October 2009

A review of mentoring literature and best practice

Creative business mentor pilot

Executive summary

This report has been compiled for NESTA by SQW as part of an evaluation of two NESTA mentoring programmes – *Creative Business Mentor Pilot* and *Raise the Game*. These two pilot programmes have been developed by NESTA to match growth companies within the creative industries sub-sectors (TV production, advertising, digital media and games) with senior executives from these sub-sectors in mentoring relationships. The two pilots aim to generate benefit for participating businesses through an intensive and directed relationship with mentors who have intimate knowledge of their sectors and track records in building successful creative businesses.

This report looks at the body of literature relating to mentoring and a number of profiled comparative mentoring programmes in order to draw conclusions on the suitability of mentoring for creative entrepreneurs and in order to provide guidance towards a methodology of best practice in mentoring.

The literature review is based on a systematic approach, with full references provided. The main focus has been on business mentoring literature, but where appropriate some insights have been brought through from other related fields (general mentoring and learning styles).

The executive summary below follows the outline and structure of the literature review:

- Definition of mentoring

- Mentoring for entrepreneurs

- Individuals/Mentors and partnerships

- The mentoring journey

- The value of mentoring

- Recipe for success

- Comparators

- Conclusions and further questions

Definition of mentoring

This review uses The Chartered Institute of Professional Development (CIPD) definition of mentoring as follows:

"[Mentoring is…] the long term passing on of support, guidance and advice. Also a form of apprenticeship whereby an inexperienced learner learns the tricks of the trade from an experienced colleague backed up as in modern apprenticeships by offsite training."[1]

We looked at the differences between mentoring and coaching and concluded that mentoring generally differs from coaching in that it involves a greater focus on specific industry experience and relevance. Often, according to CIPD, mentoring relationships are less formal and goal-oriented than coaching. In the case of the NESTA mentoring programmes, there is a focus on specific industry experience. However they are more structured than other mentoring programmes due to a set time period and a desire to maximise impact – which have encouraged a more directed approach.

Mentoring for entrepreneurs

Why mentoring?
There is a growing interest in the value of business mentoring and a commitment to build networks of experienced entrepreneurs to support the next generation.

The UK government has recently identified the importance of mentoring to business growth. In a 2008 speech, Alistair Darling stated his support for mentoring:

"I think that's [mentoring] very important. Getting finance, getting skills and training is important but what strikes me again and again when you meet a successful young business man or woman is that they say the same thing: it is getting the confidence to go from having an idea to actually doing something that will get you a business."[2]

At the same time, the government announced its intention to develop a network of mentors who are entrepreneurs that are "willing to send the elevator back down",[3] giving back to the next generation of businesses.

The need for mentoring amongst entrepreneurs is encapsulated by terms such as 'lonely at the top' and 'people running their own businesses can't see the wood for the trees' These relate to the isolation of an entrepreneur's position and their need to step back and reflect. These individuals benefit from the empathy and insight of a mentor who has been in a similar position themselves. The drivers relate to emotional and personal, as well as the business aspect of support.

Suitability of mentoring to aid entrepreneurial learning
The nature, methods and scope of mentoring, as opposed to other approaches, fit well with the preferred learning styles and psycho-social needs of entrepreneurs. This is well-documented in literature such as Choueke and Armstrong (1992), Cos and Jennings (1995), Sullivan (2000), Cope and Watts (2000) and Intelligence and Marketing Insight (2007). In addition, mentoring appears to be particularly suitable for entrepreneurs, fitting with their preferred learning styles, meeting specific needs and delivering targeted benefits to their businesses.

Mentoring for creative entrepreneurs
Raffo *et al.* looked at the teaching of entrepreneurial skills with the creative industries (within higher and further education) and observed that creative people tend to show a preference for learning through experience. Beyond this work, and based on anecdotal evidence (and observations) from the NESTA pilots so far, we suspect that mentoring might be particularly relevant to the creative industries. However, there is not a significant base of literature looking specifically at mentoring for the creative industries.

Potentially, this study of the *Creative Business Mentor Pilot* and *Raise the Game Pilot* will add significantly to the learning in this area.

Creating a virtuous circle of support

Although there is limited literature relating to this issue, there are positive signs that mentoring programmes could potentially build momentum and become increasingly sustainable over time. Early signs of this effect have been demonstrated through NESTA's *Starter for Six* programme which has successfully recruited mentors from the previous groups of participants. We believe that there will always be a need for some element of coordination of the network, but that we can expect to see enthusiasm for membership and involvement to grow through its own steam.

Individuals/Mentors and partnerships

Skills, qualities, competencies

There are various well-established studies that look at the generic skills, qualities and competencies of mentors (Cunningham and Eberle (1993), Kent *et al.* (2003), Clutterbuck *et al.* (1999), Devins *et al.* (2000), Wyer *et al.* (2000)). The personal skills and attributes of the mentors are of vital importance, as are their expertise and skills relating to the specific area in which they are mentoring. Mentees too need to be open to the mentoring process, however, and be willing to commit to and learn from their mentor.

Matching mentors with mentees

Studies highlight the matching of mentor/mentee pairs as the most important factor in the success or otherwise of effective mentoring.

It would appear that close matching by socio-economic factors works well in mentoring relationships as observed by McPherson (2001) and Deakins *et al.* (1997). However we also believe that there may be potential for close matching by sub-sector to be effective too.

Another important factor is the learning styles of the individuals (Mumford (1995), Honey and Mumford (1992), Devins *et al.* (2005) and Sullivan (2000)) has highlighted concerns about the suitability of entrepreneurs to mentoring due to their predominantly directed learning style. Matching along this parameter may be impractical but Mumford (1995) suggests that simply acknowledging differences in learning styles can help.

Other evidence, including from a previous NESTA programme, shows a virtuous circle though which the more the mentee puts into the relationship, the greater the commitment back from their mentor. The effect can be harnessed as a sustainable model for mentoring, based on only a 'light touch' management and coordination of the programme as it becomes established.

The mentoring journey

Roles and responsibilities

Within a mentoring relationship, it is important to establish roles and responsibilities at an early stage. This way, expectations are managed and the relationship has a better chance of success.

The Institute of Knowledge Transfer sets out the mentor's role as follows:

> *"The mentor spends a great deal of their time listening, asking questions and helping the mentee to develop insights that are beyond their individual perspectives and sometimes outside their comfort zones."*[4]

We believe that the creative industries appear to have a culture of mutual support that make mentoring particularly relevant – therefore, within the review we have drawn on examples from Japanese mentoring (Bright (2004), Drucker (1971)) as potential models for mentoring in this sector.

Structure of the relationship
Several authors have put forward models for the structure of the mentoring relationship (Alred (1997), Egan (1994), Clutterbuck (1999)). It is particularly important to ensure that the mentors understand the importance and nature of each stage and do not jump into suggesting solutions before they have fully appreciated the context and needs of their mentees. The various models discussed help us to understand the shifting nature of the mentoring relationship.

Formal versus informal
Evidence from the literature seems to point towards the benefits of establishing a formal framework for mentoring, with clear objectives and commitment from both parties. However, equally important is that the relationship itself is informal and flexible in nature in order to achieve the most impact and benefit to the mentee.

The value of mentoring
While there is broad agreement on the benefits of mentoring (including benefits to the mentees' performance, personal experiences/confidence and their businesses), there are relatively few quantitative studies of impact. The evaluation of the NESTA pilots will help to fill this gap in research, being unusual in attempting to quantify impact and other benefits.

Benefits to mentors
In addition to the reported benefits to mentees, there are also some signs both from the literature and in our observations of the two NESTA mentor pilots, of benefit to the mentors. As yet, these have not been assessed from the point of view of the mentors' business performance – but more in terms of personal development (Philip and Hendry (2000), Clutterbuck (1999)).

Recipe for success

Guidelines
There are various sets of guidelines for setting up mentoring programmes from questions to use at the planning stage (Garvey and Alred (2000)) to formalised guidelines (O'Connor and Laidlaw (2006)). Following further feedback from NESTA's pilots, we will assemble a more comprehensive and practical set of guidelines, specifically for mentoring businesses, that combines learning from the literature, and the two pilots.

Risks and mitigation
While the overall evidence is that mentoring is a positive approach, which can bring a number of positive benefits to the mentees and their businesses (and potentially the mentor too), there are also some risks attached to this type of approach. There is some evidence to suggest that unsuccessful matches can be worse than no mentoring at all (MacCallum and Baltiman, 1999).

Organisations such as the Industrial Society and the Institute of Knowledge Transfer have drawn up the pitfalls of mentoring.

The critical issue for NESTA will be to recognise problems at an early stage and to step in to address these. There should be a policy in place for dealing with problems, including for terminating relationships where necessary.

Training and preparation of mentors/mentees
Another important element in maximising the likely success of mentoring relationships involves preparing the participants. Some studies have shown dramatic benefits associated with training mentors (Clutterbuck

et al. (1999), O'Connor and Laidlaw (2006)). A variety of approaches are discussed, from intensive to informal. It is important to ensure that both mentors and mentees are prepared for the mentoring process and can maximise the benefit of their time together.

Comparators

We have developed short profiles of ten comparator programmes. These are presented in Annex B and include the following:

- Business Volunteer Mentor (BVM) network

- Guiding Lights

- Mentor Wales

- Northern Ireland's Business to Business Bridge mentoring programme

- Business Mentors (New Zealand)

- High Growth East Midlands Coaching

- emda Business Champions scheme

- E-mentoring programme (South East)

- Arts Marketing Association mentoring scheme

- Massachusetts Institute of Technology (MIT) Venture Mentoring Scheme

A brief overview of the ten profiled mentoring programmes is provided in Table 1. This table allows for a comparison of the programmes according to the numbers of mentors that were involved, how the matching was arranged, the regularity and nature of meetings and the cost to companies.

Conclusions and further questions

One of the overall conclusions of this work is the importance of the current pilots as a test-bed for some of the questions that are not firmly addressed within the body of literature. Rather than presenting recommendations at this stage, we have concluded this report with a set of questions that should be investigated further as the pilot (and evaluation of the pilot) progresses.

Conclusions
The main conclusions are as follows:

- It appears that mentoring approaches are particularly relevant and appropriate as sources of support for entrepreneurs. The experience of having a well-respected expert working directly in and with the business, helping tackle both business and personal issues is seen as being invaluable.

- We suspect that mentoring will prove to be particularly suited to the creative industries, given the general preference for experiential approaches to learning amongst many creative practitioners and businesses.

- We believe that the industries involved exist within a culture that lends itself to a sustainable network of experts who are willing to 'put something back' into the system in the form of mentoring.

- One of the crucial elements of the programme will be their ability to balance a formality of approach (in terms of direction and focus) with the informality geared towards flexibility, openness and generosity.

- The literature and review of best practice suggests that mentoring relationships should be between six months and two years. Meetings on a monthly basis appear to be typical, appropriate and practical to arrange.

- Matching the mentors and mentees is another crucial factor and evidence suggests that matching competencies, personal aspects and learning styles will work best. We understand that effective matching can involve complex considerations and predict that there will always be some mis-matches, however carefully the matches are made. Good practice suggests that a 'divorce option' be written into the mentor agreements.

- Most of the studies and experiences suggest that mentors and mentees benefit from a level of training and familiarisation prior to the mentoring relationship starting. It is important that both partners are able to frame the relationship, understand and agree expectations and recognise the best way forward.

Further questions

The questions that arise, informed by this report and specifically for the participants include the following:

- How have the matches worked and what have been the critical success factors for the relationships between mentors and mentees?

- What have been the major pitfalls in relation to any less successful mentoring partnerships and how could these have been mitigated, or better managed?

- How well have the timings worked? Were the meetings too frequent, or not sufficiently frequent? Was the 12-month relationship period sufficient/too long/too short?

- How important was the level of sector speciality? Were the mentors willing to share experience of their sectors? Were there areas where competitive issues (or conflicts of interest) arose? What were the limits of the mentors' ability to help newer (and possibly more forward-looking) businesses?

- Were the mentors and mentees sufficiently well-trained, briefed and prepared to get the most out of the relationships? Were there any areas where they would have liked to have been better prepared?

- What were the main benefits to the mentees from the mentoring programme. What have they done differently as a result of the programme and how does that translate to external impacts (in particular economic measures)?

- What were the benefits to the mentors of taking part in the programme? Would they be willing to continue as mentors, or to continue relationships with their mentees in a different form (e.g. as non-executive directors).

- Would the mentees be willing to pay for future or continued mentoring? What would be a suitable pricing structure for mentoring, or is this not an appropriate/necessary approach?

- Would mentors prefer to be paid for their involvement? How would this change the mentoring programme's dynamics, operation and sustainability?

These questions will be investigated further during the evaluation of the NESTA mentoring pilots and will be reported in due course.

Table 1: Summary of selected mentoring programmes

Name of programme	Organisations involved	Number of mentees involved	How were mentors and mentees matched?	Regularity/type of meetings	Cost to companies
Business Volunteer Mentor (BVM) network	National Federation of Enterprise Agencies (NFEA), local enterprise agencies, Small Business Service	33,000 across the whole programme (average of 4,714 per annum)	Based on a diagnostic that identified mentee's perceived needs	Varies, based on organisational need. Each mentor was asked to contribute 12 days per year	Free
Guiding Lights	Lighthouse Arts and Training, Skillset, Optimum Releasing, Arts and Business South East	25 per annum (operating since 2008)	Successful applicants are matched by Guiding Lights	The programme lasts one year. Mentors and mentees meet once a month on average	Free
Mentor Wales	Welsh Government's Department of Enterprise, Innovation and Networks (DEIN) (formerly the Welsh Development Agency), TECs, Finance Wales	124 per annum (operated from 1998 – 2006)	Based on a diagnostic review	The programme lasts for two years. Mentors and mentees tend to meet for 0.5 days twice a month	£250 per day
Northern Ireland's Business to Business Bridge mentoring programme	Invest Northern Ireland, Business in the Community	Over 1,000 over the whole programme (operating since 1990)	Matching is carried out by programme manager (sometimes based on a sectoral approach, but not always)	Varies, based on organisational need. Involvement can vary from one meeting up to two years of support	Companies are asked to contribute to the cost of marketing (amount unspecified)
Business Mentors (New Zealand)	Business in the Community NZ, NZ Government	Over 50,000 since 1991	Based on mentee's individual requirements	Varies, based on organisational need	Registration fee of NZ$100
High Growth East Midlands Coaching	emda, EU (ERDF funding), Pera, Momenta, Nottingham University Business School, the Centre for Business Excellence in Coaching & Consulting)	Aims to support 165 over the programme period from 2008 – 2010	Based on relevant skills, trade experience and personality profile (this is done using psychometric testing)	20 days intensive coaching. Companies also attend a 3-day residential master class for MDs and CEOs	£2,000
emda Business Champions scheme	emda	More than 399 since 2007	Based on organisational needs	Varies, based on organisational need	Free
E-mentoring programme (South East)	MentorsByNet, SEEDA, Small Business Service (South East), Business Link London	325 (at the time of the evaluation in 2005)	Matched using a skills matrix and identified development needs	Varies, based on organisational need. Mentees and mentors meet over a 6-month time period	Free
Arts Marketing Association mentoring scheme	Arts Marketing Association (AMA)	Unknown	Based on telephone conversations with mentees to determine their development needs	Mentoring relationships last up to two years. Mentor and mentees usually meet every two months	£125 to attend the training day and cover matching admin costs
MIT Venture Mentoring Scheme	Massachusetts Institute of Technology (MIT)	Unknown	Based on mentee's application form	Ongoing relationship. A minimum commitment of 1-2 days of mentoring each month	Free

Source: SQW Consulting desk research.

Contents

Part 1: Introduction

SQW has been commissioned by NESTA to carry out an evaluation of two of their mentoring programmes:

• *Raise the Game* – a mentor programme for SMEs in the games industry

• *Creative Business Mentor Pilot* – a mentor programme for creative industries SMEs in digital media, advertising and TV production.

As part of this evaluation, SQW undertook to carry out a review of relevant literature relating to mentoring and of comparative mentoring programmes. Evidence from these reviews, along with the learning gathered through our formative evaluation of the two mentoring pilots will feed into a methodology of best practice in mentoring.

This paper is the first in a series that reports to NESTA findings of our literature and comparative review to date. The other reports will cover the interim and full evaluations of the two mentoring pilots.

Scope

The focus of this review is on mentoring for businesses and/or entrepreneurs. However, we have also included insights from broader mentoring literature when appropriate. The reason for this is that there are some generic aspects relating to good practice and experience of mentoring that have relevance that are not necessarily covered in the specific business/entrepreneur mentoring literature.

Methodology

The approach we have taken to our literature review has used principles from the systematic review of literature as set out by The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre).[5] This has involved us casting our net widely in terms of relevant searching and keeping a strict record of search strategies, inclusion/exclusion criteria etc. We have not reported the details of this methodology within this paper, but can provide further information (and original spreadsheets and reference material) on request. In sum, the literature review covers academic literature and 'grey literature' such as research and technical papers, government reports and working papers, which can be equally insightful in relation to comparators and qualitative feedback on given approaches.

