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MENTEE – Mentoring, Networking and Training for European Entrepreneurs

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Competence Framework for key Entrepreneurship Competences

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EXECUTIVE SUMMARY

This report highlights goals, methodologies and outcomes of the **Intellectual Output 1 “Competence framework for key entrepreneurship competences”** of the **MENTEE project**, carried out by an international partnership including two partners from Greece (*Militos* and *Knowl*), one from Poland (*Inncrease*), two from Italy (*Quality Program* and *Viteco*), one from Portugal (*Mentortec*) and one from UK (*Inova Consultancy*) under the Erasmus + EU program (Key Action 2) aimed at:

- providing a constant mentoring scheme to new entrepreneurs who are either involved or were recently involved in the Erasmus for Young Entrepreneurs programme (as a primary target group) and for the new entrepreneurs of the countries involved (secondary target group).
- adapting and further developing a blended learning model (face-to-face and virtual) to meet the needs of the target group of new entrepreneurs thereby promoting entrepreneurship education.
- providing a networking platform to let these target groups interact and foster their business ideas through further e-learning opportunities and business connections.
- developing a news aggregator and content curation platform for new entrepreneurs' experiences around Europe.

The key objective of the **Intellectual Output 1** was to list and prioritise the key competences an entrepreneur should possess in order to be successful in the relevant business activity. The activities that were implemented by the MENTEE Consortium in order to collect the information that led to the design of the “Competence framework for key entrepreneurship competences” are presented and extensively analysed in the following sections.

The IO1 outcomes will ensure that training tools/methods to be developed and delivered throughout the project are up-to-date following current good practices in teaching entrepreneurship and mentoring, supporting the design of the relevant final output that is the Competence framework for key entrepreneurship competences.

IO1 is also crucially connected to the following Intellectual Output 2 “*Competence framework for key mentoring competences*”. Given the conformity of aims and tasks to be carried out throughout IO1 and IO2 whose final outputs are the competence frameworks for key mentoring and entrepreneurship competences, the partnership agreed to coordinate activities and methodological approach simultaneously considering that both IO reports will contribute equally to the other project IOs. This meant that Quality Program and IO2 Greek leading partner Knowl have worked in close cooperation to define IO1 and IO2 reports' structure, the templates and protocols for interviews and questionnaires and to present both results at the same time, using the same methodology of analysis.

The activities carried out throughout **Intellectual Output 1** aimed at identifying:

- ▶ Competences needed to succeed as entrepreneurs
- ▶ Specific needs felt by aspiring entrepreneurs/startups in terms of entrepreneurial capacities

IO1 **activities and methodological approach** that Quality Program designed and followed in each phase to develop the Competence framework of entrepreneurship competences are as follows:

PHASE 1: Research and analysis (see section 3.)

The main goal of this phase was to explore the current European situation on entrepreneurship education, training and mentoring initiatives around entrepreneurial competences. This has been done by asking each

partner to collect 3 good practices/case stories from their own country and 1 good practice/case story from other EU countries not involved in the partnership. By exploring previous experiences, the partnership has gathered documents and tools already tested and available for wider use to start thinking on how to innovate this available knowledge by adapting the tools and training materials to suit the target group that will be part of the activities of the IO3 ("*Young Entrepreneurs Skills and Competences Manual*") and IO4 ("*Mentoring Circle Programme and Facilitators Manual*"). The Desk Research has also been useful to set the ground on which to develop the next action of this preliminary phase and from some of the outcomes and local practices detected, the partnership has been able to structure the qualitative questionnaire to be delivered to experts and successful entrepreneurs, starting the second phase of the IO1 development.

PHASE 2: Qualitative interviews (see section 4.)

The qualitative survey was structured by taking into consideration the relevant elements derived from good practices/case stories highlighted in the desk research. As foreseen in the project, 5 interviews were conducted at national level by each country participating in the activity, analysed and reported upon, following a specially designed qualitative semi-structured interview, consisting of open-ended questions aimed at collecting qualitative aspects and insights on needed entrepreneurial competences.

The purpose of this activity was to explore key entrepreneurship competences (including knowledge, skills, attitudes and experience) needed to be a successful entrepreneur by exploiting the knowledge and experience of experienced entrepreneurs. In fact, during the development of these interviews, the partners agreed that it would have been fundamental to interact with experienced entrepreneurs in order to understand what they consider as key competences on which to structure a profile of a successful entrepreneur and the following training on how to become successful and reach that level. The results of this phase were gathered by each partner following the templates and instructions of Quality Program, which with the support of the Consortium analysed the findings of the interviews and composed a list of key entrepreneurship competences (knowledge, skills, attitudes, characteristics). These were then used as the main input for the design of the next activity in the form of an online survey through which we have tried to reach a quantitative confirmation on what entrepreneurs proposed as key competences and so to structure the framework accordingly.

PHASE 3: Online survey and framework of entrepreneurial competences (see section 5.)

The purpose of the online survey was to capture views on key competences (knowledge-skills-attitudes) needed for successful entrepreneurs.

The Consortium used the key entrepreneurship competences identified from the previously conducted interviews as the main input for the design of the online survey that was the last part of planned pathway to structure the framework of competences for entrepreneurs. By detecting the most relevant knowledge, competences and skills, the partnership was able to create a three-level framework to work as a base for the training to be delivered through the Mentoring Circles™ face-to-face sessions and the social learning platform of the MENTEE project. The online survey results analysis confirmed or improved the answers given from the experienced entrepreneurs interviewed in the previous phase.

Along with the IO2 "Competence Framework for key mentoring competences" that has been developed in separate but complementary activities, this framework will be the key reference to adapt, update and further develop a blended learning model, based on the "Mentoring Circles™" product. Moreover, these "inventories" will be a good base for VET operators willing to focus their training on entrepreneurship with a more practical approach, and also for the entrepreneurs to understand how and where to concentrate their learning efforts.

In detail, the outcomes of the Intellectual Output 1 phases are is strategic for the development of:

- A. *Intellectual Outputs 3* aims at: a) providing a *Young Entrepreneurs Skills and Competences Manual* with the relevant skills, competences and methodologies required by an entrepreneur in order to participate in the MENTEE mentoring programme as an "active learning" model for young entrepreneurs in entrepreneurship education; b) supporting potential entrepreneurs in gaining advice and training on the areas most needed.

The work performed within the research phase is the key to the development and design of the Intellectual Output 4: *Mentoring Circle™ Programme and Facilitators' Manual* as a reference guide to other trainers providing support services and young entrepreneurs themselves to promote understanding of the soft skills required in business and to help individuals recognise their areas of strength and weakness. In fact, the research outcomes have allowed pulling together the final manual because they have:

- clearly highlighted and defined concrete needs of young entrepreneurs and start-ups
- outlined the key skills and competences required by young entrepreneurs in order to develop a successful business, which were firstly detected through the qualitative and quantitative research activities carried out throughout IO1 and then structured in the final framework laying out competences areas and abilities that drive entrepreneurs to achieve success

- B. *Intellectual Output 4* aiming at producing a *Mentoring Circle™ Programme and Facilitators Manual* based on the original product of FE:MALE Mentoring Circles™ for women returners but adapted to suit the new target audience. The main goal is to explore starting up or to start up/grow businesses and the innovative methodology will bring together Action Learning (encouraging learning through questioning), coaching and mentoring principles to support and build confidence and self-efficacy of learners. In addition, self-reflection exercises and tools to facilitate the development of valuable soft skills will be used. The outcomes of the IO1 research activities will allow to adapt the methodology from the FE:MALE project to the new target group of young entrepreneurs, ensuring that tools and resources relating to the specific training needs of this group detected are included.

- C. *Intellectual Output 5* aiming at developing an online Social Collaborative and Learning Platform that will: a) provide an online space for young people to develop a network with young entrepreneurs from the partner countries; b) support the Mentoring Circles™ programme through further e-learning opportunities and provide a networking area where aspiring entrepreneurs and mentors can actively network across Europe, keep up to date on the latest news from the business world and share ideas and experiences. Aspiring entrepreneurs will also be able to feature their entrepreneurial profile in the social platform i.e. services they want to develop, countries they want to trade with or learn from.

Besides the contents produced in the previous IOs and based on the IO1 outcomes, the findings of IO1 represent an important piece of the puzzle to create a wide network of users (new entrepreneurs, experienced entrepreneurs, young people interested in setting up their business).

1. Introduction to MENTEE project

Europe needs more enterprises. For over a decade the EC has been championing measures to create a more business-friendly environment to promote economic growth through entrepreneurship. Think Small First¹ and the Small Business Act² sum up the strategy of the EC on entrepreneurship promotion: "Create an environment in which entrepreneurs can thrive and entrepreneurship is rewarded ... to care for future entrepreneurs ... by fostering entrepreneurial interest and talent, particularly among young people".

The Green paper on entrepreneurship³ states that the main challenge for the EU is "to boost the Union's level of entrepreneurship, (by) adopting the most appropriate approach for producing more entrepreneurs". Furthermore, the current Action Plan for Promoting Entrepreneurship⁴ writes: "the EU is not fully exploiting its entrepreneurial potential. It is failing to encourage enough people to become entrepreneurs" (European Commission).

Europe has a problem with creating new businesses. According to the 2013 Global Entrepreneurship Monitor⁵, early-stage entrepreneurs made up 2.3% of Italy's adult population, 4.2% of Germany's and 5.8% of France's. European countries are below the USA's 7.6%, China's 14% and Brazil's 17%. As showed by stats from partner countries, in Europe of every 10 start-ups born 7 did not survive after the first year. Young entrepreneurs and start-ups are the groups with the highest rate of failure. The reason for this is the lack of entrepreneurial experience rather than the weakness of ideas or lack of funds.

Current statistics show that the best approach to develop a business idea is to shadow experienced entrepreneurs gaining practical entrepreneurial skills. Reaching out to would-be entrepreneurs to share information about starting a business, promoting role models and providing mentoring can be just as important as making credit available and cutting red tape, especially when it comes to encouraging young people to seize new business opportunities.

70% of mentored small businesses survive 5 years or more, which is double the number for non-mentored firms. The Small Business Survey 2013⁶ showed that 21% of businesses that sought external advice were more likely to have grown their workforce. The Erasmus for Young Entrepreneurs (EYE) programme connects new and experienced entrepreneurs: New Entrepreneurs can develop their business know-how and Host Entrepreneurs share their wisdom on overcoming obstacles and developing a sound company. However, what happens when the benefit of the EYE relationship is over? From over 3,600 New Entrepreneurs taking part in EYE⁷, just 30% are able to realize a business idea at the end of the project and 80% of these 30% succeed to do so because the Host Entrepreneurs keep on shadowing them as a mentor and supporter.

¹ http://ec.europa.eu/enterprise/policies/sme/small-business-act/think-small-first/index_en.htm

² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0394:FIN:EN:PDF>

³ http://ec.europa.eu/invest-in-research/pdf/download_en/entrepreneurship_europe.pdf

⁴ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0795:FIN:EN:PDF>

⁵ <http://www.gemconsortium.org/docs/3106/gem-2013-global-report>

⁶ http://ec.europa.eu/enterprise/policies/finance/data/index_en.htm

⁷ <http://www.erasmus-entrepreneurs.eu>



MENTEE wants to ensure a mentoring process for all entrepreneurs, who are involved in EYE after the end of their relationship, adapting the Mentoring Circles™ methodology and connecting them through the web for future opportunities.

MENTEE aims to support aspiring and new entrepreneurs across Europe, providing them with practical entrepreneurial experiences and know-how, together with entrepreneurial models to follow, inspiration and informal competences that could be ensured by the constant connection created with mentors/experienced entrepreneurs. The project aims at creating a network where new entrepreneurs could find, from similar experiences, reliable partners for their business to grow stronger, together with the most up-to-date information and opportunities for start-ups around Europe and further learning experiences. Through the project's portal, the MENTEE aims to provide all potential entrepreneurs with a supportive community of other entrepreneurs (potential, recent, experienced) who can provide new ideas and advice together with a business platform and marketplace. Additionally, the consortium will encourage peer interaction, helping users to become entrepreneurs or strengthen their current activities through mutual support.

2. IO1: Competence framework for key entrepreneurship competences

Intellectual Output 1 Coordinator partner: QUALITY PROGRAM

Participating organisations:

- INnCREASE Sp z o.o.
- knowl Social Enterprise for Education & Lifelong Learning
- Mentortec Servicios De Apoyo A Proyectos Tecnologicos SA
- Inova Consultancy ltd

Target groups:

- New entrepreneurs (to be mentees)
- Experienced entrepreneurs (to be mentors)
- Stakeholders of the entrepreneurial/business/education world (young entrepreneurs association, business support organisation, policy makers)

The key objective of the **Intellectual Output 1** is to ensure that training tools/methods to be developed and delivered throughout the project are up-to-date with good practice in teaching entrepreneurship & mentoring, which allows designing the relevant final output that is the Competence framework for key entrepreneurship competences.

The first preparation activity consisted in a survey performed on relevant actors of the entrepreneurial/business/education world, after which the partnership collected a list of those skills and competences that are considered as key elements of an entrepreneurial mindset and behavior.

In order to reach/engage the target group and stakeholders to involve them and gain their support to the project, preparation aims to:

- identify target group members/stakeholders;
- define what data are needed & from whom;
- generate research guidelines;
- determine ethical standards (anonymity/confidentiality/informed consent/data use);
- create a list with contact details & contact target groups/stakeholders.

The action aims at laying the foundation for the further work of the project by:

- detailed analysis of the structure and content of the products to be transferred
- investigating its potential relation and integration to EU28 good practices on mentoring new entrepreneurs
- developing active strategies to integrate transferred products to mentoring strategies and programmes of participating countries
- analysing specific needs, contexts and conditions to apply the mentoring process at the end of the Erasmus for Young Entrepreneurs programme
- giving all project staff an induction to the products

involving other Intermediate Organisations of the EYE programme and other VET bodies/academic institution/business associations/public bodies interested in the topic of start-up support/entrepreneurship education for the following WPs of the project (training and application of mentoring tools) and for the exploitation of results.

2.1 IO1 main activities

The action is characterised by the following activities that each partner performed at national level:



- **DESK RESEARCH** into existing initiatives in EU 28 to ensure that training tools/methods are developed in accordance with the good practices in teaching entrepreneurship & mentoring.
- **QUALITATIVE INTERVIEWS** (5 interviews/country total 25) with experts to explore key mentoring competences needed for entrepreneurship
- An **ONLINE SURVEY** involving other Intermediary Organisation of the EYE programme (over 100 organisations amongst which there were Universities, Chambers of Commerce, Business Incubators, Consultancy firms etc.), relevant stakeholders of entrepreneurial world (national base), other "on the job" entrepreneurship education projects (after a preliminary research), host entrepreneurs (experienced) of EYE programme (over 996 entrepreneurs) capturing views on key competences required to successful entrepreneurship models
- The development of a "COMPETENCE FRAMEWORK FOR KEY ENTREPRENEURSHIP COMPETENCES"

3. Desk Research: aims and methodologies applied

The research carried out in each project country and in those countries not involved directly in the partnership aimed at identifying:

- Best European practices of entrepreneurship education & mentoring
- Tools and methodologies used in the framework of these programmes/projects
- Knowledge, skills and competences recognised as needed to succeed as entrepreneurs
- Main features to structure a mentoring process
- Specific needs felt by aspiring entrepreneurs/start-ups in terms of entrepreneurial skills (as detected by these practices)

The desk research identified initiatives (EU projects, research, National and EU policies, training activities) on the project topic with which to connect and cooperate, collecting information and findings on which to update project assumptions and base future actions.

By creating/enforcing strong connections with target groups and with a clear idea on perceived learning/competence needs, the partnership better structured the intellectual outputs on which the training will be based.

The results of this phase allowed the partners to:

- strengthen the project background and to reinforce the preliminary analysis made during the application phase (updating the state of art between the time of application and the time of project kick-off);
- provide the most up-to-date information to the following operative phases;
- ensure that training tools/methods to be developed are up-to-date with good practice in teaching entrepreneurship & mentoring.

The knowledge collected on existing initiatives, good practice in EU28, guidelines and criteria on training new entrepreneurs allowed the partnership to incorporate useful related knowledge and experience, core skills and competences needed to succeed as entrepreneurs as well as to structure a mentoring process into **MENTEE's** training and mentoring scheme. In other words, the ultimate aim of the desk research is to collect good practices/case stories to ensure project products/processes meet needs of mentees and mentors, which will contribute developing training tools/methods with good practice in teaching entrepreneurship & mentoring.

3.1 Research phases

This research activity consisted of 2 parts:

- 1) research in existing initiatives, good practice in EU28, training and innovative projects (both within formal and non-formal education) involving public and/or private organisations
- 2) finalisation of an inventory listing key skills and elements of an entrepreneurial mindset and behaviour as a base for:
 - VET operators willing to focus their training on entrepreneurship education with a more practical approach
 - entrepreneurs to understand how and where to concentrate their learning efforts in order to improve as business people
 - communities involved by the partners to have an indication of all those skills that are part of the "KC7 Entrepreneurship" considered by the EC as skills useful to form a modern life approach for all EU citizens.

3.2 Research sources

The project partners used a large variety of sources in order to collect data, which are mostly dispersed. The criteria followed for the implementation of desk research included the:

- goals of the **MENTEE** project;
- target group and end-beneficiaries, i.e. trainees, mentors and stakeholders (young entrepreneurs association, business support organisation, policy makers) of the entrepreneurial/business/education world
- research terms and key words, such as skills and competences considered as key elements of an entrepreneurial mindset and behaviour, type of business sector, supported mentor schemes, entrepreneurship courses, training projects, which represent the aims and focus of this research.

The sources used for the collection of data were gathered in a specific template used by all partners to produce consistent findings included:

- the ADAM database;
- the ERASMUS for Young Entrepreneur's database;
- organisations providing information on business sectors at a European or international level.

3.3 Working scheme and template

The consortium partners involved in this IO undertook mapping of existing initiatives, good practice in EU28, guidelines and criteria to be integrated on mentoring aspiring entrepreneurs.

Each partner carried out this research at both national and European levels and identified 3-5 examples/practices at their own country level (3) and at least 1 from other EU-28 countries, as follows:

- Inova Consultancy (UK) – United Kingdom, Austria, Ireland, Luxembourg, Malta and Latvia;
- Knowl (GR) – Greece, Cyprus, Romania, Denmark and Estonia.
- Quality Program (IT) – Italy, Bulgaria, Croatia, Netherlands, Slovenia and Finland;
- MentorTec (PT) – Portugal, Spain, Belgium, France, Sweden and Hungary;
- INnCREASE (PL) – Poland, Czech Republic, Germany, Slovakia and Lithuania.

Each good practice has been described in a research template⁸ designed to be used as a guide by all partners so as to produce consistent findings in all researched countries and distinguish among Project - Training course/initiative - Mentoring process and to detail for each of the category detected:

- General information: name, partnership and relevant contacts, dates of start/end, level of practice (if European, national, regional or local) and type of initiative (public or private)
- Contents: description, goals, participants' profile and needs, achieved results and skills detected

The data required for Training courses/initiatives are:

- Type of education (formal or non-formal) and type of training
- Training objectives, needs addressed, modules, outcomes and any available material

The data required for Mentoring processes are:

- Nature and area of Mentoring processes
- Tools/methodologies use and needs addressed

The data required for Projects processes are:

- Type of Programme (if part of EU or national programme)

⁸ See Annex 1

- Activities carried out

Finally, for each good practice detected sources of the research have been detailed.

In the following pages, we will introduce the practices collected by partners during the phase 1 of the desk research.

All logos and pictures used in the presentation of the practices were taken from the practices' website and other Internet sources (Google).

GOOD PRACTICE IN AUSTRIA

Category of good practice detected:

Project

General information:

INITIATIVE NAME: Tandem Now

COUNTRY: Austria, Ireland, Turkey, Italy, Germany, Spain

LEVEL OF PRACTICE: European

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Verein Multikulturell, AUSTRIA

PRIVATE (NGO)

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Volkshochschule Tirol (AUSTRIA), Verein Multikulturell (AUSTRIA), Exchange House (IRELAND), Mozaik Human Resources Development (TURKEY), CESIE – European Centre of Studies and Initiatives (ITALY), BBQ - Berufliche Bildung gGmbH (GERMANY) - Goiztiri (SPAIN)

CONTACT DETAILS: office@migration.cc or e.reitshammer@migration.cc (Elvira Reitshammer)



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The project aims to create role models for migrant youth or youth from ethnic minorities throughout of the vocational career, using experience and results of the initial project Tandem. It wants to contribute to the effective training of mentors by understanding the needs of young people and local contexts and to develop “blended mentoring” (a mix of face-to-face and online activities). Young people belonging to ethnic minorities often have no role models who can lead them to a future career; to get in touch with people who succeed professionally despite their migratory background would be for them encouraging and constructive. Tandem Now will contribute with best practise examples the training of mentors adapting to the needs of the young people and into each local contexts.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Migration, Unemployment, Equal opportunities

MAIN GOALS: In many European countries migrant youths or young people from ethnic minorities do not have any role models in future-oriented fields throughout their job careers, neither within their families nor in their social contexts. If at all, they tend to take up traditional job trainings and jobs, as they and their families do not consider other options for various reasons. Therefore, it is considered crucial to offer youngsters mentors from their own ethnic communities who accompany them on their way to a successful VET and job career.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): TANDEM NOW pairs young people from migrant or ethnic minority backgrounds up with mentors who can provide them with the role models they need

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): role models for the target group's future career and life

IMPACT ON PARTICIPANTS: opportunity for young migrants to make new contacts in the community, to build their confidence and to get support on understanding different career options. Mentors also expressed how the project was a rewarding experience and after supporting a young person, the project gave them the motivation to continue their own career.

ACHIEVED RESULTS: training programme for mentors and a pilot programme

ENTREPRENEURIAL SKILLS DETECTED: Self-confidence, personal development

REASON FOR PROPOSING THIS PRACTICE: Relevant example of European project that aims at the personal development of young migrants through mentoring

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Lifelong learning programme, Leonardo da Vinci Transfer of Innovation

ACTIVITIES CARRIED OUT BY THE PROJECT: Needs analysis to understand young people's needs and how mentors can respond to them - Research of mentoring concepts in each country - Curriculum on Blended Mentoring. STEPS: The mentees and mentors are selected and brought together - Training the mentors - Determining the targets of the programme - Carrying out the activities agreed on - Target check, final discussion and feedback - Identification of further learning fields/mentor and mentee.

Sources of the research:

INFORMATION SOURCES: www.tandemnow.eu; <http://cesie.org/>

WEBSITES SEARCHED: www.google.com

GOOD PRACTICE IN BELGIUM

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: NEST UP

COUNTRY: BELGIUM

LEVEL OF PRACTICE: National

DATE OF START: 15/12/2015

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: CREATIVE WALLONIA

PRIVATE

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Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): NEST'up by CREATIVE WALLONIA is the first TechStars-style startup accelerator in Belgium. It is a mentorship program, created by Creative Wallonia Engine in partnership with the Economic Stimulation Agency (ASE), DGO6 of the Public Service of Wallonia (SPW), Wallon Brabant Province and the Loterie Nationale, that gathers 6 to 9 teams of Belgian entrepreneurs for 12 weeks, supported by more than 50 coaches, experts and mentors. This intense event is a unique opportunity for all the participants to get their project off the ground. Thanks to key partnerships with existing Belgian startups and numerous companies and organisations, all the conditions are gathered to ensure the success of all projects involved in NEST'up, as well as the development of an entire entrepreneurial ecosystem in Wallonia and in Belgium. NEST'up will know its apotheosis on Thursday, May 21st 2015 with a Demo Day during which startups will launch their product in front of the press, investors and all those interested in innovation. The call-for-projects runs from December 15th 2014 to February 15th 2015 and will make it possible to select the 6 to 9 most innovative and promising teams. NEST is an acronym meaning "Nurturing Entrepreneurship, Startups and Talents". It is a wide-scope program whose goal is to develop entrepreneurship in Wallonia and in Belgium. NEST'up, from the idea of start-up and the concept of taking off, is the "accelerator" component of this program. That's why NEST must be written in uppercase letters, followed by an apostrophe, and the the word "up" in lowercase. Creative Wallonia Engine association and the NEST'up project are aimed at contributing to the development of the entrepreneurial ecosystem in Wallonia, by fostering and accompanying vocations with an integrated approach combining sensitization and professional mentorship of entrepreneurs and their projects.

RELEVANT BUSINESS FIELD AND/OR SECTOR: All sectors

MAIN GOALS: contributing to the development of the entrepreneurial ecosystem in Wallonia, by fostering and accompanying vocations with an integrated approach combining sensitization and professional mentorship of entrepreneurs and their projects.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Not available.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): not available.

IMPACT ON PARTICIPANTS: not known at this stage of the programme

ACHIEVED RESULTS: not known at this stage of the programme

ENTREPRENEURIAL SKILLS DETECTED: not known at this stage of the programme

REASON FOR PROPOSING THIS PRACTICE: Mentorship Programme

For Mentoring processes:

NATURE OF MENTORING PROCESS: Blended mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development, Management of business strategy and changes, Marketing strategies, Advertising, Marketing, Public Relations, Skills (communication, networking, confidence, time management, conflict resolution, etc.)

TOOLS/METHODOLOGIES USED: Each team will be coached daily by an entrepreneur who has gone through the hurdles of early entrepreneurship and will help you stay on track. Interventions and one-on-one sessions will be organized with experts in all sorts of domains from business model innovation to finance going through incorporation and many more. And mentors will share their experience with the teams too. At the end of the 3-month accelerator program, a big demo session will be the opportunity to impress all the investors in the room and get your product out the door in front of the press.

Sources of the research:

WEBSITES SEARCHED: <http://www.nestup.be/>

GOOD PRACTICE IN BULGARIA

Category of good practice detected:

Project

General information:

INITIATIVE NAME: MENTERING

COUNTRY: BULGARIA

LEVEL OF PRACTICE: European

DATE OF START: 2011

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: BICC-SANDANSKI
PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Bicc-Sandanski, SE Bgcpo-branch Pazardzhik, Militos, Oln Learning, Scinter, Inova

CONTACT DETAILS: office@bicc-sandanski.org



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The objective of making European Vocational Education and Training globally competitive has put teachers, trainers and leaders in VET in the spotlight and pushes them to continuously expand their horizons and to adopt new teaching methods and skills. Especially the integration of mentoring principles in VET trainers' continuing education has proven to be highly effective and is considered as highly desirable. The concept of mentoring can be an important step towards offering students and want-to-be entrepreneurs of all ages a better training and in general support aims and goals of VET by shifting focus from teaching to learning, and from formal, inflexible systems to active self-directed learning and participation.

Students can significantly profit from VET trainers that are available to act as mentors: guide and council mentees, provide psychosocial support and act as role models. Mentoring skills and competences help to respond better to mentees' learning needs and play an important role in the acquisitions of new skills.

However, mentoring training for VET trainers is limited in most EU countries. Thus, educational systems and policies must consider the new role of VET trainers as mentors, standardize mentoring training and validate mentoring skills and competences in the career pathway of VET trainers.

RELEVANT BUSINESS FIELD AND/OR SECTOR: no specific sector

MAIN GOALS:

- Develop the skills and competences of VET teachers, trainers, tutors in order to cope with the future challenges;
- Support the shift to a competence-based system and the validation of non-formal and informal learning;
- Strengthen the link between VET professionals and working life (especially enterprises);
- Develop capacities of learners and enable VET trainers by upgrading their mentoring competence;
- Enable VET professionals to apply transversal competences such as mentoring and guidance skills.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): VET Trainers working within incubators, with companies and young entrepreneurs

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): improving mentoring skills and integrating mentoring methodologies in their competences

IMPACT ON PARTICIPANTS: 80 VET trainers have been trained in the pilot phase of the project. They are coming from environments where young entrepreneurs and start up are active and in needs of mentors

ACHIEVED RESULTS: 80 VET Trainers developed mentoring skills particularly valid for entrepreneurship related area

ENTREPRENEURIAL SKILLS DETECTED: the practice proposed was more focused on the actor that will deliver entrepreneurship training to young entrepreneurs. The focus was on giving them contents, tools and methodologies to be able to become active mentors for young entrepreneurs and companies in general.

REASON FOR PROPOSING THIS PRACTICE: this practice is actually relevant as it tries to give an answer to a need perceived by the entrepreneurial ecosystem, the lack of trainers and teachers able to integrate entrepreneurship elements and mentoring approaches into their general training methodologies. The project, targeting trainers working in the VET sector, with a specific focus on training young entrepreneurs and companies, is trying to provide a solution to the need of more entrepreneurship based contents of all the training provided in Europe to any target group, specifically those that could become, with the right mentors and trainers, future entrepreneurs.

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Leonardo da Vinci – Transfer of Innovation

ACTIVITIES CARRIED OUT BY THE PROJECT:

- Transfer its innovative and successfully tested Mentor's Training Manual from the European Project MAITRE (Mentoring: Training Materials and resources);
- Adapt the Manual (update, complete, localize, translate) and enrich it with entrepreneurship material to match the needs of the project's target group, i.e. VET trainers in general business training who are interested or already involved in entrepreneurship training;
- Develop a blended train-the-trainer methodology (online, face-to-face, self study, action learning) to be used in delivering the course;
- Implement training courses for identified VET trainers in project countries (i.e. BG and EL) through online and face-to-face pilot events in order to provide them with mentoring skills and competences especially designed for entrepreneurship;
- Evaluate the course and implement updates.

Sources of the research:

INFORMATION SOURCES: www.adam-europe.eu

WEBSITES SEARCHED: <http://www.mentering.eu/>

Category of good practice detected:

Training course/initiative

General information:

INITIATIVE NAME: Youth Entrepreneurship Empowerment Centres

COUNTRY: Croatia

LEVEL OF PRACTICE: European

DATE OF START: October 2014

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Udruga Ostvarenje
PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Salto Youth Platform

Participants from Croatia, FYR Macedonia, Latvia, Estonia, Bulgaria, Turkey, Serbia, Bosnia and Herzegovina, Montenegro and Spain

CONTACT DETAILS: Antonija Lelas ostvarenje@gmail.com



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The idea of training course “Youth Entrepreneurship Empowerment Centres” was driven by the fact that young people in general and the ones with fewer opportunities especially often lack necessary competences and experiences in order to think at themselves as potential entrepreneurs or being more entrepreneurial when acting as employees. At the same time, NFE that takes place in the frame of youth work provides very valuable learning experiences for young people. Focus of the training course is to empower youth workers for being able to work on youth empowerment in order to combat youth unemployment and exclusion through the promotion of entrepreneurship as a mean to overcome the risk of not finding a job. This training course targets youth workers who will further take action in the field of empowering youth and raising their employability skills.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Youth organisations / Youth trainer / Employment office

MAIN GOALS:

- To reflect and exchange opinions about the youth unemployment and entrepreneurship in different European countries (tendencies and influencing factors, specifications of the target group, focuses etc.)
- To encourage active citizenship and develop sense of entrepreneurship of unemployed youth
- To discuss how non-formal education can positively influence better youth employability and employment and to share examples of good practices combating youth unemployment
- To encourage the development of different education programmes for empowerment of unemployed youth in local communities, with special accent being put on developing their self-directed learning skills, entrepreneurship skills and business plan development
- To explore the possibilities for youth entrepreneurship on European Level (existing strategies and available funding)
- To encourage the creation of systems for empowerment of youth in local communities in the forms of learning centres or similar and to enable our participants to act as multipliers in those empowerment centres back home
- To present the Erasmus+ programme and to encourage the creation of future projects with unemployed youngsters.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): This training course targets youth workers who will further take action in the field of empowering youth and raising their employability skills.

