MENTOR MANUAL 2017 – 2019 COHORT

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WELCOME TO THE LAVIN ENTREPRENEUR MENTORSHIP PROGRAM

We are eager for you to join the Lavin Entrepreneur Mentorship Program. You are starting down a rewarding and exciting journey toward mentoring students who are proud to participate in our prestigious Lavin Entrepreneur Program.

THE LAVIN ENTREPRENEUR PROGRAM

This program engages a select group of talented undergraduate students from across the campus in an unforgettable experience designed to prepare them for an entrepreneurial career. Graduates of this two year program will be able to identify and evaluate new business opportunities, understand the roles and responsibilities of an entrepreneur and then marshal and deploy resources in order to launch and build new ventures. In addition, they will develop potentially life-long relationships with their fellow Lavin Entrepreneur students, industry experts, faculty, and mentors to fuel their entrepreneurial careers.

FOR MENTORS, THIS IS A WAY TO SHARE YOUR WISDOM & TO GIVE BACK

If you were fortunate enough to have had a mentor when you were starting out, or wish you had one, imagine the outstanding role you can play in someone’s life. Here is your opportunity to “pay it forward,” and help someone by sharing your expertise and experiences. Being a Lavin Entrepreneur mentor allows you to engage with San Diego State University, and be part of another winning team. The United States Association for Small Business and Entrepreneurship (USASBE) awarded SDSU the Model Undergraduate Program in Entrepreneurship of the year for 2017.

A GREAT MENTOR / MENTEE RELATIONSHIP IS QUALITY OVER QUANTITY

Becoming a mentor entails participating in various activities with your Lavin Entrepreneur Mentee, such as having a positive initial contact meeting and then communicating with your student at least monthly. We also strongly suggest that you find ways to directly involve your mentee into your world by allowing them to “shadow” you at a business meeting, attend a networking event with you or just grab a meal together. As a mentor, your sole objective is to help your student develop his/her skills and increase their chances for success after college.

WHAT MAKES A GOOD LAVIN ENTREPRENEUR MENTOR

- Regular contact with your mentee of at least once a month (e.g. e-mail correspondence, Skype, phone conversation, staff meetings, networking events, etc)
- Involve your mentee in some of your day-to-day business activities and endeavors
- Provide your mentee with honest advice, leadership, and business knowledge. Be their “sounding board.”

WHAT MAKES A GOOD LAVIN ENTREPRENEUR MENTEE

- Mentees are responsible for following up with you, their mentor, at least once a month
- Mentees seek to learn from their mentor’s experiences as a business professional, their successes and failures, and their involvement with the community through their professional and nonprofessional activities
- Mentees are encouraged to invest the time to properly experience and learn about entrepreneurship opportunities through interactions with you, the mentor.
- Mentees will be responsible for writing a two page paper at the end of each semester documenting their experiences and the knowledge that they have gained from working with you.
- By participating in this program, Lavin Entrepreneur students will gain entrepreneurship advice only available from seasoned professionals that have successfully built a knowledgeable career

We encourage both mentors and mentees to take full advantage of this great opportunity. This program is like anything else... the more time and effort that you invest into it, the greater the benefit that you will receive.
GETTING STARTED

We have prepared this guide to assist you, the mentor, in organizing activities that will help you and your mentee to get the most out of this experience.

To get off to a good start as a mentor, take the following steps:

1. Complete a short biography about yourself maximum of 500 words including a professional photo which should be on a clear white background.
2. Look for the Breakfast Mentor Meeting: Usually 2-3 weeks after school starts. This is designed for students to meet their mentors and get a chance to express their interests and future endeavors. Other mentors will be there as well so this is a great chance for everyone to make connections.
3. 1st Meeting with your Mentee: There will be a follow up meeting after the kickoff breakfast meeting. This meeting will be coordinated between the mentor and mentee at an agreed upon time. Please be proactive to arrange this meeting with your student as soon as possible and at a mutually convenient location.
STAY ON TRACK

As a Lavin Entrepreneur mentor and mentee team, there needs to be a balance of both structure and flexibility to achieve student learning objectives. To achieve this balance and keep the relationship both positive and productive, the Lavin Entrepreneur Program has several guides and forms that will help keep the student, the mentor and the Lavin Entrepreneurship Center Leadership Team stay informed and on track.

