



Business Mentor Endorsed Programme 35 hours

Learning Outcomes for this Programme

The learner will:

- Assess whether the ethical and professional standards expected of business advisors are met
- Plan and implement own personal professional development
- Develop own professional networks
- Review and improve business support services offered by self or employers
- Present a positive image of business mentoring
- Follow expected mentoring principles and practices
- Help clients manage their learning
- Encourage clients to focus on learning
- Help clients to take responsibility for their learning.

This programme is made up of three sections:

Section 1	Personal Professional Development	7 hours
Section 2	Building Business Mentoring Relationships	7 hours
Section 3	Delivering Business Mentoring	7 hours

Duration

- 35 guided development and assessment hours

Assessment methods

- Assessment is undertaken in line with the SFEDI National Assessment Strategy for Business Support 2006
- Assessment will include observation of practice, work based product evidence and presentation of CPD plan and record.



Title:	Personal Professional Development	Section 1	
Learning outcomes The learner will	Assessment criteria The learner can (in an organisation with which the learner is familiar)		
1. Assess whether the ethical and professional standards expected of business advisors are met	1.1	Review own work practices in order to assess whether they meet the ethical and professional standards expected of business advisers, and identify improvements that could be made to own work practices	
2. Plan and implement own personal professional development	2.1	Investigate own continuing professional development needs, taking into account changes in own work roles and operating environment	
	2.2	Devise and implement personal development plans based on identified needs	
3. Develop own professional networks	3.1	Assess the quality of own current networks and identify how they could be improved	
	3.2	Implement plans for improving own professional networks, and identify the outcomes of these efforts	
4. Review and improve business support services offered by self or employers	4.1	Use performance monitoring techniques to review the business support services offered by self or employers	
	4.2	Identify and implement opportunities for improving business support services offered by self or employers	
Additional information about the unit			
Links to NOS: Based on Units 5-8 of SFEDI NOS for Business Support (approved 2006)			
Unit aim(s)			
To equip business advisers with the skills to manage their continuing personal professional development.			

	Indicative content:
1	<ul style="list-style-type: none"> • The reasons for reviewing their own performance and the limitations of self-appraisal • Professional codes of conduct and ethics for business advisers • Reliable sources of feedback from, for example, line managers, supervisors, peers, mentors, fellow learners and professional associations • Methods for monitoring and recording work practices with clients • The standards of performance set by professional associations, commissioning bodies, contractors and business support providers
2	<ul style="list-style-type: none"> • The principles of continuing professional development • Personal learning styles and preferences • Action-planning techniques • A range of work-based learning activities, for example: <ul style="list-style-type: none"> • Learning logs • Mentoring • Projects • Work shadowing • Books, journals, videos, CDs and other media • Sources of continuing professional development for business advisers • The personal development policies and practices of their employer
3	<ul style="list-style-type: none"> • Communication and interpersonal skills associated with networking • How networks are established and developed, the distinctions between formal and informal networks, and methods for extending and strengthening networks • The ethics of using contacts and networks for the benefit of clients, and the limitations of networks in recruitment, procurement and contracting • Policies and guidelines on client confidentiality, sharing client data, sharing access to management information systems, equal opportunities, diversity and social inclusion
4	<ul style="list-style-type: none"> • The importance of establishing and applying appropriate measures for evaluating the performance of business support services • Sources of information about the performance of other business support providers • Systems for collecting and assessing performance monitoring data • How to use performance assessments to identify opportunities for improvements to services • Customer services standards and practices used by business support providers, including practices for contracts and agreements with clients, handling complaints and disputes, client confidentiality, and professional indemnity • Current approaches to evaluating business support services used by and for government agencies



Title:	Building business mentoring relationships	Section 2	
Learning outcomes The learner will	Assessment criteria The learner can (in an organisation with which they are familiar)		
1. Present a positive image of business mentoring	1.1	Communicate with clients in ways they are able to understand and that are relevant to their needs	
	1.2	Behave as a business mentor and not a business adviser	
2. Follow expected mentoring principles and practices	2.1	Follow the code of ethics for mentoring set by the organisation you represent	
	2.2	Follow required processes and procedures	
Additional information about the unit			
Links to NOS: Based on Unit E of SFEDI NOS for Business Support (approved 2007)			
Unit aim(s)			
To equip business advisors and business mentors with the skills to build effective business mentoring relationships			

