

ACCES Employment

**Mentorship for Success: A Review of Best Practices in Funding and Structuring
Mentorship for Low-income Entrepreneurs**

Literature Review

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What is Mentorship?

Research under this section was guided by the following questions:

- **Define mentorship – how is mentorship different from coaching?**
- **What is the current landscape of mentoring in entrepreneurship – what are the characteristics of a typical mentoring program? Is there a ‘typical’?**
- **What type of mentorship models exist in the literature (within and beyond the entrepreneurship sector)?**

Definitions

The literature outlines a variety of different definitions of mentorship. A literature review looking at articles published before 2007 found over 50 definitions¹. Mentorship is often conflated with coaching, advising, role modeling, and sponsorship – however, there are differences, and all of these behaviours can occur within mentorship.

The classic concept of mentoring (i.e., unidirectional from mentor to mentee) is shifting towards a concept of mentorship that encourages refocusing on the specific roles that mentors and mentees both play in their mentoring. This shift begins to focus on “assets” that reflect skills and abilities that mentees must develop, with mentors using a variety of strategies to cultivate success. An overview of the role of mentors is below²:

TABLE 2-1 Mentorship Functions

Support Functions	Related Behaviors and Activities
Psychosocial Support	
Psychological and emotional support	Mentor encourages mentees, helps with problem solving, and uses active-listening techniques. ^d
Role modeling	Mentor serves as a guide for mentees' behavior, values, and attitudes. Mentees benefit from engaging with mentor who shares values and deep-level similarity with them. ^b Allows mentees to see themselves as future academics. ^c
Career (Instrumental) Support	
Career guidance	Mentor provides support for assessing and choosing an academic and career path by evaluating mentees' strengths, weaknesses, interests, and abilities. Mentor's role includes <ul style="list-style-type: none"> • helping mentees reflect and think critically about goals;^d • facilitating mentees' reflection on and exploration of their interests, abilities, beliefs, and ideas;^e • reviewing mentees' progress toward goals; • challenging mentees' decisions or avoidance of decisions;^f and • helping mentees to realize their professional aspirations.^g
Skill development	Mentor educates, evaluates, and challenges mentees academically and professionally; tutors or provides training; and focuses on subject learning. ^h
Sponsorship	Mentor publicly acknowledges the achievements of mentees and advocates for mentees.

¹ <https://www.ncbi.nlm.nih.gov/books/NBK552775/>

² <https://www.ncbi.nlm.nih.gov/books/NBK552775/>

Other definitions of mentorship:

- A reciprocal, relationship-based, and process-oriented professional learning experience between two individuals (a mentor and a mentee). The purpose of the relationship is to learn and improve professional practice through reflective practice, self-directed learning, and collaboration³.
- The process of overseeing someone else's career development or helping an individual move from one stage of their professional life to another⁴.
- Voluntary business mentoring is personalized support in helping young entrepreneurs develop their abilities and insights as they start and grow their own businesses⁵.
- Mentorship is a trust-based, non-hierarchical partnership that is founded in a shared desire to see you achieve your personal and professional goals. Mentoring partnership, like any relationship, requires investment—of your time, energy, respect, and enthusiasm⁶.
- Mentorship is where someone advises you and helps you plan your career. Mentorship can happen through structured or unstructured meetings where the mentor and mentee discuss problems and proposed solutions. For instance, if you're re-entering the workplace, a mentor can help you understand the culture, give you return-to-work tips and coach you on negotiating equal pay⁷.
- Mentoring is a trust-based, non-hierarchical partnership focused on the mentor sharing their knowledge and experience to support a mentee in achieving their goals⁸.
- Mentoring is a transactional relationship grounded in learning. The mentor is a facilitator of knowledge who assists in bringing clarity regarding the mentee's own aspirations for improvement, helping each mentee diagnose the gap between aspiration and present level of performance⁹.
- To recognize a mentoring relationship as distinct from other types of support, these components must be present: there must be a reciprocal relationship with development benefits for the mentee, especially career-related benefits, as well as regular and substantial interaction with a long-term perspective¹⁰.

³ <https://www.college-ece.ca/en/Documents/CPL%20Resource-Mentoring.pdf>

⁴ https://www.youthbusiness.org/file_uploads/YBI-Report-Exploring-the-impact-of-voluntary-business-mentoring-on-young-entrepreneurs-Digital.pdf

⁵ https://www.youthbusiness.org/file_uploads/YBI-Report-Exploring-the-impact-of-voluntary-business-mentoring-on-young-entrepreneurs-Digital.pdf

⁶ <https://www.risehelps.ca/mentoring-tool-kit/>

⁷ [Source: Why mentorship and sponsorship are critical to women's success](#)

⁸ <https://www.risehelps.ca/wp-content/uploads/2021/08/Rise-MentoringToolkit-Mentors-1.pdf>

⁹ https://www.researchgate.net/publication/317369812_Inter-cultural_mentoring_for_newcomer_immigrants_Mentor_perspectives_and_better_practices

¹⁰ <https://journals.sagepub.com/doi/10.1177/0266242619901058>

Differences between mentorship and other approaches

There are subtle differences between mentorship, coaching, sponsorship, and supervision which are outlined below:

- Coaches ask their clients questions to assist them in determining what they want from life; mentors, on the other hand, are there to demonstrate how someone can go from where they are now to where they want to be. The main difference between coaching and mentoring is that mentoring focuses on a longer-term objective instead of coaching's short-term goal¹¹.
- A mentorship advises you and helps you plan your career. A sponsorship is where someone advocates for you and helps you advance your career. Sponsorship can happen through forwarding jobs from their employer or network where they have some influence, suggesting stretch projects and advocating for your promotion with decision-makers¹².
- Mentors are also open to learning and gaining insight from their mentees, attaining new skills, and reflecting on their own practices. Mentors do not function as workplace supervisors, and do not conduct formal evaluations of their mentees¹³.

The four stages of mentorship relationships and application to entrepreneurial mentorship

A widely cited framework developed in 1985 outlines 4 stages in which mentoring relationships evolve:¹⁴

1. Initiation: when mentors and mentees form expectations and get to know one another
2. Cultivation: when the relationship matures, and mentors typically provide the greatest degree of psychosocial and career support.
3. Separation: when mentees seek autonomy and more independence from mentors.
4. Redefinition: when mentors and mentees transition into a different form of relationship characterized by more peer-like interactions or terminate the relationship.

Below is an overview of how these stages apply to entrepreneurial mentorship¹⁵:

At stage 1, Initiation, individuals informally enter a mentoring relationship. Often this stage is informal as the mentor and mentee decide as individuals if this is a relationship they want to pursue. At this stage, both mentor and mentee discuss and clarify their common goals, shared values, and dreams. Trust starts to develop as the mentor and mentee get to know each other, start meeting often, and discuss professional and personal life. Once trust is developed, they may enter a formal relationship and decide on terms and conditions.

In formal mentoring programs, a third party manages this matching process. Good matching programs are dependent on demographic variables as well as common professional interests. A good formal mentoring program would require both parties to discover the relationship and assess the suitability of

¹¹ <https://www.linkedin.com/pulse/coach-vs-mentor-what-differences-jack-h-m-wong/>

¹² [Source: Why mentorship and sponsorship are critical to women's success](#)

¹³ <https://www.college-ece.ca/en/Documents/CPL%20Resource-Mentoring.pdf>

¹⁴ <https://www.ncbi.nlm.nih.gov/books/NBK552775/>

¹⁵ <https://journals.sagepub.com/doi/pdf/10.1177/2158244015569666>

the mentor–mentee match. For example, both mentors and mentees may review profiles of each other and select each other, or program managers may match mentors and mentees.

At Stage 2, Cultivation, once trust has been established between mentors and mentees, cultivation is the first stage of entrepreneurial learning and development. Mentors and mentees create a contract for their relationship. The contract outlines entrepreneurial and social goals along with a legal contract, which may include equity in the mentees' business or other monetary terms. The pair may assess their progress, success, and failures after an agreed time, reaffirm or redesign their goals. The goals of mentees must be their own goals, not the goals set by mentors for mentees. The cultivation phase comprises the period between 2 and 5 years into the mentoring relationship.

In this phase, communication increases, forming a deeper, more friendly link between the mentor and the mentee. Mentors and mentees realize the worth of their relationship as the purposes of entrepreneurial development and psychosocial support grow exponentially. There is also a better mutual interaction between both parties, as the mentee has developed to be more informed and capable in his or her role, leading to the mentee's improved and distinct growth.