Youth workers, Trainers, Youth leaders, Project managers, Youth Policy Makers

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): developing competences to support young unemployed people to start thinking at an entrepreneurial path; getting knowledge to train and inform young people on entrepreneurship opportunities around Europe, studying European good practices and examples to inspire young people in the entrepreneurial career

IMPACT ON PARTICIPANTS: Feedbacks to monitor the quality of the course are all generally positive. The organizer is monitoring the local training and activities implemented by the participants with their target groups and the current stats are promising as monitored youth organisation provided data showing increase employment opportunities for young people involved.

ACHIEVED RESULTS: 31 participants trained to become trainers of young unemployed people

ENTREPRENEURIAL SKILLS DETECTED: Searching opportunities, risk taking, management of time and resources, information collection, networking

REASON FOR PROPOSING THIS PRACTICE: Croatia is the last country to join EU. This training was organized to intervene on those people and operators that, being youth workers, policy makers, organisations providing direct support to young unemployed people, could be the first organisation and actors to inspire young people to think at themselves as potential new entrepreneurs. Countries participating in the training are those that feel the need to create a group of professionals able to inspire young people for their future career and to check with them alternatives to traditional employment opportunities.

For Training courses/initiatives:

Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): 7 days long training course

TRAINING OBJECTIVES: to empower youth workers for being able to work on youth empowerment in order to combat youth unemployment and exclusion through entrepreneurship promotion

TRAINING NEEDS ADDRESSED: Setting up a system for youth entrepreneurship empowerment

TRAINING MODULES: Creativity and Innovation in Entrepreneurship, Business idea / Business plan, Possibilities for (youth) entrepreneurship in European Union and Europe in general

LEARNING OUTCOMES: Transfer of information and training for using entrepreneurial skills to search a job or activate own business

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT): 31 trainers from 10 countries trained in the pilot phase

Sources of the research:

INFORMATION SOURCES:

<https://www.salto-youth.net/tools/european-training-calendar/training/youth-entrepreneurship-empowerment-centres.4404/>

GOOD PRACTICE IN CYPRUS

Category of good practice detected:

Project

General information:

INITIATIVE NAME: Under My Wing

COUNTRY: Cyprus, Ireland, Malta, Germany, Spain, Lithuania

LEVEL OF PRACTICE: European

DATE OF START: October 2012

STILL RUNNING

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE):

<http://www.undermywing.eu/ie/partners/>

CONTACT DETAILS: <http://www.undermywing.eu/ie/home/feedback/>

Synthesis Center – Cyprus - George Isaias isaias@synthesis-center.com



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): “Under My Wing – Supporting Graduate Entrepreneurs” represents an innovation that aims to support the career progression of graduates from non-business related disciplines as entrepreneurs. Under My Wing offers a flexible and adaptable business immersion programme placing graduates in vibrant micro-enterprises where they can witness first-hand the diversity of skills necessary to run and manage a business whilst simultaneously developing their own business idea.

MAIN GOALS:

- Address the high levels of unemployment and underemployment evident among graduates in participating countries
- Support economic growth by fostering creative mind-sets, initiative and self-confidence; the growth of an entrepreneurial spirit; and create localised hubs of entrepreneurial activities
- Ensure that all relevant actors contribute to the design, development and delivery of the bespoke educational process proposed
- Promote entrepreneurship as a viable and sustainable option for graduates and impending graduates
- Encourage graduates to think globally to meet the needs and harness the potential of a globalised economy
- Ensure equality of opportunity for graduates regardless of gender or ethnicity

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): graduates from non-business related disciplines who want to become establish their own business

IMPACT ON PARTICIPANTS: (See “Learning Outcomes”)

ENTREPRENEURIAL SKILLS DETECTED: Extended list of Technical, Managerial and Behavioural competences / module available here: <http://www.undermywing.eu/openfile/1695>.

Technical competences: Financial planning Risk & opportunity assessment, Strategic thinking, Critical thinking skills, Practical exploration of entrepreneurial opportunities.

Behavioural competences: Motivation and determination, Initiative and proactivity, Leadership, Creative thinking, Living with uncertainty and complexity, Independence, Collaboration, Open mindedness, Self-awareness and confidence.

Management competences: Project management, Networking Decision making, Visionary Ability to delegate, Result orientation, Strategic focus, Practical exploration of entrepreneurial opportunities.

REASON FOR PROPOSING THIS PRACTICE: Very good and elaborative work implemented by the consortium, very relevant to MENTEE’s training objectives, and freely available material for study

For Training courses/initiatives:

Non Formal education

TRAINING NEEDS ADDRESSED: The curriculum helps graduates:

- To develop their business idea for commercialisation;
- To fine-tune the essential entrepreneurial skills of innovation, creativity, and opportunity recognition;
- To acquire real-life practical business skills such as business planning, legal and financial matters, and accessing finance;
- To learn how to market and sell their ideas and products;
- To begin the process of developing a network of business contacts.

TRAINING MODULES:

1. Becoming An Entrepreneur
2. Starting Your Business
3. Access to Finance and Financial Management
4. Customer Care
5. Business Management
6. Communication
7. Business Immersion

LEARNING OUTCOMES:

- Identify professional and personal skills needed to become a successful entrepreneur
- Assess the risks and opportunities in becoming an entrepreneur
- Understand how to generate a viable business idea from the opportunities available to them
- Identify the necessary steps to be taken in order to develop and start their business
- Acquire business acumen, skills, tools and expertise to make decisions, manage resources and plan effectively and efficiently
- Understand and assess how the business is performing using data financial information to track performance and drive key decisions
- Drive and encourage commercial behaviour
- Meet the challenges of starting and managing their own business with self-confidence, resilience and self-determination
- Understand the finance management and planning, learning how they can access to different forms of finance
- Understand and use the financial laws of business
- Be able to assess the financial risks
- Identify and satisfy the needs of the customer
- Acquire basic communication skills to contact customers and understand their needs
- Prepare a marketing plan and use a sales strategy to meet the needs of the customers
- Communicate about their business
- Identify the tools needed to grow their brand and product portfolio
- Understand how to develop and implement a marketing strategy
- Conduct market research and interpret the results
- Clearly define their business idea
- Define their sales and marketing strategy
- Manage the business to make it viable, setting standards and monitoring the performance, and will know how to do a business pitch
- Lead the business and their working team, managing the time according to priorities.
- Analyse the need of HR, recruit effectively and be able to motivate their staff

- Choose the appropriate tools and be able to handle them correctly and according to the needs of your business
- Research and analyse social environments
- Adapt content and style to help others understand
- Communicate openly and effectively in real and virtual terms
- Represent effectively and negotiate
- Choose the appropriate internal and external communication
- Select and use appropriate market research methods
- Use effective verbal and non-verbal communication when problem solving
- Build effective relationships
- Be aware of the ethical position of enterprises, being a force for good e.g. Fair trade, social enterprise
- Have an appreciation of different cultures and business etiquette
- Identify local business opportunities
- Have an awareness of business and organisational cultures
- Have the ability to act effectively in different business cultures
- Recognise the factors that influence business cultures and adapt the good practice

AVAILABLE MATERIALS: (PLEASE SPECIFY IF THEY ARE FREELY AVAILABLE AND WHERE):

Entrepreneurship Business Curriculum - Learning Outcomes Matrix

<http://www.undermywing.eu/ie/resources/>

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

TOOLS/METHODOLOGIES USED: E-Learning Platform - Mentoring Scheme - face to Face training etc.

Sources of the research:

WEBSITES SEARCHED: <http://www.undermywing.eu/>

GOOD PRACTICE IN CZECH REPUBLIC

Category of good practice detected:

Project

General information:

INITIATIVE NAME: Mentoring Opens Doors

COUNTRY: Czech Republic

DATE OF START: May 2012

STILL RUNNING? No

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Centrum mentoringu, o.p.s.

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Sabini Consulting (Finland); Social Innovation Fund (Lithuania)

CONTACT DETAILS: Horní 1492/55

700 30 Ostrava-Hrabůvka

tel: 773 40 80 91

email: centrum.mentoringu@seznam.cz

www: <http://www.centrummentoringu.cz/english/>



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The project aims to transfer innovative abroad proven effective tools for tackling long-term unemployment CS - women approaching retirement age. Mentoring abroad proved to be a very effective tool to increase women's employment in retirement age.

The project will be developed methodology for comprehensive mentoring programs that bring innovation from foreign partners, combining the know-how of Czech partners, adapts to local conditions and verify work with CS.

Women in the project initially attended the workshop , which will be attended by representatives of the LO and foreign partners. At this workshop, participants will be introduced "a methodology for comprehensive mentoring program." Women and representatives of the LO will contribute to the content developed methodology of work with CS providing feedback, which will cover the current needs of the labour market in the Czech Republic. This workshop will identify specific areas of interests and needs, which should be the product of the project focus.

Under the key activity KA 4 representatives ÚP attend training for facilitators / mentors comprehensive program of mentoring in the number of at least 10 people and participate in conferences with foreign participation.

The project is based on the background of strong and reliable partners. These are two experienced Czech organisations involved in promoting women: ATHENA company with 14 years of experience in European projects, Centrum mentoring and foreign partners Sabine Consulting of Finland and SIF (Social Innovation Fund) from Lithuania, whose experiences will be used in the project. The project also envisages support LO operating in the region.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Women 50+, endangered by unemployment, applicants for a job in Moravian-Silesian region.

MAIN GOALS:

- To increase employability of the target group
- To transfer the innovative, functional and effective tools from abroad (LT, FI) to the Czech Republic (different forms of mentoring)

- To create an innovative product

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Women 50+, endangered by unemployment, applicants for a job in Moravian-Silesian region.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): enhancing their chances in the labor market.

IMPACT ON PARTICIPANTS: -

ACHIEVED RESULTS:

- Implementation of the Methodology of complex Mentoring Program into the practice
- Training of 10 representatives of Labour Office – future facilitators and mentors
- Organisation of Conference with participation of international partners and public

REASON FOR PROPOSING THIS PRACTICE: similarity to the MENTEE project.

For Mentoring processes:

NATURE OF MENTORING PROCESS: Group social mentoring, visual mentoring, virtual mentoring

AREA OF THE MENTORING PROCESS:

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

TOOLS/METHODOLOGIES USED:

1. Transfer of Innovation

- Realization of the internship at our international partners (Finland and Lithuania)
- Explore appropriate innovative methods for possible adaptation in the Czech Republic (group social mentoring, visual mentoring, virtual mentoring)

2. Adaptation of innovation

- Connection of international innovations and our own experience and know-hows into the Methodology describing in detail work with target group
- Organisation of workshop with participation of the international partners, representatives of target group and Labour Office (March 2013) where the draft of Methodology will be presented and discussed

3. Piloting

- Realization of piloting of the product „Complex Mentoring Program“ with 20 women (each of the participant will receive an individual plan of various forms of mentoring; length: min. 64 hours)
- Evaluation of activities and the product by: participants, own analysis in relation to the increase of employability of the TG and representatives of Labour Office

NEEDS ADDRESSED: Enhancement of chances in the labour market

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Mentoring Opens Doors

PROJECT NUMBER: CZ.1.04/5.1.01/77.00012

ACTIVITIES CARRIED OUT BY THE PROJECT:

- research
- innovation implementation
- final conference

Sources of the research:

INFORMATION SOURCES: internet

WEBSITES SEARCHED: <http://www.athena-women.cz/projekty/narodni-projektu/mentoring-otevira-dvere/>

GOOD PRACTICE IN DENMARK

Category of good practice detected:

Project

General information:

INITIATIVE NAME: PRO PROGRAM

COUNTRY: Denmark

LEVEL OF PRACTICE: National

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: IDEA Entrepreneurship Centre (University of Southern Denmark)

CONTACT DETAILS:

Pernille Hovmand Petersen , Project Manager

t: +45 2126 1388

pehp@sdu.dk



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The focus of the PRO-project is to train and support growth entrepreneurs so that they become more efficient in the start-up and development process. The prospect of job creation is essential to becoming involved in the programme, and therefore growth opportunities are continuously assessed. The PRO-Project content is structured around courses, camps, workshops and online toolkits for entrepreneurs. The purpose of the program is to simplify the process needed to establish business growth. The participants create a project plan at the first stage of the program and receive help in order to stay focused on what is most important to do. Then they receive help to keep up the pace by ongoing coaching, follow up on the actions agreed - and continuous adjustments of the plan, courses with practical knowledge about entrepreneurship, network with other entrepreneurs, feedback from a panel of professionals, mentoring.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Entrepreneurship & Business Growth

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Students, alumni and researchers at higher education in Southern Denmark that have a business idea, the dedication to bring it into life and the ambition to start a business

For Training courses/initiatives:

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): Coaching, Events, networking, mentoring, short training courses

TRAINING NEEDS ADDRESSED:

Entrepreneurial attitudes and mindset

Overcoming Barriers

Getting support

Team building – Role in the team

Identification of individual's talents

Developing a business strategy

Financial Skills

Marketing skills

Project Management skills

LEARNING OUTCOMES:

Motivation

Overcoming failures

Identifying new possibilities
Ability to successfully bring an idea into life
Self-confidence

For Mentoring processes:

NATURE OF MENTORING PROCESS:
Business mentoring

AREA OF THE MENTORING PROCESS:
Business plan/Business Development
Skills (communication, networking, confidence, time management, conflict resolution, etc.)
Personal Development

TOOLS/METHODOLOGIES USED: Vision Panels, Backward planning, Lifestyle design, Team building Quizzes

Sources of the research:

WEBSITES SEARCHED: <http://pro-programmet.dk/om-pro-programmet/hvad-er-pro-programmet/>

GOOD PRACTICE IN ESTONIA

Category of good practice detected:

Training course/initiative
Mentoring process

General information:

INITIATIVE NAME: EAS – Enterprise Estonia | | Business Mentoring Programme
COUNTRY: Estonia
LEVEL OF PRACTICE: National
DATE OF START: 2000
STILL RUNNING
RESPONSIBLE AND/OR PROMOTING ORGANISATION: EAS – Enterprise Estonia
CONTACT DETAILS:
Enterprise Estonia
Lasnamäe 2, 11412 Tallinn
Phone: +372 6 279 700
Katrin Eha
Tel 627 9444, katrin.eha@eas.ee

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Enterprise Estonia is offering different support possibilities and solutions to help a starting entrepreneur kick-start their business. In supporting starting businesses, the following objectives are set: more starting entrepreneurs, a better survival rate for businesses and a larger number of fast-growing companies.

The emphasis in activities geared towards starting entrepreneurs is placed on increasing awareness and encouraging the potential entrepreneurs. Information and awareness are also at the forefront with already functioning entrepreneurs, which often possess extensive skills and knowledge in their field of activity, but lack knowledge regarding entrepreneurship. They offer comprehensive information to starting businesses, starting with information on the web and ending with personal counselling under the mentoring programme. In addition, starting companies can apply for direct aid. Under the Business Mentoring Programme, a starting entrepreneur can consult with an experienced entrepreneur, participate in business trainings, and extend their contact network. In the Mentoring Programme, both the mentor and the mentee are involved in the exciting process of obtaining new knowledge, expanding the existing contact network and enriching each other with new experiences.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Agency supporting business growth

MAIN GOALS:

Increasing awareness
Encouraging the potential entrepreneurs
Supporting starting businesses
Better survival rate for businesses
Larger number of fast-growing companies
Increase the competitiveness and growth potential

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Entrepreneurs who:

Have a recently established business (one to three years old);
Have a basic knowledge in entrepreneurship;
Have a vision on what they wish to achieve by participating in the programme.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): to obtain new knowledge, expand the existing contact network and gaining new experiences.

ENTREPRENEURIAL SKILLS DETECTED: management, planning, marketing and financing

REASON FOR PROPOSING THIS PRACTICE: Enterprise Estonia promotes business and regional policy in Estonia and is one of the largest institutions within the national support system for entrepreneurship

For Training courses/initiatives:

Non Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED):

Information programmes

Tailor-made training on entrepreneurship

Mentoring Programme

Mentoring clubs (Events)

Entrepreneurship days and entrepreneurship week

TRAINING OBJECTIVES: sustainability and development

TRAINING NEEDS ADDRESSED: knowledge and experience in management, planning, marketing and financing

LEARNING OUTCOMES: New knowledge gained, new contacts made, acceleration of business

For Mentoring processes:

NATURE OF MENTORING PROCESS: Formal mentoring program - Business mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development

TOOLS/METHODOLOGIES USED: (SEE "TYPE OF TRAINING")

NEEDS ADDRESSED: Business development, personal development, management, planning, marketing and financing skills

For Projects:

ACTIVITIES CARRIED OUT BY THE PROJECT: Mentoring clubs (Events) - Entrepreneurship days and entrepreneurship week

Sources of the research:

WEBSITES SEARCHED: <http://www.eas.ee/>

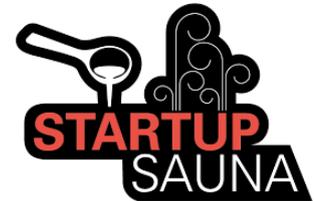
GOOD PRACTICE IN FINLAND

Category of good practice detected:

Training course/initiative
Mentoring process

General information:

INITIATIVE NAME: StartUp Sauna
COUNTRY: Finland
LEVEL OF PRACTICE: European and National
DATE OF START: 2012
STILL RUNNING
RESPONSIBLE AND/OR PROMOTING ORGANISATION: StartUp Sauna Foundation
PRIVATE
CONTACT DETAILS: Jakko Hynynen contact@startupsauna.com



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Startup Sauna accelerator helps promising early-stage startups to get ready for taking the next step, be it entering their market or raising a seed round of funding. Our coaches are some of the most talented serial entrepreneurs, investors and other industry experts in Finland and the surrounding region.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Entrepreneurship education in VET school and incubators

MAIN GOALS: Startup Sauna connects the most promising startups from Nordics, Eastern Europe and Russia with experienced serial entrepreneurs, investors and other industry experts through an intensive one-month accelerator program. They focus heavily on business development: from finding a scalable business model to understanding the target market and customers' needs, and from pitching to putting together an investor deck. Naturally, technical help is also available.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Start-ups, Young Entrepreneurs, university students

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): people with a business idea but lacking business modelling, startup financed but in need of all management skills, young entrepreneurs in needs of network where to promote their activities.

IMPACT ON PARTICIPANTS: the % of success for the start ups born by the program are very high, on the top of world % for startup survival (80%). Some very successful startup were created thanks to the program (example Rovio Angry Bird)

ACHIEVED RESULTS: Entrepreneurship skills transferred, business plan implemented, startup created and financed. Startup Sauna accelerator program – a five-week program for the most promising startups from Nordics, Eastern Europe and Russia.

Slush conference – one of European leading startup and investor conferences, organized every November
Startup Life internship program – sending the best students and graduates to different startup hubs to intern at the best startups in the world.

ENTREPRENEURIAL SKILLS DETECTED: different levels, from basic entrepreneurship skills to management skills, fundraising, pitching, networking

REASON FOR PROPOSING THIS PRACTICE: this program proved to be successful with a rate of more than 80% of life for incubated companies and startups (if compared with other European countries is incredibly high – 30%). Very famous startups have been developed in StartupSauna, like Angry Birds companies Rovio. The program is connected with AALto University, which is also an interesting practice on how to stimulate entrepreneurship by combining university with incubators, so theory and practice for entrepreneurship education.

For Mentoring processes:

AREA OF THE MENTORING PROCESS: Business plan/Business Development

Sources of the research:

WEBSITES SEARCHED: <http://startupsauna.com>

GOOD PRACTICE IN FRANCE

Category of good practice detected:

Project

General information:

INITIATIVE NAME: Groupements of Createurs Entrepreneurs Team

COUNTRY: France

LEVEL OF PRACTICE: National

DATE OF START: 01/01/2000

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Ile-de-France Region

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): The Ile-de-France Region (financial partner) / University Paris XIII Saint-Denis (pedagogical partner) / Job centre for young people (Mission Locale) as an operator, entrepreneurial coaching and advisory structure (Boutique de Gestion) /state and local bodies (financial partners).

CONTACT DETAILS: info@groupement-de-createurs.fr



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The initiative concerns young people in poor urban areas who have dropped out of school and who have a low level of qualification. The main stakeholders involved are: The Îlede-France Region (financial partner), University of Paris XIII Saint-Denis (pedagogical partner), job centre for young people (Mission Locale) as an operator, entrepreneurial coaching and advisory structure (Boutique de Gestion) and government and local organisations (financial partners). The Groupement de Createurs programme is organised in two phases (i.e., emergence phase and the training phase), which are conducted by one counsellor who works in partnership with other organisations.

- The Emergence Phase: this phase lasts between 2 and 8 months, depending on the beneficiary's needs. It aims at helping the beneficiaries to confirm their desire of carrying out their project.

- The Training Phase: people who confirm their wish to implement their project after the Emergence Phase can participate in the second phase. The Training Phase takes place in the partner University. This 6 months program leads to a technical degree in entrepreneurship called the DUCA (Diplôme d'Université de Création Activité – University Degree in Entrepreneurship).

During the entire program, the main role of the Groupement de Createurs counsellor is to pass on a method of project management that will be used by the beneficiaries for any project they will have to conduct. The counsellor doesn't interfere in the technical dimensions of the project, the technical expertise being provided by other organisations who are specialized in entrepreneurial consulting.

RELEVANT BUSINESS FIELD AND/OR SECTOR: all sectors

MAIN GOALS:

- raising awareness among unqualified and disadvantaged people about developing their own small businesses as an alternative to finding a job;
- encourage disadvantaged people to trust their ability to come up with good ideas and carry out their own projects;
- foster the beneficiaries' self-esteem, self-confidence and autonomy of action;
- provide beneficiaries with the opportunity to have access to an academic programme in business management.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): young people, in poor urban areas, who have dropped out of school and who have a low level of qualifications

IMPACT ON PARTICIPANTS:

- The initiative has an excellent integrated approach and addresses both pillars: the motivation to start a business, combined with counselling sessions, training delivered by experts, study visits, mentors, direct and e-networking.
- It is inspiring and supports entrepreneurial ideas, combined with assistance from specific counsellors within individual and collective meetings.
- The system “creates” entrepreneurs, which afterwards are trained and counselled.
- The “groupements” are receiving direct financial assistance in order to provide the business “createurs” all the necessary support to start up a business.

ACHIEVED RESULTS: More than 3000 people have benefited from the programme since 2000. 73% of the beneficiaries who have obtained their DUCA have either found a job or launched their own business one year after the end of the Training Phase

REASON FOR PROPOSING THIS PRACTICE: sustainability (15 years) / mentoring process

For Mentoring processes:

NATURE OF MENTORING PROCESS: Formal mentoring program

AREA OF THE MENTORING PROCESS: Business plan/Business Development, Management of business strategy and changes, Marketing strategies, Advertising, Marketing, Public Relations, Skills (communication, networking, confidence, time management, conflict resolution, etc.).

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Enspire EU

ACTIVITIES CARRIED OUT BY THE PROJECT:

- Development of a research about inspirational entrepreneurship initiatives that promote an entrepreneurial mindset among specific groups;
- Design, test and transference of the Enspire Eu – Toolkit (Practical guide for the implementation of some good practices).

Sources of the research:

INFORMATION SOURCES:

http://www.enspire.eu/UserFiles/EnspireEU_web.pdf - <http://www.enspire.eu/view-initiative?initiativeId=84>

WEBSITES SEARCHED:

<http://www.interreg4c.eu/good-practices/practice-details/?practice=367-groupelements-de-createurs-entrepreneurs-team&>
<http://www.enspire.eu/home> - <http://www.angc.fr/>

GOOD PRACTICE IN GERMANY AND LITHUANIA

Category of good practice detected:

Project

General information:

INITIATIVE NAME: e-Mentor

COUNTRY: Lithuania, Germany

LEVEL OF PRACTICE: European

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Volkshochschule Göttingen (in Germany)

PUBLIC

PROJECT COORDINATOR - Social Innovation Fund (LT), www.lpf.lt

PROJECT PARTNERS - Vytautas Magnus University (LT), www.vdu.lt

Merseyside Expanding Horizons Ltd. (UK), www.expandinghorizons.co.uk

ANNANET: Pertti Vihonen Oy (FI), www.peeveeoy.com

Volkshochschule Göttingen (DE), www.vhs-goettingen.de

Speha Fresia Societa Cooperativa (IT), www.speha-fresia.it

European Partnership (LT), www.europartner.lt

Bourgas Free University (BG), www.bfu.bg

VentureQuest Ltd. LLC (USA), www.VentureQuestLtd.com

CONTACT DETAILS: Bahnhofsallee 7, 37081 Gottingen,

Tel. (0551) 4952-0



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Successful participation in the fast-changing labour market requires the alignment of employment-related skills and competences. During the last years mentoring provided by employers and/or employees in their roles as mentors is becoming more and more common phenomenon worldwide and has already proved itself as an effective learning process. The transnational EU-project e-Mentoring aimed to increase the capacities of students in High Education, trainees in Vocational Education and Training institutions, and adults re-/entering the labour market by collecting good practice experiences and transferring best solutions into a common e-Mentoring model. The e-Mentoring process was enhanced by integrating Open Educational Resources (OERs) for self-directed learning on Employability and Entrepreneurship into e-Mentoring model. ICT-enabled learning solutions (Web 2.0, Moodle, etc.) enhanced productivity of and accessibility to e-Mentoring process ensuring its common use within three above mentioned educational sectors.

There are many different ways of mentoring, as well as experiences in this field collected from the project partners' countries, thus, it is important to make the common knowledge on e-Mentoring process accessible to 3M-Actors (Managers, Mentors, Mentees) prior starting mentoring itself. Therefore, self-directed e-learning courses for 3M-Actors were developed within the project and published openly with Web 2.0 tools.

Virtual e-learning environment for registered users was developed on Moodle to ensure the confidentiality and effectiveness of e-Mentoring process. This innovative education approach for acquiring new skills and competences for new jobs via e-Mentoring on employment-related issues is also presented in the e-Guidebook "Management of e-Mentoring on Employment-related issues".

The project defined the ways of using ICT in mentoring process and enhanced learning opportunities for the target groups to get new skills and competences for increasing their employability. The project also showed that mentors from the business surroundings can be involved in e-Mentoring process in order to prepare the qualified employees for their enterprises.

Groups on Social networks for Managers, Mentors and Mentees were created to promote e-Mentoring model worldwide. The project started in January, 2011 with participation of partners from Lithuania, United Kingdom, Finland, Italy, Bulgaria, Germany and United States e-Mentoring, and was finalized in June, 2013.

RELEVANT BUSINESS FIELD AND/OR SECTOR: students in High Education, trainees in Vocational Education and Training institutions, and adults re-/entering the labour market

MAIN GOALS:

- to fulfil the comparative analysis of existing mentoring practices in three educational sectors (HE, VET, adult education (AE)) and identify the best tools and practices transferable to common e-Mentoring model;
- to develop and test experimental educational approach based on innovative integration of eLearning platform for e-Mentoring process (on Moodle) with Open Educational Resources (OER) for self-directed learning (on Web 2.0) for 3M-Actors: Manager, Mentor, Mentee.
- to support remote independent and collaborative peer learning in the group via developed eMentoring model, ensuring confidentiality of e-Mentoring process;
- to increase learning capacity of e-Mentoring by integrating OERs for self-directed learning on employability and entrepreneurship published using Web 2.0 tools;
- to ensure multiplication effect on e-Mentoring model via Social Networks of managers, mentors and mentees/learners;
- to create the basis for mainstreaming the European e-Mentoring model, developed and tested in three educational sectors, into educational policies of HE, VET and AE institutions, as well as into recruitment strategies of enterprises

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): needs of students in High Education (HE) and Vocational Education and Training (VET) institutions and adults to get employment-related skills/competences for re-/entering fast-changing labour market

ACHIEVED RESULTS: e-Learning platform for e-Mentoring process for registered users; e-Guidebook for effective management of e-Mentoring

ENTREPRENEURIAL SKILLS DETECTED: skills/competences to get employment or start own businesses

REASON FOR PROPOSING THIS PRACTICE: similarity to the MENTEE project

For Training courses/initiatives:

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED):

e-learning – reading; learning by doing; video; success stories;

training objectives: to develop self-training e-Learning courses for managers, mentors and mentees/learners on the basis of needs analysis

TRAINING MODULES: e-learning – reading; learning by doing; video; success stories;

LEARNING OUTCOMES: skills on:

- CV writing,
- Business Plan Template,
- Job Searching,
- Presentation Skills,
- SWOT Analysis,
- Individual Leadership Plan,
- Personal Attribute/Skills Assessment Tool,

- Mentoring Agreement,
- Pursuing your Dream and How to Get There,
- Learning Styles,
- Mentor Log,
- Mentee Journal.
- Web Resources

AVAILABLE MATERIALS: (PLEASE SPECIFY IF THEY ARE FREELY AVAILABLE AND WHERE): e-Learning platform for e-Mentoring process for registered users (<http://e-mentoring.eu/?page=outcomes>); e-Guidebook for effective management of e-Mentoring (<http://e-mentoring.eu/?page=outcomes>);

For Mentoring processes:

AREA OF THE MENTORING PROCESS: Skills (communication, networking, confidence, time management, conflict resolution, etc.)

TOOLS/METHODOLOGIES USED: e-learning

NEEDS ADDRESSED: needs of students in High Education (HE) and Vocational Education and Training (VET) institutions and adults to get employment-related skills/competences for re-/entering fast-changing labour market

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): E-MENTORING: New skills and competences for new jobs

ACTIVITIES CARRIED OUT BY THE PROJECT: seminars; workshops; pilot trainings; monitoring session; conference

Sources of the research:

WEBSITES SEARCHED: www.e-mentoring.eu

Good practice n° 1

Category of good practice detected:

Project

General information:

INITIATIVE NAME: Business Mentors- Establishing a network to support women entrepreneurs

COUNTRY: Greece

LEVEL OF PRACTICE: National

DATE OF START: 01//9/2011 – 31/08/13

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Militos S.A.

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Federation of Industries of Northern Greece (FING), Hellenic Association of Young Entrepreneurs (ESYNE), Enterprise Europe Network – Hellas, OLN Learning

CONTACT DETAILS:

Militos Consulting S.A. Acharnon 335, 111 45 Athens – Greece

T. +30 210 67 72 129

F. +30 210 67 72 116

Email: info@militos.org



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The BUSINESS MENTORS action aim was to set up the Greek part of the European Network of Mentors for Women Entrepreneurs, to:

- boost female entrepreneurship;
- recognize and support the distinctive nature of women's business start-ups;
- ensure sustainability of newly-established business led by women entrepreneurs especially during the first very challenging years of their operation.