The Lavin Entrepreneur Program Administrator will remind both the Lavin Entrepreneur student and mentor when certain forms and updates are due. The guides, forms and other information are available on the Lavin Entrepreneurship Center website, lavincenter.sdsu.edu. For your reference, the documents are listed below and are included in this manual.

PROGRAM TIMELINE – This allows for mentees to keep up with what is expected and a place for you to reference important dates for the program.

STUDENT & MENTOR MANUALS – Each mentor and mentee will be provided with a program manual so they are able to gain a clear understanding of what is expected and get the most out of their time together.

MENTORSHIP AGREEMENT – The mentorship agreement explains the expectations and responsibilities for the mentor and mentee. Mentors should discuss with their student the time commitment they have in regards to other outside activities, their preferred method of contact, and how often they should meet up in person. We understand that both the mentor and mentee live busy lives, but this is a way for the team to both sit down and talk about their availabilities and the best way to manage their relationship.

STUDENT MENTEE MILESTONES – The Mentee Milestones help students pinpoint their goals and what they want to gain out of their program. This is a way that allows us to track the progress of each mentee as well as be able to spot areas of improvement for each individual student.

MENTORSHIP ACTIVITIES – Mentorship activities are meant to give mentors and mentees an idea of the different activities they can partake in. Mentees can go through the list with their mentor and decide which activities will benefit them the most.

MENTOR PRELIMINARY REFLECTION – During each semester, student mentees will be asked to develop a brief description of the interactions with their mentor. An outline for this report is contained towards the back of this manual.

END OF SEMESTER LEARNING REPORT – Learning Reports help the Lavin Entrepreneurship Center Leadership Team understand how the mentees are learning in the program. The report is designed by taking the learning outcomes of each semester and placing them on a scale of 1-5.

END OF PROGRAM SURVEY – All students who are in their last year of the program will be asked to take this survey before graduation. This is a way for our leadership team to gain a better understanding of how to improve the program and what areas need more attention. If time permits, there may be an in person interview as well.
MENTOR-MENTEE RELATIONSHIP

In ideal scenarios, we expect and hope that your mentor/mentee relationship will endure for the entire two years of the Lavin Entrepreneur Program and beyond. We do our best to establish productive pairings of mentors and mentees at the beginning of the program. Yet, sometimes these initial matches do not work out as we originally had hoped.

If for any reason either party to the relationship feels that the pairing is no longer productive, you should notify the Lavin Entrepreneurship Center Leadership Team immediately. A request for a change in the relationship can either come from the mentor or the mentee. We will do our best to make alternative arrangements for either party.

It is our intention and desire that both parties develop positive experiences and benefits from this relationship.
| Comm. 1 | Communication 1: Recruitment of next cohort of Lavin Entrepreneur Students (Applications; Mid March -Early April) (Finalize of interviews; Mid-April - Late April/Early May) |
| Comm. 2 | Communication 2: Pre-Program Acceptance (Late May-Early July) |
| Comm. 3 | Communication 3: Invitation to Kickoff Breakfast or Small Meeting session. (Late August- Early Sept.) (Week 2-3 of school) |
| Comm. 4 | Communication 4: Send out agreement, Goal and Milestones forms to all students and mentors. (Right after mentor breakfast; week 3-4 of school) |
| Comm. 5 | Communication 5: Organize mentor network event with students; can be hosted at the mentors homes. (Week 7-8 of school; Mid October) |
| Comm. 6 | Communication 6: Semester 1 Learning Report (Mid December; approx. Week 14) |
| Comm. 7 | Communication 7: Goal and Milestone Revision/Edit (Mid January- week before Semester 2) |
| Comm. 8 | Communication 8: Semester 2 Learning Report (Late April; Early May) |
| Comm. 9 | Communication 9: Goal and Milestone Revision/Edit (Mid August; before the start of Semester 3) |
| Comm. 10 | Communication 10: Semester 3 Learning Report (Mid December) |
| Comm. 11 | Communication 11: Goal and Milestones Forms are sent to all students and mentors (1 week before semester 4; Mid January) |
| Comm. 12 | Communication 12: Semester 4; End of Program Evaluation |
MENTOR GUIDE

ROLE DESCRIPTION
While the professional Lavin Entrepreneur relationship is named “Mentorship”, many mentors have characterized the relationship more like a “Coach & Athlete”. This approach recognizes that when mentees join, they are 3rd year college students with tremendous energy and desire, but in need of a game plan, strategy and the steps to work their way toward a successful future in entrepreneurship.