In Stage 3, Separation, this stage generally defines the end of a mentoring relationship. The relationship may end for a variety of reasons:

- There is nothing left to learn.
- The mentee has redefined his or her goals, and the mentor may become irrelevant for new goals.
- The mentee wants to have an individual identity.
- The mentor wants the mentee to learn on his or her own and to not become dependent.

Usually, problems between the mentor and mentee increase when one of them wants to end the relationship, and the other person is not ready for it yet. Mentees may feel abandoned, deceived, or unprepared in case of any premature separation. Mentors might feel deceived or used if mentees do not consult mentors or seek guidance anymore.

In Stage 4, Redefinition, while redefining the relationship, both mentors and mentees confess that their relationships can carry on. To have a successful redefinition of the mentoring relationship, there must be successful termination of the relationship. The mentee should feel a sense of achievement, knowing that while in the mentoring relationship, desired goals were achieved successfully.

There are more chances of redefinition of relation if the relationship was formed naturally and evolved over time before termination. If the relationship was formal and part of a mentoring program, it is less likely to be redefined. Because in formal mentoring programs, many of the entrepreneurs usually come from different backgrounds and challenging situations, they may feel that they are abandoned by mentors at the end of the already agreed term. This is something mentorship programs will need to consider and mitigate. Once the relationship is redefined, it is likely to last longer and will be turned into a friendship.

Characteristics of an effective mentor

Along with the general framework for mentorship, there are some key skills and behaviours that make a great mentor. People rarely get training in how to be a mentor, but it doesn't require any special skills other than lived experience and skills already developed in their business. A great mentor¹⁶:

- Listens actively, patiently, and with empathy to form a clear understanding of the mentee's needs and to create a safe and confidential space for learning and sharing.
- Communicates openly, with respect and vulnerability, to build trust and help the mentee navigate challenges and achieve their goals.
- Empowers the mentee as the decision-maker, responsible for driving both the business and the mentoring partnership.
- Shares their knowledge and experiences, providing the mentee with insight and suggestions from another's perspective.
- Asks questions to help the mentee apply answers they already know, and/or to guide them to discover new information for themselves.
- Supports success through coaching and leadership, helping mentees refine their vision, while enabling them to define their own goals and draw their own conclusions.
- Learns from the mentee's experiences and is a champion of diversity, equity, and inclusion.
- Respects personal and business boundaries established at the start of the relationship.

Types of Mentorship

There are a number of different types of mentorship outlined in the literature.

Peer Mentoring: Peer mentoring can be used in the workplace. For example, being formally connected to another staff member with whom you can share your challenges, successes, and questions without fear of judgment or repercussions. This person can relate to your experiences, offer guidance, and share ideas and strategies and this learning goes both ways¹⁷. One study found that for Early Childhood Educators (ECEs) a peer mentorship relationship is a valuable tool that can address challenges faced for those new to the field without proper guidance. ECEs with mentors become increasingly comfortable in their roles and feel confident to put into practice what they have learned. Research has also found that through peer-mentoring and a community of practice, ECEs increase their connection to their community and increase their efficacy. This helps them sustain their practices and avoid burnout¹⁸.

While there are many benefits to peer mentorship in the workplace, it needs to be professionalized. Confidentiality, professional standards, and ethics need to be considered. It is also important that mentor partnerships be intentional and formalized in some way. Peer mentoring within a community of

¹⁶ <https://www.risehelps.ca/wp-content/uploads/2021/08/Rise-MentoringToolkit-Mentors-1.pdf>

¹⁷ <https://epeermentoring.trubox.ca/wp-content/uploads/sites/700/2021/08/Mentorship-as-a-Strategy-to-Address-Recruitment-Doan-Gray-2021-2.pdf>

¹⁸ <https://epeermentoring.trubox.ca/wp-content/uploads/sites/700/2021/08/Mentorship-as-a-Strategy-to-Address-Recruitment-Doan-Gray-2021-2.pdf>

practice can be very helpful in solidifying the mutual respect and intentionality that should be present in the peer-mentor relationship¹⁹. Another best practice is to acknowledge time within the peer mentorship relationship by offering an honorarium and for employers to view this relationship as a form of professional development and worth investing in²⁰.

Peer mentoring can also provide an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually in a peer mentoring relationship, the mentor and the mentee meet frequently over the course of a semester or an entire school year²¹.

Reverse Mentoring: In traditional mentoring, new or junior employees learn from their seniors. However, as more members of Generation Z entered the workforce and technology advances, reverse mentoring, in which junior employees share new concepts, trends, and technological skills with their seniors, gradually gained momentum in multinational companies²².

However, modern reverse mentoring extends far beyond just sharing knowledge about technology; today's programs focus on how senior executives think about strategic issues, leadership, and the mindset with which they approach their work. Many senior leaders are looking to reverse mentorship to learn to better connect with a younger generation – and attract and retain younger talent²³.

Traditional 1:1: One-to-one mentoring places one adult in a relationship with one youth. At a minimum, the mentor and mentee should meet regularly at least four hours per month for at least a year. There are exceptions—such as in school-based mentoring, which coincides with the school year—and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly²⁴.

Group Mentoring: Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time. Most interaction is guided by the session structure, which includes time for personal sharing. The sponsoring mentoring program might specify certain activities that the group must participate in, or in some cases the mentor may choose or design appropriate activities. Some group mentoring activities may be intended as teaching exercises, while others may simply be for fun²⁵.

¹⁹ <https://ecepeermentoring.trubox.ca/wp-content/uploads/sites/700/2021/08/Mentorship-as-a-Strategy-to-Address-Recruitment-Doan-Gray-2021-2.pdf>

²⁰ <https://ecepeermentoring.trubox.ca/wp-content/uploads/sites/700/2021/08/Mentorship-as-a-Strategy-to-Address-Recruitment-Doan-Gray-2021-2.pdf>

²¹ https://www.mentoring.org/wp-content/uploads/2019/11/Full_Toolkit.pdf

²² <https://ascelibrary.org/doi/full/10.1061/%28ASCE%29LM.1943-5630.0000227>

²³ <https://hbr.org/2019/10/why-reverse-mentoring-works-and-how-to-do-it-right>

²⁴ https://www.mentoring.org/wp-content/uploads/2019/11/Full_Toolkit.pdf

²⁵ https://www.mentoring.org/wp-content/uploads/2019/11/Full_Toolkit.pdf

Speed Mentoring®: Speed mentoring is a type of networking event where participants meet for short, focused sessions to discuss specific topics. It is similar to the concept of speed dating, a matchmaking process that involves single individuals meeting potential partners in a short period of time. Speed mentoring sessions are typically shorter than traditional mentoring meetings, and the focus is on exchanging information and ideas rather than building long-term relationships. Speed mentoring events are typically organized around a specific theme or topic, and the mentees have an opportunity to rotate between mentors to learn different perspectives. Each mentee has 15 to 20 minutes with an "expert" on a topic chosen by the participant²⁶.

What Characterizes Success in a Mentoring Program?

Research under this section was guided by the following questions:

- **What are the impacts of mentorship on marginalized populations?**
- **What works and doesn't work with low income / marginalized populations?**
- **Are there any barriers to mentorship for low income / marginalized populations?**

What are the impacts of mentorship on marginalized populations?

Mentors and mentees often differ across a host of social identities, with race, ethnicity, and class differences being the most common. Few studies have investigated the role of class, race, ethnicity, or gender differences in mentoring, and the limited research that has been conducted has focused simply on whether matching based on any of these demographic characteristics impacts the relationship— and has focused on youth populations²⁷.

Demographically matched mentors may offer shared life experiences that could counter the effects of discrimination and demonstrate possibilities for adolescents' future selves that are less commonly depicted in their everyday lives or the media. Moreover, an adult with a shared identity could be more relatable. A mentor who seems more relatable to a mentee may be able to develop a trusting relationship based on their shared experience, demonstrate ways to cope with discrimination or expand youths' notions of future possible selves.