The project addressed these issues through a series of measures designed to promote entrepreneurship among women entrepreneurs of all ages that are looking for guidance and advice on how to cope with the everyday challenges of a highly competitive business world reality. The objective of the project was to support entrepreneurship by enhancing the principle of 'learning, doing and reflecting'. As such, the project was designed to enhance practical entrepreneurial knowledge, to offer practical first-hand experience, and to create the appropriate circumstances for effective reflection and the provision of proper direction and guidance in entrepreneurship.

The action relied on voluntary relationships that were established between mentors and mentorees. More specifically, the action foresees three main tasks:

1. the identification of successful (male and female) entrepreneurs across Greece, who will act as mentors, and their training in mentoring techniques, as well as the identification of women entrepreneurs across Greece, who will be engaged as mentees;
2. the set-up, monitoring and fostering of a mentoring relationship between mentors and mentorees in Greece;
3. the promotion and the visibility of the action on a local, regional, national and European level to find and win over supporters and new members of the network, to create an open network that continuously tries to attract and win new members, willing to conduct events (i.e. exchange of knowledge events, brokerage events, etc.) especially targeted at women entrepreneurs.

The BUSINESS MENTORS action is directed at clearly defined target groups, which are:

- Firstly, business men and women that have successfully established and run a business in Greece for at least five years; are aware of the challenges that women entrepreneurs are facing and are willing to share their knowledge and know-how with their mentees on a regular basis for the duration of this project;
- Secondly, women entrepreneurs of all ages who have created an SME or taken over an existing one, and who have been in business for more than a year, but less than four, having at least one employee, have significantly developed their business since they started it and are looking for guidance and better skills to face more efficiently the many challenges they encounter by being women entrepreneurs in Greece.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Entrepreneurship

MAIN GOALS: The BUSINESS MENTORS action aims to set up the Greek part of the European Network of Mentors for Women Entrepreneurs, to:

- boost female entrepreneurship;
- recognize and support the distinctive nature of women's business start-ups;
- to ensure sustainability of newly-established business led by women entrepreneurs especially during the first very challenging years of their operation

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.):

- a) Geographic region: at least 2 of each administrative region in Greece
- c) Size of company: SMEs
- d) Years of professional practice: 1-10
- E) Gender: Female
- F) Age: 25-50+

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): indicatively:

- decision making skills
- managing human resources
- networking skills
- innovation
- entrepreneurship skills
- negotiation skills
- customer base development
- business development
- financial planning
- competitiveness
- funding opportunities
- marketing strategies
- personal development
- productivity

IMPACT ON PARTICIPANTS: Mentors gained new soft skills, such as active listening, giving feedback, motivating themselves and others, flexing themselves, and benefited from:

- acquired transferable knowledge and skills useful for mentoring, not only for their mentorees but also the employees in their own business;
- learned or refreshed their knowledge simply by having to teach and answer questions about their experience and knowledge;
- gained better understanding on the current socio-economic difficulties and barriers;
- adopted a fresh and critical perspective on their own performance;
- gained satisfaction by contributing to the success of their mentees;
- achieved visibility offered by the project mechanisms and tools.

mentorees often provided knowledge about other areas as well as useful ways to spot future talent and business opportunities for the mentor.

The mentorees benefit both personally and professionally from the relationship since they:

- received external guidance on setting and achieving goals;
- explore innovative and creative ways for making their business more competitive, and create job prosperity at a national level;
- avoided problems the mentor has experienced and face challenges effectively;
- updated their entrepreneurial knowledge, skills and attitudes and become more effective entrepreneurs;
- unlocked their potential by boosting their self-confidence and assertiveness;
- built on their strengths and overcome their weaknesses.

ACHIEVED RESULTS: 51 successful mentoring relationships

REASON FOR PROPOSING THIS PRACTICE:

- the recognition of Militos S.A. lead project "Business Mentors" as outstanding example of entrepreneurship-related initiatives in Greece, as reported in the latest ENDEAVOR GREECE REPORT on "Entrepreneurship and investment opportunities in Greece";
- the selection, by the European Training Foundation, "Business Mentors" as part of the European Network of Mentors for Women Entrepreneurs as entrepreneurship dissemination case / Good practice;
- the relevance of the "Business Mentors" project scope with project "MENTEE"
- the immense media attention the project earned

For Training courses/initiatives:

Non Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): Webinars, self-studies, face-to-face

TRAINING OBJECTIVES: to provide more advanced knowledge on mentoring, to boost the mentors' commitment and support the mentoring relationship

TRAINING NEEDS ADDRESSED:

Understanding of mentoring principles

Understanding of a mentor's role and responsibilities

Identification of knowledge, skills and attitudes required for a mentor

Creating and maintaining a successful mentoring relationship

TRAINING MODULES:

- Introduction to the principles of mentoring (what is mentoring; the benefits of mentoring for the mentor and the mentee);
- the mentor (the role and responsibilities of the mentor; mentoring knowledge, skills and attitudes required by effective mentors);
- the mentee (motivation, expectations and personal goals, personal development, networking);
- the mentoring relationship (how to establish and maintain the relationship with the mentee; defining expectations and goals in an action plan; monitoring and recording the progress of the relationship); and,
- mentoring and entrepreneurship (distinctive characteristics of female entrepreneurship; the knowledge, skills and attitudes required by the entrepreneur; challenges and problems facing women entrepreneurs: financial, social, cultural, prejudices and stereotypes; female entrepreneurship in Greece; the mentors' personal experiences in entrepreneurship and how they can inspire their mentees).

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Personal Development

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Competiveness and Innovation Framework Programme (CIP)

ACTIVITIES CARRIED OUT BY THE PROJECT:

- Identification and selection of mentor to participate in the network
- Training the mentors
- Pairing mentors with mentees
- Monitoring and support of mentors- mentees monthly meetings
- Evaluation of mentored relationship and feedback
- Networking activities, conferences, workshops, summits, press conferences
- Publication of the "European Survey on Professional Success"
- Publication of the "The Greek woman entrepreneur – Face to face"

Sources of the research:

INFORMATION SOURCES: Militos S.A.

WEBSITES SEARCHED: <http://www.businessmentors.gr/>

Good practice n° 2

Category of good practice detected:

Training course/initiative

General information:

INITIATIVE NAME: EGG (ENTER•GROW•GO)

COUNTRY: Greece

LEVEL OF PRACTICE: National

DATE OF START: 2013

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Eurobank, Corallia

PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): (SPONSORS AND SUPPORTERS)

CONTACT DETAILS:

190 Syngrou Avenue

176 71 Kallithea, Greece

T: +30 210 32 49 912

F: +30 210 95 33 290

E: info@theegg.gr



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The "egg - enter•grow•go" programme is a Corporate Social Responsibility initiative by Eurobank designed and implemented in cooperation with Corallia, that aims to boost young innovative entrepreneurship and improve employment opportunities for young people in Greece. "egg - enter•grow•go" is an integrated incubation, acceleration

and co-working programme. Participating young entrepreneur teams hosted in fully equipped office premises and enjoy support services for startups, effective business training and access to a network of distinguished mentors in order to accelerate their business ideas. The "egg - enter•grow•go" programme runs in yearly cycles and can engage young aspiring entrepreneur from all over Greece who have creative and innovative ideas in any sector of the economy and who have the passion to put their 'idea' into 'action'. Applicants will submit a concise 8-page business plan, which will be evaluated on the basis of innovation, vision and viability by an independent evaluation committee with expertise in investment management for startups. The two key stakeholders of the Programme will help the selected business groups to start their own business and settle in the building.

For 12 months, the participating business groups focus intensively on the development of their business idea, building upon the infrastructure, services, training and mentoring services offered by the Programme. During this stage, the business groups will build partnerships with other businesses and develop the abilities and skills of their teams in order to accelerate the growth of their business plan into a marketable product or service. Throughout the Programme "egg - enter•grow•go" business groups experience the development of their business ideas as members of a dynamic innovation ecosystem. The program seeks all business groups that have participated in the grow process to make their business "leap". That is to capitalise on the value of their idea with their own resources or through leveraging other investment funds.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Incubator

MAIN GOALS:

- To motivate young minds to work on their creative ideas and build the kind of world they dream
- To support young wannabe entrepreneurs accelerate their business, via substantive business training and access to a network of prominent mentors

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): young people between the ages of 18 to 40 years, who are university graduates or undergraduates, have an innovative business idea and the passion to turn it into a successful business activity and have not established a company yet.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

Project management
 Business Planning
 Financial planning
 Sales and Marketing
 Goal setting
 Leadership and initiative
 Networking skills
 Public relations
 Corporate communication
 Cooperation and team-working
 Interpersonal skills
 Emotional Intelligence
 Listening
 Human resources and talent management
 Asset management

ENTREPRENEURIAL SKILLS DETECTED:

Project management
 Business Planning
 Financial planning
 Sales and Marketing

Goal setting
 Leadership and initiative
 Networking skills
 Public relations
 Corporate communication
 Cooperation and team-working
 Interpersonal skills
 Emotional Intelligence
 Listening
 Human resources and talent management
 Asset management

For Training courses/initiatives:

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED):

3 month face to face training in 9 modules
 1 year of mentoring and consulting support

TRAINING NEEDS ADDRESSED: (see section "Entrepreneurial skills detected")

TRAINING MODULES:

- Project management: basic principles of project management, such as inventory and accounts receivable management, time management, resources, costs, risks, coordinated project tracking, change management, etc.
- Managing intellectual property: introduction to the significance of protecting intellectual property in order to avoid any loss or exploitation of intellectual property by third parties, as well as how a company can exploit its intellectual property in the most efficient manner.
- Corporate communication and public relations: introduction to the importance of corporate image making in ways that support the identification and management of the company goals and how businesses can leverage the correct, complete and targeted communications to achieve strategic objectives.
- Strategic marketing: practical familiarity with tools for preparation and planning of a company marketing strategy, utilizing techniques and methodologies for the design of the portfolio of services and products in order to increase competitiveness and penetration into new markets/ segments.
- Sales techniques: introduction to the importance of effective customer management and sales techniques in order to develop a professional approach to promote the company's services and products to potential or existing customers.
- Financial Management: what are the main economic activities of the enterprise, how do these contribute to the effectiveness and efficiency of business operations and introduction to methods of company valuation and investment appraisal.
- Accreditation and quality control: basic principles of quality assurance, operational techniques and tools required to verify the quality requirements and introduction to the main methods of quality assurance in operations and production processes.
- Human resources management: fundamentals in regards to human resource and talent management, selection of the right people, development and utilization of human resources.
- Investment and asset management: an analysis of the investment process, focusing on understanding the operations of hedge funds, business angels, corporate investors and familiarity with the relevant terminology with a practical entrepreneurial approach.
- Export activities: basic principles for the development of international business, international trade agreements, familiarity with the terminology, methods and tools to achieve international commercial collaborations, etc.
- Public funding: familiarity with the available options of public funding for young innovative enterprises at national and international level and practical advice on the best use of public funds.

- Elevator pitch: key principles for the optimal presentation of a product or service utilizing to the fullest extent the minimum time or a "window of opportunity" that often an entrepreneur has with a potential client or investor.

LEARNING OUTCOMES: (see content of training modules and entrepreneurial skills detected)

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT):

1st cycle - 2013: 21 entrepreneurial groups hosted and supported – 53 inspiring entrepreneurs

2nd cycle - 2014: 25 entrepreneurial groups hosted and supported

24 mentors volunteered

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Formal mentoring program

Business mentoring



AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

NEEDS ADDRESSED:

Business skills

Management skills

Communication skills

Self-development skills

For Projects:

ACTIVITIES CARRIED OUT BY THE PROJECT:

- Ennovation Contest – Digital innovation and entrepreneurship

- 2 day event on Startup Safary Athens

- Support of young entrepreneurs in their participation on "Make Innovation Work" contest – (2 winners)

- TedxAcademy 2014 strategic partner

- Participation and organisation of numerous events, conferences, workshops etc.

Sources of the research:

INFORMATION SOURCES: <http://www.theegg.gr/>

WEBSITES SEARCHED: <http://www.theegg.gr/>

Good practice n° 3

Category of good practice detected:

Training course/initiative

General information:

INITIATIVE NAME: Orange Grove

COUNTRY: Greece

LEVEL OF PRACTICE Regional

DATE OF START: 25 September 2013

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Embassy of the Kingdom of the Netherlands in Athens CONTACT DETAILS

Anna-Maria Poullis - Project Manager Orange Grove

Address: Leoforos Vasileos Konstantinou 5-7 | 106 74 Athens | Greece

t: +30 2114082551

Content of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Orange Grove is a flexible co-working space and network community for young entrepreneurs in Greece.

It is an initiative of the Embassy of the Kingdom of the Netherlands in Athens and a result of broad community support, university affiliations, highly committed mentor networks and supportive sponsors and partners. All of them committed to help young entrepreneurs turn their idea into a profitable business, while simultaneously trying to promote entrepreneurship and innovation, encourage brain mobility and reduce youth unemployment.

Orange Grove offers state of the art flexible workspaces equipped with a conference room, workspaces on sofas and at desks, wifi and coffee. Participants in Orange Grove have the opportunity to attend master classes, seminars and lectures that are organized in accordance with their needs. Participants get assigned a mentor who is their advisor in the early stages of starting their business. Also, they have the chance to be coached and mentored by experienced professionals (including services from pools of lawyers and accountants). These professionals will share their entrepreneurial know-how and will occasionally provide mentoring on how to deal with the various issues that young entrepreneurs may be confronted with. The educational programme is conducted in cooperation with the University of Amsterdam, Delft University of Technology and Athens University of Economics and Business.

Finally, Orange Grove offers access to a valuable network: the network of the participants, of the sponsors and that of the Embassy. Orange Grove wants to help young entrepreneurs to bring their start-ups a step closer to success.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Incubator for entrepreneurship

MAIN GOALS: Its aim is to address problems posed by brain drain and youth unemployment in Greece while stimulating entrepreneurship and innovation.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.)

Greek and Dutch entrepreneurs or wanna-be entrepreneurs, that have an innovative, exciting, feasible and ethical business plan or idea (with a maximum of 5 persons for each business plan/idea). Born after January 1st 1974 and a legal resident of the European Union. Preference can be given to applicants that have ties to the Netherlands (studied there, worked there or do business with the Netherlands) and/or an interest in the synergies between the Greek and the Dutch business environment.

IMPACT ON PARTICIPANTS: Orange Grove offers state of the art flexible **workspaces** equipped with a conference room, workspaces on sofas and at desks, wifi and coffee. Participants in Orange Grove have the opportunity to attend master classes, seminars and lectures that are organized in accordance with their needs. Participants get assigned a mentor who is their advisor in the early stages of starting their business. Also, they have the chance to be **coached and mentored** by experienced professionals (including services from pools of lawyers and accountants). These professionals will share their entrepreneurial know-how and will occasionally provide mentoring on how to deal with the various issues that young entrepreneurs may be confronted with. The

educational programme is conducted in cooperation with the University of Amsterdam, Delft University of Technology, University of Wageningen and Athens University of Economics and Business. Finally, Orange Grove offers access to a **valuable network**: the network of the participants, of the sponsors and that of the Embassy.

ACHIEVED RESULTS: Orange Grove, opened its doors in September 2013 and in the past 16 months over 100 entrepreneurs have joined the special program focusing on mentoring, coaching, education and networking.

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): Educational programme (Workshops, lectures), tailor made mentoring programme by experienced entrepreneurs and experts, Networking events, Legal and Accounting services.

TRAINING OBJECTIVES: Networking and learning new skills

TRAINING NEEDS ADDRESSED: branding, market research, accounting, procedures & legislation, intellectual rights, business ethics/integrity, business plan development, soft skills, venture capital, public funding

TRAINING MODULES: Seminars, workshops, bootcamps, presentations

LEARNING OUTCOMES: New knowledge gained and contacts made

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT): In total **65 startups** have joined Orange Grove since the opening. 2 startups (JoinCargo and TheCityGame) have received pre-seed funding through Orange Grove's quarterly pitching competition. One startup, Filisia, has been accepted in a UK accelerator which offers them office space and a financial remuneration for one year in order to create their prototype. **A lot of Orange Grove startups have increased their sales and are having a steady revenue stream** (ex. Big Olive, Let's Meet in Athens, LIA extra Premium Virgin Olive Oil and more). Many IT startups are in the verge of launching their application/website (TheCityGame, BookSecrets etc.) Finally a lot startups that are currently in a beginners' stage have set the bases of the business and strategies as well as they have found co-founders, partners, developers etc.

AVAILABLE MATERIALS: (PLEASE SPECIFY IF THEY ARE FREELY AVAILABLE AND WHERE): Office space, educational materials (books about entrepreneurship, recorded Orange Grove seminars and workshops, slide presentations of the speakers) The material is freely available upon request and it is located on Orange Grove's Intranet.

For Mentoring processes:

NATURE OF MENTORING PROCESS (PLEASE CHECK ALL THAT APPLY)

Formal mentoring program

Business mentoring

AREA OF THE MENTORING PROCESS (PLEASE CHECK ALL THAT APPLY)

BUSINESS PLAN/BUSINESS DEVELOPMENT

MANAGEMENT OF BUSINESS STRATEGY AND CHANGES

MARKETING STRATEGIES, ADVERTISING, MARKETING, PUBLIC RELATIONS

SKILLS (COMMUNICATION, NETWORKING, CONFIDENCE, TIME MANAGEMENT, CONFLICT RESOLUTION, ETC.)

CRISIS MANAGEMENT/DECISION MAKING

PERSONAL DEVELOPMENT

OTHER (PLEASE SPECIFY): PITCHING TRAINING

TOOLS/METHODOLOGIES USED: Mentoring schemes, networking events, seminars, workshops, coaching

NEEDS ADDRESSED: Business development, personal development, business plans creation, legal and taxation framework in order to register a company in Greece/Netherlands/Europe), preparation for pitching to investors

ACTIVITIES CARRIED OUT BY THE PROJECT: Seminars, workshops, pitching competitions with money prizes, open day, bootcamps, networking events, participation and co-organisation of events with other incubators in Greece.

GOOD PRACTICE IN HUNGARY

Category of good practice detected:

Training course/initiative

General information:

INITIATIVE NAME: „business partner” youth training course

COUNTRY: Hungary

LEVEL OF PRACTICE: National

DATE OF START: 2012.10.01

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Inno-motive nonprofit ltd
PRIVATE

CONTACT DETAILS: info@innomotive.hu



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Design, development and implementation of a training course for the promotion of young people's knowledge and skills, to support the launch and management of their business ideas/projects. The training is mainly focused on the development and skills related to business plan development, communication, leadership, teamwork, delegation and marketing and are structured to be face-to-face training.

RELEVANT BUSINESS FIELD AND/OR SECTOR: All sectors.

MAIN GOALS: To promote the development of specific knowledge and skills of young people and to support the launch and management of their business idea/projects.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Young people

ENTREPRENEURIAL SKILLS DETECTED:

- Business development plan skills;
- Communication skills;
- Leadership;
- Capacity to work in team;
- Development marketing plan.

REASON FOR PROPOSING THIS PRACTICE: The identification of entrepreneurial skills/competences.

For Training courses/initiatives:

Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): face-to-face group workshop

TRAINING OBJECTIVES: to develop entrepreneur competences of youth groups (communication, leadership, teamwork, delegation) and to provide bases for start-up businesses by developing jointly business plans.

TRAINING NEEDS ADDRESSED: youth groups can become entrepreneurs, but they need to adopt skills and working practice before own start-up company is launched.

TRAINING MODULES: business plan, communication, leadership, teamwork, delegation, marketing

LEARNING OUTCOMES: the member will obtain competences required to run a business, top negotiate with business partners and will learn how to work in a real team. By learning new methods to build business plans, the chances of starting a successful business become higher and the success is more likely to become reachable

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT): Not available.
NO. OF STUDENTS TRAINED: 60 persons
NEW BUSINESSES STARTED: 7

AVAILABLE MATERIALS: (PLEASE SPECIFY IF THEY ARE FREELY AVAILABLE AND WHERE): only in Hungarian language
Tools/Methodologies used: Not available.

NEEDS ADDRESSED: Develop specific knowledge and skills of young people to support the launch and management of their business ideas/projects.

Sources of the research:

INFORMATION SOURCES: INNOMOTIVE BY E-MAIL.

WEBSITES SEARCHED: <http://www.innomotive.hu/>

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: Mentors.ie

COUNTRY: Ireland

LEVEL OF PRACTICE: National

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Tommy Murray, chairman and mentor

PRIVATE

CONTACT DETAILS: info@mentors.ie

Mentors.ie

Our Expertise. Your Success.

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Mentors.ie provides clients with experienced professionals to help them succeed in their business. It brings together business owners with successful, experienced CEOs and Senior Executives, for on-demand mentoring and strategic management support. Mentors.ie strategy is to provide a comprehensive suite of offerings that gives the confidence to engage, measure and assess the client company growth in the continuous manner. The team works on the companies' business challenges on the premise that these problems have already been solved by one of their mentors in the past.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Strategy, Change management, Marketing and sales development, Finance, Operations, Human Resources, Finance facilitation, E-Business & Web Solutions, Business Restructuring, Recruitment

MAIN GOALS: to provide the client with exceptional, experienced and unparalleled access to business professionals and business mentors in Ireland. The team of veteran Executive and Non-Executive Mentors can provide the company with all the assistance needed to drive its business forward. Mentors.ie offers the opportunity to leverage its vast, in-depth experience and proven track record to ensure delivery of the client's goals and objectives.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Irish enterprises

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Thinking at a more strategic level, focus on the organisation future direction, Change management, Commercial Capabilities for B2B and B2C markets, optimise Marketing Investment, Financial management and control systems

IMPACT ON PARTICIPANTS: Cases Studies extracts: "Bringing Objectivity to the Board", "Mentoring paves way on the road to success", "Increasing sales through a more structured approach", "Boosting Sales in a family business", "Mentoring in every sense of the word"

ENTREPRENEURIAL SKILLS DETECTED: Strategic thinking, problem solving, change management, sales and commercial skills, marketing, financial skills

REASON FOR PROPOSING THIS PRACTICE: Relevant example of expert mentors providing mentoring services for business enhancement

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Business mentoring

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

TOOLS/METHODOLOGIES USED: Panel of mentors with functional expertise in the areas of Strategy, Change Management, Sales & Market Development, Finance, Operations and Human Resources.

NEEDS ADDRESSED: (see needs of the participants)

Sources of the research:

INFORMATION SOURCES: <http://www.mentors.ie/>

WEBSITES SEARCHED: www.google.com

GOOD PRACTICE IN ITALY (3)

Good practice n° 1

Category of good practice detected:

Project
Mentoring process

General information:

INITIATIVE NAME: MOBILITAS – Moving People, Business, IDEas

COUNTRY: Italy, Spain, Germany, Ireland, UK, Romania, Netherlands

LEVEL OF PRACTICE: European

DATE OF START: 2010

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Quality Program

PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Quality Program, CEEI Albacete, Scholten Consulting, Bupnet, DLR CoCo, Chamber of Commerce Neamt, Rinova,

Contact details: paolo.montemurro@qualityprogram.it



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): MOBILITAS is a European partnership born in the framework of the Erasmus for Young Entrepreneurs program, financed by DG Enterprise of the European Commission.

It aims at helping new entrepreneurs to acquire relevant skills for managing a small or medium-sized enterprise (SMEs) by spending time in a business in another EU country. It contributes to improving their know-how and fosters cross-border transfers of knowledge and experience between entrepreneurs.

The exchange of experience takes place during a stay with the experienced entrepreneur, which helps the new entrepreneur acquire the skills needed to run a small firm.

The host benefits from fresh perspectives on their business and gets the opportunities to cooperate with foreign partners or learn about new markets.

EYE is financed by the European Commission and operated across 28 EU Countries by the help of more than 100 intermediary organisations competent in business support (e.g. chambers of commerce, incubators, start up centers, etc.)

RELEVANT BUSINESS FIELD AND/OR SECTOR: Any business sector (SMEs)

MAIN GOALS:

- on the job training for new entrepreneurs in SMEs elsewhere in the EU in order to facilitate a successful start and development of their business ideas.
- exchanges of experience and information between entrepreneurs on obstacles and challenges to starting up and developing their businesses
- to enhance market access and identification of potential partners for new and established business in other EU countries
- networking by building on knowledge and experience from other European countries between entrepreneurs

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): no age restriction (+18) but entrepreneurial experience in age. With less than 3 years the profile of a young entrepreneur, with more than 3 years the profile of experienced hosting entrepreneurs

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

- entrepreneurial skills
- company management skills
- real entrepreneurial life experience
- on the job experience
- networks
- Internationalization opportunities

IMPACT ON PARTICIPANTS: from feedbacks collected from both young and host entrepreneurs, the project proved to reach its objective by giving a practical example of the management of a company to the young entrepreneurs and new ideas, networking and commercial opportunities to the host experienced entrepreneurs. Several young entrepreneurs started their business with more confidence, although they were requesting for further guidance and assistance to the experienced entrepreneurs or the intermediary organisation

ACHIEVED RESULTS: the project allowed the 40% of participant to start their own business; a 20% of already active young entrepreneurs created new commercial opportunities in partnership with the host entrepreneurs

ENTREPRENEURIAL SKILLS DETECTED: management skills, networking skills, communication skills, intercultural competences, team management, time management, knowledge in the specific sector

REASON FOR PROPOSING THIS PRACTICE: the initiative started in 2010 as a pilot project of DG enterprise and Industry, it is now a structured line of COSME program. The numbers of EYE are increasing, currently involving more than 10.000 European entrepreneurs or potential entrepreneurs. It is a good practice as it is also a transfer of the good model of Erasmus for students to a different field, showing that European mobility can be a value also from the knowledge development point of view.

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Business mentoring

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

TOOLS/METHODOLOGIES USED: on the job experience/shadowing of the entrepreneur

NEEDS ADDRESSED: understanding how to run a business, developing general managerial skills and sectorial skills, improving knowledge on the business sector

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Erasmus for Young Entrepreneurs

ACTIVITIES CARRIED OUT BY THE PROJECT: Promotion of the opportunity among business community, universities, job placement organisation; recruitment of host and young entrepreneurs; supporting young entrepreneurs in their process of application particularly in developing their business plan; matching profiles of host and young entrepreneurs; monitoring relationship when in execution; collecting feedback from participants; connecting this experience with other coming from all over Europe.

Sources of the research:

WEBSITES SEARCHED: www.erasmus-entrepreneurs.eu www.erasmus.qualityprogram.com

Good practice n° 2

Category of good practice in detected:

Mentoring process

General information:

INITIATIVE NAME: Laboratori dal basso - mentoring

COUNTRY: Italy

LEVEL OF PRACTICE: Regional

DATE OF START: 2011

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Apulia region

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Apulia Region – ARTI (Regional Agency for Technology and Innovation)

CONTACT DETAILS: laboratoridalbasso@arti.puglia.it

Laboratori dal Basso

Nuovi strumenti
per giovani idee
che puntano in alto



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Mentoring is the initiative born to make young companies and associations from Apulia region to meet expert entrepreneurs willing to support them in the start-up phase. Mentors are people coming from "high knowledge density" sectors ready to contribute to the realisation of projects proposed by young entrepreneurs.

MAIN GOALS:

- To support young entrepreneurs, start-ups, associations with less than 5 years of experience to develop, strength, speed-up their projects, business ideas, companies.
- To provide constant inspiration, information and experience to this target group by counting on a network of 25 mentors covering different fields but mainly with entrepreneurial experience on their own.
- Matching between experienced entrepreneurs (mentors) and young entrepreneurs/business ideas.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Not age but experience in running a business - Young entrepreneurs or wanna-be entrepreneurs, associations or cooperatives with less than 5 years of experience.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

- Entrepreneurial models to follow
- Inspiring stories
- Examples from people having followed the same path
- Specific training needs in a key sector for the management of the organisation
- Networking

IMPACT ON PARTICIPANTS:

- 50 organisations developed a mentored project covering with the responsible mentors specific projects.
- 2/3 of participants to the first phase declared that their initial needs were covered thanks to the direct support of the mentor
- 5 participants are now mentors in the following phases

ACHIEVED RESULTS:

- direct support to almost 100 (current numbers) organisations in Apulia, all with less than 5 years of life, 90% managed by young entrepreneurs
- creation of a network for mentors in Apulia with profiles from all over Italy

ENTREPRENEURIAL SKILLS DETECTED: Managerial Skills – Networking Skills – Financial Management skills – Team Working – Team Management – Resource Management – Marketing skills

REASON FOR PROPOSING THIS PRACTICE: The initiative has been recognized as a good practice of public intervention in the business sector. It has become a model for other Italian Regions that are now following the same experience. The regional network is getting bigger and it will soon be recognized as a national one.

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Management of business strategy and changes

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

TOOLS/METHODOLOGIES USED: Direct Mentoring – Web Platform – Plan of the initiative with timing and resources allocation

NEEDS ADDRESSED: Models to follow – Experience to follow – Management of failures – Management of time – Lack of Resources – Networking

Sources of the research:

WEBSITES SEARCHED: <http://www.laboratoridalbasso.it/mentoring>

OTHER SOURCES: http://www.laboratoridalbasso.it/faq/#mentoring_mentori

Good practice n° 3

Category of good practice in detected:

Project

Training course/initiative

Mentoring process

General information:

INITIATIVE NAME: BE-WIN Business Entrepreneurship Women in Network

COUNTRY: Italy

LEVEL OF PRACTICE: European – National - Regional

DATE OF START: 2010

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Unioncamere Toscana

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE):

P1 Unioncamere Toscana – Unione Regionale delle Camere di Commercio della Toscana - Regione: Toscana

P2 Metropoli, Azienda Speciale della Camera di Commercio di Firenze - Regione: Toscana

P3 Agenzia di Sviluppo, Azienda Speciale della Camera di Commercio di Chieti - Regione: Abruzzo

P4 SPIN – Consorzio di Ricerca, Innovazione e Trasferimento Tecnologico scrl - Regione: Calabria

P5 Camera di Commercio di Napoli - Regione: Campania

P6 SIDI Eurosportello, Azienda Speciale della Camera di Commercio di Ravenna - Regione: Emilia Romagna

P7 Concentro, Azienda Speciale della Camera di Commercio di Pordenone - Regione: Friuli Venezia Giulia

P8 BIC Lazio Spa - Regione: Lazio



P9 Presidenza del Consiglio dei Ministri - Dipartimento Pari Opportunità - P10 Unione Italiana delle Camere di Commercio

P11 Unioncamere Liguria – Unione Regionale delle camere di Commercio della Liguria - Regione: Liguria

P12 Formaper, Azienda Speciale della Camera di Commercio di Milano - Regione: Lombardia

P13 Camera di Commercio di Ascoli Piceno - Regione: Marche

P14 Unioncamere Molise – Unione Regionale delle Camere di Commercio del Molise - Regione: Molise

P15 Unioncamere Piemonte - Regione: Piemonte

P16 Camera di Commercio di Cagliari - Regione: Sardegna

P17 Consorzio Catania Ricerche - Regione: Sicilia

P18 Unioncamere Umbria - Regione: Umbria

P19 Unioncamere del Veneto – Eurosportello Veneto - Regione: Veneto

SUPPORTER N.1 Legacoop

SUPPORTER N.2 Confcooperative

SUPPORTER N.3 AGCI

CONTACT DETAILS: Marco Ardimanni - marco.ardimanni@tos.camcom.it

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The initiative is the follow up, at national level, of an European project under the call European Network of Mentors for Women Entrepreneurs. The Italian partnership to follow up the European phase is composed of 19 partners covering 16 Italian region. The project wants to create a network and a platform for Italian women doing business in order to activate a peer-learning activity, a promotion of their business and a mentoring path involving experienced entrepreneurs and young entrepreneurs. To the new entrepreneurs the initiative was offering networking, training and mentoring.