REMAIN FLEXIBLE & RECOGNIZE THE “WHOLE PERSON”
Mentees are often managing classes, jobs, clubs, social life and the Lavin Entrepreneur Program. Take time to understand the “whole person” challenges, and consider sharing how you managed your time with so many competing priorities.

MENTORSHIP GOALS, MILESTONES & AGREEMENT DOCUMENTS
Take the needed time at the beginning of the mentorship to discuss and then clearly define the mentee's goals for the program. Then establish an agreement to manage the relationship with a set of milestones and timely check-ins.

BE RESPONSIVE
If you become very busy and are unable to talk, be honest and timely with your mentee about your commitments. Reschedule your conversations or send a brief note explaining your situation and when you will be available to meet in person or talk over the phone (Skype/FaceTime/Duo, etc.)

LISTEN ACTIVELY
Listen to your mentee's needs and goals. Clarify and update the “Goal’s, Agreement and Milestone” documents as needed. Try to understand their strengths and weaknesses and give the best advice you have to offer.

RESPECT BOUNDARIES
Get to know your mentee on a personal level while maintaining professionalism. Meet in appropriate places that are easy to access and are in safe locations.

PARTICIPATE IN VOLUNTARY MENTOR PROGRAMS
The following mentor/mentee programs are voluntary, but can bring tremendous value to the students. Please participate if possible.

1. Attend Breakfast Kick-off Meeting
   • This enables you to meet your student mentee, other mentors and the Lavin Entrepreneurship Center Leadership team. A brief overview of the program, roles, responsibilities, forms and resources are shared and discussed.

2. Host or Participate in Mentor Hosted Social & Networking Events
   • Consider hosting a social or professional event in your home or place of work
   • You and your mentee may attend one of the 5-6 casual social events
   • Organize an event with other common industries or professions. Mentor volunteers may share the cost.

3. Participate in Classroom Activities
   • Mentors may volunteer or be asked to participate as a guest speaker or member of a panel to share their learnings and advice on a variety of entrepreneur topics. The Lavin Entrepreneur students are required to complete four courses over the two year program.
ROLES
Name of Mentor: ____________________________________________________________
Name of Mentee: __________________________________________________________

REQUIRED LAVIN ENTREPRENEURSHIP STUDENT RESPONSIBILITIES
1) Review Mentor and Mentee Guides
2) Complete, sign and submit Mentorship Agreement
3) Complete, sign and submit Goals and Milestone Agreement
4) Participate at Mentorship Launch activities

ADDITIONAL AGREED RESPONSIBILITIES
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

FREQUENCY AND METHOD OF INTERACTION
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

EXPECTATIONS OF EACH OTHER
Top 3 Expectations of Mentor:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Top 3 Expectations of Mentee:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

DURATION OF MENTORSHIP
Begins ___________________________ Ends ___________________________
Mentor Signature (Date) Mentee Signature (Date)
LAVIN MENTORSHIP ACTIVITIES

Lavin Entrepreneur students and mentors can spend time together in many ways to help identify needs and opportunities to support the student’s entrepreneurial goals and aspirations. Each mentor and mentee will likely have unique ideas as to how to spend time together sharing knowledge from academic, work experience and networking relationships. To help supplement these ideas, the Lavin Entrepreneurship Center has gathered a menu of mentorship activities that may help stimulate ways of working together as a mentor and mentee. Please review the following list to support your mentorship collaboration.

ONE ON ONE TALKS – COFFEE SHOP, LUNCH, ETC.
Schedule “one on one” meetings to establish clear goals, milestones and the Lavin Entrepreneur agreement. Use these opportunities to help build plans for the near and long term. Discussions may also include topics such as, understanding and appreciating the mentors path to success and recommended skills, habits and life lessons.

BRAINSTORM NEW BUSINESS IDEAS
Brainstorm new business opportunities in targeted industries, technologies and services that can lead to potential, highly valuable, and appreciated experiences for the mentee and mentor. If appropriate, additional persons can be invited to the brainstorming sessions.