A study from 2010 found that Black male youth felt that sharing their mentors' racial background allowed for greater mutual identification over shared experiences (e.g., experiences with discrimination) and interests. They also noted that they felt more confident in the advice given by mentors who shared similar personal experiences as opposed to advice given by others who could only give advice based on

²⁶ <https://www.glueup.com/blog/speed-mentoring#:~:text=Speed%20mentoring%20is%20a%20type,a%20short%20period%20of%20time>

²⁷ https://www.researchgate.net/publication/317334712_Applying_a_Social_Justice_Lens_to_Youth_Mentoring_A_Review_of_the_Literature_and_Recommendations_for_Practice

theoretical knowledge. Shared life experiences also led mentors to report feeling more empathy toward their mentees, which fostered greater trust in these mentors.

Similarly, adolescent girls may especially benefit from female mentors who work in traditionally male-dominated fields. Girls are often not encouraged to engage in the activities that lay the groundwork for such career paths. In particular, girls from economically disadvantaged or racial/ethnic minority groups may be exposed to few media depictions of women from shared backgrounds working in fields such as business, science, or technology. The limited research that has explored the role of female mentors in adolescent girls' lives supports the notion that female mentors can influence girls' self-efficacy and boost their confidence to learn new skills and pursue traditionally male-dominated careers.

Literature examining the mentoring experiences of LGBTQ+ youth point out that the barriers faced by LGBTQ+ youth dictate unique mentoring relationship needs. This suggests that formal programs are well-positioned to train mentors to provide appropriate support. Therefore, identifying inclusive approaches to formal mentoring and developing evidence-based programs designed to serve some of the unique needs of LGBTQ+ youth could play an important role in fostering healthy development among sexual minority youth.

While matching mentors and mentees based on demographic or identity-based similarities may be an important factor, it surely is not the only determinant of successful mentoring relationships, and similarity does not guarantee shared experience or appropriate support regarding proteges' positive identity development. There is also a risk of mentors over-identifying with a mentee from a similar background, and the need to protect themselves against re-traumatization.

There are many benefits of mentoring for both mentors and mentees including giving back to the profession, learning from others, and creating meaningful and productive professional relationships. This process is the most authentic and beneficial when both the mentor and mentee willingly come together²⁸.

What works and doesn't work with low-income / marginalized populations?

The approach taken to successful mentorship may differ depending on the population being served. For example, a 2011 systemic analysis of the evidence on youth mentorship programs found that the most mentored youth exhibit positive gains on outcome measures. Programs also show evidence of being able to affect multiple domains of youth functioning simultaneously. From a developmental standpoint, the benefits of participation in mentoring programs are apparent from early childhood to adolescence and thus not confined to a particular stage of development²⁹.

²⁸ <https://www.college-ece.ca/en/Documents/CPL%20Resource-Mentoring.pdf>

²⁹ https://www.jstor.org/stable/23074587?searchText=entrepreneurship%20mentorship&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dentrepreneurship%2Bmentorship&ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&refreqid=fastly-default%3A2088bd57adb55937e00e23ca6c8af68f

Research finds that programs are more effective under the following conditions³⁰:

- Participating youth have either had pre-existing difficulties (including problem behaviour specifically) or been exposed to significant levels of environmental risk.
- Evaluation samples have included greater proportions of male youth.
- There has been a good fit between the educational or occupational backgrounds of mentors and the goals of the program.
- Mentors and youth have been paired based on similarity of interests.
- Programs have been structured to support mentors in assuming teaching or advocacy roles with youth.

One study found differences between what students want out of a mentor based on their race. White students tend to use terms that describe a good mentor as being an “expert in the field” much more than any other descriptor. On the other hand, African American students are much more likely to use descriptors related to being “personally concerned with the student’s welfare” when describing a good mentoring relationship. Similarly, Caucasian students were significantly less likely to think that personal consideration should be an important part of the mentor’s role when compared to African American students. This indicates that African American students were much more likely to value a personal connection with their mentor than Caucasian students. Interestingly, African student’s desire for a personal connection with their mentor decreased the longer they were in the program³¹.

Various populations face unique barriers to mentorship and entrepreneurship – and these barriers need to be examined with an intersectional lens. A 2019 Canadian survey found the majority of Equity, Diversity, and Inclusion (EDI) initiatives were informal, in development or aspirational: 68% of intermediaries did not provide EDI training for staff or clients and only 27% considered gender and diversity in selecting and assessing clients³².

In addition, a cross-cultural study of 86 course descriptions on entrepreneurship from 81 universities in 21 North American and Western European countries, found gendered language. This included a 1 to 9 ratio of feminine to masculine phrases in course descriptions, reinforcing masculine conceptualizations of entrepreneurship³³.

It is not surprising that the Organization for Economic Co-operation and Development reports that entrepreneurship education and training programs have less impact on women compared to men. At the same time, women-focused interventions are seen to strengthen participants’ entrepreneurial identity, increase engagement in auxiliary programs, and bolster learning outcomes through enhanced

³⁰https://www.jstor.org/stable/23074587?searchText=entrepreneurship%20mentorship&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dentrepreneurship%2Bmentorship&ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&refreqid=fastly-default%3A2088bd57adb55937e00e23ca6c8af68f

³¹ <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=dc737e04119945c9b184b497fd6c36f80b974131>

³² https://telfer.uottawa.ca/assets/documents/2019/5515_TELFER-Orser-Inclusive-Innovation-report_0419_final-aoda.pdf

³³ https://pure.au.dk/ws/files/168232530/Warhuus_2018_This_class_is_not_for_you.pdf

program relevance, market readiness, and awareness about the barriers and opportunities associated with entrepreneurship and small business management³⁴.

Are there barriers to mentorship for low-income / marginalized populations?

Evidence suggests that women are underrepresented as participants in, and staff of many entrepreneurship and small business support programs and advisory services. Barriers to women participating include the following³⁵:

- Recruitment and selection biases
- Organization culture
- The absence of metrics, reporting, and accountability
- Masculine content, language, and imagery of entrepreneurship
- Limited knowledge about equity, diversity and inclusion (EDI) among program managers.

Many barriers faced by Indigenous women entrepreneurs are also obstacles for women entrepreneurs in general. However, intersectionality and important distinctions between the two groups must be understood to develop and implement meaningful policies that build a more equitable and inclusive ecosystem. The 2016 Census reported that 22,245 Indigenous women were self-employed, and that the number of self-employed Indigenous women was growing at a faster rate than that of Indigenous men. Barriers faced by Indigenous Women include the following³⁶:

- Finances to start a business
- Stereotypes and biases connected to entrepreneurship
- Indigenous history and culture vs. westernized thought
- Political and systemic barriers
- Lack of training and education
- Lack of mentorship opportunities - Many Indigenous women entrepreneurs have difficulty finding Indigenous women business mentors.
- Inadequate access to connectivity and technology
- Challenges balancing family and community roles
- Lack of confidence
- Barriers specific to Indigenous women entrepreneurs in the arts and creative industries
- Barriers specific to francophone Indigenous women entrepreneurs
- Barriers related to the COVID-19 pandemic

These barriers indicate there is work to do to build an inclusive innovation ecosystem. It is important that we continue to create social spaces for Indigenous women to share their voices. To address these barriers, the ecosystem needs to work to develop meaningful and long-lasting relationships with Indigenous women entrepreneurs. To do this we need to³⁷:

³⁴ <https://www.oecd.org/cfe/smes/Policy-Brief-on-Women-s-Entrepreneurship.pdf>

³⁵ <https://telfer.uottawa.ca/en/geet/>

³⁶ https://wekh.ca/wp-content/uploads/2021/01/Mikwam_Makwa_Ikwe-EN.pdf

³⁷ https://wekh.ca/wp-content/uploads/2021/01/Mikwam_Makwa_Ikwe-EN.pdf

- Ensure that programming has longevity; adopting the mindset of caring for the next Seven Generations will allow for a relational approach instead of a transactional approach, and will inherently allow for inclusive program design.
- All organizations in the entrepreneurship ecosystem should develop holistic and culturally relevant programming around personal financial literacy and business financial literacy for Indigenous women, and that they ask Indigenous women to design, lead, and implement programs for their peers.
- Ensure programs are inclusive and more people can see themselves as entrepreneurs. Research has shown that entrepreneurial intent and behaviour can be affected by personal demographic characteristics such as age, formal education, family and professional experience, marital status, and gender, as well as social and psychological variables (motives, values, and attitudes).

Newcomers also face a variety of barriers to entrepreneurship and mentorship. Through mentoring, newcomers are trained to acquire the technical, social, and organizational information they need - thus, understanding how to help mentors might benefit the newcomers joining process as a whole³⁸. Societal factors are a significant challenge for the onboarding of newcomers. A full summary of the barriers experienced by newcomers is in the chart below³⁹.