This document

The remainder of document is structured as follows:

- Part 2 provides a review and discussion of some of the most relevant literature.

- Part 3 introduces a number of comparator mentoring programmes and compares approaches and observed benefits.

- Part 4 gives conclusions and presents questions that will be investigated further through the evaluation of the NESTA pilots.

There are three Appendicies to the report:

- A reference list is provided in Appendix A, with bibliographic details of the works referenced in this document. We are also compiling a more extensive bibliography of mentoring literature that will be made available in Excel format.

- Appendix B includes profiles of the most relevant comparator programmes identified during our research.

- Appendix C includes a table of additional programmes identified, but for which full profiles were not developed.

Part 2: Literature review

Definitions

Definition of mentoring

First of all it is useful to set out a definition of mentoring. The Chartered Institute of Professional Development (CIPD) uses the following succinct definition that can be applied to different settings and types of mentoring:

"[Mentoring is…] the long term passing on of support, guidance and advice. Also a form of apprenticeship whereby an inexperienced learner learns the tricks of the trade from an experience colleague backed up as in modern apprenticeships by offsite training."[6]

CIPD also sets out the generic characteristics of mentoring as follows:

- It is essentially a supportive form of development.

- It focuses on career and personal development, on helping an individual manage their career and improve skills.

- Personal issues can be discussed more productively, unlike in coaching where the emphasis is on performance at work.

- Mentoring activities have both organisational and individual goals.

- It is an ongoing relationship that can last a long period of time.

- The relationship can be informal, with meetings taking place whenever the mentee needs advice, guidance or support.

- It is performed on the basis that the mentor is more experienced, qualified or in a senior position to the mentee.

- The agenda is set by the mentee, with the mentor providing support and guidance.

While this definition is slightly biased towards individual rather than business mentoring, the characteristics are transferable to business mentoring too. Other definitions of mentoring adhere to the same overall concept – that mentoring involves guidance from a more to a less senior individual through a partnership based on openness, exploration and trust. Some alternative definitions include the following:

- *"A 'transfer of wisdom' process by which an individual learns from someone who has worn the same shoes and travelled the same path."* Anna Britnor Guest

- *"A confidential one-to-one relationship in which an individual uses a more experienced, usually more senior person as a sounding board for guidance. It is a protected, non-judgemental relationship which facilitates a whole range of learning, experimentation development."* The Industrial Society (1995)

- *"A learning partnership. Mentoring is a partnership between two people: an experienced person (the mentor) who facilitates the development of another person (the mentee)."* The Institute of Knowledge Transfer (2008)

These definitions all imply a certain spirit in which the mentoring process is entered – the close relationship between mentor and mentee; and the experience/skills transfer that set the activity apart from other types of development support or training.

Again, according to CIPD, a mentor can help an individual [business] to:

- find direction;

- access networks and contacts;

- improve managerial or leadership skills; and

- achieve insight into another person's challenges, skills and responsibilities.

These aims could be achieved through other approaches, so it is useful to consider how mentoring differs from other approaches, such as coaching, advice or business support.

> **Key message**
> Mentoring is a relationship where an individual receives support to work on elements of their business from a more experienced person.

Mentoring as distinct from coaching

CIPD provides a useful comparison of the differentiation between mentoring and coaching. This is reproduced in Table 2. Unfortunately, while these differentiations are generally accepted within the literature, there are many examples of individual programmes where the terms mentoring and coaching are used interchangeably. For the purposes of this document, we will take the CIPD comparison as a basis.

Within a coaching relationship the coach plays a facilitating role, helping the client to find answers within themselves. By contrast, mentoring places the emphasis on the mentor to use their professional expertise and experience in a given area to support the development of the less experienced mentee. The two NESTA mentoring pilots fall firmly within the definition of mentoring. However, some of the elements of coaching have been incorporated into the suggested approach for the two NESTA pilots, including structured meetings, a defined duration for the relationship and the encouragement of mentees to identify specific areas and issues to explore through the relationship. These have been identified as being important where the access time to the mentors is strictly limited, the relationship is time-bound and it is essential for the mentee businesses to achieve specific benefit within the time-frame of the pilot.

> **Key message**
> Mentoring as opposed to coaching involves a greater focus on specific industry experience and relevance. Often, mentoring relationships are less formal and goal-oriented than coaching, but not the case of the NESTA programmes where time factors and a desire to maximise impact have encouraged a more directed approach.

Table 2: A comparison of mentoring and coaching

Mentoring	Coaching
Ongoing relationship that can last for a long time	Relationship generally has a short duration
Can be more informal and meetings can take place as and when the mentored individual needs some guidance and/ or support	Generally more structured in nature and meetings scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time bound) and focused on specific development areas/issues
Mentor usually passes on experience and is normally more senior	Not generally performed on the basis that the coach needs direct experience of the client's formal occupational role
The focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for the future	Agenda focussed on achieving specific, immediate goals
Revolves more around developing the mentee professionally	Revolves more around specific development areas/issues

Source: CIPD.

The value of mentoring

While mentoring has risen in popularity in the past ten years (Garvey and Garret-Harris, 2008) and the literature consistently reports mentoring to be a valuable tool in both business and personal development, there are few articles or reports citing specific measureable benefits and impacts (Megginson and Clutterbuck (1995), Intelligence and Market Insight (2007)).

This may be due to mentoring being essentially qualitative in nature, not lending itself to more quantitative evaluation; or due to a lack of longitudinal studies; or to the fact that mentoring is often packaged into more complex support programmes and not specifically evaluated in its own right. For whatever reason, the bulk of the literature makes generalised qualitative statements of benefit rather than quantifying economic (or other) impact.

From this point of view, we expect that our work to specifically measure the impact of the *Creative Business Mentor Pilot* and *Raise the Game* mentoring will significantly add to the base of knowledge in relation to this.

One of the largest reported quantitative studies was that of DuBois *et al.* (2002). This study, which involved a meta-analysis of 55 separate evaluations of a variety of different types of mentoring programmes, found that the greatest impact of mentees occurred in the categories of problem behaviours, academic/ educational outcomes and career/employment outcomes. (Intelligence and Marketing Insight, 2007) These are useful indicators of the breadth of issues that a mentoring intervention can address.

Looking more specifically at business mentoring, there are two interesting studies that give some insight into benefits. The first provides some quantification of benefits to business, including impressive bottom line effects; the second gives qualitative benefits (but based on a large sample size).

A study of Northern Ireland's Bridge mentoring programme (LEED Unit (2006)) found a number of economic benefits for SMEs on the scheme including:

- increased sales turnover of 3.3 per cent;

- increased after-tax profits of 17.9 per cent; and

- increased employment of 6.1 per cent.

The effect on after-tax profits is of the greatest interest – a striking result if taken at face value and if it is truly additional (i.e. results that can be attributed to the mentoring programme that would not have happened otherwise).

Another study by Garvey and Garrett-Harris (2008) carried out a systematic review of over 100 studies and evaluations of mentoring schemes across a range of industry sectors. Basing their analysis on the number of citations of benefits identified by beneficiaries, they compiled lists of the most regularly quoted benefits for mentees, mentors, organisations and development agencies as follows:

- Firstly, there were clearly benefits to the mentee themselves including: improved performance and productivity; career opportunity and advancement; improved knowledge and skills; greater confidence, empowerment and well-being; improved job satisfaction and motivation; higher salaries and increased income; faster learning and enhanced decision-making skills; improved understanding of the business – policies, politics, products and customers; improved creativity and innovation; encouragement of positive risk-taking; development of leaders and leadership abilities.

- The authors also reported as many benefits to the mentors including: improved performance through enhanced understanding and knowledge; increased business activity, sales and networking; increased ideas generation and knowledge enhancement; enhanced confidence, CVs, professional identity and job satisfaction; successful completion and achievement of objectives; improved communication; greater job satisfaction, loyalty and self-awareness; new knowledge and skills; leadership development; fulfilment of human psycho-social needs; advances in career and opening up of new job opportunities; rejuvenation and improved motivation; positive attitude to change.

- The organisations that the mentees belonged to enjoyed the following benefits: improved job creation and business performance; reduced staff turnover and improved retention rates; improved information flow and communication; help in disseminating business values and developing the culture; improved productivity; help in managing talent; improved business stability; cultivating loyalty and commitment; motivating older managers; improved morale, motivation and relationships; improving business learning; reduced labour and training costs; provided cost effective development; improved succession planning; change and culture change more easily managed; provided and developed effective leadership.

- The enterprise agencies identified benefit in terms of strategic change, facilitation of partnerships, innovation and change, problem solving and better project management.

Unfortunately, these benefits are not quantified – but were reported with sufficient frequency and agreement that the authors of the research concluded that there is agreement on the nature (if not the degree) of benefit of mentoring.

In addition to the direct and immediate effects, Sullivan (2000) points out that the "added value of [mentors] is longer-term and that the ability to provide help 'just-in-time' is the key factor in providing greatest added value." He also points to the importance of mentors in giving entrepreneurs the tools necessary to succeed or to cope and learn from critical incidents during the early phases of development. These effects are difficult to monitor, outside of a matched longitudinal study.

Noe (1988) however exercises caution in assessing the impact of mentoring. He argues that mentor as well as protégé feedback should be considered in mentoring research. He found that mentors tend to over-estimate the value and impact of the support that they are giving and attributed a greater proportion of the business's success to the mentoring, than the protégés did.

In a particularly interesting study, Gold *et al.* (2003) present a mentoring case study, based on narrative analysis. Using narrative evaluation to map the journey of a business owner and its mentoring consultant, the researchers were able to track the development of the relationship over time. The language they observed in the business's reporting changed over the period of the research, reflecting an increase in trust, openness and acceptance between the mentor and the mentee. There was a greater level of attribution of learning to the mentor and more examples of joint aspirations, for example, within the later accounts of their relationship. Presumably, less successful matches would be identifiable by an absence of this type of narrative shift. This research indicates further the importance of the interpersonal dynamics in the mentoring relationship and the benefit of careful matching of personalities.

It will be interesting to compare the reported benefits from both the mentors' and the mentees' points of view within the evaluation of the NESTA pilots. We have an opportunity here with a reasonable sample of businesses, to assess the degree of agreement and difference in the assessment of benefit.

> **Key message**
>
> While there is broad agreement on the benefits of mentoring, there are relatively few quantitative studies of impact. The evaluation of the NESTA pilots will help to fill this gap in the research, being unusual in attempting to quantify economic impact and other benefits.

Mentoring for entrepreneurs

The UK government has recently identified the importance of mentoring to business growth. In a 2008 speech, Alistair Darling stated his support for mentoring:

"I think that's [mentoring] very important. Getting finance, getting skills and training is important but what strikes me again and again when you meet a successful young business man or woman is that they say the same thing: it is getting the confidence to go from having an idea to actually doing something that will get you a business."[7]

At the same time, the government announced its intention to develop a network of mentors who are entrepreneurs that are *"willing to send the elevator back down"*.[8]

The idea was to encourage a group of experienced entrepreneurs to work with less experienced businesses on a mentor-protégé basis. This policy initiative is being rolled out across the RDAs through their High Growth Coaching programmes. While this support is referred to as 'coaching' it appears to have a closer fit with 'mentoring', with companies being matched to experienced entrepreneurs and business owners and attention focussed on business and leadership issues.

In the case of the two NESTA pilots, the need for specific support for creative entrepreneurs was highlighted within Creative Britain where NESTA has a commitment to launching a 3 million Creative Innovators Growth Programme in 2008, to improve the capacity of growth-oriented small and medium-sized creative enterprises to innovate. NESTA had run a number of successful programmes for start-up and early-stage creative businesses with growth potential, but a gap was identified in terms of providing support to growth businesses at a more advanced stage of development. To help support these companies there was a sense that there existed a number of highly successful individuals within the sector who would be prepared to work as mentors to up-and-coming businesses, who, as above, were willing to put something back into the system.

The creative sub-sectors being supported (TV production, advertising and digital media for *Creative Business Mentor Pilot* and games for *Raise the Game)* face common challenges in addition to the uncertainties relating to business growth, in that they are also operating within rapidly changing markets, evolving business models and disruptive technologies.

Therefore the NESTA pilots draw on the recognition of the huge intellectual and experiential resource that exists within the community of existing entrepreneurs. Many of these entrepreneurs will already be involved with up and coming businesses through board membership and shareholdings. However, there appears to be scope for greater involvement through a mentoring network.

Key message

The NESTA pilots are running within a wider context of policy support for mentoring. Such approaches draw on the intellectual and experiential resource within the community of existing entrepreneurs and their willingness to pass on their learning to up-and-coming businesses.

Why mentoring?

The wider need for mentoring amongst entrepreneurs can be summed up, in simple terms. For example, Clutterbuck *et al.* summarise the main problem faced by the owners and managers of businesses: that it can be 'lonely at the top' for modern CEOs.

In addition Clutterbuck *et al.* describe a need for the mentoring process to help these CEOs to address their "missing Personal Reflective Space (PRS)". From the early indications of the NESTA pilots, it is evident that at least part of the benefit occurs through mentees taking themselves out of the day-to-day running of the business and thus being able to step back, reflect and take stock. Without the opportunity to enter this PRS, they can be permanently distracted from longer-term planning and decision-making – side-tracked by constant short-term and urgent demands on their time.

Similarly, Pitts observed that "people running their own businesses can't see the wood for the trees". The problem being that they find it difficult to stand back and reflect on the problems they are experiencing, getting too tied up with the urgent and immediate actions and not leaving time to take the bigger picture, strategic view into consideration. Pitts recommends that engaging with a mentoring relationship can allow the entrepreneur to step into 'pools of reflection' and to see situations more clearly and from different perspectives. Pitts suggests that it is particularly difficult for small businesses to find time to reflect.

Clutterbuck *et al.* (1999) identifies the following as reasons why mentees take up mentoring:

- dealing with pressure

- lifework balance

- personal improvement and knowledge

- career development

- wider options

While these focus on the individual and personal needs, there is also a role for the mentor concerning direct experience of the business context.

For example, Sullivan (2000) suggests that the mentors value is in helping the entrepreneurs to "dissect, reflect and learn from what could be termed 'critical incidents'". Sullivan put forward a view that a mentor needs to "combine a general understanding of small business, and empathy with the owner-manager" and points out the importance of using mentors that not only provide appropriate content for support, but also have the appropriate inter-personal skills and attitudes. Sullivan also argues that there is a need for some support for experiential learning, through the use of mentors.

Landström (1990) looked at different approaches of venture capital firms in managing their investment portfolios of small companies and identified a category of venture capital firms that he terms "mentor-oriented companies". For these firms, success factors include good personal relationships and continuous interaction of an informal nature. In such relationships, the venture capitalist acts primarily as a 'sounding-board' for the entrepreneur. Clearly, there is more at stake for the 'mentor' here than in a typical mentor relationship – the VC has a vested interest in the entrepreneur's success. Nevertheless, there are parallels with the mentoring relationship and again, the type of approach that the successful NESTA pairings might move towards over time.

In the case of the NESTA pilots, the focus is more on the business, rather than individual's need for mentoring. However, some of these more personal aspects are likely to arise in any mentoring relationship – and the mentors should be prepared for this eventuality. Some of the discussions taking place at the introductory session to the *Creative Business Mentor Pilot*, indicated that this mix of the personal and the business aspects were pertinent to the condition of the business owners and entrepreneurs present within this group.

The particular usefulness of mentoring for entrepreneurs is highlighted by the work of Wing Yan Man who looked at the broader context of how entrepreneurs learn. In his work he discusses the need to understand both the business and personal development of the entrepreneur and proposes a 'competency' approach.

This competency approach takes into account attitude, emotional aspects, values and personality – as important aspects of entrepreneurial learning. This approach posits that the effective process of learning involves "developing competence through behaviour and actions".

Wing Yan Man goes on to suggest that competency is reliant on six behavioural patterns of entrepreneurial learning including:

- actively seeking learning opportunities

- learning selectively/purposely

- learning in depth into the trade

- improving and reflecting on experience

- transferring what has been learned into current practice

Mentoring approaches support these six behavioural patterns. They are by nature proactive relationships, with mentors having deep understanding of industry and experience and the entrepreneurs are able to apply their mentors experience to the current needs of their business.

Key message

Part of the need for mentoring of entrepreneurs relates to the isolation of their position, and their need to step back and reflect. These individuals benefit from the empathy and insight of a mentor who has been in a similar position themselves. The drivers relate to emotional and personal, as well as purely business aspects.

Suitability of mentoring to aid entrepreneurial learning

The nature, methods and scope of mentoring, as opposed to other approaches fit well with the preferred learning styles and psycho-social needs of entrepreneurs. This is well-documented in the literature.

For example, in a study of learning styles, Choueke and Armstrong (1992) asked entrepreneurs to assess which format of learning was most influential to their personal development. From this research, 95 per cent pointed to the value of learning from past experience; 61 per cent stated that learning from 'colleagues' was important; and 54 per cent stated that self learning was influential. Two of these are picked up by mentoring – taking in elements of the mentors' past experience and allowing for the development of self learning.