VISIT MENTOR IN THEIR WORKPLACE ENVIRONMENT
Mentees and mentors have identified that having the student mentee join them in the workplace environment by “shadowing” them in the typical work day can be highly informative, and can help the mentee to better appreciate the complexities of running and/or managing an organization.

RECOMMEND INSIGHTFUL RESOURCES
Mentors can discuss and recommend interesting and valuable learning tools such as books, journals, magazines and video programs that have helped them become the successful entrepreneurs or leaders in their lives.

ATTEND PROFESSIONAL NETWORKING EVENTS TOGETHER
Attending professional events together can help the student mentee understand and practice how to prepare, implement and follow-up with contacts. These events are helpful for idea sourcing, job searching, sales generation, networking and building overall knowledge.

ASSISTANCE TO BUILD PERSONAL BRAND
Assist your mentee plan and develop the components of building their personal brand as an entrepreneur or professional in the field. Developing and refining their resume, LinkedIn profile, elevator speech and interview or “pitch” Q&A’s can be very helpful to have available on demand.

INTRODUCTION TO APPROPRIATE PERSONAL NETWORK CONTACTS
If appropriate and if the student mentee has earned the opportunity, introductions to the mentor’s network contacts can help the mentee broaden their connection base and grow their potential within an industry and desired profession.

PARTICIPATE IN THE LAVIN ENTREPRENEUR CLASSROOM
Mentors may volunteer or be asked to participate as a guest speaker or member of a panel to share their learnings and advice on a variety of entrepreneur topics. The Lavin Entrepreneur students are required to complete four courses over the two year program.

Note: Please suggest to the Lavin Entrepreneurship Center Leadership team any other ideas for meaningful mentor/mentee engagement activities.
STUDENT MENTEE MILESTONES

This form is to be filled out by the mentee and shared with the mentor 5 times during the program. Completed forms are to be turned in to the Lavin Entrepreneurship Center Administration.

Check the box below to identify upcoming semester:

☐ Semester 1  ☐ Semester 2  ☐ Summer  ☐ Semester 3  ☐ Semester 4

Milestones are designed to record the student mentee’s progress and future plans. Students are required to document their milestones at the beginning of each semester. Mentees will evaluate themselves and consider their goals and milestones that they would like to reach in the following 4 areas of their life: health, professional aspirations, play and family. The goal of this worksheet is to encourage a balanced life and identify any problems before they become debilitating.

By end of (semester 1), Fall _____ (year), I would like to reach the following milestones in terms of personal development towards my goals

By end of (semester 2), Spring _____(year), I would like to reach the following milestones in terms of personal development towards my goals

By end of Summer _____(year), I would like to reach the following milestones in terms of personal development towards my goals

By end of (semester 3), Fall _____(year), I would like to each the following milestones in terms of personal development towards my goals

By end of (semester 4), Spring _____(year), I would like to reach the following milestones in terms of personal development towards my goals
STUDENT MENTEE PROGRAM GOAL

This form is to be filled out by the mentee and shared with the mentor 5 times during the program. Completed forms are to be turned in to the Lavin Entrepreneurship Center Administration.

Check the box below to identify upcoming semester:

☐ Semester 1  ☐ Semester 2  ☐ Summer   ☐ Semester 3  ☐ Semester 4

1. Describe what you want to achieve by the end of the 2-year program. Please choose one.

☐ Start a new company upon graduation

☐ Gain entrepreneur mindset and skills to join a startup upon graduation

☐ Learn about the entrepreneurial process and mindset to start a company in 5-10 years

☐ Learn the entrepreneur mindset and skills. No intention to start a company in the near future

☐ Other, please specify__________________________________

2. My specific goals are:

   a. By graduation, I would like to have achieved:

   1. ________________________________________________________

   2. ________________________________________________________

   3. ________________________________________________________

   b. In 5-10 years, I would like to have achieved:

   1. ________________________________________________________

   2. ________________________________________________________

   3. ________________________________________________________

____________________________________  ______________________________________
Mentor Signature                            (Date)   Mentee Signature         (Date

Please note that this is a living document and it can change anytime. Please keep your mentor informed if you want to make major decisions regarding the program and/or your ability to fulfill your agreed commitment to your goal and/or the milestones working toward your goal achievement.
MENTOR PRELIMINARY REFLECTION

A key aspect of the Lavin Entrepreneur Program is that everyone of our Lavin Entrepreneur students is assigned a mentor whom we have recruited from the local or regional business community. In ideal situations, mentors will be working with their student mentee for the duration of the Lavin Entrepreneur Program experience. In some cases these relationships can last far beyond your time in the Lavin Entrepreneur program.