³⁸https://www.researchgate.net/publication/324484574_Newcomers'_Barriers_Is_That_All_An_Analysis_of_Mentors'_and_Newcomers'_Barriers_in_OSS_Projects

³⁹https://www.researchgate.net/publication/324484574_Newcomers'_Barriers_Is_That_All_An_Analysis_of_Mentors'_and_Newcomers'_Barriers_in_OSS_Projects

Table 5 Newcomer-only Barriers

Category	Barrier Name	Barrier ID
Personal	Lack of interest	N-Per1
	Lack of clear professional goals	N-Per2 **
	Lack of proactiveness	N-Per3
	Fear of judgment	N-Per4 **
	Low self-efficacy	N-Per5 **
	Performance anxiety	N-Per6 **
	Shyness to ask questions	N-Per7
	Newcomer's personality conflicts with the role	N-Per8 **
	Newcomer's inability to improve upon criticism	N-Per9 **
	Difficulty in time-management	N-Per10 **
	Difficulty in managing different accounts	N-Per11 **
Interpersonal	Low response rate	N-I1
	Difficulty in finding help in the community	N-I2
	Lack of newcomer's interpersonal skills	N-I3
	Difference in work experience and age	N-I4 **
	Cultural differences	N-I5
	Communication issues related to time zone and place	N-I6 **
	Lack of English language skills	N-I7
	Lack of interpersonal skills in mentors	N-I8 **
	Harsh project atmosphere	N-I9
Process	Long project processes	N-Pro1 **
	Willingness to start with a complex task	N-Pro2 **
	Issues with project micro-climate	N-Pro3 **
	Difficulty in choosing a newcomer-friendly project	N-Pro4 **
	Lack of knowledge about procedures and conventions	N-Pro5
	Lack of documentation	N-Pro6
	Problem with the process of submitting code	N-Pro7
	Difficulty in identifying appropriate tasks for newcomers	N-Pro8
Technical	Difficulty in setting up development environment	N-T1
	Task too complex for newcomers	N-T2
	High code complexity	N-T3
	Lack of newcomer's background knowledge	N-T4
	Difficulty in learning related tools or technologies	N-T5
	Difference in the devices that mentors and mentees use	N-T6 **

**Barriers that do not appear in Steinmacher et al.'s model (Steinmacher et al., 2015b)

What are The Promising Practices in Mentorship?

Research under this section was guided by the following questions:

- **Are there current promising practices that should be embedded in any mentoring program for low income / marginalized populations?**
- **Examine if there are different approaches used for ‘early stage entrepreneurs vs later stage entrepreneurs’; as well, look at components of program fidelity and which factors need to be part of any mentorship opportunities.**
- **Is there a right time to provide mentorship and who is best to be a mentor?**

Are there current promising practices that should be embedded in any mentoring program for low income / marginalized populations?

It’s important to evaluate the results at the end of a mentoring program so you can identify any areas for improvement, check back on goals, and access feedback. Here are a few signs that your mentorship program has been effective⁴⁰:

- Both mentors and mentees come back to participate again
- More people are enrolling in the program
- Mentees become mentors
- You’re attracting new members to your organization
- Your member renewal rates improve
- Mentorship becomes a part of your organization’s culture

There are a number of shared principles that create the conditions for effective and successful mentorship programs⁴¹:

- A clear program management structure
- An effective mentoring program manager at the helm
- A well-designed mentor-mentee matching process
- Initial training and preparation to engage in mentoring, for both mentors and mentees
- Proactive, ongoing support for mentees, mentors and program managers
- Regular reviews to continually evolve the program
- Shared opportunities and ideas to allow programs to flourish
- There is also evidence of mentors developing and benefiting through the experience, confirmed by their ongoing engagement with volunteer mentoring activities, networks and business activities.
- Creating a small ambassador group to try out new ideas with and garner feedback⁴²
- Spotlighting mentoring pairs regularly. Not only does this recognize the great success of your mentees and boost visibility, it also gets the word out that the program exists⁴³.

⁴⁰ <https://www.wildapricot.com/blog/donementorship-program>

⁴¹ <https://www.youthbusiness.org/resource/the-impact-of-mentoring-on-young-entrepreneurs>

⁴² <https://hrdqstore.com/blogs/hrdq-blog/how-to-structure-a-mentorship-program>

⁴³ <https://hrdqstore.com/blogs/hrdq-blog/how-to-structure-a-mentorship-program>

- Incentivize participation by paying your mentor or your mentee for their time. If that isn't possible, a gift card so that mentorship sessions can happen over a paid lunch is the next best thing⁴⁴.

Examine if there are different approaches used for 'early stage entrepreneurs vs later stage entrepreneurs'; as well, look at components of program fidelity and which factors need to be part of any mentorship opportunities.

Research also outlines specific factors that lead to success in young entrepreneurs⁴⁵:

- Young Entrepreneurs (YE) felt that it is important to listen to what the mentor says and not to get defensive when receiving advice. However, the mentor cannot be involved in the business.
- Having someone who is external to the business allows the YE to have a clearer view. They see things the YE does not see. For YEs working in creative environments such as the arts, it is beneficial to have a mentor who can “pull you out of trouble” in areas such as finance, tax and business law.
- Mentors felt that both parties must want to have a relationship. There is a view that you can get past other issues providing there is a willingness on both sides.
- Mentees also felt that personality plays a part; a mentor might have all the technical skills, “but if you don't get on it's not going to work”. Skills and experience are important factors in the relationship, as are attitude and personality, and it can sometimes work best if personalities are different. It is also important to have an interest in the client's business, to have some insight, which will enable mentors develop rapport with their clients.

Mentoring has moved beyond being hierarchical – to a more egalitarian and based on equity rather than equality. Mentoring research has examined variables such as race, ethnicity and gender. However, it is only recently that researchers have begun examining mentoring through an inter-cultural lens that reflects the current age of immigration and globalization.

Inter-cultural mentoring and other educational approaches for immigrant populations are increasingly of vital importance. However, there is a particular urgency when newcomer immigrant entrepreneurs are included. The unrealized potential of immigrant entrepreneurship is considerable. For newcomer immigrants, networks and relationships are necessary for accessing knowledge inherent in others and knowledge holdings that exist outside of formal institutional learning. Best practices include⁴⁶:

- Mentors recognized the importance and significance of culture and possess an understanding that knowing about their mentees' culture and/or worldviews are important. To foster effective communication, mentors described the importance of endeavouring to see the world from the mentee's perspective(s), particularly when there are power differentials (i.e., race, age, and gender).

⁴⁴ <https://hrdqstore.com/blogs/hrdq-blog/how-to-structure-a-mentorship-program>

⁴⁵ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁴⁶ [https://www.researchgate.net/publication/317369812 Inter-cultural mentoring for newcomer immigrants Mentor perspectives and better practices](https://www.researchgate.net/publication/317369812_Inter-cultural_mentoring_for_newcomer_immigrants_Mentor_perspectives_and_better_practices)

- Mentor participants reported that they “get” how difficult it is for mentees to adjust in a general sense, but were to various degrees unaware how much their own culture, i.e., Canadian culture affected the relationship.
- In addition to building trust and relationality, mentors suggested it would be useful to have access to scripts or examples of guidelines for structuring a frank discussion about the limits and boundaries of the mentoring relationship.
- Mentors should be counseled that networking is a learned skill and the nuances of networking vary greatly from country to country, place to place, and of course, person to person. To take advantage of the mentor’s network and other introductions facilitated by the program, mentees must be able not only to make a good first impression, but then to parlay introductions into meaningful connections.
- Mentors can summarize meetings or recapitulate the most important points to help the mentee digest what transpired in a session and has the added benefit of allowing mentors to check assumptions in process.
- Intercultural mentoring dyads need to spend time acknowledging not just the blessings of cultural diversity, but also the accompanying challenges. This may be achieved by discussing how mentees may be perceived and the biases and prejudices that they may run up against. Such conversations require a softer and more intuitive approach of mentors, a flexible approach that includes relational and improvisational types of discussions.
- Mentors spoke to the importance of conversations that impart the experiences of running a small business in a rural city. Mentor volunteers, leading by example, encouraged newcomers to actively seek out and act on opportunities for participation, to contribute to community life, to help others.