RELEVANT BUSINESS FIELD AND/OR SECTOR: no selection made on sector but on entrepreneurial experience

MAIN GOALS: to provide to women starting a business a training to fill their perceived entrepreneurial gaps in terms of skills and knowledge, to connect them with other women entrepreneurs, to get inspiration and support from those entrepreneurs that already had experience in the same sector

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): participants were selected looking at their experience in running a successful business and to ensure a proper geographic representativeness of the initiative. Therefore the action involved 32 experienced women entrepreneurs and 64 young women entrepreneurs spread all over the 16 regions of Italy involved.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Typical needs of startupper and young entrepreneurs, example of real entrepreneurial life, networking facilities, commercial opportunities

IMPACT ON PARTICIPANTS: the first phase was successful for all participants and 30 of them are now involved as Mentors for the second and third cycle of the project.

ACHIEVED RESULTS: 32 mentors and 64 mentees took part in this pilot initiative

ENTREPRENEURIAL SKILLS DETECTED: resource management, networking, guidance, time management, risk calculation, finance management

REASON FOR PROPOSING THIS PRACTICE: this initiative is the first wide Italian network action to promote and support women doing business following paths and models proposed in Europe. It is a good practice since it has been able to involve 16 regions over 20 in Italy and also representative of policy makers at the highest level (government and business associations). It is also relevant as it developed all actions around an online

platform, virtual environment to connect actors that would have then developed real mentoring experiences and couples to study training and entrepreneurial needs of the women involved.

For Training courses/initiatives:

Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): After a first phase of training needs assessment the project organized training with experts in the detected area. The training took the form of open seminars.

TRAINING OBJECTIVES: to cover and fill training needs detected and highlighted by participants

TRAINING NEEDS ADDRESSED: mainly management and finance

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT): 64 for the first phase

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring - Blended mentoring - Peer mentoring

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Management of business strategy and changes

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Personal Development

TOOLS/METHODOLOGIES USED: a platform for online networking and connection with mentors and project based mentoring couples. Each mentors followed 2 mentees and the 2 mentees where invited to try to activate a bilateral mentoring relationships

NEEDS ADDRESSED: real life experience and hot to face challenges in the business world, how to run properly a company, how to deal with a team, how to manage the administrative structure, how to build a network

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Call for Proposals 6/G/ENT/CIP/10/E/N01C21

ACTIVITIES CARRIED OUT BY THE PROJECT: platform development, recruitment of mentors and mentees, relationship activation

Sources of the research:

WEBSITES SEARCHED: <http://www.be-win.it/>

GOOD PRACTICE IN LATVIA

Category of good practice detected:

Training course/initiative
Mentoring process

General information:

INITIATIVE NAME: Association LIDERE

COUNTRY: Latvia

LEVEL OF PRACTICE: National

DATE OF START: February 3, 2003

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Chairperson of the Board: Aiva Vīksna

PRIVATE (NGO)

CONTACT DETAILS: lidere@lid.lv - zanda@lid.lv (Zanda Raciborska, Project Manager)



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Mentoring programmes for entrepreneurs organized by “Līdere” (MPU): The mentoring programme for entrepreneurs is free of charge. There are no more than ten pairs in one programme and the programme lasts for twelve months. In the framework of the programme, experienced entrepreneurs (mentors) share their experience with young entrepreneurs (mentees). The aim of the programme is to support newly started entrepreneurs and those who would like to start their own business, support the development of new enterprises and work places, provide the option to receive information and consultations.

MAIN GOALS: The goal of the “Līdere” association is to promote mentoring in Latvia; support women entrepreneurs in the cities and rural areas of Latvia; increase the levels of women in the foundation of accomplished companies and in the creation of new workplaces; provide free access to information and the possibility of being able to receive advice.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Mentees - new companies (not older than 5 years). Mentors - experienced entrepreneurs (at least 5 years' experience in business).

IMPACT ON PARTICIPANTS: Increased women's self-confidence, clarifying difficulties and providing solutions; Promotion of co-operation and exchange of experience between new and experienced businesswomen

ACHIEVED RESULTS: Development of new enterprises; Development of current enterprises, development of quality of the business processes; Enchaining entrepreneurs to new businesses; Development of new workplaces; Preventing closing of businesses; Development of independent mentoring system in Latvia.

REASON FOR PROPOSING THIS PRACTICE: Relevant example on how to foster the development of entrepreneurship through mentoring practices

For Training courses/initiatives:

Non Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): Identify 12 pairs of mentors and mentees; Carry out Start-up, Midterm and Closing seminars; Carry out competence developing seminars; Carry out mentoring program in the framework of one year; Provide with the support mentoring pairs during the program; Evaluate the process and the results of the mentoring program; Adopt program for the next mentoring program in Latvia.

TRAINING OBJECTIVES: to support newly started entrepreneurs and those who would like to start their business in the cities and regions of Latvia; support development of new enterprises and work places; provide with the possibility to get information and consultations

TRAINING NEEDS ADDRESSED: Provision of a mentor for women newly self-employed, especially those from rural areas who have little support.

LEARNING OUTCOMES: (see achieved results)

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT): Total number of programmes: 15 MPE - 554 participants have participated in the MPE's from 2005 to 2014:

- 251 mentors (193 women, 58 men)
- 303 mentees (216 women, 87 men)

Statistics on companies of mentees:

- have company - 127
- do not have company - 32
- has sold shares of enterprise - 2
- has suspended economic activity of enterprise - 8
- 25 new companies have been established during MPE's during 2005-2014

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Business mentoring

AREA OF THE MENTORING PROCESS:

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Personal Development

Other (please specify): Exchange of experiences

TOOLS/METHODOLOGIES USED: Mentoring: pair mentoring between an experienced entrepreneur and new businesswoman for 12 months.

For Projects:

ACTIVITIES CARRIED OUT BY THE PROJECT:

- various informative workshops on the programme
- opening event of Mentoring programme for entrepreneurs
- first competence improvement workshop and exchange of contacts
- second competence improvement workshop for the participants of the Mentoring Programme
- new entrepreneurs visit to the 'Madara' company
- third competence improvement workshop for the participants of the Mentoring Programme
- closing event of Mentoring Programme for Entrepreneurs

Sources of the research:

INFORMATION SOURCES: <http://www.lidere.lv>

WEBSITES SEARCHED: www.google.com

GOOD PRACTICE IN SLOVAKIA, LITHUANIA AND ROMANIA

Category of good practice in detected:

Project
Mentoring process

General information:

INITIATIVE NAME: EU Tourism Mentoring
COUNTRY: Slovakia, Lithuania, Romania
LEVEL OF PRACTICE: European - National
DATE OF START: 2013
STILL RUNNING
RESPONSIBLE AND/OR PROMOTING ORGANISATION: SARETAS (Lithuania)
PUBLIC
PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Slovak Business Agency, Shine People& Places, Gecko Programmes Ltd. Saretas, Activ Tours & Travels
CONTACT DETAILS:
KAUNAS (Headquarters)
Laisves al. 101A-307
Kaunas, LT-44291
Lithuania
TEL: +370 618 03092
E-MAIL: jaunimas@saretas.org
WEBSITE: www.saretas.org



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The tourism is one of the most important economic sectors in each country, including SK, RO and LT. In spite of all of these countries having potential for tourism (land, hotels, history, art, vista etc) each still lack quality in the services provided.

The hotel, leisure, travel and tourism (HLTT) sector in most European countries lacks structure to skills development and career development planning. It displays a wide range of qualifications, profiles and standards, and training/teaching paths which are not unified. Additionally, SMEs in this sector display poor staff retention, inequality in promotion (more men than women), and minimal budgets to address the issues. Mentoring - mutual learning and sharing - has become one of the most powerful developmental tools for any organisation to develop staff, standards and the organisation itself. This project uses the tested mentor development toolkit in HLTT sector, to transfer this innovation and knowledge to the importing nations (SK, RO and LT) as the first step to addressing these sector skills issues.

Within the EU, it is only the UK that has EQF-referenced qualifications that progress candidates towards a national (UK) industry standard of competence.

AIM: To create a training methodology standard for mentor development from a UK-developed product
Short-term impact on the HLTT sector; introducing the cost-effective means of developing staff - by first developing mentors, and thus developing mentees.

Longer-term impact; building capacity in organisations, with: managers. staff teams, trainers, mentoring professionals, VET institutions, public bodies.

RELEVANT BUSINESS FIELD AND/OR SECTOR:

- Accommodation and Food Service Activities
- Education
- Professional, Scientific and Technical Activities

MAIN GOALS:

- transfer the Methodology and Training Path designed in the UK for mentors

- improve the training offer for mentors in the UK and Europe in close cooperation with employers and practitioners
 - initiate the transfer of mentoring techniques through a mentoring pilot, identifying sector benefits.
 - produce a final Methodology and Training Path designed for EU valorisation
- PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): call for mentees is not available yet

REASON FOR PROPOSING THIS PRACTICE: Similarity to the MENTEE project

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Formal mentoring program

Business mentoring

Peer mentoring

Reverse mentoring

Other (please specify): Networking mentoring

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Personal Development

TOOLS/METHODOLOGIES USED: The EUTM project aims to transfer the innovation of mentor development toolkit designed in the UK by Fargold, with reference to the UK National Qualification Standard for Mentors, which is both a Methodology and a Training Path.

The mentoring toolkit/methodology already developed by the UK project partner, aiming to develop mentors for the HLTT sector. The toolkit is a practical and comprehensive guide covering every aspect of designing, managing and running a mentoring programme and provides an invaluable checklist of things to bear in mind when planning a structured mentoring programme. It comprises of three sections: The Co-ordinator guide, The Mentor Guide and The Mentee Guide. Each section provides guidance on roles and responsibilities, priorities, challenges and pitfalls, dos and don'ts, FAQs, processes and practical skills.

The transfer of innovation is realized mainly through the following steps:

- adaptation of the innovation to local needs
- translation of the innovation into Slovak, Lithuanian, Romanian
- pilot run (mentors' training pilot and mentoring training pilot) and evaluation
- final version realization
- dissemination

The adaptation of the training path and mentoring toolkit is being realized with close reference to the local context and the needs of the target groups. The mentor development toolkit will be adapted and tested by partner organisations as a path made up of 3 workshops for 42 hours in total, held in Slovakia, Lithuania and Romania. This action develops mentors in Slovakia, Romania and Lithuania.

The test of transferability of the techniques to different nations and to different types of learners is conducted via launching and testing of the mentoring training pilot. The partners in Slovakia, Romania and Lithuania have each identified individuals to work with. An average of three work days is allocated to each mentee so that each partner nation has at least 36 mentor work days to deploy to the individuals in development.

Both the mentor development programme and the mentoring pilots being undertaken in each receiving nation is utilised to provide focus group and gather participants' responses before proceeding, under the auspices of Gecko to a "final" version of the mentor development toolkit (training pathway).

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Lifelong Learning Programme Leonardo da Vinci - Transfer of Innovation

Sources of the research:

INFORMATION SOURCES: internet

WEBSITES SEARCHED: www.eumentoring.com

OTHER SOURCES: ADAM database www.adam-europe.eu

GOOD PRACTICE IN LUXEMBOURG

Category of good practice detected:

Training course/initiative

General information:

INITIATIVE NAME: BusinessMentoring programme

COUNTRY: Luxembourg

LEVEL OF PRACTICE: National

DATE OF START: February 2010

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Luxembourg Chamber of Commerce

PUBLIC

CONTACT DETAILS: businessmentoring@cc.lu or guylaine.hanus@cc.lu (Guylaine Bouquet-Hanus, Project leader) or marie.collard@cc.lu (Marie Collard, Project leader)



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The Luxembourg Chamber of Commerce launched the BusinessMentoring programme as part of its policy to support small and medium-sized enterprises.

RELEVANT BUSINESS FIELD AND/OR SECTOR: SMEs

MAIN GOALS: BusinessMentoring is dedicated to the implementation of support and accompaniment measures for SMEs, with the aim of facilitating their start up, take-over or development.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): young entrepreneurs located in Luxembourg

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Share of experiences, lack of experience in entrepreneurship, decision making, break out the isolation, diversify their business

IMPACT ON PARTICIPANTS: After completing the programme, most of the mentees (75%) agreed that they have made significant progress in their self-management and leadership skills. The impact of mentoring after 3 seasons is also shown through quantitative achievements as 95% of the companies led by the 2010 to 2012 mentees are still in business and: show an average staff increase of 28%, have increased their revenue by 29% in average, over the mentoring period. In addition, 29 jobs have been created over the first two mentoring seasons.

ACHIEVED RESULTS: A greater ability to engage in effective listening and communicating practices with clients and co-workers, a greater ability to question and renew the way of doing things, an enhanced decision-making capacity.

ENTREPRENEURIAL SKILLS DETECTED: Decision-making, internationalization, people management

REASON FOR PROPOSING THIS PRACTICE: Relevant example of a Chamber of commerce involved in a well-implemented mentoring programme.

For Training courses/initiatives:

Non Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): Speedmentoring - each participant has 15 minutes to individually meet 3 to 4 mentors from the BusinessMentoring network and interact with them. Each

candidate is invited, by way of a brief summary (in 5 minutes), to present their business activities, career, motivations to join the programme. The remaining 10 minutes are intended for interacting with each mentor.

TRAINING OBJECTIVES: Start-up phase: Helping the mentee avoid major errors – Growth: Helping the mentee define a long-term strategy – Take-over: Helping the mentee stay on course – Horeca: Helping the mentee better understand the market

TRAINING NEEDS ADDRESSED: “young” entrepreneurs whose companies find themselves in one of the following 3 key stages:

- the start up (6 months to 3 years) - by making the mentee aware of what mistakes to avoid when launching a company as well as supporting them through the 3 most critical years of the company's existence,
- the development (after 3 years) - by helping the mentee set targets and implementing appropriate processes, particularly in the context of rapid development,
- the transmission (whether family-based or not) - by increasing specific skills of the mentee.

LEARNING OUTCOMES: to reach their full potential in their profession, to learn and develop in order to achieve their objectives, feedback from their mentor.

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT): 98 entrepreneurs – including 45 Mentors and 53 Mentees – have joined the programme; 90 candidates-mentees have been presented in front of a jury, for an average selection rate of approximately 59%; 53 mentoring pairs have been matched.

AVAILABLE MATERIALS: (PLEASE SPECIFY IF THEY ARE FREELY AVAILABLE AND WHERE) no available materials

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

Sources of the research:

INFORMATION SOURCES: <http://www.businessmentoring.lu>

WEBSITES SEARCHED: www.google.com

GOOD PRACTICE IN MALTA

Category of good practice detected:

Project

General information:

INITIATIVE NAME: Under My Wing

COUNTRY: Ireland, Malta, Cyprus, Germany, Spain, Lithuania, Finland

LEVEL OF PRACTICE: European

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Meath Partnership (Ireland)

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Meath Partnership (Ireland), Foundation for Women Entrepreneurs (Malta), SYNTHESIS Centre for Research & Education Limited (Cyprus), TTG Team Training GmbH (Germany), Instituto de Formación Integral. S.L.U (Spain), Northern Lithuania College (Lithuania), Supporting Partners: Innoventum Oy (Finland), University of Paderborn - (Germany), Future In Perspective Limited (Ireland)

CONTACT DETAILS: for Malta, Foundation for Women Entrepreneurs: maryrose@women.org.mt (Maryrose Francica)



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): “Under My Wing – Supporting Graduate Entrepreneurs” represents an innovation that aims to support the career progression of graduates from non-business related disciplines as entrepreneurs. The objectives of UMW are to: Address the high levels of unemployment and underemployment evident among graduates in participating countries - Support economic growth by fostering creative mind-sets, initiative and self-confidence; the growth of an entrepreneurial spirit; and create localised hubs of entrepreneurial activities - Ensure that all relevant actors contribute to the design, development and delivery of the bespoke educational process proposed - Promote entrepreneurship as a viable and sustainable option for graduates and impending graduates - Encourage graduates to think globally to meet the needs and harness the potential of a globalised economy - Ensure equality of opportunity for graduates regardless of gender or ethnicity

MAIN GOALS: The aim of UMW is to support the career progression of graduates from non-business related disciplines as entrepreneurs. In achieving this aim, partners will design and provide a continuum of support to unemployed or underemployed graduates that draw on the specific strengths of different actors throughout the education and business sectors.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): graduates from non-business related disciplines that want to set up a business

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Entrepreneurial skills, turning ideas into successful businesses, Access to finance and financial management, Sales and marketing skills, Business management, Communication skills, Business immersion

IMPACT ON PARTICIPANTS: Malta Business immersion case study: improved self-confidence, technology and communication tools, communication skills, mentoring relationship

ACHIEVED RESULTS: Malta Business immersion case study: • working relationships required patience and understanding • the importance of flexibility and not to be afraid to ask questions • in business there is a strong requirement to set and meet deadlines • mutual trust and respect in a relationship enabled her to show her strengths and capabilities whilst also acknowledging her mistakes • hiding problems is no way to find a solution and that difficult tasks must be tackled head-on

ENTREPRENEURIAL SKILLS DETECTED: Finance, sales and marketing, communication

REASON FOR PROPOSING THIS PRACTICE: Relevant example of learning programme for graduates that want to set up a business and could be helped also through a trans-national mentoring framework

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Lifelong Learning programme, Leonardo da Vinci Programme – Development of Innovation

ACTIVITIES CARRIED OUT BY THE PROJECT: Blended learning curriculum that includes: A bespoke entrepreneurship curriculum that specifically addresses the needs of graduates; A business development curriculum that supports the acquisition of a wide range of essential skills; A pedagogic framework and induction programme that ensures Good practice in is adhered to by each actor within the partnership model proposed; A trans-national mentoring framework to support graduate entrepreneurs in their early development years encouraging them to think and act globally in a global economy

Sources of the research:

INFORMATION SOURCES: <http://www.undermywing.eu/> - <http://www.women.org.mt/>

WEBSITES SEARCHED: www.google.com

GOOD PRACTICE IN NETHERLANDS

Category of good practice detected:

Project

General information:

INITIATIVE NAME: ENT-Teach

COUNTRY: Netherlands

LEVEL OF PRACTICE: European - National

DATE OF START: 2011

STILL RUNNING? No

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Business Development Friesland PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Nordwin College, First Elements, ESVET, Chamber of Commerce of Barcelona, Transfer, Innovate

Contact details: Erna van der Werff and Frank Hiddink

e.vanderwerff@bdfriesland.nl

f.hiddink@bdfriesland.nl



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Ent-teach stimulates entrepreneurship teaching at vocational colleges and incubators by providing teachers/trainers with practical materials and tools to educate, inspire and motivate students for entrepreneurship. Students will be made aware of the possibilities to actually pursue a career as an entrepreneur and learn along the way.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Entrepreneurship education in VET school and incubators

MAIN GOALS:

Teachers/Trainers gain insight to competences that are required to become an entrepreneur

Teachers/Trainers can involve entrepreneurs (former students) in the classroom and together address the students of today

Teachers/Trainers can better interest, support and educate VET students to pursue a career as an entrepreneur

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): The platform and materials are aimed at the vocational school teacher/trainer to be used in and outside the classroom to engage students and to encourage them to pursue a career as an entrepreneur. Incubators could apply the materials to their vocational (level) pre-start-ups.

The platform is also targeting students that are thinking at the creation of their own business with special lessons and materials.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): teachers and trainers, before starting this project, had the need to find a methodology that could have been useful for them to inspire young people, students, potential entrepreneurs to follow the entrepreneurial career.

Students and young entrepreneurs had skills gaps that the e-learning platform and its contents are trying to cover.

IMPACT ON PARTICIPANTS: trainers and teachers had the chance to integrate their methodologies with a holistic approach based on their real needs. They were also supported by a practical online tool available for them to be used as self-training area or for training students on entrepreneurship education. Feedbacks from students showed that they were really satisfied by the quality of contents accessible directly on the platform and from the quality of the teaching provided by trained trainers.

ACHIEVED RESULTS: a web platform with 7 units in 5 languages available for the target group. A pilot training performed with over 50 trainers and a multiplier-training event with 20 students per country.

ENTREPRENEURIAL SKILLS DETECTED: Entrepreneurial competences trained by the platform are 1. deciding and initiating, Researching, creating and innovating, learning, directing, guiding, cooperating and networking, planning and organizing, analysing, presenting, reporting, dealing with change, dealing with setback, delivery quality.

REASON FOR PROPOSING THIS PRACTICE: the project proved to be successful and the platform is currently in use in more than 10 countries. The partnership signed an agreement to keep the platform active and other national pilot activities have been performed. It has been one of the first attempt to create an online environment for entrepreneurship education and one of the first recognition of the need to train not just entrepreneurs but also those that have to train them to entrepreneurship subjects and topics.

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Leonardo da Vinci – Transfer of Innovation
ACTIVITIES CARRIED OUT BY THE PROJECT: development of a web platform with e-learning path and materials for the project target group

Sources of the research:

WEBSITES SEARCHED: <http://ent-teach.jimdo.com>

Good practice n° 1

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: Vital Voices Poland

COUNTRY: Poland

LEVEL OF PRACTICE: National

DATE OF START: 2010

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Fundacja Głosy Kobiet

PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Vital Voices Global Partnership

CONTACT DETAILS: Vital Voices Poland

ul. Koszykowa 79

02-008 Warsaw

Poland

email: info@vitalvoices.pl

tel.+48 663 550 100



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Vital Voices Poland is part of an international organisation Vital Voices Global Partnership, which was established in 1997 by Hillary R. Clinton and Madeleine Albright. First Lady of America and former Secretary of State wanted to support other women, active and willing to have an impact on the world. They wanted to help them to discover potential for leadership. They use innovative methods of training and mentoring. Women were inspiring, encouraging and learning from the best.

IT STARTS WITH A LEADER

She may be well-established, or she may be just starting on her path. She could be an entrepreneur, a human rights advocate, or a parliamentarian. She recognizes a problem in her community and commits to solving it. She takes risks, she struggles, but she keeps working at it.

VITAL VOICES INVESTS IN LEADERS

We meet this leader and observe how she is dedicated to making her community and country a better place to live and work in. Then we invest in her. Through training and mentoring we offer new skills and knowledge to help her succeed. We introduce her to women leaders in similar fields, and to international networks where she can learn from others and share new ideas. She feels supported, knowing she is not alone.

WOMEN LEADERS ARE MULTIPLIERS

In 15 years of working with women leaders we have discovered something remarkable: women leaders are multipliers. They take their new expertise and access to information and networks, and 'pay it forward' to the next wave of women leaders. This powerful ripple effect triggers new progress toward greater political participation, economic empowerment and human rights.

VITAL VOICES SHINES A SPOTLIGHT ON WOMEN LEADERS

By raising the visibility of these women, the issues they work on and their achievements, we create a more enabling environment for sustaining their progress. We do this by telling their stories, through high-profile events, public education and outreach, and in partnerships with government, business and civil society. Since 2010 Vital Voices Poland have run four mentoring programs for Polish women who want to become leaders and take responsibility to change the world.

During the two-week program - Mentors, it means a woman of high standing and success in business and politics, share their experience and help spread the wings enterprising women - Mentees who want to learn because they want to become women leaders in their communities.

How does two weeks of the Vital Voices Poland look like? It's a very intense time - 14 days. Mentee spends four days with her Mentor (the so-called "job shadowing") in her company, and after that there is a lot of meetings with women: politics, businesswomen, that have a large impact on what is happening in Poland and abroad. Mentees attend media training, classes on business and many other networking events.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Small and Medium Sized Companies

MAIN GOALS: Supporting Inspiring Female Leaders

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Women who:

- have own business or work in corporation, organisation, NGO or government institutions;
- have had a minimum of 5 years of active career;
- have a strong incentive to develop their leadership potential;
- is fluent in English
- is involved in pro bono work

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Knowledge and Inspiration

IMPACT ON PARTICIPANTS: Developing them into local leaders so they can fulfil the role of mentors in the future

ACHIEVED RESULTS: 4 editions of mentoring programmes

ENTREPRENEURIAL SKILLS DETECTED: Leadership

REASON FOR PROPOSING THIS PRACTICE: After speaking to 5 participants in this programme, they all recommended it as a very powerful tool for inspiring female entrepreneurs.

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Peer mentoring

Reverse mentoring

High potential mentoring

AREA OF THE MENTORING PROCESS:

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Personal Development

TOOLS/METHODOLOGIES USED: Stimulating questions (the process of defining the objectives, resources, and strategies); and sharing their knowledge and experience (Personal training).

TRAINING OBJECTIVES: accelerate the pace of development, improve the effects and the quality of the functioning of the participant and his company.

NEEDS ADDRESSED: Knowledge and inspiration.

Sources of the research:

INFORMATION SOURCES: website + phone call interviews

WEBSITES SEARCHED: www.vitalvoices.pl

OTHER SOURCES: Phone call interviews with the programme's mentees

Good practice n° 2

Category of good practice detected:

Mentoring process
Training course/initiative

General information:

INITIATIVE NAME: Youth Business Poland

COUNTRY: Poland

LEVEL OF PRACTICE: National

DATE OF START: 2007

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Fundacja Inkubator Technologiczny

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Youth Business International; Coaching center
(www.thecoasches.pl)

CONTACT DETAILS: Tel: 22 646 22 89

E-Mail - biuro@ybp.org.pl

Fundacja Inkubator Technologiczny

Ul. Miedziana 11/4 - 00-835 Warszawa



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): YBP provides effective support supporting entrepreneurs in the establishment and development of the company, by allowing participation in the 6-month collaboration with a professional mentor and participate in open business training. Since 2007, the support of a mentor at YBP has been used by more than 500 aspiring entrepreneurs. YBP does not just advise, it is also promoting the idea of mentoring and volunteering as a tool for effective development of human capital. By working with mentors from the public sector and business, it is possible to organize a comprehensive support for people who want to start a business, make money honestly and create jobs for other people. With the development of dialogue and leading tri-sectorial policies, they are able to combine forces to increase scale and create a favorable environment for the development of the Polish entrepreneurship.

YBP program is currently the largest mentoring program in Poland that supports young people in setting up and running a business. As part of our efforts, the entrepreneur can take part in:

- 6-month mentoring individual business , led by experienced mentors who want to support entrepreneurs in their development.
- Open business trainings and workshops as part of the training cycle "Compass Enterprise" .
- Comprehensive 6 month project Katalizator Rozwoju Companies . Interestingly, during which the beneficiary of the project makes use of intensive training 6 The cycle synchronized with the process of mentoring. The project is run twice a year and recruitment to it is announced on the website and facebook.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Small and Medium Enterprises

MAIN GOALS: accelerate the pace of development, improve the effects and the quality of the functioning of the participant and his company.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): No requirements

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): knowledge; experience.

IMPACT ON PARTICIPANTS: building self-confidence

ACHIEVED RESULTS: ability to take the final decision by the mentee in one of the directions presented by the mentor.

ENTREPRENEURIAL SKILLS DETECTED: self-confidence, resilience, risk-taking.

REASON FOR PROPOSING THIS PRACTICE: It is the biggest mentoring initiative in entrepreneurship support in Poland.

For Training courses/initiatives:

Non Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED): Stimulating questions (the process of defining the objectives, resources, and strategies); and sharing their knowledge and experience

TRAINING OBJECTIVES: accelerate the pace of development, improve the effects and the quality of the functioning of the participant and his company.

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT):

14406 supported entrepreneurs in 2013; 90512 new jobs; 200427 trained entrepreneurs; 30124 established businesses.

AVAILABLE MATERIALS: No free materials. One has to apply to be recruited into the program.

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Formal mentoring program

Business mentoring

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

TOOLS/METHODOLOGIES USED: Stimulating questions (the process of defining the objectives, resources, and strategies); and sharing their knowledge and experience

NEEDS ADDRESSED: Client-tailored

Sources of the research:

INFORMATION SOURCES: internet and phone call interviews

WEBSITES SEARCHED: www.ybp.org.pl

OTHER SOURCES: Phone call interview with a project manager

Good practice n° 3

Category of good practice detected:

Mentoring process



General information:

INITIATIVE NAME: Business Link Poland

COUNTRY: Poland

LEVEL OF PRACTICE: National - Regional

DATE OF START: 2010

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Akademickie Inkubatory Przedsiębiorczości

PRIVATE

CONTACT DETAILS: ul. Piękna 68,

00-672 Warszawa

+48 (22) 745 19 19

biuro@inkubatory.pl

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Business Link is a platform of co-working spaces in 10 major cities of Poland which operates on the basis of the group of its clients, which is more than 1000 companies (current and past). They offer a business mentoring project to its clients.

Business Mentoring is meeting face to face with the entrepreneur, a successful business. During these meetings, one has a chance to get valuable tips from business gurus who fall in towards Mentors AIP Business Link.

Remember that in mentoring a lot depends on the mentee. Should clearly specify what help you are asking about the Mentor and is clearly present.

As part of the mentoring you have the opportunity to gain valuable tips on effective strategies for success. Mentoring can give you great value both in terms of establishing relationships with business guru, set of business processes, as well as reaching out to potential investors.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Small and Medium Enterprises

MAIN GOALS: create a strategy of development for the mentee's company.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Clients of Business Link Poland only.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): knowledge; experience.

IMPACT ON PARTICIPANTS: building self-confidence

ACHIEVED RESULTS: ability to take the final decision by the mentee in one of the directions presented by the mentor.

ENTREPRENEURIAL SKILLS DETECTED: self-confidence, resilience, risk-taking.

REASON FOR PROPOSING THIS PRACTICE: remarkable connection of national and regional approach. Due to the regional offices of AIP and Business Link, the program is available to multiple entrepreneurs from the whole country.

For Mentoring processes:

NATURE OF MENTORING PROCESS:

Business mentoring

Peer mentoring

New-hire mentoring

High potential mentoring

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes
Personal Development

TOOLS/METHODOLOGIES USED: Stimulating questions (the process of defining the objectives, resources, and strategies); and sharing their knowledge and experience

NEEDS ADDRESSED: client-tailored

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT):

1037 possible recipients.

Sources of the research:

INFORMATION SOURCES: internet and phone calls

WEBSITES SEARCHED: www.inkubatory.pl; www.blpoland.pl

OTHER SOURCES: Phone calls with the project manager

GOOD PRACTICE IN PORTUGAL (3)

Good practice nº 1

Category of good practice detected:

Incubator

General information:

INITIATIVE NAME: Portuguese Strategy for Young Entrepreneurship - Avepark

COUNTRY: Portugal

LEVEL OF PRACTICE: Regional

DATE OF START: 2008

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: University of Minho

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): University of Minho | Spinpark

CONTACT DETAILS: gci@reitoria.uminho.pt | geral@spinpark.pt



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The University of Minho supports innovative and knowledge intensive companies (spin-off entrepreneurs) by cooperating with facilities such as the SpinPark (technology-based incubator). The facilities provide an integrated set of services to support companies through their evolutionary process, providing physical space, consulting, training, networking and access to seed capital. The close link to AvePark - Park of Science and Technology - also allows enterprises at a more mature stage to enter into a community of business owners, entrepreneurs, researchers and university students accessing networking, training, habilitation and internationalization. The Portuguese Government provides further programs for young entrepreneurs, which are available also through the cooperation with Avepark and the University of Minho.