Research by Cos and Jennings (1995) goes a step further to suggest that it is the entrepreneur's ability to learn from mistakes that makes them successful entrepreneurs. Mentoring relationships can play an important role in facilitating the feedback loop – helping the entrepreneurs to reflect on their learning and mistakes and to develop forward strategies that are informed by these.

The two categories of support provided by mentors, are summed up by Sullivan (2000) as:

- functions that enhance learning of skills and knowledge including the political and social skills required to succeed in a particular role (or own business)

- psychosocial functions that enhance a sense of competence, clarity of identity and effectiveness in a professional role

In another study looking at learning styles, Cope and Watts (2000) identified that entrepreneurs have highly individualised needs. They found that careful mentoring is more effective than generalised business support or training as it allows for that combination of experience and self learning. Along similar lines, Intelligence and Marketing Insight (2007) reported that "UK business bodies confirm favourable attitudes towards mentoring, which is seen as a cost-effective and effective training strategy."

These qualitative findings are supported further by research carried out by Sullivan (2000) who, through looking at survival rates of SMEs, found that 'just-in-time' provision (such as mentoring) was more cost effective in the long term than training programmes despite the fact that it was more resource-intensive at the point of delivery.

These findings are reflected in the recent policy practices for the enterprise agencies, for example, the regional development agencies (RDAs) in England, and Scottish Enterprise in Scotland, which are moving towards tailored account management, high-growth coaching and mentoring-type approaches. This is a notable departure from their previous 'one size fits all' approach to business support (e.g. delivered through workshops, seminars and one-off advisory sessions) where outputs were measured on crude numbers of 'business assists'.

It will be particularly enlightening to be able to quantify the benefits of mentoring to the beneficiaries of both of the NESTA pilots. This will add to the limited body of evidence on mentoring that has to date identified but not proven clearly, in economic terms, the relative impact of mentoring schemes compared to other approaches.

Key message: mentoring appears to be particularly suitable for entrepreneurs, fitting with their preferred learning styles and meeting specific needs and delivering targeted benefit to their businesses.

Mentoring for creative entrepreneurs

As well as its suitability for entrepreneurial support generally, there is some evidence to suggest that mentoring has a particular relevance to those involved in the creative industries. This area is not well researched, but there are encouraging results from a study carried out in 2000 as well as some comparator programmes (that are presented and discussed in Part 3 of this report).

Raffo *et al.* (2000) looked at the limitations within further and higher education to teach entrepreneurial skills for the creative industries. They observed that creative people tend to show a preference for learning through an experiential approach. From this observation, they proposed that the creative industries learn through 'situated learning' – i.e. "learning by doing and doing it with others". Mentors featured as one

approach to aiding situated learning and the authors note that many creative entrepreneurs look for "specific expert, or mentor figure to support them with daily problem solving needs…and [to impart] creative skills deemed useful to the enterprise."

This paper calls for a "more dialogic, discursive environment, a space of interaction where practitioners and situated learners can learn through qualitative and reciprocal exchange of ideas in informal settings". This recommendation fits with the mentoring method of approach. The researchers put forward their recommendations to further and higher education, however the findings are likely to be applicable more widely including creative individuals outside of the formal education setting. In practical terms, the observations point to approaches such as mentoring to aid experiential learning.

> **Key message**
>
> Initial learning within the literature points to mentoring-type approaches being particularly suited to creative entrepreneurs. The study of the *Creative Business Mentor Pilot* and *Raise the Game Pilot* will add significantly to the learning in this area.

Creating a virtuous circle of support

The on-going benefit of mentoring has been demonstrated, for example, by Saxenian (2002). Saxenian carried out 100 in-depth interviews with entrepreneurs, venture capitalists and policymakers in Silicon Valley (USA) and additionally with 67 in Taiwan and India. She found that the immigrant entrepreneurs that made up her subject group relied on local social and professional networks to mobilise know-how, information, skill and capital to start technology firms and for entrepreneurial opportunities. In her paper she stresses the importance of different generations of entrepreneurs, quoting Mohan Trika, the CEO of a Xerox internal spin-off: "you create five or ten entrepreneurs and those ten create another ten".

We believe that there may be parallels between the immigrant entrepreneurs and entrepreneurs from creative industry sectors. In both cases the subject groups are 'non-traditional' in the sense that they can often fall between the gaps of regular business support and generic business networks, albeit for different reasons. In the case of the immigrant entrepreneurs, it is the lack of ties into the support infrastructure and possible cultural barriers. Creative businesses meanwhile often regard themselves as a group apart from regular business sectors with differing motivations, cultures, working practices and business models that cause them to be excluded from traditional forms of support. As with the immigrant entrepreneurs, we would expect that the creative businesses who receive mentoring for their business through the *Creative Business Mentor Pilot* or through *Raise the Game*, will go on to support the next wave of creative entrepreneurs.

There is a growing acceptance of the 'virtuous circle of support' amongst the development and business support agencies. Along with this comes a belief that, over time, a mentoring network and culture can become increasingly self-supporting as one generation of entrepreneurs takes a role in supporting and nurturing the next. For example, the mentoring programme related to NESTA's Starter for Six start-up support programme has successfully recruited formal mentors from the previous group of participants; and has seen further informal mentoring taking place outside of the formal programme.

There will almost certainly continue to be a role for some coordination of the network, and equally a degree of subsidy. However, we can realistically expect to see the enthusiasm for membership and involvement in the network to grow exponentially through a momentum effect.

> **Key message**
>
> Although there is limited literature, there are some positive signs that mentoring programmes can build momentum and become self-sustaining with successfully supported mentees re-joining the programme at a later stage in the mentor role.

Individuals and partnerships

Skills, qualities, competencies

In order for a successful mentoring relationship to take place, both mentors and mentees should display certain skills, qualities and competences. They both need to fully buy-in to the relationship; have a sufficiently strong professional link and get on at an inter-personal (psychosocial) level.

From a study of mentoring within large organisations, Cunningham and Eberle (1993) assembled a list of essential mentor skills and characteristics. These are:

- personal security and confidence

- willingness to trust

- ability to communicate

- introspective and open

- innovative

- patient and tolerant

- accessibility

They state that all these qualities need to be demonstrated for the mentoring relationship to be open, productive and relevant to the needs of the mentee. These are factors that translate more generally to mentoring.

Moreover, given the shared responsibility in mentoring, between the partners, mentors can only succeed with mentees who are open to this type of learning and support. Cunningham and Eberle (1993) also put forward skills and characteristics for effective protégés, which include:

- desire to learn

- people oriented

- goal oriented

- conceptual ability

- introspective

- initiative

- assertiveness

Other studies have looked at the need for mentors to have specific knowledge or a track record in the same field as their mentees. These studies found that specific skills and experience can be highly valued by mentees and very important for the relationship; crucially though, they need to be combined with strongly compatible interpersonal skills.

For example, by studying a mentoring scheme for SME retailers, Kent *et al.* (2003) considered the skills of successful mentors. Sixty-four per cent of respondents felt that the mentors should have specific skills and expertise relating to operational matters of importance to the business/industry. However, a substantial minority pointed to aspects such as empathy, patience and the ability to relate to people as more important.

They found a correlation between the closeness of match between mentor and mentee and the overall perception of satisfaction from the mentoring process.

Similarly, in a study of business and executive mentoring, Clutterbuck *et al.* (1999) found that the two most important qualities of mentors were breadth of knowledge and quality of time spent on the mentoring process. They specified that a successful mentor should be able to help with intellectual, emotional needs, within the specific business context.

Devins *et al.* (2000) recognises the importance of peer learning, observing that "owner-managers have a certain respect for each other". Building on the findings of Wyer *et al.* (2000) that owner-managers believe that experiential learning offers the most valuable knowledge and from others (CfE 2001 and Robinson and Henry, 2001) that peer-based activity is regarded as the best way to transfer tacit knowledge critical to business success.

The NESTA mentoring programmes have (to an extent) attempted to take both professional track records and psychosocial aspects into account. The programme team have recruited mentors with both inter-personal skills and characteristics and a specific industry track record. The mentees too have all been through a formal application and selection process that has, amongst other things, screened for the individuals' and businesses' suitability for mentoring.

NESTA has taken steps to ensure that all the mentors involved in the programme have strong track records within their fields and superb breadth of knowledge relating to the sub-sectors and markets. To some extent given the role, we suspect that the most suitable personality types may be involved due to 'self selection' – i.e. only those individuals who are likely to have the right qualities would have agreed to take on the role (particularly given that there is no/little financial incentive to take part).

> **Key message**
> The personal skills and attributes of the mentor are of vital importance, as are their expertise and skills. Mentees too need to be open to the mentoring approach and willing to commit to, and learn from their mentor.

Matching mentors with mentees
According to an article in Intelligence and Marketing Insight, 2007, the most crucial barrier to effective mentoring is a mismatch between the values of mentor and mentee; inexpert or untrained mentors; mismatch between the aims of the mentoring scheme and the needs of the mentee; uncertainty about whether the mentor is acting on behalf of the mentee or of 'authority'. It is therefore vital to make effective matches.

Socio-economic factors
There are a number of studies that look at effective matching of mentors and mentees that pick out aspects that seem to have importance to the success of the relationship. Most of these concentrate on socio-economic factors. For example, McPherson (2001) identified that mentoring appears to work more productively where the mentors and protégés are matched by aspects such as race, sex, social class and religious values. Deakins *et al.* (1997) also found that entrepreneurs preferred matches based on close sectoral experience and gender match.

Some studies have pointed to the usefulness of encouraging diversity within the relationships (for example, Megginson and Clutterbuck (1995), Megginson *et al.* (2003)) but this area is not well researched and the benefits of diverse matches are not recognised to the extent of close matches along socio-economic lines.

We suspect, however, that matching the mentors and mentees with a close sub-sector relevance could emulate similar effects in terms of the bonding and association. We did not identify literature looking

at the benefits of matching mentors by sub-sector. However, we believe that in the case of the NESTA mentoring pilots, relevance of this nature will be of highest importance and it will be interesting to see how the partnerships work. In the case of *Raise the Game,* each mentee was offered a choice of two potential mentors; for the *Creative Business Mentor Pilot,* the mentors were selected first and then matched to successful mentee applicants to the programme.

> ### Key message
> It would appear that close matching by socio-economic factors works well in mentoring relationships. However, we think there may be potential for close matching by sub-sector to be (equally) effective.

Matched learning styles

In the literature we found some work that compares learning styles within successful mentoring relationships. Mumford (1995) (after Honey and Mumford (1992)) identifies four learning styles (activist, reflector, theorist and pragmatist) and goes on to suggest that the combination of learning styles can influence the mentoring arrangement either by providing complementary or conflicting effects.

For example, he suggests that pragmatist learners will be very interested in opportunities directly related to their immediate circumstances. In contrast a strongly theorist mentor might be more interested in ranging over a wider field of discussion and understanding, in which particular circumstances become the basis for generalisations. Matching these two types together could lead to frustrations.

Again, where the mentor is a strong reflector, there is congruence between what is desirable in a mentor (i.e. feeding back to the mentee encouraging them to reflect) and what the mentor is likely to offer. But this might not suit a mentee with strong activist tendencies, who will find this approach frustrating and uncomfortable.

On balance, Mumford reluctantly concludes that while the benefits of matching different learning types together would appear on first consideration to be beneficial, pairings of similar learning styles appear to work together better in practice. He states that in his own experience the disadvantages of difference have tended to out-weigh the benefits.

Devins *et al.* (2005) too, in looking at offerings for micro-businesses, highlight a need for a match of learning preferences and a close fit to the specific aims of managers in their businesses. Relating to their experience with micro-businesses, they propose a "social rather than economic" view of learning in micro-businesses. This takes in to consideration the relationships within a business as well as the economic factors at play. This draws on other work, e.g. by Morrison (2003) who observed that "informal learning in a practical and experiential way is the norm for SMEs".

In fact, there are researchers (Sullivan, 2000) that have warned that entrepreneurs are by nature 'activist'. This can be problematic when coupled with warnings from Mumford (1995) that strong 'activist' mentors can be inclined to draw too much on personal experience and leap in with solutions before carefully reviewing the experience of the learner and what the situation means to them. The recruitment of suitable mentors is therefore not always straightforward. Sullivan goes as far as questioning whether entrepreneurs have the right characteristics to be mentors at all – entrepreneurs being generally 'directed' in their approach and not allowing their protégés to benefit through experiential learning.

It will be interesting to see if the mentors on the NESTA programmes are capable of providing guidance to their mentees without wanting to tell them the right answers. It may have been useful to provide training to the mentors, as well as the mentees (*Creative Business Mentor Pilot* did not, *Raise the Game* did) in order to address this as a potential risk.

These studies into learning styles are useful for mentoring programmes in that they highlight the desirability of matching according to similarities in learning styles, where possible – and highlight the potential difficulties of mis-matches. It will be impractical to match based on learning styles every time. However, Mumford (1995) suggests that even the acknowledgement of personal learning styles and approaches can be beneficial to easing the tensions within mentoring relationships.

NESTA's *Creative Business Mentor Pilot* has included, within its introductory workshop for mentees, a session on personal learning styles (based on Kolb's assessment of styles, rather than Mumford's). This could be a useful preparation for mentees in understanding how they learn and how they can get the best from their mentors.

> **Key message**
> Individuals learning styles are likely to affect the mentoring relationship. Where possible the mentor and mentee should share common/complimentary learning styles. Personal awareness of learning style also seems to be of benefit.

'Reap what you sow'
There is evidence that those mentees that benefit the most from their relationships with their mentors are those that put the most effort into the relationships and the actions arising from their meetings themselves.

For example, Allen *et al.* (1997) found that mentors are more inclined to invest more in highly motivated protégés. In the best pairings there is a virtual circle where mentors invest more time and effort into their most motivated protégés, who in turn tend to take up more opportunities from their mentors. This finding has been echoed by our qualitative feedback obtained through a focus group carried out during the evaluation of the mentoring element of NESTA's Starter for Six start-up programme (SQW, 2008). In this setting, one of the mentors described how after suggesting contacts and actions that where then not followed up by his mentee, he withdrew subsequent enthusiasm and commitment to that mentee (as reported by the mentor himself). Conversely, where the mentees had been committed, this mentor (in line with others in the focus group) reported that they had assigned a greater amount of time and effort to the relationship than they had been contracted for.

A similar effect was observed in a study where the magazine Inc.com paired up a number of up and coming entrepreneurs with 'seasoned business people'. This study found that over time, a few healthy relationships developed that were really useful to both sides and had lasting benefit while the rest fizzled out. The key factor, aside from the trust factor, seemed to be the demonstration of commitment between the two partners in the relationship to the actions required in the business.

Potentially then, learning through practical involvement with a closely matched mentor will, we hope have maximum benefit for the creative entrepreneurs and their businesses.

> **Key message**
> Previous experience and studies have demonstrated that successfully mentored businesses and individuals will often be willing to act as mentors themselves in the future. The effect can be harnessed as a sustainable model for mentoring, based on a requirement for a 'light touch' management and coordination of the programme as it becomes established.

The mentoring journey

Roles and responsibilities

Guidance provided by the Institute of Knowledge Transfer for its mentoring programme sets out the respective roles of mentors and mentees:

"The role of the mentee is to take responsibility for their own objectives and to engage actively in the process, such as by undertaking any agreed actions and openly feeding back outcomes."

It is crucial that the mentees are ready to take on a level of responsibility and commitment to their own learning and development. Mentoring should not be considered a passive activity – mentees cannot expect for their mentors to make things happen for them. This is potentially a risk, particularly when the businesses being mentored are facing difficulties, and they are matched with very experienced mentors who they might expect to have all the answers.

The Institute of Knowledge Transfer sets out the mentor's role as follows:

"The mentor spends a great deal of their time listening, asking questions and helping the mentee to develop insights that are beyond their individual perspectives and sometimes outside their comfort zones."

Overall, it is important that the mentor is willing to share and that the protégé is ready to learn. Between the pairing, the mentor and protégé should aim to establish atmosphere, shared responsibility, agree frequency of meetings, mutual respect, focus and flexibility.

Bright (2004) observes that the Japanese concepts of mentoring tend to promote aspects of respect and deference, while diminishing the role of developmental advice and guidance found in the West. Whereas mentoring in the West can be based on contractual arrangements, in Japan it is based more often on personal bonds (Nakane, 1972; Whitehill, 1991).

In his study of mentoring models in Japan, Bright (2004) points to generalised aspects of Japanese culture that aid effective mentoring:

- the high value placed on community

- the high value placed on obligation and duty among individuals

- a notion of respect for elders

- a concept of seniors protecting juniors

- working relationships based on personal, not contractual bonds

- the high degree of racial and gender congruence

Three Japanese terms are central to their concepts of mentoring: 'on' which is the obligation to get repaid; 'giri' which is an obligation to equivalence; and 'nijo' which is about human feelings.