The Gender-Smart Entrepreneurship Education & Training (GEET+) scorecard can be used to self-assess entrepreneurship courses on equity, diversity and inclusion (EDI) principles and to construct action plans to address program and/or organization-level gaps. The Women’s Start-Up Network out of the University of Ottawa used the scorecard on their program and implemented an action plan based on the results. Data was collected before, during and after the course to assess program design and support evidence-based outcomes. Results demonstrated significant increases in entrepreneurial identity, self-confidence, and intent to become an entrepreneur among participants. The program had a positive impact on participants’ awareness of gender issues, connectedness to entrepreneurs and women in engineering/computer science (e.g., the representation of women who participated in university-based business pitch competitions increased from 0% to 24% to 33% in 2016, 2017, and 2018, respectively)⁴⁷.

The relationship between the client, the organization, and the mentor involves three key phases: start-up, midpoint and the end-point, sometimes referred to as the ‘letting go’ phase. The client and mentor usually meet for 2 – 5 years, with 3 years being average. However, the challenges faced by entrepreneurs can be very different at the midpoint or end point compared to the startup and that may change the approach⁴⁸.

⁴⁷ <https://telfer.uottawa.ca/assets/documents/2020/ORSER-ELLIOTT-FINAL-Gender-Smart-ENT-EDN-Training-Plus-GEET-Final.pdf>

⁴⁸ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

Start Up⁴⁹

Research seems to indicate that mentorship is easiest at the beginning of starting a business. At the start of their relationship mentors identified the need to be supportive, tenacious and to enable the entrepreneur to keep their vision in sight. During the relationship-building phase it is important to know what it is that makes people tick. However, as in common with all three stages, the mentor's role is to help the client to reflect on what is happening. Within the reflective process there may be a disguised 'call for help' brought on by the reality of running a business and the mentor can help by listening for signs of anxiety, and be there to support the mentee⁵⁰.

Supporting mentees to set goals and track against them is one of a mentors' most important roles. It's critical that mentors help facilitate an environment where their mentee feels empowered to take responsibility for their business goals and set them according to their own needs and definition of success. This approach is about creating a situation where the mentee feels that they are making a commitment to themselves and their business, not complying with someone else's expectations⁵¹.

- At start-up, the mentee is looking for encouragement, positive support, helpful advice, and useful ideas. It is valuable to have an outsider's viewpoint. It probably means having more meetings, but once the mentee is up and running this frequency is probably not necessary.
- Other challenges exist, for example getting sales and creating an infrastructure such as training of employees and writing manuals. This is where a mentor can really help because of the mentee's lack of experience.
- From the mentor's point of view a number of potential conflicts occur at start-up. These could include finding out about each other and the business, establishing boundaries around confidentiality and trying to find time to meet. Also, the mentee may well be suffering dips in confidence due to a lack of business acumen. This lack of experience can be confusing where the mentee is trying to work both 'high and low' i.e., working on the big decisions as well as tactics for the smaller day-to-day business needs such as managing cash flow and getting to break-even consistently.

Mid Point⁵²

At the mid-point, mentors need to keep the client motivated and encourage them to persist. This may mean sitting around the table doing the financial forecasting and checking where the mentee has come from and where he is now, where he is going. This is also likely to be the 'growth phase' and the client may need to understand how and where to attract further funding⁵³.

⁴⁹ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁵⁰ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁵¹ <https://www.risehelps.ca/wp-content/uploads/2021/08/Rise-MentoringToolkit-Mentors-1.pdf>

⁵² <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁵³ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

During this stage, mentors may speak to their mentee one day and get the sense that something is wrong. Mentors are not expected to be therapists or counsellors. A mentee may experience challenges that a mentor is not qualified to handle. What's important is that mentors are equipped with tools and strategies to effectively navigate difficult conversations with the mentee. By its very nature, entrepreneurship can be a stressful, lonely, and isolating endeavour - and balancing the demands of business ownership with mental health can be difficult. Studies have found that 62% of Canadian entrepreneurs felt depressed at least once a week and that mental health issues interfered with work for nearly half (46%) of them. A mentor can be an important influence to help mentees prioritize self-care and mindfulness⁵⁴.

- At the mid-point, mentees see the challenges as changing gear from theoretical support to more hands-on support. This is likely to be a period of growth and the mentor will want to make sure the passion is still there and that it is shared with those the mentee might be bringing into the business.
- Mid-term is also when mentees need to keep their energy levels going and keep their goals in sight, keep an eye on the bigger picture. At this stage, mentees will have a better understanding of the business and will be able to be objective; looking at the books, making comparisons and flagging problem areas.
- Mentors at the mid-point will be looking at the client's ability to maintain momentum and energy especially as the 9-18 month period can be a most challenging time for start-up businesses.
- Keeping an eye on the business plan is important as a way of showing what progress has been made, as well as providing a platform for growth. At this stage there should be evidence of an emerging client base. For the mentor it is all about helping the client to manage the expectations of the business. Another of the many challenges may be a lack of capital to expand the business and this is where the organization can help by laying down clear boundaries on its loans policy.
- Marketing, promotions, and recognition are also necessary as a means of setting up the business for the growth phase. From the program manager's viewpoint, there should now be a defining of the relationship by ensuring that there is no over-reliance on the mentor. It is a period during which the business needs look ahead and ask, 'what next'?

End Point⁵⁵

At the end point, mentors need to be objective and encourage lift off. This is where the mentor may want to help the mentee think big, as they did at the very beginning. After that, there is a possibility to organize a good party and celebrate. Once the ties are severed it may be that mentoring gets changed for a 'normal' business relationship where the role becomes more about advice and a discussion about ideas.

⁵⁴ <https://www.risehelps.ca/wp-content/uploads/2021/08/Rise-MentoringToolkit-Mentors-1.pdf>

⁵⁵ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

- At the end-point, (possibly defined as the point where the loan has been repaid) mentees will ask when the relationship will end. Many mentees see the relationship as an ongoing friendship. It is not seen as an end in itself especially if the mentee has been lucky enough to have had a good mentor.
- On a practical note, the mentee may well want to focus on 'new markets' and to get general ideas on how to grow the business while the mentor is still around.
- From the mentors' viewpoint, there is always a concern that the mentee will not be able to let go and that a pattern of continued dependency will become the norm. To counter the challenge of the mentee 'losing' their established network, the mentor will want to ensure that the mentee is able to capitalize on all that they have learned together.
- If the relationship has gone well, then the mentor should no longer be needed and the business will be self-sufficient and self-sustaining. The mentee will need to move on, but that doesn't mean all contact is severed. The mentor will still probably be at the end of a phone line.

Another model of how mentorship for entrepreneurs' changes over time is below⁵⁶.

At pre-start-up or conception phase, the company has not been formed yet. This is the time when entrepreneurs start thinking about a business idea and write a business proposal to arrange finances. Entrepreneurs need to test and evaluate their business plans and often need money at this stage usually between \$10,000 and \$25,000 for developing prototype, arranging road shows, and collecting market information. At the end of this phase, the decision of whether to start a business or not takes place.

During survival phase, the company has been formed, and the product is in market. The entrepreneur meets basic challenges by the market, particularly establishing acceptability, overcoming obstacles, and surviving, and showing business management skills. The company needs to generate enough cash to pay for employees and other expenses and break even.

During the early growth phase, the entrepreneur starts hiring and building a team. If one looks at the successful start-ups today, although it is the entrepreneur who gets all the attention, there is a hard-working talented team behind him or her, so it is important for the entrepreneur to have skills to select the best team around.

During maturity phase, it is essential to understand that unlike the traditional growth perception, the companies are still growing during the maturity phase. Many companies at this stage are on the brink of going big. The key challenges a company faces are regarding expenditure control, efficiency, and search for growth opportunities.

During harvest phase, it is established that company is growing fast and now entrepreneur want to go public. Entrepreneurs need to be very careful when going public and must study the market first. They

⁵⁶ <https://journals.sagepub.com/doi/pdf/10.1177/2158244015569666>

need to check the pricing of initial public offering and also have a look at the rate of return venture capitalists.

Is there a right time to provide mentorship and who is best to be a mentor?

This model consists of three building blocks that play critical role in mentoring entrepreneurs. These building blocks include the type of entrepreneurs, entrepreneurial decision making, and entrepreneurial phase (outlined above). The proposed framework shows that an entrepreneur needs different mentoring support throughout the career. Entrepreneurs can be at 1 of 150 different possible stages, which are derived using 3 factors that include type, decision making, and phase, and when all these factors are correlated, they form 150 possible stages ($5 \times 5 \times 6 = 150$)⁵⁷.