The good practice is relevant to the theme “Young entrepreneurship and innovative business models” because:

- The Good Practice supports directly the start-ups and young entrepreneurs by providing technical support, mentoring and technical background;
- The Good Practice is financed by public bodies;
- The Good Practice has links to further local programs and institutions;

SUCCESS FACTORS AND ADDED VALUE OF THE GOOD PRACTICE

The Avepark, with the support of FNABA (Portuguese National Federation of Business Angels) and Invicta Angels, launched the Business Angels Club of Guimarães. This club brings together individual investors who invest in a professional manner in the capital of small and medium enterprises with high growth potential, giving management expertise to business projects, as well as networking. Users of Avepark and Spinpark have access to this financial club that is geared more to invest in the early stages of business development. This is a club of professional investors who have extensive experience in management and business. The club is an extensive network of contacts, with capacity to invest in new projects.

DURABILITY

Venture capital is a business-financing instrument, especially devoted to supporting SMEs in the early stages of the life cycle and investment projects with a strong innovative nature.

CONDITIONS FOR THE TRANSFERABILITY OF THE GOOD PRACTICE

The transfer of the current Good Practice depends on the following conditions:

- The active participation of a university, with a strong technological profile, through its R&D centres;
- The ability of companies to organize;
- The technical and financial support to developing and delivering business ideas.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Textile and Clothing (TC)

MAIN GOALS:

- To encourage entrepreneurship, creativity and innovation of young people;
- To create projects for companies that may enhance research results generated by scientific activities conducted by teachers, researchers and students of the University;
- To provide companies with physical space and a wide range of services (consulting, training, networking, access to seed capital).

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): young people, companies, Startups, Innovative ideas

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Technical and logistic support to launch a technological business.

IMPACT ON PARTICIPANTS: Programs for companies support StartUp entrepreneurs with innovative ideas who get the skills and knowledge base for the creation of their business.

ACHIEVED RESULTS: The analysis of available results shows a total of 113 companies created, with an innovative character, a turnover of around EUR 362 million (in 2010) and 2226 new jobs.

REASON FOR PROPOSING THIS PRACTICE: The good practice supports directly the Start-Ups and young entrepreneurs by providing technical support, mentoring and technical background and the management of networks plays a strategic role in this support.

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development and Skills (communication, networking, confidence, time management, conflict resolution, etc.)

TOOLS/METHODOLOGIES USED:

- AVEPARK - Networking, training, habilitation and internationalization;
- The strategic plan of the Portuguese Government called "Young Impulse";
- Business perception networks;
- The Strategic Program for Entrepreneurship and Innovation

NEEDS ADDRESSED: The textile sector is considered one of the traditional sectors of the Portuguese economy. So its weight in the national economy is historic. Its high exposure to foreign trade and the liberalization of Textiles and Clothing in 2005 meant that this sector has been among the first to feel the negative effects of fluctuations in the global economy. The strong competition in international markets as well as a threat may also be an opportunity for the revival of the sector.

Sources of the research:

INFORMATION SOURCES:

<http://www.plustex.eu/wp-content/uploads/2014/05/GPAbstract-AVEPARK-AMAVE-PT.pdf>

<http://www.plustex.eu/wp-content/uploads/2014/05/GPAbstract-SPINPARK-AMAVE-PT.pdf>

WEBSITES SEARCHED:

<http://www.avepark.pt/>

<http://www.spinpark.pt/>

<http://www.plustex.eu/>

<http://www.interreg4c.eu/good-practices/practice-details/?practice=754-spinpark&>

Good practice n° 2

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: Social Innovation Campus CIS-M

COUNTRY: Portugal

LEVEL OF PRACTICE: National

DATE OF START: 05/03/2014 – 24/07/2014

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Inova+

PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Inova+ and amporto

CONTACT DETAILS: inovamais@inovamais.pt | amp@amp.pt



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The Social

Innovation Campus was presented as a training of social innovation ideas programme (training award for the finalist idea of the CIS-M contest), which promoted collaboration and creativity to the finalist ideas of Phase 1 of the competition. It was a place of sharing knowledge and building relationships that guided the innovative/social entrepreneurs to develop ideas in business.

The Social Innovation Campus was mainly presented as an extensive development programme, lasting two days, where entrepreneurs could systematically develop their own social idea and transform it into a project with sustainability. It was based on key actions, thematic workshops chaired by the areas of entrepreneurship experts and social innovation and working sessions with mentors. Through these two workshops, intended to be a reflection on the process of creativity and innovation, was realized the different techniques that convert creativity and innovation into a sustainable source of competitive advantage.

Within the Social Innovation Campus, several challenges were launched to the participants, leading them through know-how and tools acquired to develop their ideas based on three factors: Creativity, Innovation and Knowledge. Above all, it was intended that the potential social entrepreneurs were able to transform the social entrepreneurial vision, in the form of a real and sustainable design.

During Social Innovation Campus, social entrepreneurs had the opportunity to receive guidance and create their idea into a sustainable project. The programme was limited in time, two days, consisted of a set of thematic workshops and extra activities to stimulate creativity and team spirit. This form of workshops focused on action plans.

The Social Innovation Campus was presented as a training tool to promote finalist ideas and as a form in which the potential social entrepreneurs would live, experience and have access to the pre-incubation of technological start-ups, particularly through mentoring and assistance in drafting the Business Plan, development of the project, the constitution of the company and contacting potential investors – privileged access to the entrepreneurial ecosystem – dynamically based on mentoring, workshops with guests/ experts to share know-how and exchange experiences.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Social Innovation

MAIN GOALS:

The Social Innovation Campus was presented as a premium training for the 10 finalist ideas considered more potential, based on specific objectives:

- To encourage entrepreneurship and reward participants through concrete results;

- Develop a coaching component to improve the maturity and feasibility of projects throughout the tender process – development / optimization of the business plan, preparation of the presentation of the idea in pitch format;
- Present the training premium according to a kind of “seed capital” that combines mentoring, workshops, exchange of experiences and contact with entrepreneurs and investors;
- The opportunity for participants to establish intensive contact for two days with the ecosystem of entrepreneurship

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): New entrepreneurs with an idea of Social Innovation.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Present an idea of Social Innovation

IMPACT ON PARTICIPANTS: Participants realized the challenges of being an entrepreneur, what attitude is needed, the skills that must be developed, which is the entrepreneurial spirit, the motivations and how to present an idea appealing and captivating way in pitch format. Entrepreneurs worked with mentors in activities to test the pilot/prototype and how this will be developed, which are the essential tasks, which is the target audience and which is the pilot zone duration.

ACHIEVED RESULTS:

- Raise awareness to the relevance of the social innovation;
- Support project of Social Innovation.

ENTREPRENEURIAL SKILLS DETECTED:

Participants in this workshops, had the opportunity to hear themes that focused on strategies and values to create a strong brand that should contain a powerful narrative; presentations of marketing practices through the deconstruction of the idea, that to develop a marketing campaign with impact is necessary to have a lot of money, and the importance of understanding the target audience to meet their needs and create differentiation in the market environment. The subjects consisted of, how to analyse customers and competition, how to relate with customers and what are the best marketing strategies to be developed in order to be perceived in the middle of the competition and potential partners to be involved in the project.

REASON FOR PROPOSING THIS PRACTICE: Mentoring process

For Mentoring processes:

NATURE OF MENTORING PROCESS: Blended mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development; Management of business strategy and changes; Skills (communication, networking, confidence, time management, conflict resolution, etc.).

TOOLS/METHODOLOGIES USED: The methodology of the workshop focused on the importance of creativity and innovation skills – key personal, social and economic development. In the workshop it was used “the problem tree” which was intended to make a brief introduction to this work methodology so that the social entrepreneurs might become familiar with the tool and be able to analyse the problem they intend to solve. Entrepreneurs had to be able to build their problem tree, focused on its causes and effects, and in parallel the solution, with time for discussion and reflection in order to receive feedback and suggestions for improvement to the structure of the problem that their solution intended to solve.

The tree roots reflect the difference source levels/ reason/ course of the problem and the tree branches reflect the different levels of consequences/ results/ effects.

Arranging the causes and effects in a problem tree was the purpose of the session consisting of:

- 1) Write on the stem of the tree the problem that your idea aims to solving
- 2) Cause of brainstorming that contribute to the problem

3) Effects of brainstorming generated by the problem

Reset the problem (if necessary)

1) Write on the trunk the solution

2) Change causes-Actions

3) Change effects on results

Present the result of the work in the auditorium with all participants – developers and mentors

NEEDS ADDRESSED: Not available.

Sources of the research:

INFORMATION SOURCES: Documents given after contact request with the organisation,

WEBSITES SEARCHED:

<http://inovamais.eu/en/blog/2014/08/campus-de-inovacao-social-cis-m/>

<http://www.cis-m.org/>

Good practice nº 3

Category of good practice detected:

Mentoring initiative

General information:

INITIATIVE NAME: Rede Nacional de Mentores (National Network of Mentors)

COUNTRY: Portugal

LEVEL OF PRACTICE: National

DATE OF START: 2008

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: IAPMEI (Public Institution)

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Not applicable.

CONTACT DETAILS: info@iapmei.pt

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): What is it? The National Network of Mentors (RNM in Portuguese) is an initiative of the Strategic Programme for the Entrepreneurship and Innovation (Programa Estratégico +E+I), managed by the IAPMEI – Agency for the Competitiveness and Innovation, Public Institute (IAPMEI - Agência para a Competitividade e Inovação, I.P.), which is available to all entrepreneurial and innovation ecosystem, and has as goal to support entrepreneurs to develop their business ideas and projects, based on a mentoring process. The RNM depends on the involvement of all stakeholders – of the entrepreneurial experts with will of sharing their knowledge – Mentors – of the entrepreneurs with determination to achieve the success. The RNM offer the connection and the establishment of contact between persons, based on a specific program of Mentoring. Mentor and entrepreneur adjust their relationship according to the guiding principles leading the RNM. These guiding principles defines the general conditions of the mentoring relationship, the process of matching between mentors and entrepreneurs and the behaviour of mentors and entrepreneurs in the mentoring relationship (the document is only available in Portuguese).



Why a RNM? The entrepreneurial activity is crucial to the reinforcement of the National economic and business sectors and for the promotion of the innovation with a solid economic value. Thus, is essential to create conditions to the promotion and contribute to a friendly environment to the emergence of innovative business projects. Is fundamental encouraging the share of experiences and competences, involving the civil

society, to anticipate problems and search for solutions. The support of experts with experience may help to reduce the initial difficulties felt by the entrepreneurs:

- Lack of definition of the business idea;
- Lack of experience in business management or knowledge about business culture of the region or sector and consequent difficulties in getting into the market;
- Lack of contacts of potential clients;
- Difficulties in having success in the market.

Who is the Mentor? Person with professional and entrepreneurial experience, normally connected with business management, which makes their experience available to entrepreneurs.

A mentor is a person capable of sharing experience and using their knowledge to support, advise and guide new entrepreneurs.

The activity of mentor is voluntary and non-profit. The participation on the RNM implies the acceptance of the guiding principles by the mentor.

Principles for successful Mentoring: when establishing a mentoring relationship, the mentor also compromises themselves with the entrepreneur. The quality of the mentoring relationship expresses itself by the availability revealed by the mentor, by the regularity of the meetings/contacts and by the support provided.

More details about this good practice (mentors, partners, FAQ and contacts) are available at the website of the [RNM](#) (available in Portuguese only).

RELEVANT BUSINESS FIELD AND/OR SECTOR: Not applicable

MAIN GOALS:

- Promote the contact and relationship between a mentor (expert on entrepreneurship) and entrepreneurs, according their profiles;
- Provide mentoring support to entrepreneurs, allowing them to mature their business idea/project and supporting them in key-moments;
- Reinforce the business network of new entrepreneurs.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Entrepreneurs who are developing their business ideas or entrepreneurial projects.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

- Support in the definition of business idea;
- Get knowledge and learn based on the experience of experienced entrepreneurs, about the business development, business culture and how to get into the market;
- Identification and establishment of contact of potential clients;

Develop a strategic marketing plan to get into the market

IMPACT ON PARTICIPANTS:

- Maturation of their business idea/project;
- Development of knowledge skills, based on the experience of mentors;
- Opportunity of solving a specific problem in a specific moment, by sharing it with the mentor;
- Reinforcement of the business network of entrepreneurs.

ACHIEVED RESULTS:

- Creation, maintenance and management of an active network of Mentors at National level;
- Mobilization of experienced entrepreneurs to share their knowledge and experience with new entrepreneurs;
- Development and implementation of a mentoring process at National level, based on a platform;
- Development and implementation of matching process between mentors and entrepreneurs, according to their profiles.

ENTREPRENEURIAL SKILLS DETECTED:

- Be able to establish a trustful relation with a mentor;
- Be able to explain their business idea/project;
- Be able to accept the suggestions and ideas of improvement;
- Flexibility and capacity of initiative;
- Be able to be proactive;
- Be resilient and persistent.

REASONS FOR PROPOSING THIS PRACTICE: Some of the results achieved by these practices are strategic to the MENTEE project, namely: the creation, maintenance and management of a National network of mentors, the mentoring process developed (definition of guiding principles of a mentoring relationship) and the development and management of a platform to match the profiles of mentors and entrepreneurs.

For Mentoring processes:

NATURE OF MENTORING PROCESS: Blended mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development, Management of business strategy and changes, Marketing strategies, Advertising, Marketing, Public Relations, Skills (communication, networking, confidence, time management, conflict resolution, etc.), Crisis Management/Decision making, Personal Development. It is according to the entrepreneurs' needs.

TOOLS/METHODOLOGIES USED:

- National Network of Mentors;
- RNM platform;
- RNM – Guiding principles;
- RNM – Mentoring process.

NEEDS ADDRESSED:

- Lack of definition of the business idea;
- Lack of experience in business management or knowledge about business culture of the region or sector and consequent difficulties in getting into the market;
- Lack of contacts of potential clients;
- Difficulties in having success in the market.

Sources of the research:

INFORMATION SOURCES:

<http://www.redenacionaldementores.pt/files/principiosorientadoresnm.pdf>

WEBSITES SEARCHED: <http://www.redenacionaldementores.pt/index/>

<http://www.iapmei.pt/index.php>

<http://www.ei.gov.pt/index/>

GOOD PRACTICE IN ROMANIA

Category of good practice detected:

Project

General information:

INITIATIVE NAME: DACIE - Entrepreneurial Development for Competitiveness by Innovation and Eco-efficiency

COUNTRY: Romania

LEVEL OF PRACTICE: National

DATE OF START: January 2011

STILL RUNNING? No

Contents of the good practice:

MAIN GOALS:

- to strengthen the entrepreneurship in the perspective of sustainable development in the target regions by promoting a positive attitude towards entrepreneurs and developing a eco-conscientious culture.
- to improve the entrepreneurial and managerial skills of the businesspersons, managers and SME's employees from the targeted regions in order to help them establish independent activities, grow their companies and create new jobs.
- to create integrated, innovative, sustainable and replicable training, consulting and mentoring systems in view of promoting entrepreneurship and managerial development.
- to identify new business opportunities in modern, highly technological and eco-efficient areas, and to reinforce the abilities of local entrepreneurs, by helping them to materialize their business ideas into successful business stories.
- to develop abilities to promote partnerships and to assimilate the European procedures in entrepreneurship and competitiveness

For Training courses/initiatives:

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT):

- 1684 beneficiaries improved their awareness on entrepreneurship;
- 1481 managers/employees/businessmen/ would-be entrepreneurs were trained, of which 525 were trained in entrepreneurship and 965 in business management to improve innovation and eco-effectiveness;
- 249 persons (from 173 companies) obtained personalized management consulting services; 61 business growth plans were prepared;
- 200 beneficiaries obtained business start-up consulting, of which 112 finalized their business plans;
- 30 mentoring partnerships were established;
- 75 entrepreneurs were assisted to join national or European networks of SMEs.

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Marketing strategies, Advertising, Marketing, Public Relations

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Crisis Management/Decision making

Personal Development

For Projects:

ACTIVITIES CARRIED OUT BY THE PROJECT:

- Managerial training programs focused on introduction of innovative management techniques;
- Entrepreneurial training programs to stimulate business start-up including self-employment;

- Business consulting services to improve management and introduction of new technologies in existing companies and for start-up of new enterprises;
- Mentoring support to entrepreneurs; Access to national and European networks of SMEs.

Sources of the research:

WEBSITES SEARCHED: CEED ROMANIA (<http://ceed-romania.org/>)

GOOD PRACTICE IN SLOVAKIA

Category of good practice detected:

Project
Mentoring process

General information:

INITIATIVE NAME: Guardian Angels for Female Entrepreneurs

COUNTRY: Slovakia

LEVEL OF PRACTICE: National

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Slovak Business Agency

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Platforma žien Slovenska (www.platformazien.sk)

CONTACT DETAILS:

Miletičova 23

821 09 Bratislava 2

Slovenská republika

tel.: +421 2 502 44 500

fax: +421 2 502 44 501

e-mail:agency@sbagency.sk

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The project Guardian Angels for Female Entrepreneurs has been established as a reaction of the Slovak Business Agency and RAIC Presov on a call of the European Commission, known as "European Network of mentors for Women Entrepreneurs" which had been targeted at the additional support of businesswomen.

GUARD4FEMENT interlocks at the project "Boosting the female entrepreneurship in Slovakia", which had been established to inspire potential entrepreneurs, mainly through business stories and practical advices of ambassadors to embark women on the path of self-employment. At this stage enters a new project and its main actors - mentors or "the guardian angels" for female entrepreneurs, whose mission is to lead the start-up female entrepreneurs.

The aim of the Project "Guardian Angels for Female Entrepreneurs" is to promote and support women's entrepreneurship in Slovakia and in the EU, through creation of a network of mentors for start-up entrepreneurs. From the successful businesswomen/businessmen will be selected the best ones who through the personal consultations and meetings will give hand to women – start-up entrepreneurs - to overcome the initial problems related to their business careers.

Project fulfills the principle number 1 of the Small Business Act: Create an environment in which entrepreneurs and family businesses can thrive and entrepreneurship is rewarded.

MAIN GOALS: promote and support women's entrepreneurship in Slovakia and in the EU, through creation of a network of mentors for start-up entrepreneurs.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Women, self-employed

REASON FOR PROPOSING THIS PRACTICE: the only significant initiative that bonds mentoring and entrepreneurship in Slovakia.

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Management of business strategy and changes

Skills (communication, networking, confidence, time management, conflict resolution, etc.)
Personal Development

TOOLS/METHODOLOGIES USED: personal consultations

NEEDS ADDRESSED: to overcome the initial problems related to the business careers

Sources of the research:

INFORMATION SOURCES: Internet

WEBSITES SEARCHED: www.sbagency.sk - www.ambasadorka.sk - www.amcham.sk

GOOD PRACTICE IN SLOVENIA

Category of good practice detected:

Project

General information:

INITIATIVE NAME: CEED Slovenia (Center for Entrepreneurship and Executive Development)

COUNTRY: Slovenia

LEVEL OF PRACTICE: National

STILL RUNNING



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): CEED Slovenia (registered as Zavod Mreža podjetništva) is part of CEED (Center for Entrepreneurship and Executive Development), an international network of entrepreneurial centres which operate in South-East Europe. CEED Slovenia works with young entrepreneurs and provides the knowledge, experience and networks they need to expand their businesses.

RELEVANT BUSINESS FIELD AND/OR SECTOR: no business specific sector

MAIN GOALS: CEED specialises in developing programmes that meet the needs of entrepreneurs. The programmes are uniquely practical, combining theory and practice and are led by successful entrepreneurs/experts with practical experience. A key component is the CEED mentorship programme, which matches young entrepreneurs with seasoned entrepreneurs who – through an individual mentorship process – help young entrepreneurs to deal with current business challenges and the development of new ideas.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): young entrepreneurs, wanna be entrepreneurs, experienced entrepreneurs and mentors

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): CEED Slovenia works with young entrepreneurs and provides the knowledge, experience and networks they need to expand their businesses.

IMPACT ON PARTICIPANTS: participants receive training, mentoring support and become part of a national network of young and experienced entrepreneurs. The European CENTER project is then the European platform for them to go international

ACHIEVED RESULTS: CEED also runs an entrepreneurship network that connects over 140 young and fast-growing entrepreneurs, as well as over 50 experienced and well-known Slovene entrepreneurs and managers who act as mentors.

ENTREPRENEURIAL SKILLS DETECTED: general basic skills needed for wanna be entrepreneurs, networking skills for already existing entrepreneurs, management skills and business planning

REASON FOR PROPOSING THIS PRACTICE: CEED is a complete program covering all aspects an entrepreneurship support platform should have: training, mentoring, networking. CEED could be considered very relevant for the future development of the MENTEE platform as it has two souls, an international one given by the network of CEED centers around the world and a national one working closely in cooperation with national entrepreneurs. CEED is also strongly supporting the 1 to 1 mentoring relationship between young and experienced entrepreneurs, which we consider relevant for MENTEE.

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF AN EU/NATIONAL PROGRAMME): CEED was part of the CENTRES initiative

Sources of the research:

INFORMATION SOURCES: <http://centres-eu.org/partners/ceed-slovenia/>

WEBSITES SEARCHED: <http://ceed-slovenia.org/>

GOOD PRACTICE IN SPAIN

Category of good practice detected:

Project

General information:

INITIATIVE NAME: PAEM Enterprise Advisory for Women

COUNTRY: Spain

LEVEL OF PRACTICE: National and Regional

DATE OF START: 01/01/2001

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: CHAMBERS OF COMMERCE OF SPAIN

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): not available

CONTACT DETAILS: msoria@vue.es



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): The programme gives personalised advice on business idea development and business start-up process (both legal and management advice). The main objectives of the programme are awareness rising among the main target group – women, as well as creation and consolidation of enterprises led by women. The involved experts are women with extended knowledge and experience in the field of start-up companies, also including entrepreneurs. This individual approach and tailored services are highly appreciated by the beneficiaries. The entrepreneurs value high the individual and personalized service. The PAEM is a great example of networking with other organisations that support entrepreneurship and private business in order to offer their clients all the resource needed to start their business. There are seminars, financing services and other events specifically for women to overcome the barrier that stops women to start a business and specific advisory from experts that understand women needs. There is a network of women entrepreneurs. In general there are more women becoming entrepreneurs compared to the years previous to the PAEM. Stakeholders involved in the initiative: business incubators, tax revenue office, social security office, local administration, other organisations working with entrepreneurs, women business associations. The initiative is supported by the European social fund (ESF) and Spanish ministry of health, social policy and equality, and secretary of state of equality.

The key of success of the project has been to have female experts that clearly understand the need of women. In addition, this initiative can be considered good practice because it has been able to make different organisations to overcome the specific needs of women, in other words this initiative look forward to collaborate rather than compete with other entrepreneur programmes

RELEVANT BUSINESS FIELD AND/OR SECTOR: all sectors

MAIN GOALS:

- Personalized advisory on the business idea and start up process of the business.
- Legal and management advisory.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): women

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

- To raise the awareness of women concerning self-employment and entrepreneurship.
- To become a tool for creating and consolidating enterprises led by women.
- To address difficulties faced by women entrepreneurs.

IMPACT ON PARTICIPANTS:

- Overcoming barriers preventing women from starting a business;
- Development of specific advisory services offered by experts who understand women needs;
- A network of women entrepreneurs has been established;
- More women are becoming entrepreneurs as compared to the years before the existence of PAEM.

ACHIEVED RESULTS: The key success of the project has been ensured by the involvement of female experts that clearly understand the need of the target group. The success of the programme was also ensured by involving different organisations and stakeholders. The initiative helps overcoming barriers that stop women from starting their own business. In general there are more women becoming entrepreneurs in comparison to the years before the programme was started. Results (2003-2010): 1) national level: women assisted: 96.000, enterprises created: 16.500; 2) province of Seville: women assisted: 6.500, enterprises created: 1.400.

REASON FOR PROPOSING THIS PRACTICE: sustainability (15 years)/mentoring process

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring and Peer mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development, Skills (communication, networking, confidence, time management, conflict resolution, etc.)

NEEDS ADDRESSED: Low Female Entrepreneurship

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Enspire EU

ACTIVITIES CARRIED OUT BY THE PROJECT:

- Development of a research about inspirational entrepreneurship initiatives that promote an entrepreneurial mindset among specific groups;
- Design, test and transference of the Enspire Eu – Toolkit (Practical guide for the implementation of some good practices).

Sources of the research:

INFORMATION SOURCES:

<http://www.enspire.eu/view-initiative?initiativeld=78>

http://www.enspire.eu/UserFiles/EnspireEU_web.pdf

WEBSITES SEARCHED:

<http://www.interreg4c.eu/good-practices/practice-details/?practice=370-paem-enterprise-advisory-for-women&>

<http://www.enspire.eu/home>

<http://www.e-empresarias.net/eventos/2014-mujer-motor-del-empredimiento.php>

GOOD PRACTICE IN SWEDEN

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: „Mentor your Business” (national entrepreneurial mentoring programme)

COUNTRY: Sweden

LEVEL OF PRACTICE: National

DATE OF START: 2006 (the pilot phase has start in 2005)

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Is a National, state-funded programme, which is being implemented by two key organisations in the Swedish business world: [ALMI Företagspartner](#) and [NyföretagarCentrum](#) („Enterprise Agencies”).

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): [ALMI Företagspartner](#) and [NyföretagarCentrum](#) („Enterprise Agencies”).

CONTACT DETAILS: PROGRAMME - therese.granlund@nyforetagarcentrum.se; ALMI FÖRETAGSPARTNER - info.lanadm@almi.se; NYFÖRETAGARCENTRUM - mail@nyforetagarcentrum.se.



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): ‘Mentor Eget Företag/Mentor Your Business’ is a Swedish national, state-funded programme launched in 2006 after a year of pilot activities, established to increase the survival rate of the companies involved through the support of a mentor. In the first phase, the programme have involved 200 new entrepreneurs who were given the opportunity to draw on the knowledge and network of contacts of an experienced person from the world of business - a business mentor. However, actually the programme funded by Tillväxtverket, the Swedish Agency for Economic and Regional Growth has National scope and it involves a wide range and number of entrepreneurs.

The basic rationale for the programme is that mentoring is beneficial for the entrepreneur, their business and the economy in general. For example, the new businesses benefiting from this service are expected to demonstrate higher success rate (in terms of higher growth and fewer bankruptcies).

The mentoring programme is run by two key organisations in the Swedish business world. The first partner is ALMI Företagspartner, which is a state-owned company with a task of promoting the development of Swedish SMEs and new business creation. Its role in the programme is to facilitate the engagement of new business owners. It is the task of NyföretagarCentrum (“Enterprise Agencies”) to target prospective entrepreneurs who are yet to set up their business. Enterprise Agencies (NyföretagarCentrum) can be found all across Sweden and they provide professional start-up advice for prospective entrepreneurs. The Enterprise Agencies are run by the Swedish Jobs and Society Foundation, a national umbrella organisation for the Enterprise Agencies.

The initiative aims to support entrepreneurs, with an idea/business running, which to be qualified to the programme, have to have a business concept with potential to become a profitable company. New entrepreneurs include new business owners with up to three years of experience of running their business and their business has to be the main occupation of the mentee.

Mentors are senior executives from the business world (self-employed entrepreneurs or in senior management positions) who offer to work with a mentee over the period of one year on a voluntary basis. They must not have any legal involvement in the company that he/she is helping or have any financial transactions with their mentee. The majority of mentors are male and 41+ years of age.

RELEVANT BUSINESS FIELD AND/OR SECTOR: transversal

MAIN GOALS: The initiative aims to support two groups of entrepreneurs:

- those who had not yet started up their company but are thinking of doing so;
- those who are already running their own small business.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): groups of entrepreneurs with a solid and mature business idea or with a start-up running. Other features aren't specified.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

- Support from successful and experienced entrepreneurs in the early stages of setting up a new business;
- Opportunity to develop personal skills to manage and accelerate a business idea/company;
- Opportunity to share problems and constraints, looking for viable alternatives.

IMPACT ON PARTICIPANTS: The results show that participation helps prospective and novice entrepreneurs to become 'better at business' and mentees have also gained a greater awareness about themselves as entrepreneurs and about their company.

ACHIEVED RESULTS: The results related to the year of 2007 have shown that:

- 90% of new entrepreneurs and 94% of mentors believe that new enterprises develop more quickly with the help of a mentor than without.
- 42% of mentees state that their 'business concept' has changed or developed as a result of the help that they received from the programme.
- 87% of entrepreneurs are satisfied with the mentoring programme.
- 82% of mentees are satisfied with their mentor's contribution. A slightly smaller proportion of mentors (72%) are satisfied with their mentees' contribution. This is explained by the disappointment by some mentees about their own availability to commit to the mentoring relationship.
- 74% of mentees interviewed believe that their entrepreneurial qualities have developed as a consequence of participating in the programme. The mentees also have more confidence in their own skills. Even higher share of mentors (77%) believe the entrepreneurial qualities of their mentees have developed as a result of participation in the programme.

ENTREPRENEURIAL SKILLS DETECTED: (AFTER THE MENTORING RELATIONSHIP)

- Sense of self-efficacy as a key-determining variable leading to a successful mentoring relationship;
- Availability and motivation to learn and growth;
- Skills to establish and maintain a trustful relationship.

REASON FOR PROPOSING THIS PRACTICE:

- Provide guidelines and supports to the design and implementation of a mentoring process as well as for the financial support;
- It shows interesting and relevant results at different levels: on the development of career management skills of novice entrepreneurs is quite relevant; on the career management skills of would-be and novice entrepreneurs.

For Mentoring processes:

NATURE OF MENTORING PROCESS: Blended mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development; Management of business strategy and changes; Marketing strategies, Advertising, Marketing, Public Relations; Skills (communication, networking, confidence, time management, conflict resolution, etc.); Crisis Management/Decision making; Personal Development.

TOOLS/METHODOLOGIES USED: Scheme of a mentoring process; cost of mentoring schemes.

NEEDS ADDRESSED:

- Support from successful and experienced entrepreneurs in the early stages of setting up a new business;
- Opportunity to develop personal skills to manage and accelerate a business idea/company;
- Opportunity to share problems and constraints, looking for viable alternatives.