Student mentees will prepare a short (maximum 3 – pages) preliminary reflection of their early encounters with their mentor. This reflection will be due on November 20. The report should be maximum of 3 pages in length. A broad outline for the reflection is as follows:

• Summary Description of the Mentor – Mentees will describe the mentor’s personal, academic and professional background. What is he or she doing now? Mentees will list 3 things that impress them about their mentor.

• Description of Mentor / Mentee Activities to Date – Mentees will describe their interactions with their mentor thus far. How often do you meet? Where do you typically meet? What unique activities have they done or are planning to do with their mentor?

• Key Pieces of Advice from their Mentor – Mentees will identify and briefly discuss at least 3 pieces of advice they have received from their mentor thus far.
LEARNING REPORT SEMESTER 1: BA 311

In this course, students will be introduced to entrepreneurship as a potential path for future career development. Entrepreneurship is about creating and building something of value. An entrepreneur is someone who creates or seizes an opportunity and relentlessly pursues it without regard to the resources currently controlled. Within the broadest definition, entrepreneurs are found throughout all facets of life. Accordingly, in this course, students will begin their journey of developing their entrepreneurial competencies and professional networks. Additionally, students will be introduced to the basics of ideation and opportunity recognition.

Using a scale of 1 to 5, please rate your perceived level of achieving the following learning outcomes. 1 meaning no progress and 5 meaning mastered.

SLO 1: Evaluate personal entrepreneurial characteristics and skill sets

1 2 3 4 5

SLO 2: Articulate types of challenges entrepreneurs face during the start-up process

1 2 3 4 5

SLO 3: Identify various paths to entrepreneurship

1 2 3 4 5

SLO 4: Develop an initial idea for a new business

1 2 3 4 5

SLO 5: Create an initial business model for pursuit of a new business idea

1 2 3 4 5

SLO 6: Establish a network to access entrepreneur expertise to use as needed

1 2 3 4 5
LEARNING REPORT SEMESTER 2: BA 312

In this course, students will continue building their entrepreneurial competencies and mindsets. The class emphasizes the utilization of entrepreneurship frameworks for business opportunity assessment and ideation and feasibility analysis techniques in ventures. Interacting and negotiating with strategic partners will also be highlighted.

Using a scale of 1 to 5, please rate your perceived level of achieving the following learning outcomes. 1 meaning no progress and 5 meaning mastered.

SLO 1. Demonstrate ideation analysis techniques

1 2 3 4 5

SLO 2. Negotiate and interact with strategic partners

1 2 3 4 5

SLO 3. Assess new product feasibility in a target marketplace

1 2 3 4 5

SLO 4. Establish a network to access entrepreneur expertise to use as needed

1 2 3 4 5

LEARNING REPORT SEMESTER 3: BA 411

In this course, students will focus on developing an idea for launching a new business venture. Throughout the course, students will engage in significant customer development activities that are designed to test assumptions based on market feedback. Using Lean Startup principles, students will learn to make pivots when appropriate, leading to multiple iterations from their original business idea.

Using a scale of 1 to 5, please rate your perceived level of achieving the following learning outcomes. 1 meaning no progress and 5 meaning mastered.

SLO 1: Create a methodology to interact with customers

1 2 3 4 5

SLO 2: Identify key business metrics of a small company start up

1 2 3 4 5

SLO 3: Present a viable business model that would support a new venture

1 2 3 4 5
LEARNING REPORT SEMESTER 4: BA 412

In this course, we will focus on company creation activities. Building upon the “iterated” business model canvas produced at the end of BA 411, students will be exposed to the types of challenges, issues and decisions that must be made while formulating their launch plan. By the end of this course, students will develop and present an investor pitch of their proposed new business venture.

Using a scale of 1 to 5, please rate your perceived level of achieving the following learning outcomes. 1 meaning no progress and 5 meaning mastered.

SLO 1. Develop a launch plan based on a pre-designed business model canvas

1 2 3 4 5

SLO 2. Present a thorough and well-designed business plan/presentation to outside investors

1 2 3 4 5