The success the Japanese mentoring styles is based on is a joint understanding of the level of time and emotional commitment from both parties. Bright uses the comparison with Japanese approaches to suggest that Western approaches need to address "short-termism, mistrust, suspicion and overt individualism" in order to achieve successful mentoring programmes.

While the Japanese style may not be applicable to western society generally, there may be some synergies with behaviour that we have observed (informally) in some sub-sectors of the creative industries. Our early observations and discussions with the *Raise the Game* mentor group would suggest some similar values

between mentors and mentees that support the notion that a 'senpai-kohai' or 'managerial godfathers' (Drucker (1971)) type relationship might emerge from some pairings.

Key message

Establish roles and responsibilities at an early stage. This way expectations are managed and the relationship has a better chance of success. We believe that the creative industries appear to have the culture of mutual support that make mentoring particularly relevant.

Structure of the relationship

Several authors have put forward models for the structure of the mentoring relationship. These are useful to both structuring and understanding how the relationships can be expected to develop. Most of the relevant research concurs that the mentoring relationship follows some form of development cycle or transformational path – it is a dynamic rather than static relationship in which either or both parties develop.

Drawing from their studies of the mentoring process, Alred *et al.* (1997) propose a three-stage model that they consider to be most effective. The three broad stages suggested are:

- exploration

- new understanding

- action planning

The mentor's changing role and actions are key to the success of Alred's model. A summary of the mentor's role at each stage is provided in Table 3.

Table 3: Alred three-stage model for mentoring

Stage	Mentor's role	Mentor's actions
Exploration	Take the lead Pay attention to the relationship and develop it Clarify the aims and objectives of the meeting	Listen Ask open questions Negotiate the agenda
New understanding	Support and consult Give constructive feedback Coach and demonstrate skills	Listen and challenge Ask open and closed questions Establish priorities Identify development needs Give information and advice Share experience and tell stories
Action planning	Examine options for action and consequences Attend to mentoring relationship and process Negotiate an action plan	Encourage new and creative ways of thinking Help to make decisions and solve problems Agree action plans Monitor progress and evaluate outcomes

Source: Alred *et al.*, 1997.

At the exploration stage Alfred *et al.* suggest that the mentor should take the lead, but should also be prepared and equipped to listen to their protégé. At this stage, the mentor should ask open questions, pay attention to the development of the interpersonal relationship and clarify any specific aims and objectives from the mentoring. The researchers also suggest using the exploration stage as an ideal opportunity to "negotiate an agenda for the relationship".

At the 'new understanding' stage, the mentor's role is to listen and challenge. They need to ask both open and closed questions at this point, help the protégé to recognise their strengths and weaknesses and to identify both priorities and development needs. The nature of advice given should be based on sharing experience and telling stories.

He points out that it is at the 'Action Planning' stage that the mentor and protégé should together examine options for actions, along with consequences. The mentor should encourage new and creative ways of thinking and problem solving and help to develop an action plan. The mentor will also have a role in monitoring progress and evaluating the outcomes of the action plan.

Like Alred, Egan (1994) proposes a similar three-stage model ('explore – understand – action'). The model itself is not substantially different, but Egan offers an interesting and useful observation that mentors often feel less comfortable and are less well equipped to deal with the 'explore' stage. The author has observed a temptation for mentors to move on to the action stage too soon, before fully understanding the specifics of the problem. This is potentially, a pitfall that mentors and mentees can be prepared for when undertaking mentoring programmes.

In comparison, Clutterbuck (1999) proposes a slightly more complex model. In the development of a model for mentoring CEOs, he identifies that mentors should move through the following stages:
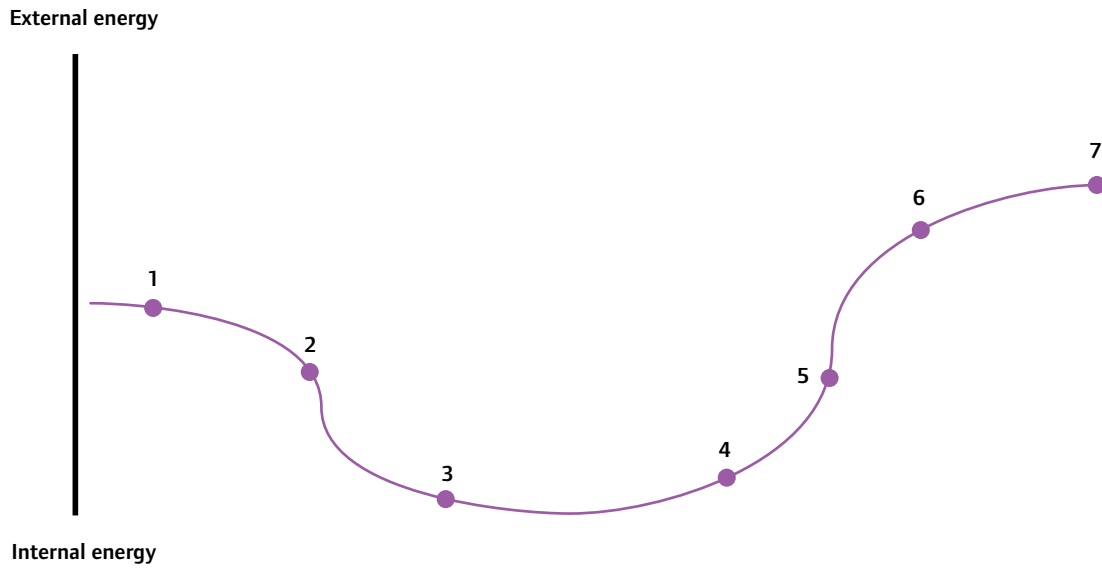
- disaggregated phase

- acknowledging/framing

- implication analysis

- insight

- re-framing

- options

- action

Clutterbuck also visualises the relative degree of internal (CEO) and external (mentor) energy at the different numbered phases as shown in Figure 1. The idea is that the energy shifts from the external, to the internal (implications, insight, re-framing) to then move externally again (options and actions). In economic impact terms, the measureable benefits (outputs, outcomes, impact) would be manifest externally (i.e. at stages 7 and perhaps 6).

In terms of the dynamic within the mentoring meetings themselves, Clutterbuck *et al.* (1999) suggests specific questions for the mentor to pose to their mentees including:
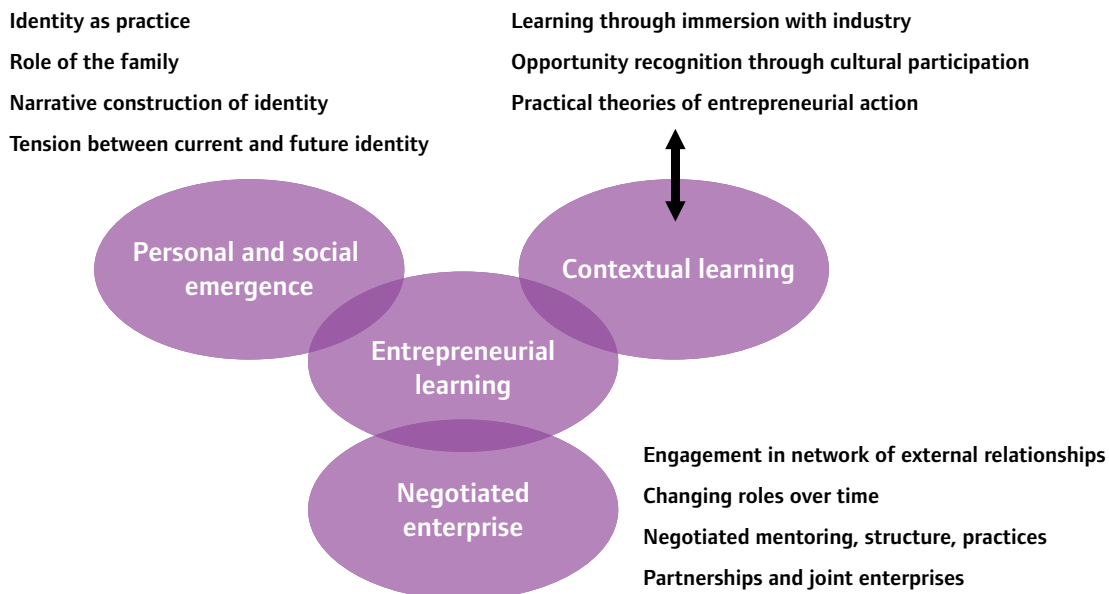
- What and how do you think?

- What do you feel? What are your values?

- How do you behave?

- How do you make things happen?

Figure 1: External and internal energy in the mentoring relationship at different stages

External energy

Internal energy

Source: Reproduced from Clutterbuck, 1999.

Figure 2: A triadic model of entrepreneurial learning

Identity as practice

Role of the family

Narrative construction of identity

Tension between current and future identity

Learning through immersion with industry

Opportunity recognition through cultural participation

Practical theories of entrepreneurial action

Personal and social emergence

Contextual learning

Entrepreneurial learning

Negotiated enterprise

Engagement in network of external relationships

Changing roles over time

Negotiated mentoring, structure, practices

Partnerships and joint enterprises

Source: Rae, 2004.

- How do you understand what happens in the business?

Crucially, mentors need to be able to understand what the answers to these questions mean in the context of the business and industry so that actionable plans can be drawn from the mentoring sessions.

At a broad level, Rae (2004) proposes a triadic model for entrepreneurial learning that takes into account personal and social emergence, contextual learning and negotiated enterprise (see Figure 2).

While this model reaches wider than mentoring alone, it provides a useful structure for the dialogue within the mentoring relationship, providing a structure for mentors to consider the spheres in which their relationship with the protégé can work.

In practical terms, this would cover the mentors supporting the entrepreneurs to develop an understanding of the context (industry, sector, networks) in shaping the development of the entrepreneurs' personal and social identity with respect to their business and in how they work with others.

Again, this observation has strong resonance with the views expressed during the introductory session for the *Creative Business Mentor Pilot*. Even within this one short session mentees appeared to be benefiting from the simple process of stepping out of the day-to-day running of their businesses and having time to reflect on the bigger issues within an open, honest and supportive environment with other people who understand their predicaments.

These models also help us to understand the shifting nature of a mentoring relationship.

Key message

Various models have been developed to map the mentoring relationship. It is particularly important to ensure that the mentors understand the importance and nature of each stage and do not jump in to suggesting solutions before they have fully appreciated the context and needs of their mentees.

Formal versus informal

Many of the studies reported in the literature highlight the benefits of informal mentoring over more formal approaches. However, there are also concerns that, in some areas and with certain groups, mentoring would not happen without some level of formal organisation (i.e. through organised programmes). We believe that this would be the case for the two business mentoring pilots. However, it is useful to consider the pros and cons of formal versus informal mentoring, not least in order to try to capture some of the benefits of the informal approach within an organised programme.

For example, in a study of informal and formal approaches, Raggins and Cotton (1999) found that formal mentoring tended to be more career-focussed, with informal mentoring tending to have a greater element of psychosocial support. This finding is in line with much of the anecdotal evidence presented in other studies where mentors felt a stronger need to say and act in line with the best interests of the firm or organising agency rather than the mentee. However, Noe (1988) found that the psychosocial element of mentoring was valued in formal mentoring programmes too. Care should be exercised, therefore, before concluding that formal mentoring programmes are the only way to work on both career and personal elements. It may be down more to the management of particular formal schemes than the nature of formality itself.

In another study comparing the effectiveness of informal and formal mentoring, Blake-Beard (2001) observed that informal mentoring programmes tended to be initiated between individuals who were attracted to each other, compared to formal schemes through which mentoring pairs were assigned. The conclusion we would expect from this is that informal pairings would tend to lead to faster bonding (establishing trust and openness) and potentially be more successful. Certainly, the researchers found

differences between typical formal and informal pairings. Whereas formal mentoring programmes tended to typically last for 12 months with the frequency and duration of contact pre-determined and goals set at the beginning of the relationship; informal mentoring arrangements tended to continue for around three to six years, with meetings as agreed and goals evolving over time.

An interesting finding from the Blake-Beard research was that the formal mentors were more visible and more likely to act in the role of 'organisational citizen' than specifically in support of their protégé and as a result were less likely to 'pull favours'. However, what is not clear from this research is what level of matching had been undertaken to ensure that the formal mentors were suitable either on an inter-personal or professional level.

These findings might lead us to conclude that the best mentoring is informal and that public agencies and companies should avoid intervening to orchestrate relationships that work better when initiated organically. However, in another study of formal versus informal mentoring, Cunningham (1993) highlighted the fact that much successful mentoring relies on "being in the right place, at the right time, to be noticed by the right people". While agreeing with the observation that some of the most valuable mentoring relationships occur through serendipitous meetings and informal arrangements, the author points out that some groups are excluded from such fortunate mentoring opportunities. Therefore, this is part of the rationale, for intervening to ensure that the benefits of mentoring can be extended through a formal programme that targets a range of beneficiaries.

The balance between formality and informality is usefully described by Clutterbuck (1999) whose research shows a preference for mentoring programmes that combine formal and informal aspects as follows:

- relatively formal in overall organisation, but with a great deal of flexibility in the relationship

- focused on clear learning objectives

- supported by initial training of mentor and mentee

It will be interesting to see from the next steps of the evaluations of the two NESTA mentoring pilots, the extent to which mentoring would have been arranged anyway and the extent to which the intervention and 'match-making' was required and valued by beneficiaries. The aim for the NESTA pilots will be to establish mentoring pairs that would not otherwise have been possible on a purely informal basis.

However, at the same time, the pilots may want to try to emulate some of the features of an informal model – so that the mentoring itself can be free to cover both 'career' and 'psychosocial' elements depending on the needs of the businesses and entrepreneurs. The ideal would be for formal action relating to the business needs and informal benefits such as introductions and advocacy. We suspect that where relationships are too formal and involve too much monitoring and documentation there is a risk that some of the less official areas of support will be lost – including some introductions and the advice of the mentor may take on a greater degree of risk aversion (i.e. they will feel more accountable for their advice and suggestions and err on the side of caution).

> **Key message**
> Evidence points towards the benefit of establishing a formal framework for mentoring, with clear objectives and commitment from both parties, combined with sufficient flexibility and informality within the relationship.

Benefits to mentors

Most studies on the benefits of mentoring have focussed on the benefits to the mentees. However, there are some indications within the literature (and mentioned above) that the mentors may also benefit.

Clutterbuck (1999) states that mentoring supports people in making personal transitions, strengthens self-development, provides help for the immediate challenges of the mentee, and "develops both mentor and mentee simultaneously". Philip and Hendry (2000) similarly identified benefits of the relationship for mentors such as: enabling them to rationalise about their own experience, an opportunity for insights into other people's lives and situations, development of inter-personal skills. We are not aware of any studies that look at the benefits to the mentors' business or personal performance following their experience, but in some cases the experience of mentoring for the mentor, is seen as a developmental step in corporate mentoring programmes.

> **Key message**
>
> There is some evidence that mentoring benefits the mentors as well as the mentees however this hypothesis would benefit from further research. In particular further studies into the benefits to mentors might consider the impact on a mentor's business performance.

Recipe for success

Guidelines for mentoring programmes

Several authors have put forward guidelines for successful mentoring schemes, which we discuss in this Part. In most cases there is some overlap with elements that have already been covered in this report, however they provide a useful base for developing a check-list.

Garvey and Alred's (2000) check-list includes the following set of questions that they recommend asking at the planning stage of a mentoring programme:

- Will voluntary participation work?

- Is there a sufficient number of mentors?

- How will mentors and protégés be recruited?

- How will mentors and protégés be rewarded?

- How can we ensure that it is easy for people to volunteer?

- What will be included in the statement of the mentor/protégé agreement?

- How can we guard against difficulties?

- How do we orient mentors and protégés?

Another framework model for mentoring is suggested by Parker and Hudson-David (2000). This model is more relevant for agencies and organisations setting up mentoring programmes – it takes account of aspects that will be required for public accountability. They identify that aspects such as recruitment, selection, induction and matching are all important within a formal mentoring programme.

The suggested model includes the following aspects:

- identify need

- set aims/objectives

- mentor and mentee recruitment, selection, induction

- matching mentor and mentee

- support mechanism

- evaluation

These models cover the main dimensions of mentoring and provide a simple, but practicable check-list for planners to scope and prepare new programmes.

Other authors have set down more formalised guidelines for mentoring. O'Connor and Laidlaw (2006) for example, drew up the following list:

- At the outset, the roles of mentor and mentee should be agreed. The mentor's role is to respond to the mentee's developmental needs. The mentor must not impose his/her own agenda.

- Both parties should take equal responsibility for progression of the mentoring partnership.

- Where possible (depending on both parties' geographical location) the frequency and length of meetings should be mutually agreed, along with the means of contact between meetings for minor issues.

- Any matters discussed between the mentor and the mentee should be treated as confidential. The mentor should not act on behalf of the mentee.

- The mentor and mentee should be open and truthful with each other and in connection with the relationship itself at all times.

- The mentor and mentee should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.

- The mentor should provide constructive feedback to the mentee, while the mentee should attempt to tackle any areas for development.