GOOD PRACTICE IN UK (5)

Good practice nº1

Category of good practice detected:

Project
Mentoring process

General information:

INITIATIVE NAME: FEMALE (Fostering entrepreneurship through mentoring and learning in Europe)

COUNTRY: United Kingdom, Lithuania, Spain, Italy, Iceland

LEVEL OF PRACTICE: European – National – Regional - Local

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: The Directorate of Labour (Iceland)

PUBLIC

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): Directorate of Labour (IS), Inova Consultancy (UK), Asociación de Trabajadoras Autónomas y Emprendedoras de Madrid (ES), Kauno Regioninis Inovaciju Centras (LT), Vitale Technologie Comunicazione (IT), Business University of Bifröst (IS)

CONTACT DETAILS: asdis.gudmundsdottir@vmst.is (Ásdís Guðmundsdóttir, applicant) - cusher@inovaconsult.com (Carolyn Usher, UK partner)



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): FEMALE aims to support female entrepreneurs across Europe that have recently started their business, to strengthen skills and competences, both in terms of hard and soft skills. The project aims at encouraging women to start up their business, by giving them access to practical information and to strengthen networking by offering them to join the social media forum and by using the Mentoring Circles™ methodology.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Business and administration; Economics; Management and administration; Self-esteem skills; Teaching and training; Training for teachers of vocational subjects.

MAIN GOALS: To bridge the skills and competences gap that female entrepreneurs face; to increase hard skills knowledge (marketing, product development, finance, tax and accountancy, exporting and web2.0 and social media) as well as soft skills, using the methodology of Mentoring Circles™ and a final goal of job creation through entrepreneurship therefore addressing the unemployment issues the partner countries are facing.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Women that recently have started up their own company

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): Soft and hard skills related to entrepreneurship

IMPACT ON PARTICIPANTS: Short term: increased self-confidence and increased competence regarding business and entrepreneurship; networking skills, more opportunities regarding export in the European market; awareness raising of the specific issues of women entrepreneurship in partner countries. The institutions will have better skilled trainers in the field of entrepreneurship and business education; new methods in the field of entrepreneurship and mentoring – Long term: Less unemployment, increase in female employability, more companies run by women, increased cooperation of women owned enterprises

ACHIEVED RESULTS: Female entrepreneurs network, increased soft and hard skills in the target group

ENTREPRENEURIAL SKILLS DETECTED: Hard skills (business strategy, finance, tax and accountancy, product development, marketing, exporting, social media). Soft skills (self-efficacy, self-belief, training and goal setting, using action learning methods).

REASON FOR PROPOSING THIS PRACTICE: Relevant example on the use of Mentoring Circles™ for female entrepreneurs

For Mentoring processes:

NATURE OF MENTORING PROCESS: Peer mentoring

AREA OF THE MENTORING PROCESS: Business plan/Business Development - Skills (communication, networking, confidence, time management, conflict resolution, etc.)

TOOLS/METHODOLOGIES USED: Inova's Mentoring Circles™

NEEDS ADDRESSED: Lack of support and networks for women, fear of failure, modules developed around specific subjects, high cost of courses. lack of high quality training and learning material.

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF AN EU/NATIONAL PROGRAMME): Lifelong Learning Programme – Leonardo da Vinci Transfer of innovation

ACTIVITIES CARRIED OUT BY THE PROJECT: Workshops (hard skills + Mentoring Circles™ for soft skills); training activities will include seminars, face-to-face sessions but also online materials for the participants in the rural area.

Sources of the research:

INFORMATION SOURCES: <http://www.femaleproject.eu>

WEBSITES SEARCHED: www.google.com, www.adam-europe.eu

OTHER SOURCES: Organisation's materials

Good practice n°2

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: Business Mentors South West

COUNTRY: United Kingdom

LEVEL OF PRACTICE: Regional

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION:

PRIVATE

CONTACT DETAILS: enquiries@businessmentorsouthwest.co.uk



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Business Mentors South West provides a range of business mentoring services to business owners and leaders of all size of business involving all manner of business issues. With a team of over 100 business and professional people they cover most aspects of business development.

RELEVANT BUSINESS FIELD AND/OR SECTOR: All kind of businesses, especially SMEs

MAIN GOALS: to help developing businesses succeed and in doing so help the wider economy of South West England.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Enterprises of any size and type of business located in Devon, Cornwall, Isles of Scilly, Dorset, Somerset, Wiltshire, Gloucestershire, and Bristol.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): wish to grow their businesses and improve their performance where there are realistic opportunities to develop and grow.

IMPACT ON PARTICIPANTS: Cases Studies extracts: "Our mentor has seen through the development and launch of new brands with us and helped us to move forward into new markets and consider how we can work more efficiently" – "Having a Business Mentor who I can communicate issues with and bounce ideas off is invaluable. It allows me to 'pick the brains' of somebody who has a wealth of experience which I have found very beneficial"

ACHIEVED RESULTS: Improved: Decision making in all areas of the business, confidence in all aspects of running and developing the business, Staff management skills, Delegation to staff and outsourcing companies, Financial understanding and control, Keeping a cool business head when things don't go to plan.

ENTREPRENEURIAL SKILLS DETECTED: Decision making, confidence, staff management, finance

REASON FOR PROPOSING THIS PRACTICE: Relevant example of private organisation focused on regional development

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

Management of business strategy and changes

Skills (communication, networking, confidence, time management, conflict resolution, etc.)

Personal Development

TOOLS/METHODOLOGIES USED: Business Mentors South West provides mentors who are experienced in setting up, manage and grow businesses. They operate largely on referral from organisations like Business Link, South West Angel Investment Network, South West Investment Group, Banks, Solicitors and Accountants. There is a first meeting with the General Manager, the purpose of this meeting is to learn a bit about the business and see if what potential the business may have. If all goes well and Business Mentors South West decides to move forward with mentoring, they will work out a mentoring plan that specifies objectives, timescales and terms. Then they will introduce the client to a mentor with whom and monitor progress on a quarterly basis.

NEEDS ADDRESSED: to help smaller businesses with the capacity to grow to maximise their potential.

Sources of the research:

INFORMATION SOURCES: <http://www.businessmentorsouthwest.co.uk>

WEBSITES SEARCHED: www.google.com

Good practice n°3

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: Makin It Happen - Coaching, Mentoring & Stress Management for business owners, directors, managers and professionals

COUNTRY: United Kingdom

LEVEL OF PRACTICE: National

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Liz Makin

PRIVATE

CONTACT DETAILS: Liz@makinithappen.co.uk



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Liz Makin provides personalised business coaching, business mentoring and stress management services to business owners, directors, managers and professionals

RELEVANT BUSINESS FIELD AND/OR SECTOR: private companies (every kind of business) or public sector companies

MAIN GOALS: To bounce ideas off - To point the company in the right direction - To help the company focus on the most important issues - To be the client's confidential sounding board - To enable the company to work 'on', not just 'in' its business - To support and motivate the client in the stressful and challenging times - To help the client to achieve their business goals

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Business owners, directors, managers and professionals from many different businesses, from small and medium sized companies to international organisations.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): more profitable business, manage the complexities, stress management, improve personal performance, change management, move their business forward, increase their business sales, improve their business cash flow, focus on important business issues, improve employees' motivation, communication skills, more confidence and creativity, leadership skills

IMPACT ON PARTICIPANTS: Client's testimonials extracts: "Liz provided so much more than just the traditional business mentoring and I can't thank her enough for having such a positive impact on my business. In less than one year we completely changed the structure of my business, redesigned my service portfolio and expanded the client base significantly. I never expected to achieve so much in such a short space of time. Liz has real business insight and her own commercial experience enables her to really get involved and give practical help. As a result, I have had a very profitable year!" – "Liz's mentoring has been of great help to me in the past 12 months. She has helped me see through the everyday clutter and focus on the issues that matter to the business and to me personally. I looked forward to our sessions and these only came to an end when I had to join an in-house corporate programme designed to deliver similar objectives. If that proves unsuccessful then I would not hesitate to re-commence with Liz."

ACHIEVED RESULTS: Business benefits such as expand and growth, increased profitability and turnover, better sales and marketing, more effective staff/team, new business ideas, explore new opportunities – Personal benefits such as less stress, better decision making, clearer thinking, better leader/manager

ENTREPRENEURIAL SKILLS DETECTED: decision making, change management, leadership, marketing and sales skills, communication skills, motivation, self-confidence

REASON FOR PROPOSING THIS PRACTICE: Relevant example of a female owned enterprise involved in mentoring and coaching activities for business owner and managers

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring - Other: Business Coach - Stress Management Consultant

AREA OF THE MENTORING PROCESS:

Business plan/Business Development
Management of business strategy and changes
Crisis Management/Decision making
Personal Development

TOOLS/METHODOLOGIES USED: Directly to individuals or to companies and the public sector, who contract her business coaching and business mentoring services for their employees. Face to face, telephone and email based business coaching and business mentoring services are available.

NEEDS ADDRESSED: Finding it difficult to cope with high levels of stress at work or in your business – Need help and support through a stressful and challenging period - Feeling stressed and overwhelmed – Want to feel better, take action and move forward quickly

Sources of the research:

INFORMATION SOURCES: <http://makinithappen.co.uk>

WEBSITES SEARCHED: www.google.com

Good practice n°4

Category of good practice detected:

Mentoring process

General information:

INITIATIVE NAME: Greenhill Consulting Limited

COUNTRY: United Kingdom

LEVEL OF PRACTICE: National

DATE OF START: 2002

STILL RUNNING

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Chris Greenhill

PRIVATE

CONTACT DETAILS: chris@greenhillconsulting.com



Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): Chris Greenhill's aim is to offer clear, balanced and objective thinking matched by efficient, reliable and effective delivery. Usually services are delivered by the owner alone. Sometimes, he calls on a network of trusted associate. His experience and ongoing commitment to diversity in the work has enabled Chris Greenhill to use his personal skills in a range of ways, all of which are about managing and developing businesses.

RELEVANT BUSINESS FIELD AND/OR SECTOR: Community and voluntary organisations (Not-for-profit businesses), Small Businesses, Large organisations

MAIN GOALS: Clients that often operate in a complex and fast-moving environment where capability, flexibility, adaptability and effectiveness are key requirements for providers of consultancy services to ensure their customers achieve tangible value from them. Chris Greenhill's aim is to offer clear, balanced and objective thinking matched by efficient, reliable and effective delivery.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): Large organisations, Charities, social enterprises and voluntary organisations

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): capability, flexibility, adaptability and effectiveness

IMPACT ON PARTICIPANTS: Extract of "what my client say": "Greenhill Consulting worked with seven chief officers from the voluntary sector together with ACEVO to bring into existence a consortium company. Chris provided the local market intelligence that helped inform the discussions and the subsequent content of the business plan and membership prospectus, which he put together on our behalf. He acted in the role of 'honest broker' enabling all participants to cross-organisational boundaries and contribute equally to a common shared goal. We chose to work with Chris because he was well known and respected by the sector and brought a set of skills to the project that we were lacking. Without his facilitation, challenge and constant pushing we would not have achieved what we set out to do and for these reasons I would not hesitate to recommend Greenhill Consulting."

ENTREPRENEURIAL SKILLS DETECTED: Problem solving, Marketing communication and PR, Strategic planning

REASON FOR PROPOSING THIS PRACTICE: Relevant example of business advice and mentoring and business mentoring online for large organisations and Charities, social enterprises and voluntary organisations

For Mentoring processes:

NATURE OF MENTORING PROCESS: Business mentoring

AREA OF THE MENTORING PROCESS:

- Business plan/Business Development
- Management of business strategy and changes
- Crisis Management/Decision making
- Personal Development

TOOLS/METHODOLOGIES USED: Face-to-face business advice and mentoring; Business mentoring online

NEEDS ADDRESSED: Practical help for charities and social enterprises to meet the challenge of public sector reform and to build sustainable businesses; Help during the process of Starting up or in first year of trading; Problem solving, Interim Management; improve efficiency, test an idea or deliver a project

Sources of the research:

INFORMATION SOURCES: <http://www.greenhillconsulting.com/>

WEBSITES SEARCHED: www.google.com

Good practice n°5

Category of good practice detected:

Project

General information:

INITIATIVE NAME: CREA.M, Creative Blended Mentoring for Cultural Managers

COUNTRY: Italy, United Kingdom, Turkey, Finland, Belgium, Czech Republic

LEVEL OF PRACTICE: European

DATE OF START: December 2011

STILL RUNNING? NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION: Istituto Luigi Sturzo, Italy

PRIVATE

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE): University of Deusto, Institute of Leisure Studies, Spain - ENCATC, Belgium - Denizli Special Provincial Administration, Turkey - Finnish Museums Association, Finland - Goldsmiths, University of London, Institute for Creative and Cultural Entrepreneurship, United Kingdom - Roma Tre University, Italy - RPIC-ViP s.r.o., Czech Republic

CONTACT DETAILS: UK partner Mr. Gerald Lidstone g.lidstone@gold.ac.uk

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE): CREA.M, Creative blended mentoring for cultural managers, aims to develop and test a mentoring kit deployed into learning outcomes to foster creativity and entrepreneurial skills, based on the mapping of competences needed in the cultural sector

RELEVANT BUSINESS FIELD AND/OR SECTOR: cultural sector

MAIN GOALS: CREA.M strongly fosters the European Agenda's 2020 objective to boost jobs in the cultural sector. The project will contribute to job growth by helping cultural managers update their skills and competences so they can find stable employment or create their own businesses.

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.): cultural professionals, especially those who cannot find solid job positions in the labour market.

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE): find stable employment in the labour market.

IMPACT ON PARTICIPANTS: The project foresees a pilot testing phase for creative blended mentoring: 18 mentees will foster their skills and competences to enhance their employability through a mentoring experience with 18 mentors. CREA.M will create an ICT platform to support the training activities and to exploit and disseminate the project's outcomes.

ACHIEVED RESULTS: innovative learning procedures based on the blended mentoring methodology, creative blended mentoring kit, a pilot testing will be carried out with 18 couples of mentors and mentees

ENTREPRENEURIAL SKILLS DETECTED: reliability, creative thinking, team work, communicative skills, performance orientation, loyalty, independence

REASON FOR PROPOSING THIS PRACTICE: Relevant example of European project aiming at using mentoring to improve creativity and entrepreneurial skills of cultural managers

For Mentoring processes:

AREA OF THE MENTORING PROCESS:

Business plan/Business Development

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME): Lifelong Learning Programme, Leonardo da Vinci

ACTIVITIES CARRIED OUT BY THE PROJECT: During the first phase, CREA.M will research and map skills needed in the cultural sector to design a new framework to educate and train professionals in the cultural labour market, with special attention given to the need for entrepreneurial skills and competences acquired in informal settings. Next, partners will design and test an innovative training module based on CREA.M's blended mentoring methodology that will on one hand foster creative thinking, spirit of initiative, intercultural skills and

entrepreneurial competences, and on the other, develop concrete learning objects in one-to-one (mentor-mentee) relationships. Finally, partners will complete a validation process of the competences acquired after the testing phase, which will be shared at the EU level.

Sources of the research:

INFORMATION SOURCES: <http://www.projectcream.eu/>

WEBSITES SEARCHED: www.google.com

3.4 Conclusions

The desk research allowed mapping 40 good practices in 28 EU countries of which 17 are projects, 17 case stories are related to mentoring processes and 9 to training courses/initiatives.

Following the collection and analysis of the data, the first conclusion we can outline is that good practices detected are mainly international projects and mentoring processes. We believe that the main reason descends from the vehicle language used to present and promote relevant goals and activities, which is English of course, and probably the native language of national and especially regional / local initiatives has restricted the opportunities for the partnership to detect additional data and information.

The case studies/good practices collected have allowed outlining past and current experiences related to projects, training courses/initiatives and mentoring processes. Through the research/training products already developed in Europe together with gaps, limits and difficulties identified by the good practices collected, the consortium not only has been able to outline contents and design of the following 2 project phases (qualitative interviews and online surveys). These practices will be also useful for the development of IO3, 4 and 5 providing some examples of support documents and suggestions to the design and structure the networking platform.

After comparing the results of the desk research with the qualitative questionnaires administered to the entrepreneurs in EU28 by the partner countries, the consortium will prepare the final core skills scheme representing the base for the training and mentoring actions to be carried out throughout the project.

4. Qualitative Interviews

In order to gather effective and concrete data, the qualitative interviews have been accurately structured by identifying the expected outcomes for each question and the template designed has been used as a guide by all partners so as to produce consistent findings.

Each interviewer has then composed a summary of the responses per question for all the interviews collectively, highlighting key information/data according to the purposes of this activity. For each question, the interviewer could also note possible comments, observations and additional questions and answers that resulted during the interviews. The qualitative surveys/interviews consisted of sixteen (16) open questions. However, in order to process the provided information it has been deemed helpful to collect some basic demographic and background information as well.

The main objective of this section is to present the main results of the interviews to entrepreneurs held in Poland, Greece, Italy, UK and Portugal by under the development of the Intellectual Output 1 - Competence framework for key entrepreneurship competences of the MENTEE – Mentoring, Networking and Training for European Entrepreneurs project.

With regards to the methodology, the development of the interviews to new entrepreneurs followed the methodology, guidelines and instruments introduced in the document Qualitative Questionnaire & Interview Protocol form⁹ developed by the consortium under the Intellectual Output 1 - Competence framework for key entrepreneurship competences.

The first step to the development of these interviews started with the identification of potential entrepreneurs to be interviewed based on each partner's business network and contacting the intermediary organisations of the Erasmus for Young Entrepreneurs (EYE).

Once identified potential entrepreneurs to be interviewed, invitations were sent mainly via e-mail in order to introduce:

- the MENTEE project in terms of objectives, partners, main intellectual outputs, target groups and activities/initiatives to be developed;
- the main goals of the interviews, highlighting the importance of the involvement of new entrepreneurs at all phases and activities of the project. At this level it was also introduced the advantages of this collaboration to the Mentors;
- the main products/instruments that will come up as a result from the interviews to new entrepreneurs.

The schedule of dates and the selection of the method of the interview were made according to entrepreneurs' availability and interest.

All the interviewees that took part in this activity provided the consortium with very interesting and useful information for the overall project implementation. For the purpose of staying within the scope of this activity and for keeping the report consistent and efficient, in this section among the information provided by each partner we will only be highlighting key findings that were directly relevant with the implementation of the "Competence framework for key entrepreneurship competences", which are: the skills enabling the interviewee to become a successful entrepreneur; a list of skills valuable for personal entrepreneurial experience in order of importance; a list of aspects and areas of expertise defining a sense of initiative and entrepreneurship in order of importance; the most important competences that interviewees think are needed in order to effectively mentor entrepreneurs.

⁹ See Annex 2

4.1 NATIONAL OUTCOMES

POLAND

Method of interview	Organisation/Company - website	Economic sector	Interviewee's job title	Interviewee's Qualification/Level of Education
Electronically Phone call	Asper Interactive Agency – www.asper.net.pl	Private	CEO	Master of Science
	Strefa Stylu - www.strefastylu.com.pl	Private	CEO	Master of Arts
	Hotels Asset Management Poland - www.h-a-m.pl	Private	Managing Director	Master of Science
	Komisarski.pl - www.komisarski.pl	Private	CEO	Higher
	PIG ARCHIEKCI Sp. z o.o. - www.pigarchitekci.pl	Private	CEO	Higher – Engineer

KEY FINDINGS			
Skills enabling to be a successful entrepreneur	Range of skills valuable for personal entrepreneurial experience	Aspects and areas of expertise defining a sense of initiative and entrepreneurship	Competences needed by entrepreneurs mentors
1. Soft skills (i.e. self-confidence, resilience, risk-taking, courage) 1. Attitudes/personal attributes (i.e. sense of initiative, motivation, tenacity, creativity) 2. Knowledge (i.e. education, trade principles, marketing, knowledge of the market) 3. Hard skills (i.e. financial management, management, legal work)	1. Innovation skills (ability to think out the box, take risks, think and act creatively) 2. Communication skills (ability to sell ideas and persuade others) 2. Networking skills (ability to make contacts) 3. Management skills (ability to manage time and people successfully) 4. Planning skills (ability to plan, coordinate and organise effectively) 4. Research skills (ability to find available markets, suppliers, customers and the competition)	1. Personal characteristics (proactivity, optimism, risk taking, etc.) 2. Prior knowledge of the sector, the market, how to serve customers, technology 3. Ability to recognize entrepreneurial opportunities 3. Life experiences and context conditions 4. Management, problem solving and decision making skills	- Emotional intelligence (the most frequent answer) - Action planning - Active-listening (second most frequent answer) - Building rapport - Charisma - Respect for the other

General conclusions

Although the interviewees did not receive any entrepreneurship training in most of the cases, almost everyone had certain experience in their sector before starting their companies. They all regard it as a very important factor to have experience in the sector.

Soft skills (i.e. self-confidence, resilience, risk-taking, courage) and attitudes/personal attributes (i.e. sense of initiative, motivation, tenacity, creativity) are considered as the most important for becoming a successful entrepreneur.

The skills believed to be the most useful to entrepreneurs are: innovation skills (ability to think out the box, take risks, think and act creatively), communication skills (ability to sell ideas and persuade others), networking skills (ability to make contacts).

The methods regarded as the most appropriate to acquire and / or improve skills and competences of aspiring entrepreneurs are: mentoring / tutoring in the workplace; Peer-to-peer learning (peer group).

The interviewed entrepreneurs are reasonably aware of initiatives supporting entrepreneurship. Most of interviewees gave at least three examples of initiatives available.

The projects/initiatives focused mostly on mentoring, education (i.e. conferences), internet forums, public aid websites, and e-learning websites.

More than half of the entrepreneurs did not benefit from any other type of support.

Interviewees generally think that there should be more financial aid offered to the aspiring entrepreneurs and they agreed that integration of education and mentoring relationship is beneficiary for aspiring entrepreneurs.

All interviewees had at least one mentor in their career.

The mentors came from two groups: 1) supervisors at work; 2) relatives or friends.

None of the interviewees have been a mentor, supporting and promoting the personal and professional development of a protégé.

The following skills and competences are regarded as needed to effectively mentor entrepreneurs: Emotional intelligence (the most frequent answer); Action planning; Active-listening (second most frequent answer); Building rapport; Charisma; Respect for others.

GREECE

Method of interview	Organisation/Company - website	Economic sector	Interviewee's job title	Interviewee's Qualification/Level of Education
Electronically Phone call Face to face	FocusBari - www.focusbari.gr/en	Market research	President & Managing Director	N/A
	APSON - www.apson.gr	Services	Founder / Chairwoman	N/A
	AA+Partners - www.training.gr	Consulting & Training	General Manager	Postgraduate
	Militos S.A. - www.militos.org	Consulting	Co-founder, Vice-President	Bachelor of Computer Science
	ask4food - www.ask4food.gr	Web Services	Co-founder, Business & Operations	Masters

KEY FINDINGS			
Skills enabling to be a successful entrepreneur	Range of skills valuable for personal entrepreneurial experience	Aspects and areas of expertise defining a sense of initiative and entrepreneurship	Competences needed by entrepreneurs mentors
1. Soft skills (i.e. self-confidence, resilience, risk-taking, courage) 1. Attitudes/personal attributes (i.e. sense of initiative, motivation, tenacity, creativity) 2. Hard skills (i.e. financial management, management, legal work) 3. Knowledge (i.e. education, trade principles, marketing, knowledge of the market)	1. Innovation skills (ability to think out the box, take risks, think and act creatively) 2. Communication skills (ability to sell ideas and persuade others) 3. Networking skills (ability to make contacts) 4. Management skills (ability to manage time and people successfully) 5. Planning skills (ability to plan, coordinate and organise effectively) 6. Research skills (ability to find available markets, suppliers, customers and the competition)	1. Personal characteristics (proactivity, optimism, risk taking, etc...) 1. Ability to recognize entrepreneurial opportunities 2. Management, problem solving and decision making skills 3. Life experiences and context conditions 4. Prior knowledge of the sector, the market, how to serve customers, technology	- Emotional intelligence (the most frequent answer) - Action planning - Active-listening (second most frequent answer) - Building rapport - Charisma - Respect for the other

General conclusions

Five (5) experienced and successful entrepreneurs in different sectors were interviewed for the purposes of this activity and within its scope and objectives. The interviews were conducted with great success.

None of the entrepreneurs, albeit successful in their sectors, had received previous training or gained substantial (more than 5 years) professional experience in their field before following the entrepreneurial path. This observation confirms the assumption that entrepreneurship is a skill, a mindset and not necessarily connected to mere knowledge or experience.

Within a range of skills, communication skills were highly rated by interviewees, while research and planning skills were viewed as less important.

Soft skills and attitudes were viewed as more important than hard skills and knowledge by the majority of the interviewees.

All interviewees indicated that mentoring is the most appropriate/important method to acquire and improve skills and competences of aspiring entrepreneurs.

Most interviewees were not aware of informal resources or material that could be relevant/useful for an aspiring entrepreneur. This finding suggests limited availability of such resources and/or limited awareness of their existence or their necessity for training entrepreneurs.

ITALY

Method of interview	Organisation/Company - website	Economic sector	Interviewee's job title	Interviewee's Qualification/Level of Education
Electronicall y	Azienda Agricola Leuzzi	Agriculture	General Manager	Master degree in Italian Literature
	Made in Carcere - www.madeincarcere.it	Social enterprise / Fashion	Manager	MBA
	ACS Registrars Italia srl – www.acsregistrars.it	Business-related services	Managing Director	University degree
	Braden.it - www.brandodesign.com	Shopfitting	CEO	Degree
	Applica - www.applicadoit.com	ICT	Managing Director	N/A

KEY FINDINGS			
Skills enabling to be a successful entrepreneur	Range of skills valuable for personal entrepreneurial experience	Aspects and areas of expertise defining a sense of initiative and entrepreneurship	Competences needed by entrepreneurs mentors
1. Attitudes/personal attributes (i.e. sense of initiative, motivation, tenacity, creativity) 1. Soft skills (i.e. self-confidence, resilience, risk-taking, courage) 2. Hard skills (i.e. financial management, management, legal work) 3. Knowledge (i.e. education, trade principles, marketing, knowledge of the market)	1. Management skills (ability to manage time and people successfully) 2. Planning skills (ability to plan, coordinate and organise effectively) 3. Innovation skills (ability to think out the box, take risks, think and act creatively) 4. Networking skills (ability to make contacts) 5. Communication skills (ability to sell ideas and persuade others) 6. Research skills (ability to find available markets, suppliers, customers and the competition)	1. Ability to recognize entrepreneurial opportunities 1. Personal characteristics (proactivity, optimism, risk taking, etc...) 2. Management, problem solving and decision making skills 3. Life experiences and context conditions 4. Prior knowledge of the sector, the market, how to serve customers, technology	active listening action planning goal setting relationship management adapting understanding diversity building rapport emotional intelligence empathy capability of integration and pushing the teamwork experience in entrepreneurship

General conclusions

The results obtained from the interviews submitted to five (5) experienced and successful entrepreneurs in different sectors were very successful and useful for the MENTEE project.

Conclusions for PART A (Education, Training and Professional Experience)

Only 1 out of five respondents did not have a work experience in her business sector and it is significant that the respondent is female.

Entrepreneurs hardly receive proper training before they decide to start a business and 40% of respondents seem to identify training entrepreneurship with a work experience they had in a family business and a private company.

60% of the entrepreneurs who participated in our interviews strongly believe in the importance of the acquisition and development of skills and competences through a work experience before starting up a business. Correct and effective management of money and business planning seem to be crucial hard skills for the majority of the entrepreneurs interviewed.

The main skills that enabled the interviewees to become successful entrepreneurs are related to:

- team working, being able to guide and lead a team as well as recognizing the right moment to give responsibilities and let them work autonomously
- capacity to recognize and catch opportunities and searching for new routes
- keeping calm and not giving up when things become difficult

The most important entrepreneurial skills are management and planning skills followed by innovation, networking skills and communication.

The most important aspects and areas of expertise that define a sense of initiative and entrepreneurship proposed seem to be:

- ability to recognise entrepreneurial opportunities
- personal characteristics, as believing in oneself allow to create the right working environment
- management, problem solving and decision making skills as entrepreneurship is more an attitude as it implies taking risks and thinking out of the box.

Mentoring is considered as the most important method to acquire and/or improve entrepreneurial skills and competences.

Conclusions for PART B (Entrepreneurship Education Good practices)

The main conclusion is that a European dimension and cooperation among entrepreneurs from different countries and the aid of experts can really support aspiring entrepreneurs throughout their professional growth and training.

Conclusion for Part C (Mentoring Skills and Competences for Entrepreneurs)

The support of a mentor basically provides aspiring entrepreneurs with the opportunity to take advantage of mentors' experience to:

- compare, learn and share ideas from successful entrepreneurs with a wider experience
- learn techniques and abilities relationship and compensate the lack of experience of aspiring entrepreneurs
- discuss about problems and issues arising during the first years of a company life as they can be a guide to solve problems and overcome obstacles.

The main set of skills and competences used by our respondents during their personal mentoring experience in order to build and maintain the mentoring relationship are as follows:

Skills: planning the relationship, managerial skills such as relationship and time management

Competences: being active listener, patient, open to mutual feedbacks, showing mentees how to do and letting do things by themselves, letting them believe in their own projects.

The most important competences and skills needed in order to effectively mentor entrepreneurs that our respondents identified are related to: active listening, action planning, goal setting and relationship management, followed by adapting, understanding diversity and building rapport.

Our respondents generally believe that the main challenges in mentoring entrepreneurs consist in: mentees' willingness to be guided and follow mentors, time availability and tools enabling to reduce the time needed.

UK

Method of interview	Organisation/Company - website	Economic sector	Interviewee's job title	Interviewee's Qualification/Level of Education
Phone call	Bella Qvist – www.bellaqvist.com	Journalism & Media	Director	BA degree
	Bridge Safety & Training Ltd. - www.bridgesafetyandtraining.co.uk	Health and Safety	Managing Director	Masters – Institute of Management at Cambridge
	Tetley Translations	Business & Commerce	Owner/General Manager	German 'Diplom' equivalent to UK Masters
	Rex Motor Services	Motor Engineering	Director	Compulsory Education (15/16 years old)
	RLNYH Ltd (Regional Language Network for Yorkshire & the Humber) - www.rlnyh.com	Education	Director	Phd and MBA

KEY FINDINGS			
Skills enabling to be a successful entrepreneur	Range of skills valuable for personal entrepreneurial experience	Aspects and areas of expertise defining a sense of initiative and entrepreneurship	Competences needed by entrepreneurs mentors
1. Attitudes/personal attributes (i.e. sense of initiative, motivation, tenacity, creativity) 2. Hard skills (i.e. financial management, management, legal work) 2. Knowledge (i.e. education, trade principles, marketing, knowledge of the market) 3. Soft skills (i.e. self-confidence, resilience, risk-taking, courage)	1. Management skills (ability to manage time and people successfully) 2. Planning skills (ability to plan, coordinate and organise effectively) 3. Communication skills (ability to sell ideas and persuade others) 4. Innovation skills (ability to think out the box, take risks, think and act creatively) 5. Research skills (ability to find available markets, suppliers, customers and the competition) 6. Networking skills (ability to make contacts)	1. Ability to recognize entrepreneurial opportunities 2. Management, problem solving and decision making skills 3. Life experiences and context conditions 4. Personal characteristics (proactivity, optimism, risk taking, etc...) 5. Prior knowledge of the sector, the market, how to serve customers, technology	honesty reliability transparency empathy and confidence planning and communication skills relationship management and time management

General conclusions

The results of the interviews were very successful and useful for the MENTEE project with the entrepreneurs generally understanding the questions and the purpose of this research, though thinking about skills and competences was not something they were used to.

