing the 'Past' section of the canvas may be disheartening at this early stage.

An exception here is the 'Questions' section. Should the Programme Leader choose to share the Mentor Canvas during class time, ask students to address only the Question segment ahead of their first mentor session.

The Milestones segment will be a major focus of discussion in the first session and focus on realising the over-arching goals of the project. Consider also course requirements, and remember that the goal may not necessarily be to build a business. Both mentors and mentees should remain flexible, and revisit over-arching goals and milestones frequently. Ask, "are these goals still fit for purpose?"

Additionally, mindset questions in the first mentor session may be slightly different than subsequent sessions. The Mindset section is designed to encourage a growth mindset. A scale is provided to track changes in the student's self-belief over time. Additional mindset questions are provided below to prompt discussion.

In the first session, mentors and mentees should agree the terms of their collaboration. When does the mentor expect to receive the completed 'Past' section of the Mentor Canvas? Is the mentor accessible between sessions, and if so by which communication channels? Discuss also confidentiality, per point ten of the Mentor Manifesto.

5.3   Subsequent Mentor Sessions

The Plans (Future section) agreed upon in each session should be reported on in the Progress segment (Past section) of the following week's canvas. Additionally, mentees should let their mentors know the outcomes of Specific Actionable Advice in the Progress segment each week.

The Canvas should be shared with the mentor at least a few hours before the session. This is to help the mentor quickly get up to speed on progress, and allow more time for discussion during sessions. This also affords mentors time to consider the Questions posed.

When discussing Resources, clearly define who is providing the support required: is it the mentor of the mentee's responsibility to find the help needed? Where the mentor provides additional Resources, such as access to their network to overcome blockers, they should follow up immediately after the session.

5.4   Additional Mindset Questions for your Student Entrepenreur

Fixed vs Growth Mindset

The following questions may be charted using the Scale provided and revisited in subsequent sessions, or during the last mandated mentoring session of the course:

- How difficult is it for someone (anyone) to become an entrepreneur?
- How likely do you think it is that you will become an entrepreneur?
- How likely is it that you will become an entrepreneur?

Discussion

- Do you believe that entrepreneurship is an innate characteristic?
- Do you believe that you have this characteristic?
- In what ways do you think training, or our work together, can help you develop entrepreneurship skills?

Project

- How realistic do you think this idea is?
- How technically feasible do you think this idea is?
- How viable do you think your business plan is? Will it sell?
- How confident are you in your ability to realise this idea?
- What is the biggest obstacle you are facing right now?

MENTEE NAME: [_____]   PROJECT: [_____]   MENTOR NAME: [_____]

PAST
Complete before session

PRESENT
Discuss + record during session

FUTURE
Agree during session

Progress
What has been achieved since the last session?

What progress have you made towards agreed milestones?

What were the outcomes of your Specific Actionable Advice?

Questions
What open questions do you have for your mentor in this session?

Answers
Answers to your direct questions.

Discussion of broader questions.

Milestones
How are you progressing towards your overarching goals?

What elements have you neglected?

What are you focussing too much on, or spending too much time on?

Agreed in first session

Plans
What are your plans for the next week?

How do they fit into your goals?

→ Progress section next session

Discovery
What have you learned?

What data or evidence have you gathered?

Decisions
What decisions have you made based on this evidence?

What is the Most Significant Change in your approach?

Problems
What are your current blockers?

What is slowing you down?

Resources
What advice, support or help do you need?

Who should you talk to?

How will you access this advice?

What are your strengths?

Advice
What specific actionable advice have you agreed with your mentor in this session?

→ Progress section next session

Reflect
How did you feel when you faced challenges?

What would you do differently?

What is the biggest obstacle you are facing right now?

MINDSET

Scale •-----------•

Expect
How likely do you think you are to succeed?

What are you worried about?

What are you excited about?

6 Annex: Templates and Printables

6.1 Suggested Headings for Mentor Database

Data	Shared with Mentees	Submitted by Mentor	Back End
Name	✓		
Role (May include board positions)	✓	✓	
Organisation(s)	✓	✓	
eMail			✓
Phone Number			✓
LinkedIn			✓
Socials Media Handles (To publicly acknowledge input)			✓
Professional Bio	✓	✓	
Head Shot / Photo	✓	✓	
Areas of Expertise / Keywords	✓		
Boundaries (e.g. max 1 team per year)			✓
Demographic Data			✓
Source/Referred by			✓
Engagement (e.g. modules they contributed to - helps track active/inactive contributors)			✓

6.2   The Student Entrepreneur Mentor Manifesto

One: Be Socratic

Two: Expect nothing in return.

Three: Be authentic – practice what you preach.

Four: Be direct. Tell the truth when asked, however hard.

Five: Listen, too.

Six: The best mentor relationships eventually become two way.

Seven: Be consistent.

Eight: Adopt at least one entrepreneur every single year. Community counts.

Nine: Clearly separate opinion from fact.

Ten: Talk about holding Information In Confidence

Eleven: Clearly commit to mentor, or do not. Either is fine

Twelve: Know what you don't know. Say "I don't know" when you don't know.

Thirteen: Guide, don't control

Fourteen: Accept and communicate with other mentors that get involved.

Fifteen: Be supportive.

Sixteen: Provide specific actionable advice ahead of your next session.

Seventeen: Be challenging/robust but never destructive

Eighteen: Have empathy. Remember how hard this is.

7 About this Handbook

7.1 Methodology

This Toolkit was created from a series of interviews with Programme Leaders at leading entrepreneur programmes in Europe and the United States, including student entrepreneur programmes in university settings.

Additionally, interviews were held with Programme Leaders in emerging ecosystems, who provided excellent guidance on the unique challenges of establishing a strong mentor programme with limited resources.

Primarily, guidance was drawn from the startup ecosystem where mentoring programmes are a well established norm, and adapted with student entrepreneurship in mind.

7.2 Further Reading and Additional Resources

- Techstars Mentor Manifesto: the source material for the Student Entrepreneur Mentor Manifesto, Techstars Mentor Manifesto is geared toward founders who are dedicated to their startup venture. [Link.]

- Duke University Graduate School: provides excellent material on academic mentoring, including a mentoring Toolkit for the academic setting. [Link.]

- NDRC Masterclass: How to be a World Class Mentor [Link.]

- *Mindset: The New Psychology of Success* by Carol Dweck

VERSION 1.0 OF THE STUDENT ENTREPRENEUR MENTORING HANDBOOK PUBLISHED AUGUST 2022.

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