Strategic decisions made by entrepreneurs make or break the small and medium-sized business and can therefore be considered vital for economic development. Decision-making process of entrepreneurs is different and therefore, existing strategic decision-making models, which are largely applicable on large multinational organizations, cannot be applied on entrepreneurial decision making.

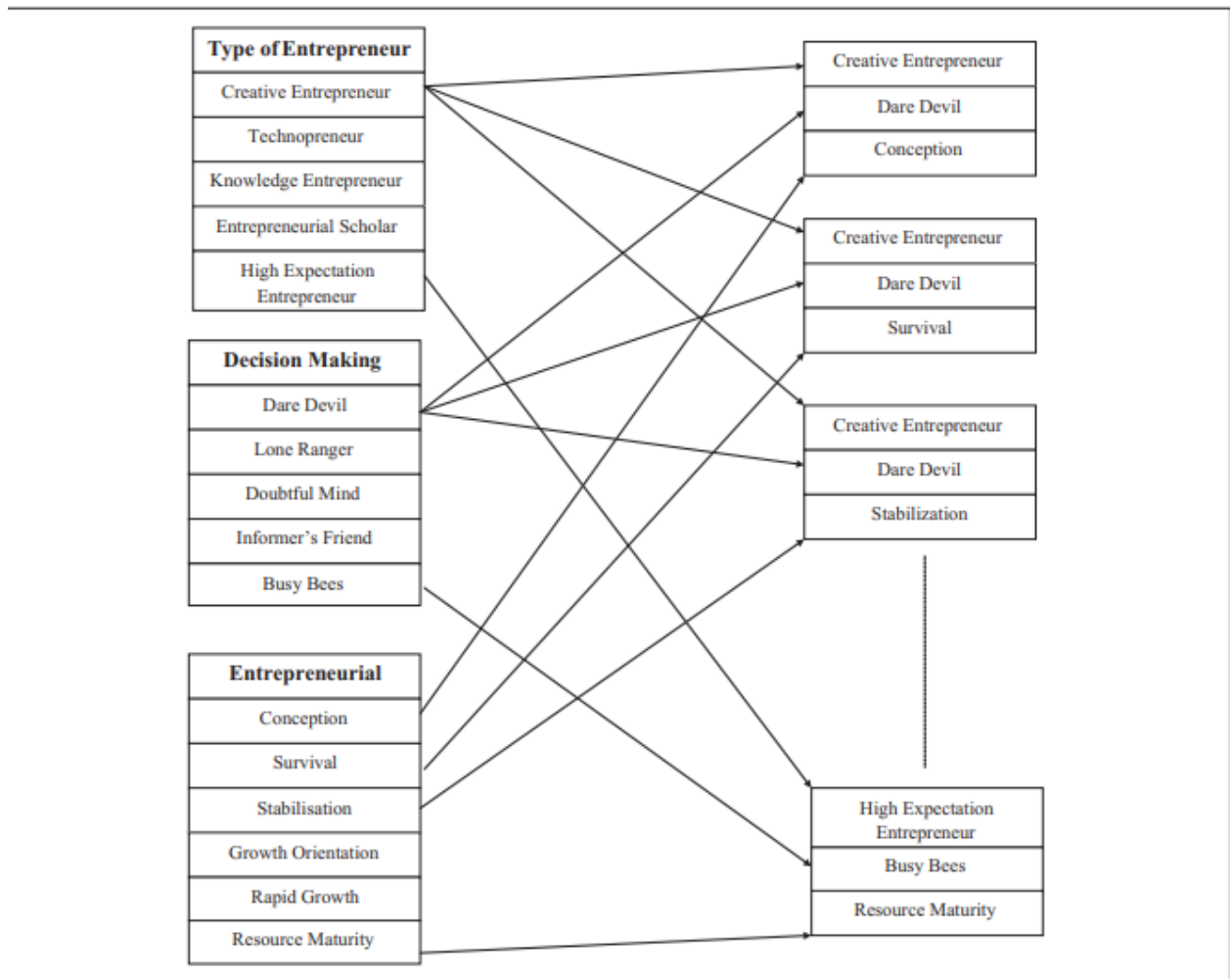
Entrepreneurs can be divided into five different groups based on their decision-making style:

- **Daredevils:** High amount of risk-taking ability distinguishes daredevils from others. They are considered experienced decision makers because of the number of decisions they have taken in the past. Daredevils are innovative and have got more alternative options than others.
- **Lone Rangers:** These types of entrepreneurs work independently and dislike asking for any advice or support in decision making. These entrepreneurs usually know what to do and how to do, and they usually do it their own way. Thus, they do not see any bottleneck, which may mess up their plans, or seek any kind of assistance. Lone rangers are more reserved when it comes to cooperation with others.
- **Doubtful Minds:** A doubtful mind is not at all sure about his or her decisions unlike a lone ranger. They are most unconventional when it comes to considering the alternative options. They usually go through many alternatives before arriving at a decision. It is probably because they think that they might not be able to pull it off. These kinds of entrepreneurs are less experienced and usually search for information to support their process of decision making.
- **Informers' Friends:** Entrepreneurs in this category are modest in their frequency of decision making. They are all influenced by other persons. Their ability to consider alternatives is below average, and only few of them perceive risk. Usually, the help of other people, which, in this case can be considered as mentor, friends, family, acquaintances, seems to be enough to make a definitive decision while reducing perceived risk.
- **Busy Bees:** When it comes to decision making, busy bees are considered above average. It is because they are more experienced and often take many strategic decisions in a single year. They are juggling many ideas for future strategic changes at any point in time. Busy bees are more social and do not hesitate to throw ideas back and forth like informers' friends, but unlike them, busy bees are not dependent on others' advice to take decision. They often throw new

⁵⁷ <https://journals.sagepub.com/doi/pdf/10.1177/2158244015569666>

ideas, which are often innovative and bring added quality of service. Daredevils and busy bees are the biggest spenders, which is due to their risk-taking ability.

An overview of how to combine these 3 frameworks to develop a profile of an entrepreneur is below⁵⁸.



Previous studies have shown that experienced entrepreneurs possess cognitive schemes that are more complex than those of novice entrepreneurs, in particular, their ability to identify opportunities. Studies have also determined that mentoring novice entrepreneurs helps them develop cognitive and affective learning, including the ability to identify opportunities and develop a coherent vision of their business project⁵⁹.

Entrepreneurs may be considered managers in several ways but the form and content of their training and development may be different from those of other managers. For example, it is proven that the

⁵⁸ <https://journals.sagepub.com/doi/pdf/10.1177/2158244015569666>

⁵⁹ https://depot-e.uqtr.ca/id/eprint/9661/1/ST-JEAN_E_98_POST.pdf

smaller the company, the greater the need for basic training and the more acute the problem of designing suitable training courses. First, small firms are so diverse that it is difficult to make training relevant. Moreover, because of their lack of resources, they cannot afford the cost of some trainings without a clear effect on a subsequent performance, something that is difficult to measure. In addition, entrepreneurs have so many different backgrounds, needs and ambitions, which make the “one size fits all” training design unpractical in terms of cost and time invested⁶⁰.

One study found that novice entrepreneurs that participated in mentorship outlined their outcomes differently than other kind of professional mentorship. Other than the transformations to the business per se, novice entrepreneurs mention reaching objectives, learning skills, problem-solving skills, management skills, and the ability to react to change. They mentioned that time spent with the mentor helped them reflect on critical incidents and learn from them, which improved their decision-making skills. They realized that mentoring helped them analyze the business in a more detached manner, while remaining firmly rooted in action and reflection⁶¹.

In order to maximize learning in a mentoring scheme for novice entrepreneurs, different elements need to be taken into consideration. Another model outlines mentorship through three functions career-related, psychological and role-modelling.⁶²

What are the Expectations and Impacts of Mentorship?