The respondents did not seem to be very clear on the differences between mentoring and coaching and their answers were often biased by this misunderstanding.

As regards to the skills and competences that the interviewees consider important in order to build their career, it is interesting to notice that management and planning skills together with a wide range of soft skills and personal attributes as well as life experiences were considered fundamental.

All of the respondents believed that the lack of these entrepreneurial skills and competences can be fixed through mentoring activities and the majority of them have experienced a similar type of support in their entrepreneurial development.

The respondents outlined the professional profile of a mentor in a very homogeneous way: they were aware of the important role that soft skills and personal characteristics play when defining a good mentor.

PORTUGAL

Method of interview	Organisation/Company - website	Economic sector	Interviewee's job title	Interviewee's Qualification/Level of Education
Electronically Face to face	The company is not established yet	ICT applicable to financial markets	Idea owner	Degree
	FreedomGrow - www.freedomgrow.pt	ICT systems for telemonitoring	CEO	Degree
	Increase Time - http://195.23.157.115/dnn/itime/pt-pt/home.aspx	ICT applicable to financial markets	CEO	Master Degree
	Velo Culture - www.veloculture.pt	Retail / Consulting	Owner / Manager	Degree + Management training
	All the Way - www.alltheway.pt	Consultancy	Partner	Master Degree

KEY FINDINGS			
Skills enabling to be a successful entrepreneur	Range of skills valuable for personal entrepreneurial experience	Aspects and areas of expertise defining a sense of initiative and entrepreneurship	Competences needed by entrepreneurs mentors
1. Attitudes/personal attributes (i.e. sense of initiative, motivation, tenacity, creativity) 2. Soft skills (i.e. self-confidence, resilience, risk-taking, courage) 3. Knowledge (i.e. education, trade principles, marketing, knowledge of the market) 4. Hard skills (i.e. financial management, management, legal work)	1. Innovation skills (ability to think out the box, take risks, think and act creatively); 2. Networking skills (ability to make contacts); 3. Management skills (ability to manage time and people successfully); 3. Research skills (ability to find available markets, suppliers, customers and the competition); 4. Planning skills (ability to plan, coordinate and organise effectively); 5. Research skills (ability to find available markets, suppliers, customers and the competition).	1. ability to recognize entrepreneurial opportunities; 2. prior knowledge of the sector, the market, how to serve customers, technology; 3. management, problem solving and decision making skills; 4. personal characteristics (proactivity, optimism, risk taking, etc...); 5. life experiences and context conditions.	Active listening; Be able to establish interpersonal relationship; Be able to incentive, motivate and support in critical moments. Be able to establish trustful relationships; Be careful in the guidance and to be sensible in the analysis of the risk. Respect for entrepreneur; Understanding boundaries and confidentiality; Capacity of flexibility and adaptation.

General conclusions

The first main conclusion of the interviewees to new entrepreneurs, which reinforce the relevance of the MENTEE project, is that the mentoring relationship is quite important to aspiring entrepreneurs, mainly because allows them to:

- Establishing and maintaining a long term and trustful relationship with a mentor, whose provide specific support and feedback in key-moments or strategic phases of the business idea/project;

- Benefit from the experience sharing of an expert, which is particularly relevant in critical moments;
- Benefit from guidance to support their decision making and risk tacking;
- Benefit from impartial evaluation of opportunities.

The mentoring relationship is particularly important to entrepreneurs that doesn't work on teams and in the business that for their nature require innovation, creativity and differentiation.

These interviewees were also relevant to identify:

- Entrepreneurial skills;
- Contributions to the development of Mentoring supports and tools;
- Contributions to the definition of Mentor's Profile

Entrepreneurial skills

During the interviewees to new entrepreneurs, it becomes clear that attitudes/personal attributes and soft skills are strategic to entrepreneurship. In fact, new entrepreneurs identified some of the attributes and soft skills as being quite relevant.

With reference to *Attitudes/personal attributes*, the respondents ranked them as follows: motivation; perseverance; capacity of adaptation; flexibility; optimism; be able to heard "no"; creativity.

Whereas, with reference to *Soft skills*, the respondents ranked them as follows: resilience; ability to take risks; ability to make decisions; emotional intelligence; self-knowledge; be able to deal with different perspectives; be able to be innovative; ability to establish and maintain networks.

Knowledge and technical skills were also identified as being important, but several projects and initiatives are mainly focused on the development of knowledge, technical and hard skills over the soft skills.

Contributions to the development of Mentoring supports and tools.

The interviewees provided crucial information to the development of the mentoring supports and tools, identifying as:

(A) Strategic methods: self-study (reading, e- learning, online training, computer, etc. ...); mentoring / tutoring in the workplace and peer-to-peer learning (peer group);

(B) Supports: consultancy for patenting technologies (legal framework, procedures, resources and technical support); support to the development of innovative products/services; support to international marketing; financial support; apprenticeships in a company; mentoring relationship; contact and interaction with other entrepreneurs and their projects.

(C) Tools: it would be useful to have a platform allowing the monitoring of the maturation and evolution of the entrepreneur's idea /business by the mentor and the access to a data base of contacts to solve specific problems or find solutions by entrepreneurs;

The interaction between mentors and entrepreneurs and also between entrepreneurs.

Contributions to Mentor's Profile

The main challenges to the mentor highlighted by the respondents are as follows:

- Be able to actively listening and understand the entrepreneurs' ideas;
- Be responsible in the opinions and feedback that provides;
- Be honest and truthful with the entrepreneur, with disrespecting him or his idea;
- Support the entrepreneur in critical moments (motivation);
- Although there are several initiatives and different supports to entrepreneurship, a mentoring relationship is strategic to the success of the entrepreneur;
- Respect the diversity of perspectives;
- Be able to keep updated about the strategic challenges of the market/sector;
- Be able to understand if is capable or not to support a mentee in a specific sector (the match);
- Having a clear view of many different areas of activity;
- Having the capacity to adapt the and make parallelisms with other experienced situations
- Be able to attract entrepreneurs' attention and motivate them.

With reference to the *Competences*, the skills identified are as follows:

- Entrepreneurial skills (have experience as entrepreneur or in the field of entrepreneurship - company constitution, financial supports, market's knowledge, European strategies and guidelines, networks,...);
- Capacity to share knowledge and experiences (clarifying doubts or questions);
- In a mentoring relationship, the trust and the confidentiality are important. Thus, it is important that the mentor or the company in which is in, is recognized as being reliable and prestigious.
- Communication skills (be clear and objective);
- Have experience in the field or economic sector in which provide mentoring;
- Having experience in business plan analysis;
- Action planning and goal setting.

It must be noted that, interviewees mentioned as challenges of the mentoring relationship to the entrepreneurs the following:

- Understand the suggestions and feedback provided by the mentor as possibilities of improvement;
- Manage different perspectives;
- Make decisions conciliating their desires with the suggestions of the mentor.

4.2 CONCLUSIONS

The national outcomes have been essential to develop the online survey and allowed to identify core areas, skills and competences arisen from each section of the questionnaire and to design and structure the online survey questionnaire essential to lay out the framework of entrepreneurial competences.

In fact, each section and in particular those related to respondents' education, training and professional experience and the entrepreneurial skills and competences has allowed:

- a) to understand to what extent entrepreneurs answering the survey had any training or education on entrepreneurship before starting their own business and if they need specific sectorial knowledge and work based experience in their business sector;
- b) to understand what skills are more or less important for an entrepreneur to succeed in their business sector and to list in order of relevance specific skills that were then included in the framework
- c) to understand if entrepreneurs agree with current definition of "sense of initiative and entrepreneurship" and define this key competence with entrepreneurs' words
- d) to understand the methods suggested by entrepreneurs to improve skills and competences and on which tools to base the development of training package of the project
- e) to connect the first IO with the second one by exploring the entrepreneurs' knowledge of mentoring topics
- f) to understand if successful entrepreneurs have benefited from mentoring experiences
- g) to highlight the relevance of mentoring processes for entrepreneurial success

The competences, skills and knowledge emerged from the qualitative interviews have been the base to an in depth analysis made with experienced entrepreneurs questioning them on how those have really been relevant for their success. The answers collected have been the base for the next steps, the online survey, on which we have tried to reach a quantitative confirmation on what entrepreneurs proposed as key competences and so to structure the framework accordingly.

5. Framework for key entrepreneurship competences and online survey

5.1 Framework structure

The framework allows to easily identify competences areas and abilities that based on the project research outputs drive entrepreneurs to achieve success and enables to deliver mentors' technical expertise effectively.

Through the online survey, we gathered information from 139 European entrepreneurs who responded to our online survey to understand what competences are essential to become successful across different types of businesses.

The questionnaire structure is essential as well as strictly linked to the design and concept developed for the framework. In fact, all questions are functional to the completion and correct construction of the framework where the information and results collected have been analysed to isolate core themes including **3 main grades** of "**Level of Achievement**" correlated to the grade of entrepreneurs' professional potential:

- **LEVEL 1 – High Potential**
- **LEVEL 2 – Moderate Potential**
- **LEVEL 3 – Limited Potential**

Each level is then associated with:

- One **Entrepreneurial Competences cluster**: it groups hard and soft skills, attitudes and knowledge) that have been built for each level on the first, second and third group of 4-6 items of question 13 ("Entrepreneurial characteristics").
- One **Aspects and areas of entrepreneurial expertise**: it is built on the first, second and third group of 2-3 items of question 14 ("Main aspects and areas of expertise") all resulting from the order of importance provided by the respondents in the survey.
- One **Competences cluster**: for all levels it shows the order of importance of the 4 competences areas listed in question 8 ("Main competences") of our questionnaire (**Hard Skills, Soft Skills, Attributes/Personal attitudes, Knowledge**¹⁰) provided by all respondents. Nevertheless, it differs for each of the 3 levels as it shows accordingly the first, second and third group of the 2-5 main abilities/skills of questions 9 ("Hard skills"), 10 ("Soft skills"), 11 ("Attitudes/Personal attributes") and 12 ("Knowledge") of our questionnaire for each level.

The concept of the framework is that the 3 levels identified refer to entrepreneurs' "POTENTIAL" and relevant grades (high, moderate and limited) to be successful in their business, obviously based on the collection and further analysis and identification of the respondents' answers descending from their own experience and the perception they have of successful entrepreneurs.

The results of the survey data analysis shown in section 5.7 were gathered and grouped in the 3 main Levels of the framework as laid out in the following sections of the current report.

The data collected highlighted which competences, abilities and areas of entrepreneurial expertise the respondents believe can drive entrepreneurs to achieve ("Level of achievement") success.

Therefore, the competences, abilities and areas of entrepreneurial expertise in Level 1 are considered as potential keys to success and primary ("High potential") characteristics of an entrepreneurial mindset and behavior.

¹⁰ See Annex 3

Whereas the competences, abilities and areas of entrepreneurial expertise in Level 2 and Level 3 are respectively considered as moderate and limited-potential keys to success (“Moderate potential” and “Limited potential”) and characteristics of an entrepreneurial mindset and behavior.

The framework laid out in the following section 5.2 will be essential and strategic to the development of IO3, IO4 and IO5 as specified in the executive summary.

5.2 Framework outcomes - LEVEL 1

LEVEL OF ACHIEVEMENT	LEVEL 1 – HIGH POTENTIAL			
ENTREPRENEURIAL COMPETENCES CLUSTER	<ul style="list-style-type: none"> ▶ Sees and acts on opportunities: an entrepreneur always looks for and takes action on opportunities. ▶ Initiative: the entrepreneur should be able to take actions that go beyond their job requirements and to act faster. They are always ahead of others and able to become a leader in the field of business. ▶ Persistence: an entrepreneur is able to make repeated efforts or to take different actions to overcome an obstacle that get in the way of reaching goals. ▶ Concern for High Quality of Work: an entrepreneur acts by doing things that meet certain standards of excellence, which gives them greater satisfaction 			
ASPECTS AND AREAS OF ENTREPRENEURIAL EXPERTISE	<ul style="list-style-type: none"> ▶ Ability to recognise entrepreneurial opportunities ▶ Personal characteristics (proactivity, optimism, risk taking, etc...) 			
COMPETENCES	SOFT SKILLS	ATTRIBUTES / PERSONAL ATTITUDES	KNOWLEDGE	HARD SKILLS
	<ul style="list-style-type: none"> ▶ Leadership ▶ Communication ▶ Networking ▶ Decision making 	<ul style="list-style-type: none"> ▶ Enthusiasm ▶ Determination ▶ Commitment ▶ Initiative ▶ Communication 	<ul style="list-style-type: none"> ▶ Academic or Technical Knowledge ▶ Knowledge of Operational Management 	<ul style="list-style-type: none"> ▶ Developing a business proposal that serves as a blue print in the business and help in accessing finance ▶ Budgeting in the successful development and implementation of a business ▶ Calculating and keeping track of expenses, revenue and profits ▶ Drafting a marketing strategy

5.3 Framework outcomes - LEVEL 2

LEVEL OF ACHIEVEMENT	LEVEL 2 – MODERATE POTENTIAL			
ENTREPRENEURIAL COMPETENCES CLUSTER	<ul style="list-style-type: none"> ▶ Information Seeking: an entrepreneur is able to take action on how to seek information to help achieve business objectives or clarify business problems. ▶ Commitment to Work Contracts: an entrepreneur places the highest priority on getting a job completed. ▶ Efficiency Orientation: a successful entrepreneur always finds ways to do things faster or with fewer resources or at a lower cost. ▶ Systematic Planning: an entrepreneur develops and uses logical, step-by-step plans to reach goals. ▶ Problem Solving: successful entrepreneurs identify new and potentially unique ideas to achieve their goals. 			
ASPECTS AND AREAS OF ENTREPRENEURIAL EXPERTISE	<ul style="list-style-type: none"> ▶ Management ▶ Problem solving ▶ Decision making skills 			
COMPETENCES	SOFT SKILLS	ATTRIBUTES / PERSONAL ATTITUDES	KNOWLEDGE	HARD SKILLS
	<ul style="list-style-type: none"> ▶ Collaboration and team work ▶ Resilience ▶ Perseverance 	<ul style="list-style-type: none"> ▶ Risk taking and risk seeking ▶ Sense of responsibility 	Knowledge of Financial Management	<ul style="list-style-type: none"> ▶ Re-investing in the business for business growth ▶ Planning staff needs ▶ Costing goods and services effectively ▶ Forecasting finances

5.4 Framework outcomes - LEVEL 3

LEVEL OF ACHIEVEMENT	LEVEL 3 – LIMITED POTENTIAL			
ENTREPRENEURIAL COMPETENCES CLUSTER	<ul style="list-style-type: none"> ▶ Self-Confidence: a successful entrepreneur has a strong belief in themselves and their own abilities. ▶ Assertiveness: an entrepreneur confronts problems and issues with others directly. ▶ Persuasion: an entrepreneur can successfully persuade or influence others for mobilising resources, obtaining inputs, organising productions and selling their products or services. ▶ Use of Influence Strategies: an entrepreneur is able to make use of influential people to reach their business goals. 			
ASPECTS AND AREAS OF ENTREPRENEURIAL EXPERTISE	<ul style="list-style-type: none"> ▶ Life experiences and context conditions ▶ Prior knowledge of the sector, the market, how to serve customers, technology 			
COMPETENCES	SOFT SKILLS	ATTRIBUTES / PERSONAL ATTITUDES	KNOWLEDGE	HARD SKILLS
	<ul style="list-style-type: none"> ▶ Stress Management ▶ Flexibility ▶ Conflict management and resolution 	<ul style="list-style-type: none"> ▶ Imagination ▶ Assertiveness ▶ Emotional intelligence ▶ Emotional control ▶ Understanding diversity ▶ Self-critical thinking ▶ Co-operation 	<ul style="list-style-type: none"> ▶ Knowledge of Law ▶ Knowledge of Finance 	<ul style="list-style-type: none"> ▶ Reaching the best legal form of the business activity (getting licenses and permits) ▶ Assessing the environmental impact of planned business.

5.5 Online survey structure

In order to ensure that training tools/methods to be developed in the following project IOs are up-to-date with good practice in teaching entrepreneurship & mentoring, the main goal of the online survey questionnaire¹¹ conducted in Poland, Italy, Greece, Portugal and United Kingdom is to identify the key competences required to successful entrepreneurship.

The **online survey** has involved:

- other Intermediary Organizations of the EYE programme (over 100 organizations among Universities, Chambers of Commerce, Business Incubators, Consultancy firms etc)
- relevant stakeholders of entrepreneurial world (national base)
- other "on the job" entrepreneurship education projects (after a preliminary research)
- host entrepreneurs (experienced) of EYE programme (over 996 entrepreneurs) capturing views on key competences required to successful entrepreneurship models

5.6 Survey data analysis methods

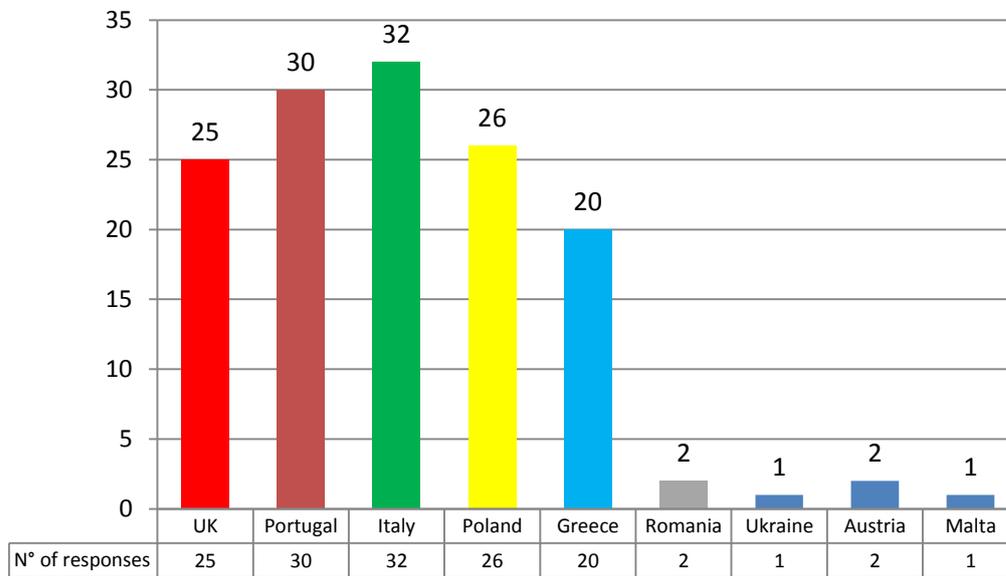
The methodology applied related to the statistical analysis of the survey results consists of:

1. Calculating the percentages using the overall number of responses provided for the respective question
2. Summing the results of priority/rank from 1 to 2, 3 , 5 or 7 depending on the length of rankings for each questions from 8 to 14
3. Calculating the range of the 3 levels using minimum and maximum percentages
4. Defining the levels based on the range defined on 3)
5. Applying conditional formatting to identify the correspondent level

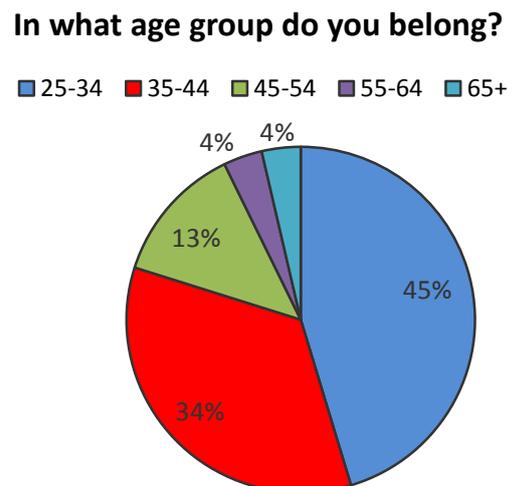
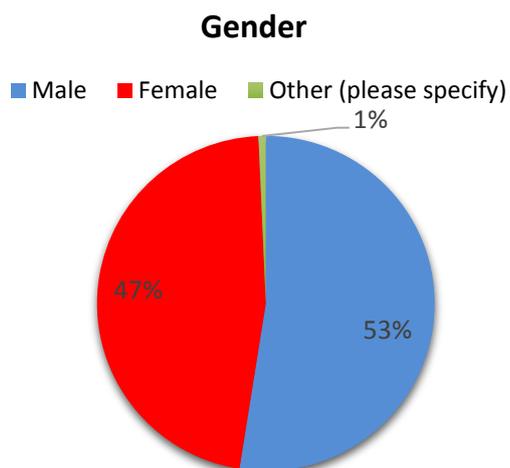
¹¹ See Annex 4

5.7 Online survey outcomes

139 responses until the 27th of April 2015.

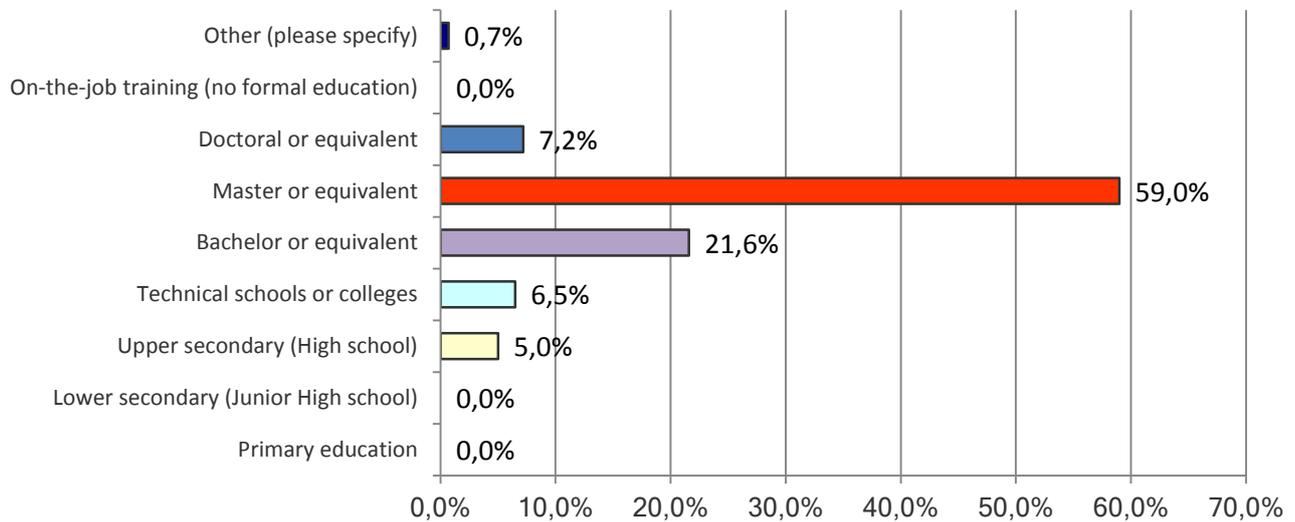


Respondents' characteristics by gender and age.



Respondents' characteristics by qualification/level of education, previous training or education, prior work experience.

What is your level of education?

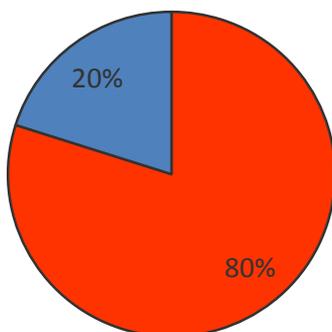


	Primary education	Lower secondary (Junior High school)	Upper secondary (High school)	Technical schools or colleges	Bachelor or equivalent	Master or equivalent	Doctoral or equivalent	On-the-job training (no formal education)	Other (please specify)
Series1	0,0%	0,0%	5,0%	6,5%	21,6%	59,0%	7,2%	0,0%	0,7%

Respondents' work experience in their business sector, training or education on entrepreneurship before starting their career.

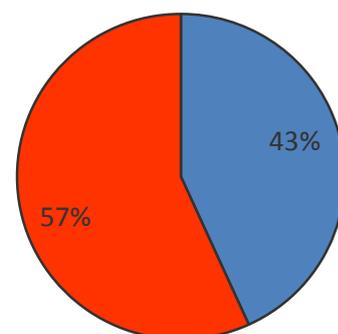
Did you have any training or education on entrepreneurship before starting your career as an entrepreneur?

■ No ■ Yes (please specify):



Did you have any work experience in your business sector before starting your business activity?

■ No ■ Yes (please specify):



The following graphs show for each question the rankings resulting from the survey data analysis.

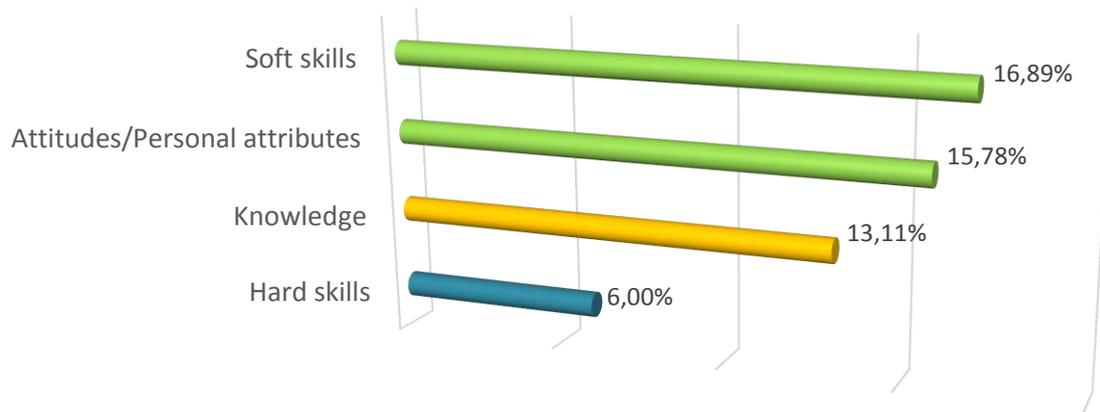
(Q8) MAIN COMPETENCES

Level 1

Level 2

Level 3

Please rank according to their importance to you (from 1=the most important through 4=the least important) the following main competences that in your experience enabled you to become a successful entrepreneur.



	Hard skills	Knowledge	Attitudes/Personal attributes	Soft skills
Serie 1	6,00%	13,11%	15,78%	16,89%

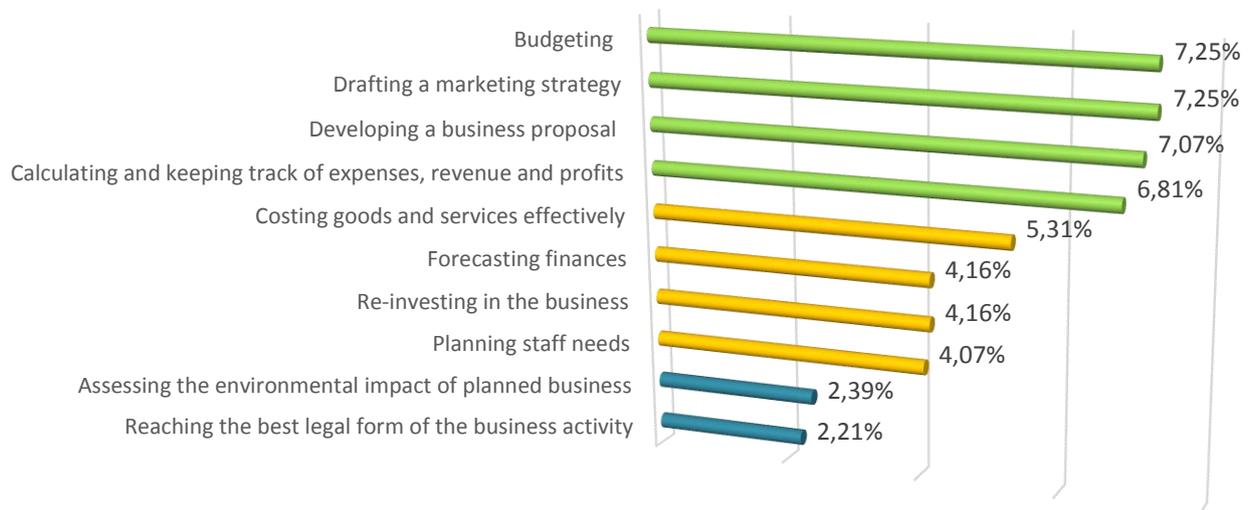
(Q9) HARD SKILLS

Level 1

Level 2

Level 3

Please rank according to their importance to you (from 1=the most important through 10=the least important) the following HARD SKILLS that enabled you to become a successful entrepreneur.



	Reaching the best legal form of the business activity	Assessing the environmental impact of planned business	Planning staff needs	Re-investing in the business	Forecasting finances	Costing goods and services effectively	Calculating and keeping track of expenses, revenue and profits	Developing a business proposal	Drafting a marketing strategy	Budgeting
Serie 1	2,21%	2,39%	4,07%	4,16%	4,16%	5,31%	6,81%	7,07%	7,25%	7,25%

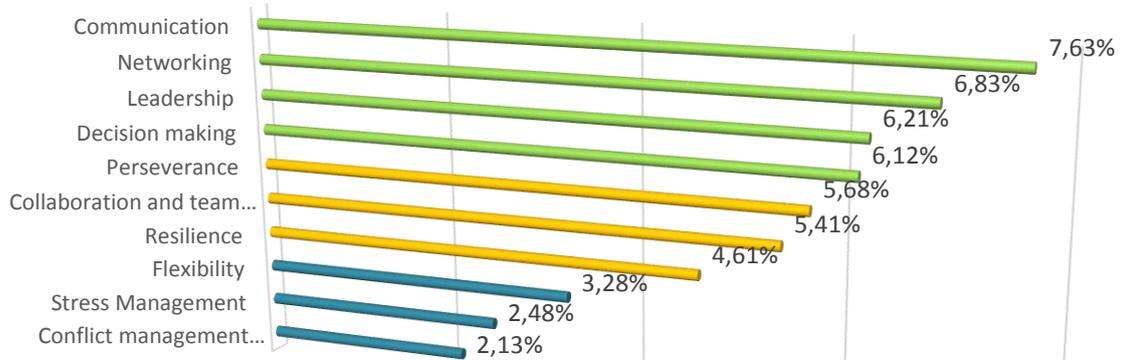
(Q10) SOFT SKILLS

Level 1

Level 2

Level 3

Please rank according to their importance to you (from 1=the most important through 10=the least important) the following SOFT SKILLS that enabled you to become a successful entrepreneur.



