Before you start we recommend that you read page 31, which describes SEA’s mentor program and expectations.

**BECOME A SUCCESSFUL MENTOR OR MENTEE(S)**

Whether you are a mentor or a mentee(s), this toolbook seeks to prepare you for establishing the best possible mentoring process. The objective is for each of your meetings to make you feel that you have jointly moved closer towards a specific goal, and that you have achieved reflection and learning which will prove beneficial to your business.

**HOW DO I USE THIS BOOKLET?**

You may actively include this booklet throughout the course of your mentoring process by using the exercises and reflection sheets, writing down your notes in the booklet during and in between meetings, creating new models, etc. You may also choose simply to use the booklet as a reference guide throughout the process or to read the entire booklet before embarking on a mentoring process. What matters is that you use the tools in a way that works best for you.

**THE FOUR PHASES OF THE MENTORING PROCESS**

The structure of the booklet is based on the four phases of the typical mentoring process. Each phase has its own chapter which introduces one or several tools applicable for that particular phase. The model below outlines the overall structure of the booklet.

**THE INSPIRATION BEHIND THIS TOOLBOOK**

Kirsten M. Poulsen’s book Mentor+Guiden [The Mentor+Guide] from 2008 has provided the main source of inspiration and knowledge in creating this toolbook. The book provides a detailed piece of Danish literature to address mentoring tools, and it is based on the author’s many years of experience in facilitating mentoring programmes in public and private companies. We have reproduced the tools from the book Mentor+Guiden with the permission of both the author and the publisher. We have combined the tools of Mentor+Guiden with models developed by other authors and learning theorists and AAU Alumni’s own tools and experience in mentoring programmes and career development.

**WE WOULD WELCOME YOUR FEEDBACK**

We continuously seek to further develop the tools which we give to our mentors and mentee(s). Therefore, you are always welcome to contact us to suggest additional tools. We hope you will enjoy and benefit from your mentoring programme and this toolbook.

**SPECIFIC FOR THIS VERSION**

This toolbook is provided by SEA (Supporting Entrepreneurship at Aalborg University) and sponsored by Spar Nord Fonden. To contact us, write: sea@adm.aau.dk. This version is a modified version of the original toolbook developed by AAU Alumni. We thank AAU Alumni for providing the basic toolbook and allowing us to make our own version of it. This version is specifically targeting entrepreneurial mentors, that is mentors for startup projects on AAU. So in this toolbook, the mentor will be an experienced business person with entrepreneurial experience and the mentee(s) will be a startup team enrolled in one of AAU’s programs for students, graduates and employees. The toolkit contains a number of tools and exercises. These are merely suggestions to facilitate a productive and constructive mentoring process, but it is not required for the mentor and mentee(s) to follow these. Relevant exercises and tools can be selected based on the specific requirements.

For the mentor in general it is important to remember that you are mentoring an entire team and not just the CEO. It is important to ensure that all team members are involved in the process and that the focus is on helping the startup project/company, rather than any specific team members.

**INTRODUCTION**

Before you start we recommend that you read page 31, which describes SEA’s mentor program and expectations.
During the preparation phase, you and your mentor/mentee(s) have been matched but have not yet met for the first time. During this phase, you will begin preparing for your role as mentor or mentee(s); this means that you must consider how you will contribute to the mentoring process, what you expect of each other and of yourself and what issues you wish to address during the process.

CHAPTER CONTENT

This chapter describes the roles of the mentor and the mentee(s). The chapter also presents you with a model for comparing the responsibilities of both mentor and mentee(s) during the mentoring process and makes suggestions as to how you might set up a series of meetings.
There is no clear definition of what constitutes a good mentor, how a mentor must behave or which qualities a mentor must possess. These are entirely dependent on the requirements of your mentee(s) and your shared goal. However, we have defined a number of key characteristics and skills which might apply to most good mentors. In preparing for taking on the role of a mentor, you may benefit from familiarising yourself with these.