⁶⁰ https://depot-e.uqtr.ca/id/eprint/9661/1/ST-JEAN_E_98_POST.pdf

⁶¹ https://depot-e.uqtr.ca/id/eprint/9661/1/ST-JEAN_E_98_POST.pdf

⁶² https://depot-e.uqtr.ca/id/eprint/9661/1/ST-JEAN_E_98_POST.pdf

Research under this section was guided by the following questions:

- **Can we quantify some of the impacts of mentorship on mentees and mentors?**
- **What effect does the mentor have on the business?**
- **At what point is mentorship not useful? Are there tracking tools people use, how are they tracking?**
- **Draw out how mentorship is used and accessed and the cultural nuances. Look at:**
 - a. **Readiness for mentorship**
 - b. **What do people currently understand it as**
 - c. **Examine the social fabric of entrepreneurship and how mentorship impacts it**
- **What do mentees want out of a mentoring program? What are mentors looking for?**

Can we quantify some of the impacts of mentorship on mentees and mentors? What effect does the mentor have on the business? At what point is mentorship not useful? Are there tracking tools people use, how are they tracking?

A study was done with over 1000 participants across 42 countries which surveyed the same individuals twice 18 months apart. By surveying the same participants 18 months later, the team were able to assess how the mentoring model and mentor-mentee relationships had evolved and improved over time. The study found⁶³:

- In Phase 1, 60% of mentees reported that their businesses were growing as a result of the accelerator role that mentoring played. In Phase 2 this increased to 74%.
- In Phase 1, 37% of mentees said their turnover had increased during their mentoring relationship. In Phase 2 this increased to 78%.
- Of those that reported an increase in turnover, 54% of mentees in Phase 1 attributed this to their mentoring relationship. In Phase 2 this increased to 65%.
- 57% of mentees during Phase 2 said their business improvements would not have happened at the same speed or scale – or at all – without their mentoring relationship

In addition, The Mentoring Relationship Challenges Scale (MRCS) measures three factors of relational challenges which were: Demonstrating Commitment and Resilience, Measuring Up to a Mentor's Standards, and Career Goal and Risk Orientation. The results demonstrated that with respect to mentoring stages, those mentees in the beginning stages of their relationships reported experiencing significantly fewer challenges related to Demonstrating Commitment and Resilience than those in the mature or ending stages of the relationship⁶⁴.

Also, it was found that the type of mentoring relationship (traditional, step-ahead, or peer) affected the prevalence of the three types of challenges. Mentees in peer relationships reported significantly fewer of all three types of challenges than those in step-ahead or traditional relationships. However, contrary

⁶³ <https://www.youthbusiness.org/resource/the-impact-of-mentoring-on-young-entrepreneurs>

⁶⁴ <https://www.sciencedirect.com/science/article/abs/pii/S0001879110001946>

to predictions, there were no significant differences found between those in informal versus those in formal mentoring relationships⁶⁵.

As expected, mentee and mentor gender interacted significantly. Female mentees reported experiencing significantly fewer challenges related to the factor of Measuring Up to a Mentor's Standards, than did male mentees. Also, female mentees reported experiencing a significantly higher degree of relational challenges related to Career Goal and Risk Orientation from their male mentors than from their female mentors. Finally, after controlling for perceptions of career and psychosocial support for mentees in traditional mentoring relationships, two of the three relational challenges factors remained significant and explained a significant amount of variance in overall satisfaction with the mentoring relationship. This suggests that relational challenges, at least for traditional mentoring relationships, serve as an important mechanism to impact overall relationship satisfaction⁶⁶.

A study that evaluated MBA graduates in their role as mentors to small business projects, found that whilst academic skills were initially identified as essential requirements, it was the inter-personal skills, such as listening, which were considered to be more important⁶⁷.

The balance of a head and heart approach to mentoring helps people to focus on the challenges, choices, consequences, creative solutions, and conclusions. In discussions between mentor and mentee, two main methods are used: 'pulling' and 'pushing'. Pulling calls on the ability to offer a sanctuary; to offer a safe place where the mentee feels able to share their agenda, interests, and goals and to offer support by listening, asking the right questions, and drawing out the mentee's own answers to problems. Pushing, on the other hand, calls on the ability to offer stimulation; to offer creative ideas, challenges, knowledge, success stories, models and tools, leading-edge thinking and wisdom⁶⁸.

Successful mentoring requires the following key features⁶⁹:

- Screening of prospective mentors
- Matching of mentors and youth on relevant criteria
- Pre-match and on-going training, and frequency of contact.

By contrast, mentoring is in danger of being unsuccessful when any of the following conditions apply⁷⁰:

- Social distance and mismatch between the values and mentor and mentee
- Inexpert or untrained mentors
- Mismatch between the aims of the mentoring scheme and the needs of the person being mentored and a conflict of roles so that it is not clear whether the mentor is to act on behalf of the person being mentored or is present as an 'authority'.

⁶⁵ <https://www.sciencedirect.com/science/article/abs/pii/S0001879110001946>

⁶⁶ <https://www.sciencedirect.com/science/article/abs/pii/S0001879110001946>

⁶⁷ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁶⁸ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁶⁹ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁷⁰ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

The rapport between mentors and mentees in informal mentoring relationships frequently challenges the organizers of many formal mentoring schemes. In most cases when people come together without guidance and without clarity about the mentoring role it becomes a hit or miss affair. Not only is the quality of the relationship highly variable, but the pairings tend to exclude people who don't fit the mold, by virtue of their gender, race, culture, or some other differentiating factor. A mentoring environment would contain some elements of structure and the mentoring "package" that will give organizations the greatest value is one that integrates formal and informal mentoring⁷¹.

The presence of an entrepreneurial role model can positively affect the level of entrepreneurial success. A role model can also help entrepreneurs who may rely too much on personal experience to guide decision-making. Although taking risks is important, the presence of role models, mentors and networks can provide a moderating effect on the overconfidence of entrepreneurs⁷².

In addition to the 'softer skills' such as listening, the mentor needs 'harder skills' such as analytical adeptness to review business plans and stay objective. The start-up phase probably requires for a mentoring approach that is more tactical than strategic i.e. winning the first customer, getting the cash in quickly, keeping correct financial records etc. The role is more about keeping the client focussed on generating short-term results. The mentor also needs to be a 'blank slate', to be a good listener and to know how to do solid needs analysis. Furthermore, s/he needs to be focused and organized and ensure the mentee does likewise. Ideally, the mentor needs to have connections in an area which is industry specific to the client's business and help by making introductions to potential customers. Moreover, the mentor needs to have a positive demeanor and have enough personal experience to give solid, informed advice. The role can be summed up as someone with an 'outsider's' view who gives positive support, helpful advice and useful ideas⁷³.

Research has begun to explore the side effects of coaching empirically for both coachees and coaches. In more than the half of the coaching processes, coaches reported that at least one side effect occurred for their coachee. On average, about two side effects per coaching process were perceived by coaches. Additionally, although the reported side effects occurred frequently, they were not intense and were short in duration. They found that the three most frequent side effects were⁷⁴:

- the triggering of in-depth problems that could not be dealt with(26%)
- the unwanted modification of coaching goals without coachees' approval (17%)
- the experience of a decreased sense of meaning towards work (17%)

Motivation to change is an important factor of coaching success. Motivation to change refers to the coachee's willingness to invest time and energy into the coaching process and to accept personal responsibility for transfer and change, even when facing difficulties during the coaching process⁷⁵.

⁷¹ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁷² <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁷³ <https://researchportal.coachingfederation.org/Document/Pdf/1992.pdf>

⁷⁴https://www.researchgate.net/publication/305623958_Side_Effects_of_Business_Coaching_and_Their_Predictors_From_the_Coachees'_Perspective

⁷⁵https://www.researchgate.net/publication/305623958_Side_Effects_of_Business_Coaching_and_Their_Predictors_From_the_Coachees'_Perspective

Motivation to change may also be related to side effects. The coachee may get more sensitized to weaknesses and become aware of them in daily life. Self-reflection has important positive effects on learning, but is also associated with more stress and anxiety. If the coachee is not motivated to implement changes, he or she is sensitized to personal weak points, which will remain over time⁷⁶.