	Conflict management and resolution	Stress Management	Flexibility	Resilience	Collaboration and team work	Perseverance	Decision making	Leadership	Networking	Communication
Serie 1	2,13%	2,48%	3,28%	4,61%	5,41%	5,68%	6,12%	6,21%	6,83%	7,63%

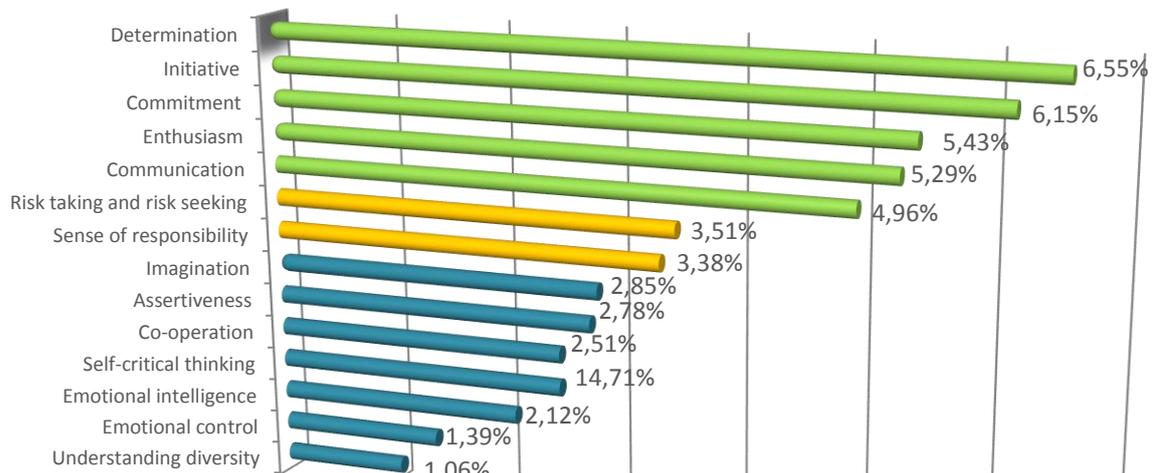
(Q11) ATTITUDES / PERSONAL ATTRIBUTES

Level 1

Level 2

Level 3

Please rank according to their importance to you (from 1=the most important through 14=the least important) the following ATTITUDES/PERSONAL ATTRIBUTES that enabled you to become a successful entrepreneur.



	Understanding diversity	Emotional control	Emotional intelligence	Self-critical thinking	Co-operation	Assertiveness	Imagination	Sense of responsibility	Risk taking and risk seeking	Communication	Enthusiasm	Commitment	Initiative	Determination
Serie1	1,06%	1,39%	2,12%	2,51%	2,51%	2,78%	2,85%	3,38%	3,51%	4,96%	5,29%	5,43%	6,15%	6,55%

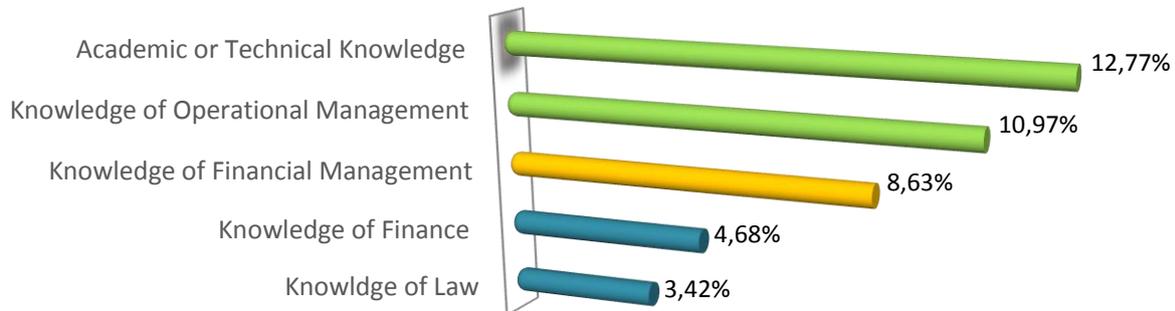
(Q12) KNOWLEDGE

Level 1

Level 2

Level 3

Please rank according to their importance to you (from 1=the most important through 5=the least important) the following types of KNOWLEDGE that enabled you to become a successful entrepreneur.



	Knowledge of Law	Knowledge of Finance	Knowledge of Financial Management	Knowledge of Operational Management	Academic or Technical Knowledge
Colonna1	3,42%	4,68%	8,63%	10,97%	12,77%

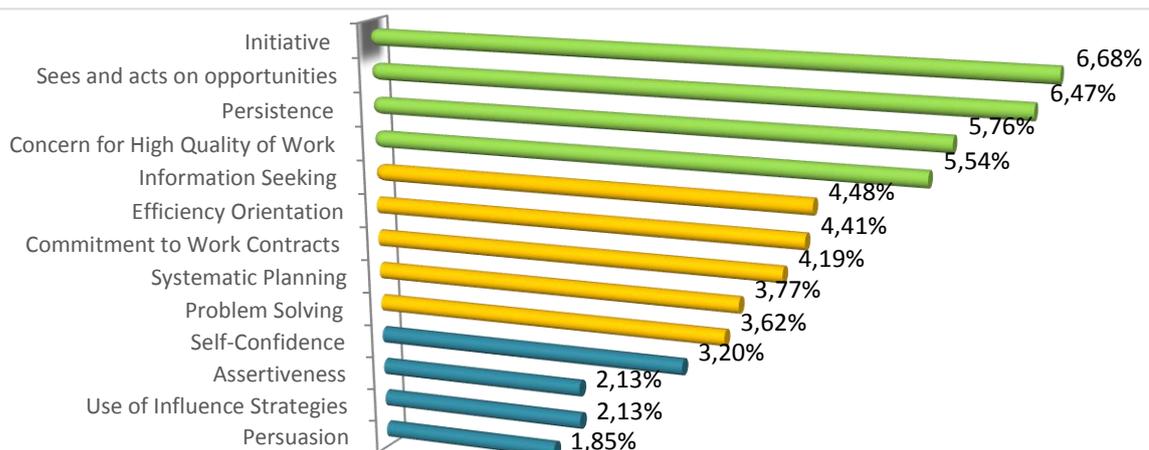
(Q13) ENTREPRENEURIAL COMPETENCES

Level 1

Level 2

Level 3

To conclude this part of the questionnaire that is essential and relevant to this research, please rank according to their importance to you (from 1=the most important through 13=the least important) the following key ENTREPRENEURIAL COMPETENCES that successful entrepreneurs should possess in order to perform entrepreneurial functions effectively?



	Persuasion	Use of Influence Strategies	Assertiveness	Self-Confidence	Problem Solving	Systematic Planning	Commitment to Work Contracts	Efficiency Orientation	Information Seeking	Concern for High Quality of Work	Persistence	Sees and acts on opportunities	Initiative
Colonna3	1,85%	2,13%	2,13%	3,20%	3,62%	3,77%	4,19%	4,41%	4,48%	5,54%	5,76%	6,47%	6,68%

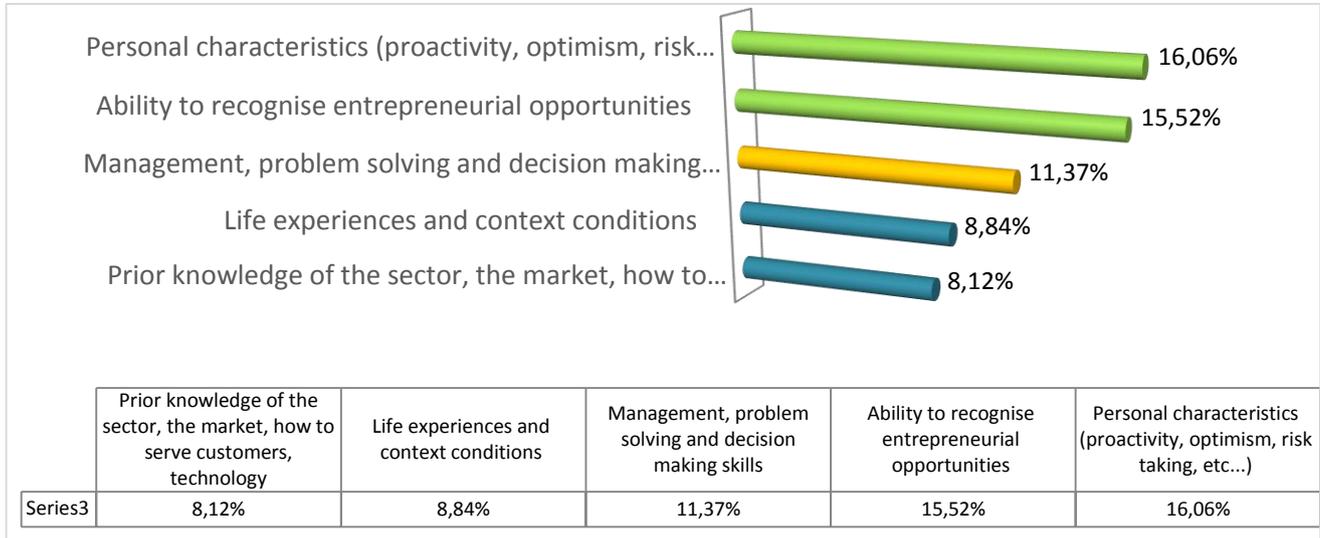
(Q14) MAIN ASPECTS AND AREAS OF EXPERTISE

Level 1

Level 2

Level 3

Please rank according to their importance to you (from 1=the most important through 5=the least important) the main aspects and areas of expertise listed below that define a sense of initiative and entrepreneurship, as described in the Recommendation of the EU Parliament on Key Competences for Lifelong Learning.



Annex 1 – Research template

The template used as a guide by all partners so as to produce consistent findings in all researched countries. Each good practice should be described in a separate template and each template should not be longer than three pages. The information collected on the template will be adapted to the nature of the practice detected.

MENTEE

MEntoring, Networking and Training for European Entrepreneurs

IO1: Research & Needs Analysis (Desktop research template)
AIM: Research in existing initiatives & good practice in EU28 (entrepreneurship training/ mentoring processes) to ensure project products/processes meet needs of mentees & mentors.
 Research of relevant case story
INVOLVED: countries from EU28

Research Template

Good practice n° 1

Please indicate the category of good practice detected:

- Project
- Training course/initiative
- Mentoring process

General information:

INITIATIVE NAME:

LOGO (IF AVAILABLE, PLEASE PROVIDE IT AS SEPARATE FILE):

COUNTRY:

LEVEL OF PRACTICE:

- European
- National
- Regional
- Local

DATE OF START:

STILL RUNNING? YES NO

RESPONSIBLE AND/OR PROMOTING ORGANISATION:

PUBLIC/PRIVATE?

PARTNERSHIP IMPLEMENTING THE INITIATIVE (IF AVAILABLE):

CONTACT DETAILS:

Contents of the good practice:

PRACTICE SHORT DESCRIPTION (500 WORDS – PLEASE DESCRIBE THE OVERALL INITIATIVE):

RELEVANT BUSINESS FIELD AND/OR SECTOR:

MAIN GOALS:

PROFILE OF PARTICIPANTS (AGE, EDUCATION, ETC.):

NEEDS OF PARTICIPANTS (AT THE BEGINNING OF THE INITIATIVE):

IMPACT ON PARTICIPANTS:

ACHIEVED RESULTS:

ENTREPRENEURIAL SKILLS DETECTED:

REASON FOR PROPOSING THIS PRACTICE:

For Training courses/initiatives:

- Formal education
- Non Formal education

TYPE OF TRAINING (PLEASE DESCRIBE THE TRAINING METHODOLOGY USED):

TRAINING OBJECTIVES:

TRAINING NEEDS ADDRESSED:

TRAINING MODULES:

LEARNING OUTCOMES:

RESULTS ACHIEVED AND/OR STATISTICS (E.G. NO. OF STUDENTS TRAINED, % OF TRAINEES GAINING EMPLOYMENT):

AVAILABLE MATERIALS: (PLEASE SPECIFY IF THEY ARE FREELY AVAILABLE AND WHERE)

For Mentoring processes:

NATURE OF MENTORING PROCESS:

- Formal mentoring program
- Business mentoring
- Blended mentoring
- Peer mentoring
- Reverse mentoring
- New-hire mentoring
- High potential mentoring
- Other (please specify): _____

AREA OF THE MENTORING PROCESS:

- Business plan/Business Development
- Management of business strategy and changes
- Marketing strategies, Advertising, Marketing, Public Relations
- Skills (communication, networking, confidence, time management, conflict resolution, etc.)
- Crisis Management/Decision making
- Personal Development
- Other (please specify): _____

TOOLS/METHODOLOGIES USED:

NEEDS ADDRESSED:

For Projects:

PROGRAMME NAME (IF THE INITIATIVE IS PART OF A EU/NATIONAL PROGRAMME):

ACTIVITIES CARRIED OUT BY THE PROJECT:

Sources of the research:

INFORMATION SOURCES:

WEBSITES SEARCHED:

OTHER SOURCES:

Annex 2 – Interview protocol form

These forms are to be filled in by the reporting partner for each interview conducted.

Interviewer Full Name and title	
Method of interview	<i>(Face to face, Skype, Electronically etc.)</i>
Place of interview	
Date of interview	
Duration of interview	
Recorded	<i>(Yes/No)</i>
Documents obtained	<i>Consent form</i>

Name:		Surname:		Gender:	M F U
Organization / Company:		Economic Sector:		Qualification/Level of Education:	
Function in organization:		Website:		Email:	

KEY FINDINGS

For the analysis of the interviews and the identification of usable data contained therein, each interviewer has composed a **summary** of the responses per question for all the interviews collectively, highlighting key information/data according to the purposes of this activity. For each question, the interviewer has also noted possible **comments**, **observations** and **additional questions and answers** that resulted during the interviews.

Part A - Education, Training and Professional Experience

1. Did you have any training or education on entrepreneurship before starting your career as an entrepreneur?

Expected outcomes:

- To understand to what extent the interviewed entrepreneurs had any training or education on entrepreneurship before starting their own business.

Summary/key points:
Additional comments

2. Before starting your business activity did you have any work experience in your business sector?

Expected outcomes:

- To understand if an entrepreneur needs specific sectorial knowledge and work based experience in their business sector

Summary/key points:

Additional comments:

3. In your experience, what are the most important skills that enabled you to become a successful entrepreneur?

Please assign a score from 1 (the most important) to 3 (the least important) by providing at least 3 examples for each category:

Expected outcomes:

- To understand what skills are more or less important for an entrepreneur to succeed in their business sector

Summary/key points:

Additional comments:

4. A wide range of skills are seen as entrepreneurial and useful to entrepreneurs. Please order them according to their value for your entrepreneurial experience:

Expected outcomes:

- To list, in order of relevance, specific skills that could be part of the framework

Summary/key points:

Additional comments:

5. Below we have listed the main aspects and areas of expertise that define a sense of initiative and entrepreneurship, as described in the Recommendation of the EU Parliament on Key Competences for Lifelong Learning.

Please assign a score from 1 (the most important) to 5 (the least important) and explain why. **If not satisfied with the definition, please provide your own definition of entrepreneurship and sense of initiative:**

Expected outcomes:

- To understand if entrepreneurs agree with current definition of “sense of initiative and entrepreneurship”
- To define this key competence with entrepreneurs' words

Summary/key points:

Additional comments:

6. In your opinion, what would be the most appropriate methods to acquire and / or improve skills and competences of aspiring entrepreneurs? (you can give more than one answer)

Expected outcomes:

- To understand what are the methods suggested by entrepreneurs to improve skills and competences
- To understand on which tools to base the development of training package of the project

Summary/key points:

Additional comments:

Part B – Entrepreneurship Education Good practices

7. Are you aware of any project/initiative related to entrepreneurship education or mentoring?

Expected outcomes:

- To add to the desk research further practices coming from direct target groups
- To test the awareness of the target group of European, national, regional initiative on the topic of entrepreneurship

Summary/key points:

Additional comments:

8. Are you aware of any informal resources or material (online resources, networks, platforms) that could be relevant for an aspiring entrepreneur?

Expected outcomes:

- To add resources and material that could be potentially connected or benchmarked to the project training material and platform

Summary/key points:

Additional comments:

9. Besides training for aspiring entrepreneurs, what other types of support or resources would you endorse?

Expected outcomes:

- To collect other non-educational experiences that could be relevant to complete the training of an entrepreneur

Summary/key points:

Additional comments:

10. Have you benefited from any other type of support in your entrepreneurial development? What impact did this have on your progress as entrepreneur?

Expected outcomes:

- To understand what other supporting processes there are that could be of benefit for an entrepreneur

Summary/key points:

Additional comments:

Part C – Mentoring Skills and Competences for Entrepreneurs

11. Do you think it is useful and/or essential for an aspiring entrepreneur to integrate their education with a mentoring relationship?

Expected outcomes:

- To connect the first IO with the second one by exploring the entrepreneurs' knowledge of mentoring topics

Summary/key points:

Additional comments:

12. Have you had one or more mentors in your educational/professional/entrepreneurial path?
Expected outcomes:

- To understand if successful entrepreneurs have benefited from mentoring experiences
- To highlight the relevance of mentoring processes for entrepreneurial success

Summary/key points:

Additional comments:

13. Have you ever been a mentor, supporting and promoting the personal and professional development of a protégé?

Expected outcomes:

- To understand whether success as a entrepreneur is directly connected with the will and capacity to mentor aspiring entrepreneurs
- To start searching for potential mentors to be involved in MENTEE

Summary/key points:

Additional comments:

14. In your experience, which are the most important competences and skills needed in order to effectively mentor entrepreneurs?

For example: adapting, understanding diversity, understanding boundaries and confidentiality, emotional intelligence, building rapport, relationship management, action planning and goal setting, active listening etc.

Expected outcomes:

- To connect this interview with IO2

Summary / key points:

Additional comments:

15. Which are, in your opinion, the main challenges in mentoring entrepreneurs?
(follow up question – what competences and skills do you believe will help overcome these challenges?)
- Expected outcomes:
- To understand what the main challenges are for the active involvement of experienced entrepreneurs in projects like MENTEE

Summary / key points:

Additional comments:

16. Is there anything else you would like to share with us?

Notes:

Part D - Future Involvement in the Project

Would you like to be involved as a mentor in the frame of MENTEE?

Notes:

Could you recommend other entrepreneurs to be mentors in the frame of MENTEE?

Notes:

Annex 3 – Competences areas

Various recent European studies, researches and analysis have been conducted to provide accurate descriptions of the following core terms: Competence, Knowledge and Skills (hard and soft skills).

According to “*Geographical Mobility in Vocational Education and Training: Guidelines for describing units of learning outcomes*” published by ECVET, they can be described as follows:

- **Knowledge:** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
- **Skills:** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **Competence:** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

According to “*Glossary: Quality in education and training*” published by the European Union in 2011, additional detailed descriptions are:

- **Competence:** Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

Source: European Commission, 2006a.

or

Ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

Comment: competence is not limited to cognitive elements (involving use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organisational skills) and ethical values.

Source: Cedefop, Tissot, 2004; European Commission, 2006a.

- **Knowledge:** Outcome of assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work.

Comment: there are numerous definitions of knowledge. Nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions:

(a) Aristotle distinguished between theoretical and practical logic. In line with this distinction, modern theoreticians (Alexander et al., 1991) distinguish declarative (theoretical) knowledge from procedural (practical) knowledge. Declarative knowledge includes assertions on specific events, facts and empirical generalisations, as well as deeper principles on the nature of reality. Procedural knowledge includes heuristics, methods, plans, practices, procedures, routines, strategies, tactics, techniques and tricks (Ohlsson, 1994);

(b) it is possible to differentiate between forms of knowledge which represent different ways of learning about the world. Various attempts have been made to compile such lists, the following categories seem to be frequently represented:

- objective (natural/scientific) knowledge, judged on the basis of certainty;
- subjective (literary/aesthetic) knowledge judged on the basis of authenticity;
- moral (human/normative) knowledge judged on the basis of collective acceptance (right/wrong);
- religious/divine knowledge judged by reference to a divine authority (God).

This basic understanding of knowledge underpins the questions we ask, methods we use and answers we give in our search for knowledge;

(c) knowledge encompasses tacit and explicit knowledge. Tacit knowledge (Polanyi, 1967) is knowledge learners possess which influences cognitive processing. However, they may not necessarily express it or be aware of it. Explicit knowledge is knowledge a learner is conscious of, including tacit knowledge that converts into an explicit form by becoming an 'object of thought' (Prawat, 1989).

Source: Cedefop, 2008c; European Commission, 2006a.

- **Skill:** Ability to perform tasks and solve problems.

Sources: Cedefop, 2008c; European Commission, 2008.

In order to better understand what soft and hard skills are, through the European study "*Transferability of Skills across Economic Sectors: Role and Importance for Employment at European Level (29/09/2011) – Annexes*" published by the European Commission, the authors explain the use of soft skills/hard skills in the literature (compared to general/specific skills), before building their own taxonomy of skills.

Soft skills vs Hard skills

"The academic sector usually distinguishes between general skills and specific skills, based on the number of companies where they are applicable. General skills are those that increase the value of a person across the labour market, i.e. in companies, sectors and occupations. On the other hand, specific skills increase the value of a person only within the company where he/she has acquired it; leaving the company leads to devaluation of all the specific skills since they do not apply in other companies, sectors and occupations (Becker 1993). The existence of purely general or purely specific forms of skills, i.e. their extreme forms as described above, are very rare in real life. Moreover, drawing the line between general and specific skills is made difficult by its depending on institutional and structural conditions of the market, i.e. on its extent or type of competition. The distinction between general and specific skills depends on the context.

Business sector employers, on the other hand, distinguish between hard skills and soft skills. This division of skills is not based on the context, because individual employers are not so interested in external transferability of skills between different employers, but on the content of skills. The traditional meaning of the word "skills" as a whole range of technical, job-specific abilities that require training and instruction for a worker to become proficient or skilled within a particular job reference corresponds to the present understanding of "hard skills". Hard skills are described as skills which are easily observed and/or measured, easily trained and closely connected with knowledge; e.g., specific technical knowledge, ICT skills, knowledge of laws, rules and regulations. Rapid changes in the structure of economies, apparent mainly as part of service sector expansion, together with organisational changes of work and technological progress, have boosted the demand for certain non-job specific skills related to the ability to operate effectively in the workplace either alone or with others. These skills are usually referred to as behavioural or soft skills (Garg, Lather, Vikas 2008), and can be described as intangible skill which are hardly measurable and are closely connected with attitudes; e.g., communication, creativity, team work, conflict management, time management, making presentations and negotiating and leadership. Distinctions between skills according to their content (i.e. hard skills and soft skills) and according to their context (i.e. general skills and specific skills) are complementary. It is possible to distinguish 4 types of skills according to their characteristics, as the following table shows.

Table 1.1: Typology of skills

	Hard skills Technical, job-specific skills that are usually easily observed, measured, trained, and closely connected with knowledge	Soft skills Non-job specific skills, which are usually intangible, hard to measure, and closely connected with attitudes
General skills Skills applicable in most companies, occupations and sectors.	generic hard skills	(generic) soft skills
Specific skills Skills applicable in a small number of companies, occupations and sectors.	specific hard skills	(specific) soft skills

Note: Soft skills, although they can theoretically be both generic and specific, are always described as perfectly generic in relevant literature.

Annex 4 – Online survey questionnaire

Introduction to the questionnaire:

Dear Entrepreneur,

This survey is part of a research conducted within "MENTEE: Mentoring, Networking and Training for European Entrepreneurs", a transnational project co-funded by the European Commission.

INnCREASE (Poland) is coordinating the project in partnership with European organizations based in Portugal, Greece, Italy and United Kingdom.

Entrepreneurship and the development of an entrepreneurial spirit among European citizens are considered a priority, particularly nowadays if we consider that unemployment rates has hit historic highs across many EU countries. Although aspiring and young entrepreneurs are already benefitting from several initiatives already carried out across Europe looking into boosting entrepreneurship, they are in need of a more favourable, promotive and lasting environment for business ideas to flourish.

Aware of this, MENTEE project aims to:

- ▶ provide a constant mentoring scheme to young entrepreneurs who either are involved or have recently participated in the Erasmus for Young Entrepreneurs program as well as young entrepreneurs of the countries involved in the project
- ▶ adapt and further develop a blended learning model (face-to-face and virtual) to meet the needs of young entrepreneurs, promoting entrepreneurship education
- ▶ provide a networking platform to enhance a peer interaction among entrepreneurs (potential, young, experienced) and foster their business ideas through further e-learning opportunities and business connections
- ▶ develop a news aggregator and content curation platform for young entrepreneurs experiences around Europe

Thus, the main goal of this survey that will be conducted in Poland, Italy, Greece, Portugal and United Kingdom is to identify the key competences required to successful entrepreneurship models.

We would much appreciate if you could answer the following survey, as your contribution is extremely important and valuable to us. Your answers will be treated confidentially and they will be used by the internal project team only.

For further information about this European initiative, we invite you to visit www.mentee-project.eu.

Background information

1. **Gender:**

- Male Female Other

2. **What age group do you belong to?**

- 25-34
 35-44
 45-54
 55-64
 65+

3. **Country of residence:** _____

4. **What is your level of education?**

- Primary education
 Lower secondary (Junior High school)
 Upper secondary (High school)
 Technical schools or colleges
 Bachelor or equivalent
 Master or equivalent
 Doctoral or equivalent
 On-the-job training (no formal education)
 Other (please specify): _____

5. **How many years of experience do you have?** _____

6. **Did you have any training or education on entrepreneurship before starting your career as an entrepreneur?**

- YES – Please specify: _____
 NO

7. **Did you have any work experience in your business sector before starting your business activity?**

- YES – Please specify: _____
 NO

8. **Please rank according to their importance to you (from 1=the most important through 4=the least important) the following main competences that in your experience enabled you to become a successful entrepreneur.**

COMPETENCES AREAS	Your rating
Hard skills (such as administrative, financial and business management skills, IT skills, etc.)	
Soft skills (such as leadership, communication, resilience, etc.)	
Attitudes/Personal attributes (such as discipline, integrity, empathy, etc.)	
Knowledge (such as technical know-how of a specific profession or economic area)	

9. **Please rank according to their importance to you (from 1=the most important through 10=the least important) the following HARD SKILLS that enabled you to become a successful entrepreneur.**

HARD SKILLS	Your rating
Developing a business proposal that serves as a blue print in the business and help in accessing finance	
Budgeting in the successful development and implementation of a business	
Calculating and keeping track of expenses, revenue and profits	
Re-investing in the business for business growth	
Drafting a marketing strategy	
Planning staff needs	
Costing goods and services effectively	
Reaching the best legal form of the business activity (getting licenses and permits)	
Assessing the environmental impact of planned business.	
Forecasting finances	

10. **Please rank according to their importance to you (from 1=the most important through 10=the least important) the following SOFT SKILLS that enabled you to become a successful entrepreneur.**

SOFT SKILLS	Your rating
Collaboration and team work	
Leadership	
Communication	
Networking	
Stress Management	
Resilience	
Perseverance	
Decision making	
Flexibility	
Conflict management and resolution	

11. **Please rank according to their importance to you (from 1=the most important through 14=the least important) the following ATTITUDES/PERSONAL ATTRIBUTES that enabled you to become a successful entrepreneur.**

ATTITUDES/PERSONAL ATTRIBUTES	Your rating
Enthusiasm	
Determination	
Commitment	
Initiative	
Imagination	
Communication	
Assertiveness	
Emotional intelligence	
Risk taking and risk seeking	
Emotional control	
Leadership	
Self-critical thinking	
Co-operation	
Sense of responsibility	

12. Please rank according to their importance to you (from 1=the most important through 5=the least important) the following types of KNOWLEDGE that enabled you to become a successful entrepreneur.

KNOWLEDGE	Your rating
<p>Academic or Technical Knowledge The entrepreneurs holding a deep command of academic or technical knowledge can always grasp developing trends with their sharp eyes, raising unique opinions and strategies, and work out the corresponding strategies to achieve successful enterprises.</p>	
<p>Knowledge of Financial Management Financial management is how to manage your money, that is, how to reasonably and effectively run and distribute your capital to gain more profit.</p>	
<p>Knowledge of Law Legal knowledge allows safeguarding the entrepreneur's rights with the arm of law.</p>	
<p>Knowledge of Finance Finance is the allocation of capital, including problems about how to gain the funds needed to develop. No matter how capable the entrepreneur is in running a business, if there is no capital, nothing will be achieved.</p>	
<p>Knowledge of Operational Management Against the market economy situation, the success and losses of companies lie in operational management as experience and intuition are not enough.</p>	

13. To conclude this part of the questionnaire that is essential and relevant to this research, please rank according to their importance to you (from 1=the most important through 13=the least important) the following key ENTREPRENEURIAL COMPETENCES that successful entrepreneurs should possess in order to perform entrepreneurial functions effectively?

ENTREPRENEURIAL COMPETENCES	Your rating
<p>Initiative The entrepreneur should be able to take actions that go beyond their job requirements and to act faster. They are always ahead of others and able to become a leader in the field of business.</p>	
<p>Sees and acts on opportunities An entrepreneur always looks for and takes action on opportunities.</p>	
<p>Persistence An entrepreneur is able to make repeated efforts or to take different actions to overcome an obstacle that get in the way of reaching goals.</p>	
<p>Information Seeking <i>An entrepreneur is able to take action on how to seek information to help achieve business objectives or clarify business problems.</i></p>	
<p>Concern for High Quality of Work An entrepreneur acts by doing things that meet certain standards of excellence, which gives them greater satisfaction.</p>	
<p>Commitment to Work Contracts An entrepreneur places the highest priority on getting a job completed.</p>	
<p>Efficiency Orientation A successful entrepreneur always finds ways to do things faster or with fewer resources or at a lower cost.</p>	
<p>Systematic Planning An entrepreneur develops and uses logical, step-by-step plans to reach goals.</p>	
<p>Problem Solving Successful entrepreneurs identify new and potentially unique ideas to achieve their goals.</p>	
<p>Self-Confidence A successful entrepreneur has a strong belief in themselves and their own abilities.</p>	
<p>Assertiveness An entrepreneur confronts problems and issues with others directly.</p>	
<p>Persuasion An entrepreneur can successfully persuade or influence others for mobilising resources, obtaining inputs, organising productions and selling their products or services.</p>	
<p>Use of Influence Strategies An entrepreneur is able to make use of influential people to reach their business goals.</p>	

14. Please rank according to their importance to you (from 1=the most important through 5=the least important) the main aspects and areas of expertise listed below that define a sense of initiative and entrepreneurship, as described in the Recommendation of the EU Parliament on Key Competences for Lifelong Learning. If not satisfied with the definition, please provide your own definition of entrepreneurship and sense of initiative:

MAIN ASPECTS AND AREAS OF EXPERTISE	Your rating
Ability to recognise entrepreneurial opportunities	
Personal characteristics (proactivity, optimism, risk taking, etc...)	
Management, problem solving and decision making skills	
Life experiences and context conditions	
Prior knowledge of the sector, the market, how to serve customers, technology	
Your definition:	

15. **In your opinion, what would be the most appropriate methods to acquire and / or improve the skills and competences of aspiring entrepreneurs?** (you can give more than one answer)

- mentoring / tutoring in the workplace
- peer-to-peer learning (peer group)
- self-study (reading, e- learning, online training, computer, etc. ...)
- classroom training (face-to-face)
- other (please specify):

16. **Have you ever been a mentor, supporting and promoting the personal and professional development of a protégé?**

- YES – *Please take 10 minutes to answer the Mentoring Competences Questionnaire*
- NO – *Would you be interested in receiving specific training to become a Mentor?*

If you wish to receive further information about the project and being aware of its activities, please provide us with your full name and email address.

Thank you for your time and valuable collaboration.