**SEVEN CHARACTERISTICS OF A GOOD MENTOR**

- A genuine interest in the development of your mentee(s)
- A high level of self-awareness and interest in your own personal development
- The ability to listen and observe
- The ability to ask clarifying, probing and challenging questions in a constructive manner
- Good control of your own impulses; ability to set aside your own needs and focus entirely on your mentee(s)
- The ability to communicate your own knowledge and experience without forcing it on your mentee(s)
- The courage to reveal your own weaknesses and past failures

**SEVEN KEY SKILLS OF THE MENTOR**

- Establishing and developing a sense of trust on which to base your partnership
- Managing the learning process
- Creating a space for learning and reflection
- Listening with empathy
- Asking difficult questions
- Providing feedback
- Encouraging and supporting your mentee(s) to move forward

During your first meeting, you and your mentee(s) might discuss your mentee(s) needs and expectations of you as a mentor and compare this to what you can and are prepared to offer.

**THE MANY ROLES OF THE MENTOR**

As a mentor, you are responsible for supporting the learning and development of your mentee(s) at all times, and in doing so you might need to alternate between different roles during the course of the mentoring process. The following is a list of the characteristic roles of the mentor. Prior to your first meeting, you might want to consider what you expect would be your primary role as a mentor and in which particular situations you might expect to take on different roles in relation to your mentee(s).

**FACILITATOR**

Makes learning easier

**ROLE MODEL**

Demonstrates personal and professional skills and values

**STORYTELLER**

Shares own stories for the inspiration of the mentee(s)

**DISCUSSION PARTNER**

Enters into discussions, challenges the mentee(s)

**ADVISOR**

Provides expert advice

**KNOWLEDGE SHARER**

Shares professional knowledge when needed

**COACH**

Asks questions which provide new insights

**CRITIC**

Gives constructive criticism and feedback

**NETWORKER**

Supports the mentee(s) in developing and using networks

**DOOR OPENER**

Opens doors and gives references

**SPONSOR**

Guides the mentee(s) in relation to their career

**FRIEND**

Encourages and supports the mentee(s)

**ADDITIONAL READING ON HOW TO PREPARE FOR THE ROLE OF THE MENTOR**

During the preparation phase you may benefit from reading and considering the proposed agenda items for the first meeting and browse through the templates for setting objectives which are found in chapter 2, which addresses the second phase of establishing the relationship.
THE ROLE OF THE MENTEE(S)

In preparation to your role as a mentee(s) you might want to consider how you can fulfill this role in order to make the most of your mentoring process. Below we have listed a number of characteristics which are essential to acting as a mentee(s); we advise you to consider these before meeting with your mentor for the first time.

SEVEN CHARACTERISTICS OF A GOOD MENTEE(S)

- A genuine interest in gaining new personal insight and a better understanding of other people
- Being open and having the courage to let your mentor challenge your assumptions and values
- Being open to new opportunities
- A genuine desire to clarify your present situation
- The ability to listen and to sort, select and decide as regards the input you receive from your mentor
- Being open to changing your decisions, experimenting and testing new solutions
- Being prepared to make an effort to reach your goal, both during and in between the meetings with your mentor

(SOURCES: POULSEN 2008: 48)

SMART GOALS

Prior to meeting your mentor for the first time, your most important task as a mentee(s) is to determine the objectives and goals you wish to achieve. Do these relate to your personal development? To your academic or professional development? To achieving specific career goals? To expanding your network? Or are they a mix of several different goals? Consider your primary and secondary objectives. The following defines a number of characteristics that may apply to the goals of an effective mentoring process. Your goals must be:

SPECIFIC: For instance, set a goal not only to expand your network, but be more specific by defining the specific line of business or specific areas/categories in which you wish for your network relationships to be based.

MEASURABLE: Make sure that you are able to measure when your goal is achieved—such as determining how many new contacts you must add to your network.

ATTRACTIVE: Phrase positive goals. Be explicit about what you want to achieve, not what you do not want to achieve. What is important to you? And why?

REALISTIC: Establish a goal which you have a realistic chance of achieving; this will keep you motivated. However, you must remember to be ambitious. When you go the extra mile is when you really start to see results.

TIME-BOUND Set a deadline for achieving your goal. This will help you to stay focused on and make prioritizations for how to reach your end result.

EXCITING: You must want to achieve your end goal so much that the mere thought of reaching your goal makes you excited to the point where you cannot wait to get started.

(SOURCES: POULSEN 2008: 70

ADDITIONAL READING ON HOW TO PREPARE FOR THE ROLE OF THE STARTUP

During the preparation phase you may benefit from reading and considering the proposed agenda items for the first meeting and browse through the templates for setting objectives which are found in chapter 2, which addresses the second phase of establishing the relationship.
1.3 DISTRIBUTION OF RESPONSIBILITIES

In order for the mentoring process to generate learning, development and progress, you and your mentor/mentee(s) must always fully understand which of you is responsible for specific process elements. In an effort to provide a clear overview and clarification of the distribution of responsibilities, we have presented the two roles opposite each other. Before your first meeting, you should consider whether this distribution of responsibility is applicable to your mentoring process.