- Both mentor and mentee must be happy with the location of meetings given due regard to safety, security, mutual well-being and travel arrangements.

- The relationship should last for a mutually agreeable time period, whereupon it can be continued or terminated.

- Both mentor and mentee share responsibility for the smooth winding down of the relationship once it has achieved its purpose and agreed timeframe.

- Either party may terminate the relationship after first discussing the matter, ensuring mutual respect and a clear understanding of the conclusion.

We feel that this list covers all the main roles and responsibilities of mentoring and sets out good practice in terms of defining expectations, communication and managing the relationship. The main elements are echoed within other research, for example, Intelligence and Marketing Insight (2007) points to "careful monitoring; screening of prospective mentors; matching of mentors and mentees on relevant criteria; training for mentors before and during programmes; parental involvement (where appropriate); frequency of contact and length of relationship; integration of mentoring into its organisational context; links with other services and opportunities" as crucial factors for mentoring schemes.

Ehrich *et al.* (2006) identified five practical challenges that need to be overcome in order to implement an effective mentoring programme:

- that the mentoring programme is fully supported by top managers in the organisation (Douglas, 1997)

- that the aims, roles, rules and expectations be communicated to relevant personnel such as mentors, mentees and senior management as well as others involved in the program (Douglas, 1997)

- selection of participants and possible matching of mentors and mentees

- establish monitoring and evaluating mechanisms in the program

---

Key message

There are various useful guidelines within the literature for setting up mentoring programmes. Following further feedback from NESTA's pilots, it will be possible to use these to develop a comprehensive and practical set of guidelines.

Training and preparation of mentors/mentees

An important element in maximising the likely success of mentoring relationships involves preparing the participants. Despite the fact that many successful mentoring approaches are informal in nature, there seems to be a benefit in preparing either mentors and mentees or both.

Some of the more intensive forms of preparation involve in-depth training; less intensive forms are based on guidelines and techniques for self-preparation. For example, Garvey and Alred (2000) recommend a two-day programme of induction for mentors. The programme draws on their experience monitoring a mentoring programme set within a higher education setting (for staff), covering the following topics:

- introductions

- ground rules

- aims and objectives

- expectations

- programme – discussion and agreement

- framework for learning (cf. Kolb, 1984 and Jarvis, 1992)

- approaching mentoring (what I bring/what you hope to gain)

- defining mentoring

- 3-stage model (cf. Egan 1994)

- practical session 'real play' mentoring with observation

- first person mentoring (cf. Garvey *et al.*, 1996)

- if I had a mentor

- review discussion

- facilitator 'real play' and participants 'real play'

- personal development plan

- adult development and mentoring

- folk wisdom

This in-depth preparation covers practical, theoretical and psychological elements of mentoring as well as introducing the specific aims, objectives and approaches of the specific mentoring programme.

Although this is a particularly intensive training programme, many other researchers have recommended some form of training as a success factor in mentoring programmes (O,Connor and Laidlaw (2006), Ehrich *et al.* (2006), Douglas (1997), Intelligence and Marketing Insight (2007)). According to Ehrich *et al.* (2006) it is essential to provide suitable training of mentors. They believe that it cannot be assumed that mentors will automatically have the skills and knowledge required to perform the mentoring functions.

Clutterbuck *et al.* (1999) have attempted to quantify the benefit of mentor training. Their research concluded that programmes introduced without any training rarely result in more than 33 per cent of relationships delivering any significant benefits to the participants. Training the mentor can double the success rate to 66 per cent. Training the mentor and the mentee, and then ensuring that the line managers also understand the purpose of the programme and its benefits to them, pushes the success rate to over 90 per cent (O'Connor and Laidlaw, 2006).

The two NESTA pilots have taken different approaches to preparing mentors for the programme and it will be interesting to see how these contrast. *Raise the Game* involved a half-day training and familiarisation session, led by coaching company, 'Coach-in-a-Box'. Following on from this session, the mentors agreed to meet as a group on a regular basis to discuss their mentoring experiences and to work with the coach in a group situation. Mentors involved in the *Creative Business Mentor Pilot* attended an informal induction dinner for familiarisation. They also have access to a private coaching session and are invited to take part in elements of the mentee training events.

Raise the Game ran a parallel training session with mentees, which also included a networking lunch where mentors and mentees were introduced. *Creative Business Mentor Pilot* runs regular training and coaching events with the mentees. *Raise the Game* provides coaching calls for the mentees alongside the mentoring.

Key message

The research indicates that there is value in providing training for both mentors and mentees so that both parties are prepared for the mentoring process and to help them to maximise the benefit of their time together. Some studies have shown dramatic benefits associated with training mentors.

Risks and mitigation

While the overall evidence is that mentoring is a positive approach, which can bring a number of positive benefits to the mentees, their businesses (and potentially the mentor too), there are also some risks attached to this type of approach.

The main risks are tied in with the main benefits. The underlying requirements for mentoring to work are: honesty, openness and professionalism in the relationship. As the mentoring relationship is based on inter-personal dynamics and individual commitment, it is to be expected that in some cases the pairing will not work. There is some evidence to suggest that unsuccessful matches can be worse than no mentoring at all (MacCallum & Baltiman, 1999).

The Industrial Society advises that the mentoring relationship needs to operate as "a kind of protected space in which the mentee can discuss progress freely and in confidence".

The important thing, for the mentoring programme is to assist individuals in managing issues and (where necessary) to have in place an agreed, or recommended course of action for dissolving the relationship. The Institute of Knowledge Transfer has written a guide covering this eventuality.

This guide points mentors and mentees to a list of seven potential pitfalls that they could face during their meetings:

- I am not getting on with my mentor.

- My mentor/mentee is too busy to arrange meetings.

- My mentor/mentee arranges meetings but then cancels them at the last minute.

- My manager is unhappy about my choice of mentor/mentee.

- My work is secret or market sensitive.

- I have been asked to mentor or be a mentee to someone who is unsuitable.

- My mentee/mentor has made an improper advance during a meeting.

The recommendations for dealing with these pitfalls are in part generic (i.e. relating to communication, honesty and avoiding conflicts of interest) and partly tied up with the framework of IKT's mentoring programme (e.g. expulsion from IKT for acting unprofessionally; guidance and support for dissolving partnerships).

The Industrial Society also warns that mentoring is not suited to all, identifying potential pitfalls such as:

- Crowding mentor – who does not respect their mentee's space and takes over.

- Impossible mentor – personalities don't work well together.

- Lack of credibility – where the mentor is less experienced in the area where the mentee needs support.

- Busy mentor – who cannot provide the time for the relationship, doesn't keep appointments or can't put in either the thought or physical time.

For the NESTA pilots the mentoring partnerships are being closely monitored throughout, so issues such as those described above will hopefully be identified at an early stage. The issue of credibility is unlikely to occur, as all the mentors have been carefully selected as highly respected and well-known in their field. However, it is difficult to mitigate against some of the other potential problems.

> **Key message**
> There is a risk that in some cases mentoring relationships will be unsuccessful. The critical issue is to recognise problems at an early stage and to step in to address these.

NESTA should develop a policy for dealing with problem cases, including potentially terminating relationships where necessary. This should be set out for mentors and mentees in the terms of their partnership.

Part 3: Comparators

Summary

This Part provides a more in-depth look at some comparator mentoring programmes, and includes a selection of programmes operating in the UK as well as overseas. We have developed short profiles of ten of the programmes. These are presented in Annex B and include the following:

- Business Volunteer Mentor (BVM) network

- Guiding Lights

- Mentor Wales

- Northern Ireland's Business to Business Bridge mentoring programme

- Business Mentors (New Zealand)

- High Growth East Midlands Coaching

- emda Business Champions scheme

- E-mentoring programme (South East)

- Arts Marketing Association mentoring scheme

- Massachusetts Institute of Technology (MIT) Venture Mentoring Scheme.

These ten were identified during our desk research as programmes that had a suitable amount of information available in the public domain. Crucially they are all still operating or have only finished in the last couple of years. For older programmes, which finished earlier, it is often difficult to source further information, primarily because the programme websites are no longer operating and the key individuals involved have since moved on to new posts (often within a completely different organisation). Nevertheless we have identified a much wider set of comparator programmes overall (listed in Annex C) and have, where appropriate drawn on the information available from some of these programmes.

A brief overview of the ten profiled mentoring programmes is provided in Table 4. This table allows for a comparison of the programmes according to the numbers of mentors that were involved, how the matching was arranged, the regularity and nature of meetings and the cost to companies.

Table 4: Summary of selected mentoring programmes

Name of programme	Organisations involved	Number of mentees involved	How were mentors and mentees matched?	Regularity/type of meetings	Cost to companies
Business Volunteer Mentor (BVM) network	National Federation of Enterprise Agencies (NFEA), local enterprise agencies, Small Business Service	33,000 across the whole programme (average of 4,714 per annum)	Based on a diagnostic that identified mentee's perceived needs	Varies, based on organisational need. Each mentor was asked to contribute 12 days per year	Free
Guiding Lights	Lighthouse Arts and Training, Skillset, Optimum Releasing, Arts and Business South East	25 per annum (operating since 2008)	Successful applicants are matched by Guiding Lights	The programme lasts one year. Mentors and mentees meet once a month on average	Free
Mentor Wales	Welsh Government's Department of Enterprise, Innovation and Networks (DEIN) (formerly the Welsh Development Agency), TECs, Finance Wales	124 per annum (operated from 1998 – 2006)	Based on a diagnostic review	The programme lasts for two years. Mentors and mentees tend to meet for 0.5 days twice a month	£250 per day
Northern Ireland's Business to Business Bridge mentoring programme	Invest Northern Ireland, Business in the Community	Over 1,000 over the whole programme (operating since 1990)	Matching is carried out by programme manager (sometimes based on a sectoral approach, but not always)	Varies, based on organisational need. Involvement can vary from one meeting up to two years of support	Companies are asked to contribute to the cost of marketing (amount unspecified)
Business Mentors (New Zealand)	Business in the Community NZ, NZ Government	Over 50,000 since 1991	Based on mentee's individual requirements	Varies, based on organisational need	Registration fee of NZ$100
High Growth East Midlands Coaching	emda, EU (ERDF funding), Pera, Momenta, Nottingham University Business School, the Centre for Business Excellence in Coaching & Consulting)	Aims to support 165 over the programme period from 2008 – 2010	Based on relevant skills, trade experience and personality profile (this is done using psychometric testing)	20 days intensive coaching. Companies also attend a 3-day residential master class for MDs and CEOs	£2,000
emda Business Champions scheme	emda	More than 399 since 2007	Based on organisational needs	Varies, based on organisational need	Free
E-mentoring programme (South East)	MentorsByNet, SEEDA, Small Business Service (South East), Business Link London	325 (at the time of the evaluation in 2005)	Matched using a skills matrix and identified development needs	Varies, based on organisational need. Mentees and mentors meet over a 6-month time period	Free
Arts Marketing Association mentoring scheme	Arts Marketing Association (AMA)	Unknown	Based on telephone conversations with mentees to determine their development needs	Mentoring relationships last up to two years. Mentor and mentees usually meet every two months	£125 to attend the training day and cover matching admin costs
MIT Venture Mentoring Scheme	Massachusetts Institute of Technology (MIT)	Unknown	Based on mentee's application form	Ongoing relationship. A minimum commitment of 1-2 days of mentoring each month	Free

Source: SQW Consulting desk research.

Main types of mentoring schemes

The mentoring programmes that we have focused on relate to business mentoring, particularly those directed at growth companies since this is the target group the two NESTA pilots focus on.

Most of the providers are public sector agencies, often working in partnership with volunteer or private sector organisations. The majority of the programmes used face-to-face mentoring meetings, supplemented by e-mail and telephone contact in between. However, one programme (run by MentorsByNet) operated solely using an online format. In each case mentors, who are experienced business people and entrepreneurs, are assigned to companies to help them develop and grow.

There are some creative industries specific mentoring schemes included in this list – Guiding Lights, which works with film-makers and other film industry professionals, and the Arts Marketing Association's mentoring scheme.

Broad trends in mentoring for businesses

There are large-scale mentoring programmes offered by the public sector throughout the UK. Scotland has recently introduced a national scheme, Business Mentoring Scotland; Northern Ireland has the Business to Business Bridge programme; and each of the English RDAs offers business mentoring, often as part of other packages. We have not identified similar programmes currently running in Wales – Mentor Wales finished in 2006.

Many of the mentoring schemes are targeted at companies that are considered 'high growth potential'. There are different criteria for high growth potential companies (OECD, for example, has stated that firms that achieve annual growth rates in turnover or number of employees of over 20 per cent for three consecutive years should be considered high-growth). Schemes often need to justify the relatively high marginal cost of the intensive mentor support by concentrating on those few companies that are likely to benefit the most (and deliver the highest economic impact).

There are a few programmes that focus on individual sectors (as the two NESTA programmes do), specifically in the creative industries. In addition to the two programmes mentioned above, Cultural Enterprise Office in Scotland runs a peer-mentoring scheme that matches arts and cultural industries professionals, and the IPA runs a mentoring programme for the Advertising Industry, with mentoring provided by retired advertising professionals.

There have been some interesting mentoring programmes introduced recently. For example, in Yorkshire and Humber, the Manufacturing Advisory Service has launched 'Mentoring through the downturn'. This provides 15 days of on-site mentoring for senior managers within the manufacturing sector. The scheme is focussed on the effects of the economic downturn and aims to help companies mitigate and manage their way through this difficult time.

Another mentoring programme, with synergies to NESTA's work on innovation, is provided as part of the 'Set Squared Partnership'. The partnership is between the universities of Bath, Bristol, Southampton and Surrey to help "technology-based ventures move from initial ideas into commercial viability". Mentoring is provided as part of a wider package of support, by experienced business people with strong track records in early-stage technology businesses.

An increasing number of internet platforms are offering a variety of delivery options for mentoring programmes. A particularly interesting e-mentoring approach is Horsesmouth.co.uk. This is an internet platform for mentoring that draws some technologies and conventions of social networking. The platform links mentors and mentees in any field from business and work issues, lifestyle and citizenship matters, health and learning. The site includes business and enterprise mentors and has a link to BIS.[9] Horsesmouth is funded by Edge, the independent, charitable foundation devoted to raising the status of practical and

vocational learning, matched by v, the independent charity that aims to campaign youth volunteering in England. It is available to anyone over 16 and is free to use (registration is required). Mentors provide their services free of charge. It is early days for this approach, but will be an interesting area to monitor.

The E-mentoring programme (South East) has now ended but it did identify a number of useful lessons in relation to the benefits of e-mentoring over other types of mentoring. These relate largely to overcoming the geographical and time constraints which make face-to-face mentoring both time and resource-intensive.

Moreover, as Cardow (1998) found in evaluating a scheme between New Zealand-based businesses and Chinese mentors, email can be an effective mode of communication for international mentoring. Some of the benefits related to cost-effectiveness and language – it was easier for the participants to understand and interpret communication in their written rather than spoken second languages. These might be interesting avenues for NESTA to pursue for future mentoring programmes – particularly if there is an international element involved.

At present, for the NESTA pilots, discussions with mentors and mentees to-date have highlighted the importance of face-to-face communication. This is clearly an element that they would not want the programme to lose.

Benefits

In line with the findings discussed in the previous Part, the schemes are reported to have delivered a mix of benefits for both the individuals and businesses involved. Specific benefits of mentoring that have been identified through evaluations and critiques of the profiled mentoring programmes include a mix of:

- personal benefits – building self-confidence, increasing motivation, skills development, access to new contacts and networks; and

- business benefits – improvements in quality and competitiveness, improvements in business structures, increase in sales turnover and profits, increase in employment.

There is very little quantitative evidence available about the benefits gained by mentees and mentors. Only two of the profiled programmes attempted to calculate the benefits in terms of improvement to business turnover. These are not directly comparable with each other (one reported average improvements of 3.3 per cent whilst the other reported improvements of 25 per cent for the majority of companies) but they do offer two potential benchmarks for the NESTA pilots and at least some evidence of quantified benefits.

Learning points

Matching mentors and mentees
The examples that we looked at used four main methods to match mentors and mentees:

- A business diagnostic that identified companies' individual requirements and matched these to mentor skills and experience.

- Matching based on company traits (e.g. operating in similar sectors, client base).

- Matching based on personality traits (psychometric testing was used for this).

- Freehand matching by the programme manager (no formal criteria).

We could find no conclusive research that shows one method is more effective than another – this does not appear to be covered within the body of literature. The most frequently used approach, at least in the examples we looked at (which does not constitute a statistically balanced sample) was the business diagnostic approach. It has been successfully adopted by a number of the larger mentoring programmes, including the Business Volunteer Mentor Network programme, Mentor Wales and Business Mentors (New Zealand).

However, it is difficult to see how a business diagnostic could match the psycho-social factors that appear to be so important to the success of a mentoring programme. While we recognise the claim made, for example, by E-mentoring (South East) that "appropriate matching is one of ten key success criteria for any mentoring programme", we suspect that matching is more complex than matching the business needs. It will be interesting to see how well the relationships matched through the two NESTA pilots will work out. While the two programmes undertook different approaches for recruiting and matching mentors and mentees, both placed a strong emphasis on getting the matches right.