	Indicative content:
1	<ul style="list-style-type: none"> • The different behaviour associated with advising instead of mentoring, how to recognise this and the effect it will have on the mentoring relationships. • The range and limits of different communication methods (for example, face to face, phone, fax, e-mail and body language). • Ways to: <ul style="list-style-type: none"> • present new information • create an environment in which clients will feel at ease • make the mentoring experience effective for different clients • gain and maintain clients' enthusiasm, commitment and trust • listen uncritically so as to identify clients' real situations, problems or needs • question and check with clients what they have understood from you • share information, ideas and arguments patiently and tactfully • inspire confidence, persistence and realism • build long-term relationships • shows you are willing to help clients without judging them • give, receive and pass on feedback • sort out any difficulties and reduce conflicts and differences as far as possible • show respect for and sensitivity to the needs and feelings of other people • avoid bias, preconceptions and judging • recognise the effect of your own actions and behaviour on other people • present yourself positively to other people • stay calm in difficult or uncertain situations • handle other people's emotions without becoming personally involved in them. • How to identify when the relationship has reached a natural end and end it successfully
2	<ul style="list-style-type: none"> • The difference between business mentoring and other business support. • Ways to work within the requirements and policies of the mentoring scheme in which you are involved. • Records of client contact that need to be kept. • The goals and rules of the mentoring process, and how long it will last. • The rules on confidentiality and data protection, and how to follow them. • What rules to set for the mentoring process. (For example how often to meet, the places and times to meet, what to do if someone can't make a session, confidentiality, involving other work colleagues, or dealing with problems.) • What is in a contract for mentoring. • The resources and facilities needed for the mentoring process. • Ways to manage your time and activities



Title:	Delivering business mentoring	Section 3	
Learning outcomes The learner will	Assessment criteria The learner can (in an organisation with which they are familiar)		
1. Help clients manage their learning	1.1	Encourage clients to compare their needs and abilities with current business practices	
	1.2	Help clients plan their learning and review their progress	
2. Encourage clients to focus on learning	2.1	Encourage clients to develop the confidence, understanding and skills needed to meet their personal and business objectives	
3. Help clients to take responsibility for their learning.	3.1	Encourage clients to clearly express their aims, ideas and concerns	
	3.2	Help clients increase their self-confidence in setting their goals and managing their learning	
Additional information about the unit			
Links to NOS: Based on Unit E of SFEDI NOS for Business Support (approved 2007)			
Unit aim(s)			
To equip business advisers and business mentors with the skills to deliver business mentoring			



Indicative content:	
1	<ul style="list-style-type: none"> • The different reasons clients might have for starting or running a business, and how these will affect their goals. • What clients' personal goals are. (Goals can be specific problems with the business or broader personal and business targets.) • Ways to identify or develop practical and affordable learning solutions which best meets clients' needs • How much detail a programme of activity should include. • Ways to judge progress. • How often, and to what level of detail a programme of activity should be reviewed. • How new points of view can be beneficial when evaluating, considering and using information to improve skills and business performance
2	<ul style="list-style-type: none"> • How different people learn. • How different clients have different learning preferences and limits and what they are. • Ways to learn from things that did not turn out as expected. • Methods to develop skills that will improve how competitive a business is. • Methods to develop clients' personal skills so they can develop the business for themselves. • What further sources of information, advice or further support may be relevant to clients, how to recommend them and how to evaluate it
3	<ul style="list-style-type: none"> • Ways to develop clients' self-confidence. • Ways to encourage clients to: <ul style="list-style-type: none"> • talk about their business situation, needs and progress • express themselves • discuss ideas and concerns • take action to meet their goals • accept and manage change • make their own decisions, • make plans, • prioritise and carry out actions