<table>
<thead>
<tr>
<th>MENTOR</th>
<th>STARTUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL RESPONSIBILITY</td>
<td>The process: Make conscious efforts towards providing optimum support to the learning process of your mentee(s) throughout the entire process.</td>
</tr>
<tr>
<td>AHEAD OF MEETINGS</td>
<td>• Make time to attend meetings with your mentee • Prepare for meetings based on a set agenda</td>
</tr>
<tr>
<td>AT MEETINGS</td>
<td>• Take on the mentor role to match the learning needs of your mentee(s) • Make conscious efforts to bring into your personal qualities into play • Ask relevant questions and use your knowledge and experience • Suggest relevant practice and examples (such as those presented in this booklet) • Support your mentee(s) in establishing new SMART goals and subsidiary goals (see 1.2)</td>
</tr>
<tr>
<td>IN BETWEEN MEETINGS</td>
<td>• Ensure optimum progression, for instance, by including homework</td>
</tr>
</tbody>
</table>

1.4 MEETING STRUCTURE PROPOSAL

In preparing for your mentoring process you might want to consider how to structure your meetings. This will help ensure process consistency and successful completion of the established goals. The model below presents a proposal for how you might structure your meetings. In preparation of your first meeting you might consider whether this would be an appropriate meeting structure to apply to your mentoring process; remember to share your considerations with your mentor/mentee(s) when you meet for the first time to establish the framework of your mentoring process.
PHASE 2
ESTABLISHING THE RELATIONSHIP

During this phase, you meet your mentor/mentee(s) for the first time. This is the phase during which you will agree on a “contract” for your mentoring process and start to build a rapport. The phase of establishing the relationship is essential to the entire mentoring process; this is where you will lay the groundwork for your future meetings. It is therefore important that you take the time to get to know each other and set goals for your future cooperation.

CHAPTER CONTENT

This chapter includes a proposed agenda for your first meeting and various models which may be applied by the mentee(s) in clarifying and visualising the objective of the mentoring process.
It may be useful to prepare an agenda for your first meeting; this might help you in defining the framework of your mentoring process and in matching your mutual expectations. It is recommended that the mentee(s) has filled out the Business Model Canvas beforehand, section 2.2.

2.1 PROPOSED AGENDA FOR YOUR FIRST MEETING

HOW TO USE THE TOOL

Thoroughly discuss the questions presented in the list below. After discussing the questions, we recommend for the mentee(s) to write down the agreements made between mentor and mentee(s) in a document which you will both sign. The document may serve as a cooperation agreement which you may refer to during the mentoring process if situations arise that you are unsure how to handle.

THE GOAL OF THE MENTORING PROCESS

• Why have you chosen to become a mentor/mentee(s)?
• What do each of you wish to achieve from the mentoring process?
• Is the desired goal realistic?

ROLES

• What defines the role of the mentee(s)?
• What defines the role of the mentor?
• You may find inspiration in the information on the roles and characteristics of mentors and mentee(s) provided in chapter 1.

TIME AND RESOURCES ALLOCATED TO THE MENTORING PROCESS

• How often will you meet?
• How long will each meeting last?
• At which specific times are you able to meet?
• Where will you meet?
• What is expected of each of you in terms of preparation?
• What will be valid reasons for cancelling your meetings?
• What rules should apply for cancelling meetings? (such as cancellation deadline)
• Can you schedule all meetings of the mentoring process now?

CONVERSATION TOPICS ETC.

• What issues will you discuss? (such as professional, social and personal issues)
• Are there any topics you will not discuss?
• Can you already select specific themes which will be of principal interest?
• What are your rules for “the good conversation”?

ETHICAL AREAS OF ATTENTION

• How will you ensure confidentiality?
• How will you handle situations which may threaten the mentor’s role as a neutral partner (such as if the mentee(s) wishes to be employed in the company in which the mentor is employed)?
• How will you handle the potential situation of one party being displeased with the efforts of the other party?
• What constitute valid reasons for terminating the mentoring process prematurely?
• How will you handle the potential situation of one party wishing to withdraw?