Length and intensity of mentoring relationship

The programmes that we looked at varied substantially in length. At one extreme, the Business to Business Bridge mentoring programme, running in Northern Ireland, involved in some cases just one meeting between the mentor and mentee. At the other end of the scale, several programmes (Arts Marketing Mentoring Scheme and Mentor Wales) involved longer-term relationships of up to two years – the Northern Ireland programme, in some cases also allowed for up to two years.

Two years was a duration that appeared several times and we would suggest that this could be a suitable rule of thumb. The High Growth Business Coaching report (emda, 2005, p.11) suggests that "some time limit should be put on the availability of subsidised coaching – perhaps three years. If a company was unconvinced of the full commercial value of the support by then it would imply that coaching had not delivered the 'added value' sought."

The E-mentoring programme (South East) concluded in its evaluation, that a mentoring period of at least six months is required to make sufficient progress and impact on the business.

The regularity of contact also varied. Some programmes were quite prescriptive about the regularity and time allocations for the mentoring. In these cases, there was variation from one to two days per month (MIT Venture Mentoring Scheme), 12 days per year (Business Volunteer Mentoring network), to 0.5 days twice a month (Mentor Wales) and bi-monthly meetings (Arts Marketing Mentoring Scheme), to 20 days intensive coaching (East Midlands High Growth Coaching).

There do not appear to be any guidelines or a decisive body of research looking at the most beneficial intensity and timing of mentoring meetings. We found one study, though, that considered this issue and concluded that the intensity and frequency of meetings effected the nature of support provided by the mentor.

Waters and McCabe (2002) looked at individuals taking part in the New Enterprise Incentive Scheme (NEIS), through which they received training followed by mentoring support to help them implement their business plans. The mentors, who were entrepreneurs themselves, worked with the businesses over a 12-month period. The research was carried out eight months into the programme. Mentors and protégés were asked to rate the effects of the mentoring on a range of career-related and psycho-social factors. They were also asked to rate the overall level of success of their businesses and to give an impression of self esteem.

They found that where the mentors met with their protégés less than once per month, the support tended to focus more on psycho-social aspects; career-related topics tending to be introduced with those pairs that had more regular meetings. They found that neither career nor psycho-social support through mentoring led directly to improved profits within the time-frame. However, they did find that the mentoring contributed to an improved rating of the overall success of the business. This would indicate then, for these early-stage businesses, that the mentoring was beneficial to the new entrepreneurs' confidence and self

esteem. The higher the frequency of contact, the greater the effects on the rating of overall success of the business.

Charging for mentoring

Most of the programmes we looked at were free to companies to participate in. There are examples, however, of schemes charging for participation. The main pricing models are: a one-off registration or per hour charges for contact time with mentors. Registrations fees ranged from £125 (Arts Marketing Association Mentoring Scheme) and NZ$100 for the Business Mentors (New Zealand) to £2,000 for High Growth East Midlands Coaching. Mentor Wales charged £250 per day to participating companies for meetings with their mentors. The IPA charges an average of £6,750 per year, which varies according to the number of mentoring meetings arranged. This was the only scheme that we looked at that was close to covering the true costs of running the programme and recompensing the mentors.

Although some of the *Raise the Game* mentees that we have spoken to feel that paying for contact with their mentors would detrimentally change the dynamic of the relationship, we have not identified any evidence relating to whether charging a fee makes any difference to take-up of the programmes.

Logically, if a business was convinced that it would gain sufficient benefit from participating in a mentoring programme, then it should also be prepared to pay to be involved – seeing it as an investment in the development of the company and subject to a standard assessment of the likely return on investment. We believe that, given the level of mentors available through both NESTA pilots, companies may have been prepared to pay a reasonable cost. This has been the case with the high level entrepreneur mentor programme, *The Alchemists*, running in the North East of England. The primary benefit of a programme for mentees relates to the fact that they are able to access such high level and prominent mentors. We expect that they would be able to associate a value to this.

However, whether the participating companies would have been prepared (or able) to pay the true market cost of such high level mentors is another matter. The participating mentors have made their time available either free of charge (*Creative Business Mentor Pilot*) or at a nominal day rate (*Raise the Game*). These mentors are not motivated to take part in the programmes because of financial reward but for other reasons (altruistic/profile/personal interest etc). The programme would struggle to cover the cost of recompensing at their full professional rates.

Part 4: Conclusions and further questions

In this Part, following from our review of the literature and investigation of comparator mentoring programmes, we present conclusions that have relevance to the two NESTA pilots. In some cases, the evidence is reasonably clear but in others, there is room for interpretation and further investigation. One of the overall conclusions has to relate to the importance of the current pilots as a test-bed for some questions that are not firmly addressed within the body of literature on mentoring. Rather than presenting recommendations at this stage, we have concluded this report with a set of questions that should be investigated further as the pilots (and evaluation of the pilots) progress.

Conclusions

The main conclusions include:

- Mentoring programmes are particularly relevant and appropriate as sources of support for entrepreneurs. The experience of having a well-respected expert working directly with the business, helping tackle both business and personal issues is invaluable.

- Although still early, mentoring may prove to be particularly suited to the creative industries, given the general preference for experiential approaches to learning amongst many creative practitioners and businesses.

- The industries involved in the NESTA programmes exist within a culture that lends itself to the creation of a sustainable network of experts who are willing to 'put something back' into the system in the form of mentoring.

- One of the crucial elements of the pilots will be their ability to balance a formality of approach (in terms of direction and focus) with the informality geared towards flexibility, openness and generosity.

- The literature and review of best practice suggests that mentoring relationships should be between six months and two years. Meetings on a monthly basis appear to be typical, appropriate and practical to arrange.

- Matching the mentors and mentees is another crucial factor – matching competencies, personal aspects and learning styles work best. Effective matching can involve complex considerations and most likely there will always be some mis-matches, however carefully the matches are made. Therefore a 'divorce option' should be written into the mentor agreements.

- Mentors and mentees benefit from a level of training and familiarisation prior to the mentoring relationship starting. It is important that both partners are able to frame the relationship, understand and agree expectations and recognise the best way forward.

Further questions

This report has involved an extensive literature review and investigation of many previous mentoring programmes; nevertheless there are many unanswered questions. We expect that the experience and evidence gained through the two NESTA pilots will be invaluable in helping to address some of these outstanding issues. The questions that have arisen, informed by this report specifically for the participants, include the following:

• How have the matches worked and what have been the critical success factors for the relationships between mentors and mentees?

• What have been the major pitfalls in relation to any of the less successful mentoring partnerships and how could these have been mitigated, or better managed?

• How well have the timings for the mentoring meetings worked? Were the meetings too frequent, or not sufficiently frequent? Was the 12-month period sufficient/too long/too short?

• How important was the level of sector speciality? Were the mentors willing to share experience of their sectors? Were there areas where competitive issues (or conflicts of interest) arose? What were the limits of the mentors' ability (if any) to help newer (and possibly more forward-looking) businesses?

• Were the mentors and mentees sufficiently well trained, briefed and prepared in order to get the most out of the relationships? Were there any areas where they would have liked to have been better prepared?

• What were the main benefits to the mentees from the mentoring programmes? What have they done differently as a result of the programmes and how does that translate to external impacts (in particular economic measures)?

• What were the benefits to the mentors of taking part in the programme? Would they be willing to continue as mentors, or to continue relationships with their mentees in a different form (e.g. as non-executive directors)?

• Would the mentees be willing to pay for future or continued mentoring? What would be a suitable pricing structure for mentoring, or is this not an appropriate/necessary approach?

• Would mentors prefer to be paid for their involvement? How would this change the mentoring programme's dynamics, operation and sustainability?

These questions will be investigated further during the evaluation of the NESTA mentoring pilots and will be reported in due course.

Appendix A: References

Anifos M.G. (2002) 'Problematic Futures? Challenging negative self-fulfilling prophecies through mentoring.' Australian Association for Research in Education. Presented for the 2002 National Conference of Australian Association for Research in Education: Problematic Futures – Educational Research in an era of… uncertainty.

Anon (2000) 'Enterprise.' Scottish Parliament Official Report, Written Answers, Vol.4, No.5, 27 January 2000, p.175-177. Edinburgh: Scottish Parliament.

Anon (2004) Sharing experience mentoring programme. 'Networker.' No. 29, September 2004.

Barrera Associates Inc. (2003) 'Mentoring in the Business Environment.' Washington, DC: National Women's Business Council.

Barton Cunningham, J. (1993) Facilitating a Mentorship Programme. 'Leadership and Organization Development Journal.' Vol.14, No.4, pp.15-20.

Blake-Beard, S.D. (2001) Taking a hard look at formal mentoring programs. 'Journal of Management Development.' Vol.20, No.4, pp.331-345.

Bright, M.I. (2007) Can Japanese mentoring enhance understanding of Western mentoring? 'Employee Relations.' Vol.27., No.4, pp.325-339.

Brooks, T. (2006) 'Cultural Leadership Programme Coaching and Mentoring Report.' London: Arts Council England.

Cardow, A. (1998) 'Mentoring at light speed, Mentoring and Tutoring: Partnership in learning.' London: Routledge. pp.32-38.

Carey, C. and Naudin, A. (2006) Enterprise curriculum for creative industries students: An exploration of current attitudes and issues. 'Education and Training.' Vol.48, No.7, pp.518-531.

Clutterbuck, D. (1999) 'Mentoring in Business: Executives and Directors, Mentoring and Tutoring: Partnership in Learning.' London: Routledge. pp.76-84.

Coleman, S., Francis, J., Hodgson, C. and Stewardson, D. (year unknown) 'Demonstration of a Regional Group Mentoring Programme developed to help Smaller Manufacturers implement Performance Measurement, Manufacturing Information Systems – Proceedings of the Fourth SME International Conference.'

Collins, L.A, Smith, A.J. and Hannon,. P.D. (2008) Applying a Synergistic Learning Approach in Entrepreneurship Education. 'Management Learning.' Vol.37, No.3, pp.335-354.

Crankshaw, P. (2005) 'Blue Catalyst.' South Africa, LEDIS Overseas.

Cull, J. (2006) Mentoring Young Entrepreneurs: What leads to success? 'International Journal of Evidence Based Coaching and Mentoring.' Vol.4, No.2, Autumn 2006, p.8.

Davies, A.M. and Taylor, J. (2004) 'Entrepreneurial mentoring: a key to business success.' London: New Economics Foundation.

De Faoite, D. et al. (2004) Entrepreneurs' attitudes to training and support initiatives: evidence from Ireland and the Netherlands. 'Journal of Small Business and Enterprise Development.' Vol.11, No.4, 2004, pp.440-448.

De Faoite, D., Henry, C., Johnston, K. and Van der Sijde, P. (2003) Education and Training for entrepreneurs: a consideration of initiatives in Ireland and The Netherlands. 'Education and Training.' Vol.45, No.8/9, pp.430-438.

Deakins, D., Sullivan, R. and Whittam, G. (2000) Developing business start-up support programmes: evidence from Scotland. 'Local Economy.' Vol.15, No.2, July 2000, pp.159-167.

Dent, K. (2007) 'Shell LiveWIRE.' LEDIS Initiatives A879. London: LEDIS.

Devins, D. and Gold, J. (2000) "Cracking the tough nuts": mentoring and coaching the managers of small firms. 'Career Development International.' 5/4/5, pp.250-255.

Devins, D., Gold, J., Johnson, S. and Holden, R. (2005) A conceptual model of management learning in micro businesses. 'Education and Training.' Vol.47., No.8/9, pp.540-551.

Dobson, B. (2004) Advice, training and mentoring for entrepreneurs. 'Agenda.' No. 64, Feb 2004, pp.19-23.

East Midlands Development Agency (2005) 'High growth business coaching.' Nottingham: emda.

Ehrich, L.C. and Billett, S. (2004) Learning new practices in small business: engagement and localised support. 'Education and Training.' Vol.46, No.8/9, pp.501-509.

Ehrich, L.C., Hansford, B. and Tennent, L. (2005) 'Closing the divide: theory and practice in mentoring.' Paper for the ANZAM 2001 Conference, Closing the Divide.

Fee, K. (2002) Scottish Blend (creation of an e-learning programme to assist growing companies). 'E-learning Age.' Sept. 2002, pp.25-27.

Feeney, M.K. and Bozeman, B. (2008) Mentoring and Network Ties. 'Human Relations.' Vol.61, No.12, pp.1651-1675.

Garvey, B. and Aldred, G. (2000) Developing Mentors. 'Career Development International.' 5/4/5, pp.216-222.

Garvey, B. and Garrett-Harris, R. (2008) 'The Benefits of Mentoring: A literature review for East Mentor's Forum.' Sheffield: Sheffield Hallam University.

Gold, J., Devins, D. and Johnson, A. (2003) What is the value of mentoring in a small business? Using narrative evaluation to find out. 'British Journal of Guidance and Counselling.' Vol.31, No.1, pp51-62.

Hansford, B.C., Tennent, L. and Ehrich, L.C. (2002) Business Mentoring: Help or Hindrance? 'Mentoring and Tutoring.' 10 (2), pp.101-115.

Harbottle, D. (2005) 'The Service Corps of Retired Executives (SCORE), US. LEDIS Overseas E293. London: LEDIS.

Hayman, A. (2008) Keeping it simple is a tricky business (business support reforms). 'Regeneration and Renewal.' 6 June 2008.

Honey, P. and Mumford, A. (1992) 'Manual of Learning Styles.' 3rd edition. Maidenhead: Peter Honey.

Institute for Knowledge Management, 'Dissolving the relationship.' Available at: http://www.ikt.org.uk/Mentoring/dissolving.aspx

Jones, P., Comfort, D., Eastwood, I. and Hillier, D. (2004) Creative Industries: Economic Contributions, Management Challenges and Support Initiatives. 'Management Research News.' Vol.27, No.11/12, pp.134-145.

Kent, T., Dennis, C. and Tanton, S. (2003) An evaluation of mentoring for SME retailers. 'International Journal of Retail and Distribution Management.' Vol.31, No.8, pp.440-448.

Landstrom, H. (1990) Co-operation between venture capital companies and small firms. 'Entrepreneurship and Regional Development.' pp.345-362. London: Routledge.

LEED Unit (2006) 'Mentoring for Business in Wales: Learning from Good Practice.' Cardiff: Cardiff Business School for Welsh Assembly Government.

McGregor, J. and Tweed, D. (year unknown) Profiling a new generation of female small business owners in New Zealand: networking, mentoring and growth. 'Gender, Work and Organization.' Vol.9, No.4, pp.420-438.

Meager, N., Bates, P. and Cowling, M. (2001) 'Long-term Evaluation of Self-Employment Assistance.' Provided by the Prince's Trust – Research Brief. London: Department for Education and Skills

Megginson, D., Garrett-Harris, R. and Stokes, P. (2003) 'Business Link for London e-mentoring scheme conducted by Prevista.biz: Evaluation report.' London: Prevista.

Morrison, A. (2003) SME management and leadership development: market reorientation. 'Journal of Management Development.' Vol.22, No.9, pp.796-808.

Mumford, A. (1995) Learning and mentoring. 'Industrial and Commercial Training.' Vol.27, No.8, pp.4-7.

Mumford, A. and Nash, B. et al. (1999) Mentoring for advantage. 'Agenda.' No. 87, December 1999, pp.5-9.

National Unit for Women's Enterprise (2005) 'Sharpening the Focus on Women's Enterprise in Scotland.' Glasgow: Scottish Enterprise.

NESTA (2005) 'Creating value: How the UK can invest in new creative businesses.' London: NESTA.

Ngwainmbi, E.K. (2005) The Black Media Entrepreneur and Economic Implications for the 21st Century. 'Journal of Black Studies.' Vol.36, No.1, pp.3-33.

O'Connor, S. and Laidlaw, K. (2006) 'Mentoring for Business in Wales: Learning from Good Practice.' Cardiff: Welsh Assembly Government.

O'Dwyer, M. and Ryan, E. (2000) Management development issues for owners/managers of micro-enterprises. 'Journal of European Industrial Training.' Vol.24, No.6, pp.345-353.

Ohland, M.W., Frillman, S.A., Zhang, G. and Miller, T.K. (2004) 'NC State's Engineering Entrepreneurs Program in the Context of US Entrepreneurship Programs.' Education that works: The NCIIA 8th Annual Meeting, March 18-29, 2004, pp.155-164.

Ozgen, E. and Sanderson, S. (2006) Do Men and Women Entrepreneurs differ in their Reliance on Sources of Information in Opportunity Recognition in Technical Fields? 'Academy of Entrepreneurship Journal.' Vol.12, No.2, pp.47-65.

Peel, D. (2004) Coaching and Mentoring in Small to Medium Sized Enterprises in the UK – factors that affect success and a possible solution. 'International Journal of Evidence Based Coaching and Mentoring.' Vol.2, No.1, pp.46-56.