- ***Draw out how mentorship is used and accessed and the cultural nuances. Look at:***
 - a. Readiness for mentorship***
 - b. What do people currently understand it as***
 - c. Examine the social fabric of entrepreneurship and how mentorship impacts it***
- ***What do mentees want out of a mentoring program? What are mentors looking for?***

You can think about program measurement through 5 key areas⁷⁷:

- Program Growth
- Match Rate
- Participant Growth and how they are progressing
- Contextual Feedback: moving beyond only measuring the outputs such as the number of hours
- Program Health and seeking feedback on the relationship

A mentor tracking system allows mentors and mentees to keep track of their progress over time, evaluate successes and failures, set goals and milestones, create accountability measures, measure impact on both parties involved in the relationship, improve communication between them – and ultimately build better relationships. A few key metrics to consider are⁷⁸:

- Registration process: include mentees goals, demographics, skills, and experience. By tracking the registration process you can measure:
 - The number of mentors and mentees involved
 - Mentor capacity (how many mentees all the mentors said they could take on). This helps you to ensure the program is sustainable
 - Profile breakdowns
- Pairing reports: generate reports on mentor-mentee pairs. This will allow you to see:
 - Active, pending, and past pairings. From here, you can see how long matches have been active – which is a great indicator of mentor longevity.
 - The most common matching reasons. Knowing the reasons why people have been paired can be helpful for future recruitment.
 - Percent of participants paired.
 - Total matches made over time.
 - Number of introductory mentoring sessions completed.
 - Mentor-mentee pairing satisfaction.
- Session monitoring:

⁷⁶https://www.researchgate.net/publication/305623958_Side_Effects_of_Business_Coaching_and_Their_Predictors_From_the_Coachees'_Perspective

⁷⁷ <https://mentorloop.com/blog/tracking-mentoring-program-success/>

⁷⁸ <https://www.togetherplatform.com/blog/mentor-tracking-system#:~:text=A%20mentor%20tracking%20system%20allows,them%20%E2%80%93%20and%20ultimately%20build%20better>

- Sessions completed. Find out how often pairs actually meet and, therefore, how much value they are getting from the program.
 - Participant feedback
 - Total hours spent mentoring.
 - Top participants by mentoring hours. When you know who's spending the most time in mentorship, you can analyze their approach and pass on the knowledge to others.
- Skill and goal attainment:
 - A breakdown of the goals and skills that mentors and mentees indicated they wanted to develop or help develop during registration.
 - Insight into how mentees self-assessed their skill and goal competencies at the beginning of their pairing. At the end of the pairing, they can re-assess their skills and goals, after which you can clearly see how far they've come.
 - How many sessions were dedicated to each goal or skill topic based on feedback from mentors and mentees.

A study was done to observe changes in the goals and values of mentors over time⁷⁹. In Year 1 the majority of mentors were concerned with the role they played and if they were perceived as helpful or appreciated. There were 3 sub-themes: (a) effectiveness, or the feeling of being helpful to the mentee; (b) teamwork, or the ability to work with other mentors to impact the overall LEAD outreach; and (c) personal growth, or values associated with improved skills and relationships.

During year 2 the majority had concerns related to the mentor process (i.e., 63%) rather than cultural processes (i.e., 37%). However, the frequency of comments related to cultural processes was greater in Year 2 than Year 1. Four subthemes emerged: (a) open to friendship, (b) goal setting, (c) concern for mentee knowledge/skills, and (d) professional and personal relationships.

Mentors need to demonstrate leadership in the mentor-mentee relationship. Some of the ways a mentor does this is by⁸⁰:

- Taking responsibility for their professional practice
- Supporting, empowering and actively listening to the mentee
Providing opportunities for the mentee to lead their own learning and development skills
- Providing thoughtful and informed feedback to the mentee
- Asking prompting questions that foster further reflection from the mentee
- Ensuring a respectful, inclusive and collaborative partnership
- Drawing on the collective knowledge and experiences, from both mentor and mentee, to solve problems
- Connecting the mentee to other professionals in order to build and broaden professional networks.

Mentees must also demonstrate leadership in the mentoring relationship by⁸¹:

- Taking initiative and responsibility to extend their own learning
- Working collaboratively with the mentor

⁷⁹ <https://core.ac.uk/reader/84909790>

⁸⁰ <https://www.college-ece.ca/en/Documents/CPL%20Resource-Mentoring.pdf>

⁸¹ <https://www.college-ece.ca/en/Documents/CPL%20Resource-Mentoring.pdf>

- Being curious, open and interested in new learning and approaches
- Willing to be questioned and challenged in their perspectives.

Long-term relationships between Mentor and Mentee were the most impactful. A Young Business International study (<https://www.youthbusiness.org/resource/the-impact-of-mentoring-on-young-entrepreneurs>) found that there were stronger outcomes in Phase 2 than in Phase 1 indicating that relationship-building is important. During both phases, mentees stated their mentors were best able to help them with⁸²:

- Greater confidence in running a business
- Developing an existing business
- Improved decision-making
- Understanding personal strengths and areas for development

A successful mentorship program benefits everyone involved. Below are a few of the most common benefits typically experienced by mentees, mentors, and organizations as a whole⁸³.

Mentee Benefits

- Help navigating and advancing in their careers
- Wisdom and perspective of a more experienced professional
- Help setting and achieving goals
- Opportunities for skill development and new knowledge
- Networking opportunities
- Meaningful professional relationship that could lead to future opportunities

Mentor Benefits

- Opportunity to nurture new talent and potential future hires
- Opportunities to develop leadership, communication, and other soft skills
- Personal and professional growth
- Raised self-esteem and fulfilment that comes from giving back to one's profession
- Opportunity to network with other mentors

Organizational Benefits

- Enhanced experience for existing members and improved member retention rates
- Incentive for new members to join and growth for the organization
- Better member engagement and satisfaction
- Opportunity to develop the industry by developing the people in it
- Opportunities to nurture diverse talent and solve industry-wide problems

Entrepreneurial mentoring involves pairing up a novice entrepreneur with an experienced one, who provides advice and ways of thinking to help the novice avoid costly and even fatal mistakes. Research highlights the positive cognitive effects (identifying opportunities, clarifying business vision, developing

⁸² https://www.youthbusiness.org/file_uploads/YBI-Report-Exploring-the-impact-of-voluntary-business-mentoring-on-young-entrepreneurs-Digital.pdf

⁸³ <https://www.wildapricot.com/blog/donementorship-program>

skills, etc.) and affective learning outcomes (reducing uncertainty and isolation, improving self-efficacy, establishing more ambitious goals, etc.) of mentoring relationships⁸⁴.

One study focuses on whether a mentor can facilitate the development of entrepreneurial self-efficacy, in particular on opportunity recognition for novice entrepreneurs and whether their level of learning goal orientation^{*85} also has an effect that impacts the results of mentoring⁸⁶. Results from this study show that mentoring supports the development of opportunity recognition, but only for mentees low in learning goal orientation. Furthermore, the effect of mentoring on these types of mentees decreases once the relationship ends. This suggests the need for long-term support in order to maintain their opportunity recognition throughout the entrepreneurial endeavour. One possible reason for this may be that mentees with high learning goal orientation seek out mentors more frequently.

Full List of Resources

<https://ascelibrary.org/doi/full/10.1061/%28ASCE%29LM.1943-5630.0000227>

⁸⁴ <https://journals.sagepub.com/doi/10.1177/0266242619901058>

⁸⁵ *Learning Goal Orientation: a tendency for individuals to the desire to develop the self by acquiring new skills, mastering new situations, and improving one's competence

⁸⁶ <https://journals.sagepub.com/doi/10.1177/0266242619901058>

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=dc737e04119945c9b184b497fd6c36f80b974131>

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<https://hbr.org/2019/10/why-reverse-mentoring-works-and-how-to-do-it-right>

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https://www.jstor.org/stable/23074587?searchText=entrepreneurship%20mentorship&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dentrepreneurship%2Bmentorship&ab_segments=0%2Fbasic_search_gsv2%2Fcontrol&refreqid=fastly-default%3A2088bd57adb55937e00e23ca6c8af68f

<https://www.linkedin.com/pulse/coach-vs-mentor-what-differences-jack-h-m-wong/>

https://www.mentoring.org/wp-content/uploads/2019/11/Full_Toolkit.pdf

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<https://www.oecd.org/cfe/smes/Policy-Brief-on-Women-s-Entrepreneurship.pdf>

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https://www.researchgate.net/publication/317369812_Inter-cultural_mentoring_for_newcomer_immigrants_Mentor_perspectives_and_better_practices

https://www.researchgate.net/publication/324484574_Newcomers'_Barriers_Is_That_All_An_Analysis_of_Mentors'_and_Newcomers'_Barriers_in_OSS_Projects

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<https://www.risehelps.ca/wp-content/uploads/2021/08/Rise-MentoringToolkit-Mentors-1.pdf>

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[Source: Why mentorship and sponsorship are critical to women's success](#)