CONTINUOUS EVALUATION AND FOLLOW-UP

• How often will you follow up on your goals and expectations?
• How will you conduct this follow-up?
• How will you provide feedback to each other in your evaluation of the process?

ENDING

• How will you determine whether you have achieved your goal?
• How will you evaluate the process when the mentoring process comes to an end?
• How will you conclude your cooperation?
• Will you continue to stay in touch? And if so, how?

(POUlsen 2008: 74 og 113 - 114)
2.2 BUSINESS MODEL CANVAS

The Business Model Canvas is a widely used business tool by startup ventures and existing companies. The nine building blocks consist of value proposition, channels, customer segments, customer relationships, revenue streams, key activities, key resources, key partnerships, and cost structure.

Every block has to be accurately filled out and completed, and should be frequently revisited to ensure that the business model still is truthful to the market. It is a very useful tool both for the mentor and mentee(s) since it gives a good overview of the business and how it plans to interact with the different aspects.

![Business Model Canvas Diagram](image-url)
HOW TO USE THE TOOL

Use the Business Model Canvas presented in this booklet together with post-it notes. The idea is to use the post-it notes in the building blocks so it is easy to reconfigure if something changes (and it most likely will).

There are many different ways of starting but we recommend the following order: Customer segment, Value Proposition, Channels, Customer Relationships, Revenue Streams, Key Activities, Key Resources, Key Partnerships, and Cost structure.
WHY USE SPININ?

SpinIN is created in order to match entrepreneurs with established companies in an equal and balanced cooperation. It is our belief that this tool can be used in the mentoring process since it forces the startup to think about certain topics and generates a picture of the company with both strengths and weaknesses.

This tool can be used to create milestones, action plans, and help guide the mentor as well as the mentee(s), in the direction that is most critical for growth.

SPININ consist of three simple tools, the clarification tool, the clarification cards and the action plans. The first steps towards using the model is the clarification tool and the clarification cards. The action plan can be made together with the mentor, section 2.5.

Use the clarification cards to fill out the clarification tool and mark areas you are confident in with green and areas which you wish to focus on with red.

ABOUT SPININ CLARIFICATION

Clarification is an examing conversation where the startup/mentee(s) reflects upon own growth targets, strengths, resources and challenges, and prioritizes present needs and efforts relative to the mentor.

By clarifying growth targets, strengths and challenges, and by prioritizing the most important contributions and need for corporation, it should become clear which competences and resources the soon to be mentor should posses.

HOW TO USE THE TOOL

Growth targets are central to the program. It is based on these that strengths and challenges are clarified. It is a good idea to write them on a piece of paper so they can be elaborated upon. By elaborating more essential goals will come forth which can be transferred to the SPININ-Wheel. The primary tool for this are the clarification cards. For a full size model and clarification cards, contact the incubator at SEA.
This tool presents an opportunity for the mentee(s) to form a clear picture of how they wish to shape their business; thus, the tool may support the mentee(s) in working energetically towards a goal. Because the mentee(s) is forced to consider their true vision and desire, this tool may prove effective in silencing the mentee(s)’ “inner critic”.

Discussions of the company vision also seeks to ensure agreement among the startup team about long-term goals for the company, as well as uncovering and highlighting the personal values and ambitions of each member of the startup team. In some cases, the personal values and ambitions may be quite different for the members so it is important to determine this at an early stage.

**HOW TO USE THE TOOL**

The mentor will ask the mentee(s) all questions from the list, and the mentee(s) will seek to answer, giving as many details as possible. In answering the questions, the mentee(s) must focus entirely on what they wish for without taking into account what is currently feasible. The mentor must seek for the mentee(s) to elaborate on specific examples, provide detailed answers and reasons, etc. The mentor is encouraged to come up with more questions. Having described the mentee(s) dream business, it is essential that both parties cooperate in making a plan for how the mentee(s) may achieve this goal. If the dream business is out of reach in the near future, you can make a plan for the first step on the business ladder towards the vision.
WHICH SPECIFIC TASKS WOULD YOU LIKE TO PERFORM?

• For example, if you dream of a career within market analysis, which particular markets are you most interested in? Do you wish to work with large scale analysis?
• Which additional tasks would you like to combine this with?
• Make a prioritised list of five specific tasks. Substantiate your prioritisation.

IN WHICH TYPE OF COMPANY/ORGANISATION WOULD YOU LIKE TO WORK?