Perren, L. (2002) 'E-mentoring of Entrepreneurs and SME Managers: A Review of Academic Literature.' London: Small Business Service/DTI.

Perren, L. and Grant, P. (2001) 'Management & Leadership in UK SMEs.' London: The Council for Excellence in Management and Leadership.

Perry, M. (2006) 'Business Mentors New Zealand.' LEDIS Overseas E313. London: LEDIS.

Pittaway, L. and Cope, J. (2007) Entrepreneurship Education: A Systematic Review of the Evidence. 'International Small Business Journal.' Vol.25, No.5, pp.479-510.

Pitts, G. (2008) Life as an Entrepreneur: Leadership and Learning. 'Development and Learning in Organizations.' Vol.22, No.3, pp.16-17.

Planning Exchange (2001) 'Rotorua Women's Support Network, New Zealand.' LEDIS Overseas. London: LEDIS.

Rae, D. (2004) Entrepreneurial learning: a practical model from the creative industries. 'Education and Training.' Vol.46, No.8/9, pp.492-500.

Raffo, C., Lovatt, A., Banks, M. and O'Connor, J. (2000) Teaching and learning entrepreneurship for micro and small businesses in the cultural industries sector. 'Education and Training.' Vol.42, No.6, pp.356-365.

Rosenfield, S. (2004) 'Crafting a New Rural Development Strategy.' Conference on Knowledge Clusters and Entrepreneurship. Minneapolis, Minnesota.

Rouse, J. and Boles, K. (2004) 'The big NES survey 2004: an evaluation of the experiences of new entrepreneur scholars.' Manchester: Manchester Metropolitan University.

Saulnier, M. and Rosson, P. (year unknown) 'Walk Don't Run: E-Business Readiness in Canadian SMEs.' Halifax: Dalhousie University.

Saxenian, A-L. (2002) Silicon Valley's New Immigrant High-Growth Entrepreneurs. 'Economic Development Quarterly.' Vol.16, No.1, pp.20-31.

Scottish Chambers of Commerce and Scottish Enterprise (year unknown) 'Business Mentoring Scotland.' Promotional Leaflet. Glasgow: Scottish Chambers of Commerce/Scottish Enterprise.

Scottish Enterprise (2004) 'Tourism Innovation in Action – Winning Ideas.' Tourism Innovation in Action, No.2. Glasgow: Scottish Enterprise.

Sisk, D.A. (year unknown) 'Creative Leadership: A Study of Middle Managers, Senior Level Managers and CEOs.'

SQW (2008) 'Starter for Six 2007/8 An evaluation for NESTA.' London: NESTA.

Stern, S. (2002) Someone to Talk to (mentoring). 'Management Today.' July 2002, pp.56-57,59.

Stokes, P., Garrett-Harris, R. and Hunt, K. (2003) 'An evaluation of Electronic Mentoring (E-mentoring).' Conference Proceedings, November 2003, Cambridge.

Stott, M. (2000) 'Oxfordshire BiotechNet.' LEDIS Initiatives A683. London: LEDIS.

Sullivan, R. (2000) Entrepreneurial learning and mentoring. 'International Journal of Entrepreneurial Behaviour and Research.' Vol.6, No.3, pp.160-175.

Taylor, M.L., Coates, T., Strom, R., Renz, D. and Holman, R. (2008) The Entrepreneur's Evolution to Philanthropist: Insights From the Experience of Ewing Marion Kauffman. 'Journal of Leadership and Organizational Studies.' Vol.15, No.1, pp.79-95.

Waters, L., McCabe, M., Kiellerup, D. and Kieellerup, S. (2002) The Role of Formal Mentoring on Business Success and Self-Esteem in Participants of a New Business Start-Up Program. 'Journal of Business and Psychology.' Vol.17, No.1, pp.107-121.

Weber, R. and Schnell, S. (2003) Contracting In: How a Business Intermediary Sought to Create Supplier Networks and Jobs in the Inner City. 'Economic Development Quarterly.' Vol.17, No.2, pp.148-164.

Welsh Assembly Government (2008) 'Entrepreneur Action High Growth Services – Way Forward.' Cardiff: Welsh Assembly Government.

Welsh Assembly Government (2008) 'Future direction of Welsh Assembly Government support for entrepreneurship in Further and Higher Education.' Cardiff: Welsh Assembly Government.

Wikholm, J., Henningson, T. and Hultman, C.M. (2004) 'Demand of Mentoring Among New Starters.' ICSB 50th World Conference, Washington, DC.

Wing Yan Man, T. (2006) Exploring the behavioural patterns of entrepreneurial learning. 'Education and Training.' Vol.48, No.5, pp.309-321.

Zhang, J. (2007) Access to Venture Capital and the Performance of Venture-Backed Start-Ups in Silicon Valley. 'Economic Development Quarterly.' Vol.21, No.2, pp.124-147.

Appendix B: Mentoring programme profiles

Table 5: Business Volunteer Mentor (BVM) network

Programme name	Business Volunteer Mentor (BVM) network
Partners	National Federation of Enterprise Agencies (NFEA) and delivered by Enterprise Agencies locally
Funders	Phoenix Fund, through the Small Business Service
Geography covered	England
Time period	1999 – 2006
Description	A national programme with 35 sub-contracts in place for delivery of the scheme. The sub-contracts offered flexibility to respond to local priorities in terms of sectors or areas of the community supported. Schemes ranged from a pan-regional scheme (in the East of England region) to one that offers purely online mentoring with no geographical boundaries (Shell LiveWIRE). All the subcontracts follow the same basic process: Induction where the mentors are inducted into the host institute; Training needs assessment, provision of personal training plans and training provided; Assessment in which qualified assessors assess the mentors; CPD and Networking.
Aims/objectives	To deliver a national mentoring service aimed at supporting new and emerging small businesses "to the point of stability"
Target group/ qualification criteria	Pre-start up and start-up businesses
Number of mentees	33,000 across the whole programme
Types of mentor	Experienced business owners
Number of mentors	2,300
Was training provided to mentors?	Mentors received induction and basic mentoring training. They were also assessed based on the standards developed by the Small Firms Enterprise Development Initiative (SFEDI)
How were mentors and mentees matched?	Matching was based on a diagnostic that identified 'mentee' companies' perceived needs.
Regularity/type of meetings	Each mentor was asked to contribute 12 days per year. The regularity and type of meeting within the year varied depending on individual relationships.
Cost to companies	Free
Benefits identified	The approach proved successful in delivering an effective client experience, helping businesses towards the "point of stability". The national programme also added value in terms of branding, PR and mentor development.
Any other points to note	

Source: Entrepreneurial mentoring (Davies, A.M and Taylor, J, 2004), Mentoring for Business in Wales report (LEED, 2006), available at: http://www.crc-wmc.org.uk/downloads/what_we_say/external_research/mentoring_for_business_in_wales/Supply.pdf Telephone discussion with Helen Lazarus (NFEA)

Table 6: Guiding Lights

Programme name	Guiding Lights
Partners	Lighthouse Arts and Training
Funders	Skillset, Optimum Releasing, Arts and Business South East and Lighthouse
Geography covered	UK
Time period	Ongoing. The pilot programme was completed in 2007 and the full programme began in 2008.
Description	A mentoring programme designed to support emerging UK-based film industry companies. It is part of 'A Bigger Future', the UK film skills strategy.
Aims/objectives	To help improve diversity within the UK film industry by addressing the issues of access, which individuals often face when establishing or progressing their careers.
Target group/ qualification criteria	UK-based companies operating in the film industry. This includes: directors, producers, screenwriters, cinematographers, talent agents and professionals working in sales, distribution, exhibition, marketing, publicity and business affairs. Applicants must have at least two years professional experience in the industry, demonstrate clear potential for success and show additionality.
Number of mentees	25 per annum
Types of mentor	Well-established filmmakers and industry professionals
Number of mentors	25 per annum
Was training provided to mentors?	Unknown
How were mentors and mentees matched?	Successful applicants are matched to the mentors by Guiding Lights.
Regularity/type of meetings	The programme lasts one year. On average, mentors and mentees meet once a month.
Cost to companies	Free. Participants also receive financial assistance towards pre-agreed travel, subsistence and childcare costs.
Benefits identified	The programme helps to identify and support emerging UK-based talent.
Any other points to note	Additional industry training and networking events also take place during the programme.

Source: Morris Hargreaves McIntyre (2008) 'Mentor Sought? Scoping of sector mentoring for Northwest Vision and Media.' Available from the Guiding Lights website – http://www.guiding-lights.org.uk/

Table 7: Mentor Wales

Programme name	Mentor Wales
Partners	Welsh Development Agency, TECs, Finance Wales.
Funders	Welsh Assembly Government's Department of Enterprise, Innovation and Networks (DEIN), formerly WDA.
Geography covered	Wales
Time period	1998 – 2006
Description	One of the main mentoring programmes to businesses in Wales. It provided a combination of mentoring and business support
Aims/objectives	To support businesses with growth potential.
Target group/ qualification criteria	Companies with growth potential
Number of mentees	124 per year
Types of mentor	People with senior management experience in the private sector
Number of mentors	27 active mentors (in 2006)
Was training provided to mentors?	Training on the mentoring process was provided.
How were mentors and mentees matched?	Based on a diagnostic review. Matching was carried out by the project manager.
Regularity/type of meetings	The programme lasts for two years. Mentors and mentees tend to meet for 0.5 days twice a month.
Cost to companies	£250 per day
Benefits identified	
Any other points to note	

Source: LEED Unit, Cardiff Business School (2006) 'Mentoring for Business in Wales: Learning from Good Practice Final Report.' Available at: http://www.crc-wmc.org.uk/downloads/what_we_say/external_research/mentoring_for_business_in_wales/Supply.pdf; Davies, A.M. and Taylor, J. (2004) 'Entrepreneurial mentoring.'; Intelligence and Marketing Insight (2007) 'Mentoring Insight Report.' Available at: http://wales.gov.uk/docrepos/40371/403823/617504/1833033/nlsa-insight-21499-mentorin1.doc?lang=en

Table 8: Northern Ireland's Business to Business Bridge mentoring programme

Programme name	Northern Ireland's Business to Business Bridge mentoring programme
Partners	Business in the Community
Funders	Invest Nothern Ireland
Geography covered	Northern Ireland
Time period	Ongoing. The pilot programme operated in 1990.
Description	The programme enables large, well-established firms to invest a variety of non-financial resources including mentoring to help SMEs through periods of growth.
Aims/objectives	To build links between large and small companies in order to promote growth.
Target group/ qualification criteria	SMEs with 10-100 employees
Number of mentees	Over 1,000
Types of mentor	Senior staff from large firms
Number of mentors	Unknown
Was training provided to mentors?	Unknown
How were mentors and mentees matched?	Matching is carried out by the programme manager (sometimes this is based on a sectoral approach, but not always)
Regularity/type of meetings	Depends on needs. Involvement can vary from one meeting up to two years of support.
Cost to companies	Companies are asked to contribute to the cost of marketing (amount unspecified)

Benefits identified	Over 1,000 mentoring relationships have been established. Average increase in sales turnover of 3.3 per cent. Average increase in after-tax profits of 17.9 per cent Average increase in employment of 6.1 per cent. Other benefits reported by the large companies include:
	• It helps to create a more vibrant local economy.
	• Provides opportunities for staff management development.
	• Improves the performance of existing suppliers/customers.
	• Involves business more widely in the community.
	• Provides good public relations opportunities.
	• Other benefits reported by the small companies include:
	  • Business growth.
	  • Problem solving.
	  • Increased profitability.
	  • Improvement in quality and competitiveness.
	  • Access to business networks.

Any other points to note	

Source: Business in the community website (www.bitc.org.uk); Davies, A.M. and Taylor, J. (2004) 'Entrepreneurial mentoring.' LEED Unit, Cardiff Business School (2006) 'Mentoring for Business in Wales: Learning from Good Practice Final Report.' Available at: http://www.crc-wmc.org.uk/downloads/what_we_say/external_research/mentoring_for_business_in_wales/Supply.pdf

Table 9: Business Mentors (New Zealand)

Programme name	Business Mentors (New Zealand)
Partners	Business in the Community NZ
Funders	70 per cent private funding and 30 per cent NZ Government
Geography covered	New Zealand
Time period	Ongoing. Established in 1991.
Description	A volunteer business mentoring service
Aims/objectives	To help SMEs to prosper and grow in order to generate wealth and employment opportunities
Target group/ qualification criteria	SME business owners who have been trading for at least six months, who rely primarily on the business for their income and who employ fewer than 25 staff.
Number of mentees	Over 50,000 since the programme began.
Types of mentor	Experienced senior level business people from small or large business backgrounds
Number of mentors	1,500 active in 2009
Was training provided to mentors?	A professional development programme is offered to mentors. This involves them attending three free half-day seminars over 12 months.
How were mentors and mentees matched?	Based on mentee's individual requirements
Regularity/type of meetings	Depends on the needs of individual companies
Cost to companies	Registration fee of NZ$100
Benefits identified	Benefits for mentors: • "Enjoy the satisfaction of helping small business to grow, contributing more to the New Zealand economy." • "Hone your existing skills and develop new skills and knowledge in a variety of real situations." • "Widen your networks of business contacts through meeting new clients and your interactions with other mentors in the service."
Any other points to note	

Source: Perry, M (2006) 'Business Mentors (New Zealand).' Available at: www.businessmentor.org.nz; 'Mentoring for Business in Wales report.' (LEED, 2006). Available at: http://www.crc-wmc.org.uk/downloads/what_we_say/external_research/mentoring_for_business_in_wales/Supply.pdf

Table 10: High Growth East Midlands Coaching

Programme name	High Growth East Midlands Coaching
Partners	Pera, Momenta, Nottingham University Business School and the Centre for Business Excellence in coaching and consulting
Funders	emda, ERDF
Geography covered	East Midlands
Time period	Pilot ran in 2006. Current programme is running for three years from 2008 – 2010.
Description	Coaching is provided to senior management of SMEs as part of emda's 12-month High Growth programme
Aims/objectives	"To increase profits, enhance competitiveness, raise business profiles and create the conditions for long-term success."
Target group/ qualification criteria	Senior management in high-growth SMEs. Companies must have had turnover of between £1m and £20m last year and an average growth rate of 30 per cent in financial turnover over the two years prior to the application.
Number of mentees	20 mentees were involved with the pilot project in 2006. Following this, a three-year programme was launched in 2008 which aims to support 165 mentees across the High Growth and Growth Readiness programmes
Types of mentor	All coaches have personal high-growth experience (e.g. as a director or owner of a high-growth company)
Number of mentors	Unknown
Was training provided to mentors?	Coaches are offered the opportunity to participate in a learning and development programme offered by CfeX (The Centre for Excellence in Business Coaching and Consulting).
How were mentors and mentees matched?	Coaches are matched to businesses based on relevant skills, trade experience and personality profile (this is done using psychometric testing)
Regularity/type of meetings	20 days intensive coaching (companies also attend a three-day residential masterclass for Managing Directors and Chief Executives which has been designed by the Nottingham Business School)
Cost to companies	£2,000
Benefits identified	The pilot project produced the following results: • "The majority of companies that participated in this benefited from a 25 per cent increase in turnover and a total of 387 jobs were created."
Any other points to note	The Centre for Excellence in Business Coaching and Consulting (CfeX) has been set up to complement this programme. In addition participants are offered access to a range of networking opportunities, including: bi-monthly networking events, international learning journeys and an annual awards event promoting East Midlands businesses to a wider audience.

Source: See www.hgeastmidlands.com/growth-coach-2; also http://www.emda.org.uk/news/newsreturn.asp?fileno=3420; also http://www.pera.com/default.asp?id=623; also http://hgeastmidlands.com/news-release

Table 11: Business Champions Scheme

Programme name	Business Champions Scheme
Partners	East Midlands Development Agency (emda)
Funders	East Midlands Development Agency (emda)
Geography covered	East Midlands
Time period	Ongoing. Established in 2006.
Description	A 'bank' of business champions, consisting of both mentees and mentors, is maintained and used to match mentees with mentors. Entrepreneurs are able to switch roles depending on their needs or what they can offer.
Aims/objectives	Business Champions aim to: • "give direction to enterprises by identifying a need and helping them to progress through sound business expertise; • inspire students through workshops or master classes; • and offer strategic direction through forums and board positions; • Fly the flag for the East Midlands as regional ambassadors."
Target group/ qualification criteria	Any organisation operating within the East Midlands. This includes public sector bodies, social enterprises, schools/colleges, universities, sports clubs, charities and commercial businesses.
Number of mentees	More than 399 since 2007
Types of mentor	Independent, high calibre volunteers from the business community
Number of mentors	500
Was training provided to mentors?	Mentors receive a tailor made development programme which includes a mixture of courses such as Vision and Strategy, Innovation process and culture, Facilitation, Coaching and Mentoring skills.
How were mentors and mentees matched?	Mentees are matched to mentors in a 'bank' of mentors, based on organisational needs.
Regularity/type of meetings	Varies, based on organisational need
Cost to companies	Free

Benefits identified	Benefits for mentors:
	• An opportunity to make a difference.
	• Develop new skills.
	• To work in new areas.
	• Access to training.
	• Networking opportunities.
	• Benefits for mentees:
	  • Development of new skills, particularly management skills.
	  • Improving business structures.
	  • Provision of a sounding board for ideas.
	  • Helping charities to reduce their dependency on grant funding.
	  • Strategic influence.