• What would be the core service of the company/organisation?
• What would be the ideal size of the company/organisation?
  • What would be the ideal size of your department?
  • Where would the company be geographically located?
• What would be the key values of the company/organisation? And how would these values be reflected?

WHICH PERSONAL SKILLS WOULD YOU USE IN YOUR JOB?

• Your ability to keep a sense of perspective and come up with ideas? Your diplomatic skills?
  • Your service-mindedness? Any other skills?
• Make a prioritised list of five personal skills which you intend to use in your job. Substantiate your prioritisation.

WHO WOULD YOU LIKE TO WORK WITH?

• Considering your current team, which new resources with specific competences will you need in the future? Short-term/long-term?
• Considering your current team, which roles will the different team members take, short-term and long-term?
  • What type of manager would you prefer to have?
  • What are the characteristics of your ideal manager?
• Considering your current team, does any of the team members dream of taking on new roles in the future, and have you made plans to incorporate this in the company development?
When the mentee(s) has identified growth targets in the SPININ tool, the objectives and action plan presents a useful tool for becoming more specific on how these targets may be achieved and when they must be achieved. The plan may encourage the mentee(s) to focus on how to ensure visible progress.

**HOW TO USE THE TOOL**

By discussing this with their mentor, the mentee(s) must select which target(s) they wish to work towards achieving and add these in the left-hand column. Subsequently, the mentee(s) must identify the specific activities required for achieving the target(s), allocate resources and make a schedule for each activity. Use keywords to write down the plan. During the mentoring process, the mentee(s) may review the plan.
## OBJECTIVES AND ACTION PLAN

<table>
<thead>
<tr>
<th>What do we want to achieve?</th>
<th>What can we do to reach this goal?</th>
<th>What resources do we need (time, money, support)?</th>
<th>How will we know when we have achieved this goal?</th>
<th>When should we have achieved our goal?</th>
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During the learning and developing phase you will cooperate with your mentor/mentee(s) on achieving the growth target(s). During this phase, the mentor assists the mentee(s) in looking into and reflecting on various events, strengths, weaknesses, etc. and in clarifying how these might impact the mentee(s) development. This is also the phase in which you discuss and experiment with various conclusions and solutions and the phase in which you learn and gain new insights. The learning model below provides an example of how the mentor may contribute towards accelerating the mentee(s) learning process during this phase. The learning model above presents only one approach to how you may work on your learning process. Many other approaches may be applied, and you must find the methods and approaches which suit your needs.

CHAPTER CONTENT

This chapter includes various tools for the mentee(s) to become aware of what they must do in order to achieve the desired goal. Backing up the various tools with a targeted action plan is essential for the outcome of the process; therefore, at this point, the templates for setting objectives found in section 2.6 may be reviewed and the new conclusions reached during the learning phase may be added. Moreover, it is essential for the mentee(s) to bear in mind their responsibility for setting the agenda and for the mentor to bear in mind their responsibility for managing the process, cf. the distribution of responsibilities presented in chapter 1. The last two sections of the chapter presents a model of the various stages of a coaching conversation specifically aimed at the mentor and a log book template for the mentee(s).
This tool may be applied to identify the mentee(s) relations while increasing their awareness of how a strong network may impact on the mentee(s) ability to achieve their desired goal. Completing the network analysis may also serve as a constructive foundation from which the mentee(s) may start to work consciously and systematically on building and strengthening their network.

**HOW TO USE THE TOOL**

**STEP 1:**
Draw the model presented below on a flip chart. Ask the mentee(s) to identify everyone they know in each of the four categories. These may include anyone the mentee(s) has met through previous jobs, schools or study programmes, courses, holidays, among business associates, friends, family, etc. This exercise should take the form of a brainstorm and the mentee(s) must therefore include all of their network connections. The mentee(s) may write the names of their network members on a post-it note and place them in the four categories.

**STEP 2:**
Review the relations and by using arrows, numbers and/or colours, the mentee(s) indicates how much they give and take in each relationship and how valuable each relation is/might become in terms of achieving their end result. Assign grades between 1 and 10 to each relation.

**STEP 3:**
The mentee(s) may now seek to answer some of the following questions:
- What are the strengths and weaknesses of your network?
- Does your network contain too much of one or several elements? Something that might take away all your energy?
- Does your network contain too little of one or several elements? Something that you might want to spend more time and energy on? If this is the case, how might this be done?
- In what way do you contribute to the people in your network? How do you invest in them?
- What are your current needs and how can your network help you in reaching these needs? What do you need to change?

Subsequently, the mentee(s) may discuss their conclusions with their mentor in an effort to test the conclusions and come up with new perspectives. Finally, the mentee(s) may create an action plan in cooperation with their mentor, stipulating how they will mobilise their network to achieve the desired goal.

(POUlsen 2008: 176-177)
If you are a mentor, you may need to act as coach to your mentee(s) during your mentoring process. You may use the below model as a tool for structuring your conversation to cover topics which enable you to take on this particular role.

**3.2 COACHING MODEL FOR THE MENTOR**

**HOW TO USE THE TOOL**

You do not need to strictly observe the model; however, using the model will ensure that you work your way around each topic. Furthermore, the model presents various examples of questions to ask during the five stages.

(WWW.DYNAMISKPROCES.DK)
PHASE 1
CONTRACT
During this stage, you must explain to your mentee(s) how you imagine the conversation to be conducted, and you must ensure that your mentee(s) agrees and feels comfortable with this. You must then ask questions that seek to clarify the purpose and objective of the conversation:

- Which options seem most obvious?
- If given the opportunity to do exactly what you wish for, what would you do?
- What are the advantages and challenges of the various options available to you?
- What would happen if...? Could it be that...? Could you imagine that...?
- What would it take for you to be able to utilise the options?

PHASE 2
EXPANDING THE TOPIC
Ask questions that will cause for the mentee(s) to expand on the situation or topic which they wish to discuss:

- Why is this topic important to you?
- How did the situation come to exist?
- Who is involved and affected?
- What are your options in this situation? What are the challenges?
- What is the time frame?

PHASE 3
OPTIONS AVAILABLE
Ask questions that will cause for the mentee(s) to reflect on and come up with various options and alternatives:

- Which options seem most obvious?
- If given the opportunity to do exactly what you wish for, what would you do?
- What are the advantages and challenges of the various options available to you?
- What would happen if...? Could it be that...? Could you imagine that...?
- What would it take for you to be able to utilise the options?

PHASE 4
THE NEXT STEP
Ask questions that will cause for the mentee(s) to make a decision about their next step:

- Which of these options will get you closest to achieving your goal and why?
- Which is the most realistic step you might take?
- What will it take for you to feel ready to...?
- Which options will lead to actions after this conversation?
- How will you put this into practice?
- How will you ensure that your actions are implemented?

PHASE 5
FINAL SELECTION AND CONCLUSION
Ask questions that encourage your mentee(s) to express and describe what they have gained from the conversation:

- Where are you now compared to your situation before this conversation?
- How will this impact you?
- To which degree do you feel satisfied with the outcome of the conversation?
### MENTEE(S) LOG BOOK TEMPLATE

To make sure that you continue to work towards your goal, even when there are bumps on the road, you may wish to record your progress in a log book.

**HOW TO USE THE TOOL**

You can use the form below as a template and include the items you wish to record in your log book (perhaps you wish to make a number of copies of the form corresponding to the number of meetings you plan to have with your mentor). Before, after and in between meetings, you can record your thoughts in the log book.

<table>
<thead>
<tr>
<th>SKABELON TIL LOGBOGS-NOTATER</th>
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</thead>
<tbody>
<tr>
<td><strong>PREPARATION FOR MEETINGS</strong></td>
</tr>
<tr>
<td>Topics we would like to discuss with my mentor</td>
</tr>
</tbody>
</table>

| **NOTES FROM MEETINGS** |
| Decisions made | Action plan | Homework |

| **Reflections and evaluations in between meetings** |
| Positive and negative experiences from our studies/job/internship/job search | How have we performed in the development of our startup in terms of the agreements I have made with my mentor? | How can we reflect on this for the next meeting? |

(INSPIRERET AF POULSEN 2008: 115-116)
3.4 POINTS FOR EVALUATING EACH CONVERSATION

We recommend you and your mentor/mentee(s) to end each conversation or meeting by briefly evaluating the conversation and discussing whether you have succeeded in achieving your desired goal. You may use the following questions during your evaluation. We also recommend that the mentee(s) always prepare an agenda for all meetings with the mentor and send it out prior to the meeting. We also recommend that the mentee(s) always make a summary after the meetings, that is shared with the mentor.