Any other points to note	

Source: Davies, A.M. and Taylor, J. (2004) 'Entrepreneurial mentoring.' Available at: www.businesschampions.org.uk; http://www.emda.org.uk/news/newsreturn.asp?fileno=2996

Table 12: E-mentoring programme (South East)

Programme name	High Growth East Midlands Coaching
Partners	MentorsByNet
Funders	SEEDA, Small Business Service (South East), Business Link London
Geography covered	South East of England
Time period	This programme is now finished. The pilot ran in 2003 and the full programme was rolled out in October 2003. The end date of programme is unknown but was after 2005.
Description	A programme of mentoring delivered through electronic communication (including e-mail, telephone and instant relay chat)
Aims/objectives	Aims to develop and grow the skill, knowledge and confidence of SME owner/managers to help them succeed.
Target group/ qualification criteria	SMEs in the South East of England
Number of mentees	325 (at the time of the evaluation in 2005)
Types of mentor	78 per cent of mentors were owners of SMEs. The remaining 22 per cent were a mix of retired owners and active managers in larger organisations.
Number of mentors	192 (at the time of the evaluation in 2005)
Was training provided to mentors?	Mentors and mentees receive online training in seven core competencies (unspecified) that the programme developers identified as being needed in the mentoring relationship.
How were mentors and mentees matched?	Mentors and mentees are matched using a skills matrix and identified development needs
Regularity/type of meetings	Mentors and mentees met over a six-month time period. The regularity of meetings varied depending on individual company needs.
Cost to companies	Free
Benefits identified	• "Over 90 per cent of respondents felt that the programme was beneficial and stated that they would recommend it to colleagues. In broad terms, the benefits gained conformed to what the mentees had expected in terms of being able to bounce ideas off a neutral party." • 83 per cent of mentees felt that they had met their individual business objectives by the end of the programme. • Specific benefits of e-mentoring over other types of mentoring were identified as: 　• "allows for the propagation of mentoring in the small business sector, which is widely seen as effective, as valuable sources of on-going management development 　• It appears that the absence of visual cues remove some potential barriers e.g. gender or status and permits concentration on key issues 　• E-mentoring allows for remote meetings that are time and space independent 　• There appears to be no loss of relationship between communications 　• Asynchronous communication encourages reflection, allowing mentee and mentor to record, focus on, and to return to issues and to spend more time on them 　• E-mail based mentoring appears to be good for communication of information, ideas and developing an analytical and questioning approach 　• Mentor and mentee able to communicate whenever is convenient 　• E-mentoring may suit those for whom face-to-face meetings produce anxiety."

Any other points to note

The programme was designed around five principles of e-mentoring:

- Marketing process.
- Matching process.
- Managed relationship process.
- Merging skills and knowledge transfer process.
- Measuring the outcomes.

The following key success factors were identified for running e-mentoring programmes for SMEs:

1. The importance of appropriate matching
2. The degree of desire that participants have to be involved in such a scheme in the first place
3. Establishing programme goals at the outset – mentee lead
4. Programme duration of at least six months
5. Pre-programme training which helps participants to manage their expectations
6. Setting a communication plan at the outset of the programme and regular contact between mentoring partners
7. Supplementing email-based communication with other modes of communications
8. Assisting mentees to sustain motivation – e.g. frequent facilitator's messages of prompts and encouragement
9. Participant commitment to programme and making the effort to give some priority to the relationship
10. Establishing a good mentoring relationship (e.g. rapport and trust)

Table 13: AMA mentoring scheme

Programme name	AMA mentoring scheme
Partners	Arts Marketing Association
Funders	Arts Marketing Association
Geography covered	UK
Time period	Ongoing. Start date unknown.
Description	A mentoring scheme to support arts professionals working at any level within any art form.
Aims/objectives	"To support professional development in a sector that has limited formal development opportunities."
Target group/ qualification criteria	AMA members of all levels and experience. Applicants must continue their AMA membership for the duration of the mentoring relationship.
Number of mentees	Unknown
Types of mentor	Individuals with at least five years experience in arts marketing (although AMA aims to pair mentees with mentors who have 5-15 years more professional experience than them).
Number of mentors	Unknown
Was training provided to mentors?	All mentors and mentees attend a training day at the start. Ongoing support and advice from the AMA team are also provided.
How were mentors and mentees matched?	Mentors and mentees are matched by AMA. This is done following telephone conversations with the mentees to determine their development objectives. There is also a 'no fault' divorce clause and an opportunity for re-matching if the relationship does not work.
Regularity/type of meetings	Mentoring relationships last up to two years. Mentors and mentees usually meet once every two months.
Cost to companies	£125 to attend the training day and cover matching administration costs.
Benefits identified	"Ongoing evaluation of the scheme has identified that mentoring contributes to the professional development of both parties. Having a mentor builds self-confidence, increases motivation and helps to develop skills as an art marketer. Some mentors are also a source of useful contacts and provide mentees with advice and help in career progression... Mentors have reported on how much the skills they use and practice with their mentees have improved their relationship with colleagues and positively affected their management style."
Any other points to note	The programme was designed with Clutterbuck Associates, and seeks to follow mentoring best-practice guidelines.

Source: Morris Hargreaves McIntyre (2008) 'Mentor Sought? Scoping of sector mentoring for Northwest Vision and Media.' Available at: http://www.a-m-a.org.uk/mentoring.asp

Table 14: MIT Venture Mentoring Service

Programme name	MIT Venture Mentoring Service
Partners	
Funders	Massachusetts Institute of Technology (MIT)
Geography covered	New England, USA
Time period	Ongoing. Started in 2000.
Description	A mentoring scheme that "supports innovation and entrepreneurial activity by matching prospective entrepreneurs with volunteer mentors who can boost the probability of a start-up business's success."
Aims/objectives	To boost the probability of a start-up business's success and enhance MIT's reputation for innovation and entrepreneurship.
Target group/ qualification criteria	All MIT students, alumni, faculty and staff who are connected to a young company as a founder, principal or executive.
Number of mentees	Unknown
Types of mentor	Successful individuals from the corporate, entrepreneurial and academic communities. "They are recruited for their expertise in business formation and funding, strategic planning, management and technical fields, and for their skills as advisor."
Number of mentors	Unknown
Was training provided to mentors?	Unknown
How were mentors and mentees matched?	Mentees are matched to mentors based on their application form.
Regularity/type of meetings	Ongoing relationship. A minimum commitment of 1-2 days of mentoring each month.
Cost to companies	Free
Benefits identified	"Evaluation of the schemes has demonstrated that active support of entrepreneurial activities improves the education of MIT students and alumni, strengthens MIT's role as a world leader in innovation and broadens MIT's base of potential financial support."
Any other points to note	

Source: Morris Hargreaves McIntyre (2008) Mentor Sought? Scoping of sector mentoring for Northwest Vision and Media; http://web.mit.edu/vms

Appendix C: Other mentoring programmes

Mentoring programme	Organiser/Funder	Description
ALMI Business Partners mentoring programme	ALMI Business Partners	The mentoring programme can last up to one year and consists of an initial training session and a kick-off meeting, followed by monthly meetings between mentors and mentees. Mentees also have the chance to attend lectures and networking opportunities through the programme
BANCO Rioja Business Angels Network Coaching and Mentoring	BANCO Rioja Business Angels Network	Mentors assist firms to become investor ready
BizFizz	New Economics Foundation and The Civic Trust	The programme provides free professional advice to entrepreneurs. It combines a BizFizz Coach, who offers tailored one-to-one support, with a local panel of mentors (e.g. community activists, community leaders, business people etc.) who provide local know-how and expertise.
BizGrowthEast	EEDA	Once businesses have completed a business diagnostic, companies with growth ambition are assigned a one-to-one advisor, investment readiness coaching and informal panel reviews of investors
Blue Catalyst – Catalyst Mentors	Provincial government	The programme provides entrepreneurs with access to a virtual network of skilled professionals
BTU – Fruhphase (BTU Early phase)	German Federal Ministry for Economics and Work	Mentors help companies through the early stages by providing experience and networking support
Business Champions Scheme	East Midlands Development Agency (emda)	A 'bank' of Business Champions, consisting of both mentors and mentees, is maintained and used to match mentees with mentors. Entrepreneurs are able to switch roles depending on their needs or what they can offer
Business LINC	Small Business Administration and US Treasury	This is an online database which enables small businesses to be linked into larger companies that can offer advice and mentoring as well as technical knowledge.
Business Link for London/Prevista e-mentoring pilot programme	Prevista, Up and running SRB programme, Business Link for London (BL4L)	Similar to the South East e-mentoring programme, this initiative is delivered through electronic communication (including e-mail, telephone and instant relay chat)
Business Mentoring Scotland	Scottish Enterprise and Scottish Chambers of Commerce	The Business Mentoring programme provides mentors to businesses in Scotland looking for guidance. Business mentors are volunteers who are keen to share their experience and knowledge. There are different types of mentoring offered according to the business needs: High growth mentoring; Group mentoring; and Online mentoring. The commitment is for 12 months and normally meetings take place once a month.
Business Mentors (New Zealand)	70 per cent by private funding and 30 per cent by NZ Central Government	A volunteer business mentoring service

Mentoring programme	Organiser/Funder	Description
Business Volunteer Mentor (BVM) network	Organised by the National Federation of Enterprise Agencies (NFEA) and delivered by Enterprise Agencies locally. Funded by the Phoenix Fund, through the Small Business Service (SBS)	A national programme with 35 sub-contracts in place for delivery of the scheme. These range from a pan-regional scheme (in the East of England region) to one that offers purely on-line mentoring with no geographical boundaries (Shell LiveWIRE). The mentoring follows the following process: Induction where the mentors are inducted into the host institute; Training needs assessment, provision of personal training plans and training provided; Assessment in which qualified assessors assess the mentors; CPD and Networking; Undertaking.
Cultural Enterprise Office Mentor Exchange	Cultural Enterprise Office	The programme creates and supports creative mentoring partnerships across Scotland
Enterprise Ireland mentoring programme	Enterprise Ireland	The one-to-one mentoring involves a maximum of ten meetings over the course of about one year and, if two quite separate issues need input, there is the possibility of having feedback from more than one mentor. They also offer a mentor-panel session, in cases where a new or growing company needs experience of making a presentation (e.g. in order to obtain venture capital).
Enterprising Women Mentoring Programme	EEDA and ESF	The EW mentoring programme can take the form of telephone, e-mail or face-to-face contact.
Entrepreneur's Forum	One North East, Bank of Scotland, The Entrepreneurial Exchange, Ward Hadaway Law Firm, Ernst and Young, Todd and Cue Insurance, Brewin Dolphin, Business Link	A cross-sector network of entrepreneurs
Entrust – New Entrepreneur Scholarship (NES) programme	Learning and Skills Council and One North East. Partners included: Association of Business Schools, The National Federation of Enterprise Agencies and The Princes Trust	Mentoring is provided as part of a package of support (including financial support and access to university facilities to support research)
High Growth East Midlands Coaching	emda, ERDF	18 days coaching is provided to senior management of SMEs as part of the 12-month High Growth Programme
Ideasmart	Scottish Executive, Scottish Arts Council, Scottish Enterprise, The Lighthouse, Scottish Screen and NESTA	Ideasmart provided seed funding and mentoring support to entrepreneurs with innovative ideas
International Business Mentoring	UKTI	A 12-month programme of free mentoring
IPA Mentoring Service	Institute of Practitioners in Advertising	The programme matches agency heads with experienced advertising people. The mentoring is mainly done through face-to-face meetings, with some telephone and e-mail contact in-between.
Knowledge to Innovate (K2i)	WM Enterprise and C-Tech Innovation. Funded by NWDA (includes ERDF money)	Provides mentoring at no cost to companies in order to help them take their knowledge and experience to the next level.

Mentoring programme	Organiser/Funder	Description
LiveWIRE	Shell UK	The programme includes several forms of support: Young Entrepreneur of the Year cash awards; national network of advisors; and a mentoring service providing mentoring over email.
MadreFiglia	Tuscan Chamber of Commerce	A mentoring programme for Women Entrepreneurs
Manufacturing Advisory Service – Mentoring Through the Downturn	75 per cent funded by MAS (the rest is paid for by the companies themselves)	A 12-month programme, involving 15 days of on-site mentoring
Mentor Bank	South Yorkshire Investment Fund (Yorkshire Forward and ERDF funded)	Mentor bank is a network which helps to match businesses with of over 400 specialist mentors
Mentor Wales	Welsh Assembly Government's Department of Enterprise, Innovation and Networks	This mentoring programme was for companies with growth potential, but it has now finished.
Mentoring for Women	Naisyrittajyyskesus ry	Face-to-face mentoring, brainstorming, formal training and informal mentoring are offered by experienced women entrepreneurs
Mentoring in Genova	Province of Genova	Thirty-six hours of mentoring over about six months is offered
Mettersi in Proprio (Start your own business)	Italian government	24 months of mentoring support to new start businesses
Motivating Merseyside Business to Innovate	WM Enterprise, Business Link, Merseyside Universities and Northwest Business Leadership Team. Funded by NWDA and ERDF.	A tailored programme of support to promote innovation within business activities
National High Growth Unit Mentors	Scottish Enterprise	Mentors are allocated to businesses to help them to assess accurately their true growth potential. A priority is placed on developing an appropriate business model and a sound investment strategy with the firm's management
Northern Ireland's Business to Business Bridge mentoring programme	Invest Northern Ireland	Enables large, well-established firms to invest a variety of non-financial resources, including mentoring, to help SMEs through periods of growth.
Northstar Mentors	Invest Northern Ireland	40 hours of mentoring support are provided (this can include a mix of e-mail, phone and face-to-face) initially, free of charge. If the mentee wishes to continue with the mentoring after that period, then a fee of £400 is charged.
Partners in Leadership with Community Enterprise (PILCOM)	Business in the Community	The programme offers mentees at least six meetings and regular phone calls and emails, with the aim of finding business solutions to the challenges faced by social enterprises and sharing respective insights and experience.
PLATO GB programme	Participants pay £2,000 to participate in the programme.	Uses peer group learning to develop SMEs. Local groups meet once a month to discuss issues that they are facing and possible solutions. One-to-one coaching relationships are also used in this programme.

Mentoring programme	Organiser/Funder	Description
Prince's Scottish Youth Business Trust mentoring support	Prince's Trust	Business mentors (known as Aftercare Advisers) provide advice and support to businesses for a minimum of two years
Seniors Espanoles para la Cooperacion Tecnica	SECOT	SECOT maintains a roster of 800 skilled 'Senior Experts' with life-time experience in all fields of economy and provides voluntary advice to SMEs and young entrepreneurs
Set Squared Partnership	Universities of Bath, Bristol, Southampton and Surrey	Mentoring is provided as part of a package of support (including office space and access to networks of potential investors and business professionals)
South East E-mentoring programme	MentorsbyNet. Funded by SEEDA, Small Business Service (South East).	A programme of mentoring delivered through electronic communication (including e-mail, telephone and instant relay chat)
Striding out Coaching	Striding Out	Striding Out provides coaching on one-to-one basis and under various headings: career, Business plan and strategy; Business Performance Coaching for Entrepreneurs, Partnerships and Teams; Leadership and Strategy for Growth Coaching and Green Entrepreneur Coaching Programme.
The Alchemists	One North East, although businesses pay for their mentors once engaged.	Links entrepreneurs with experienced professionals from a number of fields across the UK to provide advice on the next steps of business growth.
The Horse's Mouth	Edge. Partners include: Business and Enterprise Mentors (BERR), Make your Mark, Guardian, Women's Aid, Everywomen, FiftyForward	Online system providing mentors for business, work and life issues.
Yrityskummit Oy (Enterprise Godfathers)	Yrityskummit ry	SMEs receives 8-12 days mentoring from retired business managers or 4-5 days mentoring from non-retired business managers per year.

Appendix 4: Endnotes

1. See http://www.cipd.co.uk/subjects/lrnanddev/coachmntor/mentor.htm
2. Alistair Darling, May 2008.
3. Baroness Vadera quoting actor and director of the Old Vic Theatre, Kevin Spacey.
4. See http://www.ikt.org.uk/
5. See http://eppi.ioe.ac.uk/cms/
6. See http://www.cipd.co.uk/subjects/lrnanddev/coachmntor/mentor.htm
7. Alistair Darling, May 2008.
8. Baroness Vadera quoting actor and director of the Old Vic Theatre, Kevin Spacey.
9. The Department of Business, Innovation and Skills.

NESTA Making Innovation Flourish

NESTA

1 Plough Place
London EC4A 1DE
research@nesta.org.uk