THE RESULT OF THE CONVERSATION (QUESTIONS FOR THE MENTEE(S))

- What in particular have you gained from this conversation?
- What have you learned from it?
- What surprised you the most?
- What are your thoughts on the action plan created during the conversation?

THE PROCESS OF THE CONVERSATION (QUESTIONS FOR THE MENTOR AND MENTEE(S))

- What were the most positive elements of today’s conversation?
- Were the contents of the conversation of relevance and value?
- Is there anything from today’s meeting which we should stick to at our next meeting?
- Is there anything from today’s meeting which we should do differently at our next meeting?

[INSPIRERET AF POULSEN 2008: 142]
During this phase, you must conclude your mentoring process positively and constructively. You must evaluate the result of the entire process by sharing your thoughts on the process and discussing what you have each learned; you must also consider whether you wish to stay in touch, and if so, agree how you will keep contact in the future. During this final phase of the process it is also important that you celebrate your results.

CHAPTER CONTENT

This chapter includes a template which you may use in evaluating your cooperation. In addition to this template, you may also refer back to the objectives set by the mentee(s) in the beginning of the process (see chapter 2).
4.1 Template for the Joint Evaluation of the Mentoring Process

The following template may be used by both mentor and mentee(s). Both mentor and mentee(s) may fill in the form and use the template as an agenda for their evaluation meeting, which should be held near the end of the mentoring process.

**My Goal for the Mentoring Process**

- Did we achieve my goal?
- What is the reason for our goal having been achieved/not having been achieved?

**Personal Development**

- What have we learned about myself and others?
- Which personal skills have we developed?
- Which boundaries and perceptions have we changed and developed along the way?

**Academic and Professional Development**

- Which academic and professional skills have we developed?
NETWORK

- In what way have we expanded our network?

KNOWLEDGE SHARING

- What new knowledge have we gained along the way?

THE FUTURE OF THE MENTORING PROCESS

- Will our mentoring relationship continue after this process?
- If so – how will it continue? Which parts of the process do we wish to maintain? How can we improve and gain even more from our relationship?
- If not – try to explain why you wish to terminate your relationship.

[[INSPIRERET AF POULSEN 2008: 192-193]]
SEA’S MENTOR PROGRAM

SEA’s mentor program is a 12 month program where experienced business people are connected with young startup teams. Mentors may apply to the program and get their profile listed on SEA’s homepage. Mentee(s) may select from this list and request to SEA which mentors they would like to work with. Similarly, startup teams will be made visible to mentors, so mentors can select those teams that they would like to work with. Both mentor and mentee(s) will of course have the right to reject any specific matches, if they are not relevant. If you are not part of the mentor program then you can apply at: http://www.sea.aau.dk/startup-program/become-a-mentor/

IMPORTANT POINTS:

• The Mentor program has a duration of 12 months, but it is up to mentor and mentee(s) to decide if they want to extend the relationship after the 12 months
• It is recommended to have 1 meeting per month with a duration of 1-2 hours. Mentee(s) should send agenda in advance and write a summary afterwards that is shared with mentor
• Mentee(s) can contact mentor in between meetings on email and phone - but should be careful not to spend too much of mentor’s time
• Our mentors may also be invited to participate in other activities, such as the “business panel” that evaluate startup projects and decide if they should be accepted into our programs
• Mentor should not expect any remuneration for the time spent working with their mentee(s)
• Mentor should be able to motivate mentee(s), be proactive and suggest new initiatives, structure, processes, etc. that he/she feels is relevant
• Mentor is NOT project manager and should not in any way “drive” the startup project forward or make any decisions in regard to the project

REFERENCES

IN COMPILING THIS TOOL BOOK, WE HAVE USED THE KNOWLEDGE AND INSPIRATION OF THE FOLLOWING:

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KOLB (1984)
KOLB, DAVID A: EXPERIENTIAL LEARNING. EXPERIENCE AS THE SOURCE OF LEARNING AND DEVELOPMENT
PRENTICE HALL

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POULSEN, KIRSTEN M.: MENTOR+GUIDEN
- OM MENTORSKAB OG 1 TIL 1 RELATIONER KMP+
FORLAG

BREINDAHL
SPININ.: UDVIKLET AF CENTER FOR ENTREPRENØRSKAB OG INNOVATION
HTTP://SPIN-IN.AU.DK/

BUSINESS MODEL CANVAS
HTTPS://STRATEGYIZER.COM/

WWW.DYNAMISKPROCES.DK