

ACADEMY4BUSINESS

Mentoring Guide: Driving EdTech Innovation Through Design Thinking



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Introduction

Mentoring is about building relationships. Mentoring is about forming meaningful connections and fostering growth on both sides. It's a dynamic, two-way exchange of knowledge and experiences, enriched by shared challenges and achievements. By openly sharing your struggles and triumphs, you build trust and help your mentee learn and grow from your journey.

At its heart, mentoring is about creating a supportive space where mentees feel valued, inspired, and empowered. It's not just about offering advice—it's about cultivating a bond based on mutual trust and respect. Effective mentoring hinges on empathy, the ability to see the world through your mentee's eyes, and active listening, which helps you fully understand their thoughts, challenges, and aspirations.

Setting clear expectations from the outset is vital. Open and honest communication helps align both mentor and mentee on their goals and the steps needed to achieve them. Together, you define objectives, clarify roles, and map out a collaborative roadmap. However, flexibility is equally important. Each mentee is unique, and a mentor's approach should adapt to their individual needs and aspirations.

The European Academy4Business (A4B) project brought together a diverse consortium, including Vysoká Škola Báňská - Technická Univerzita Ostrava, Akademia Techniczno-Humanistyczna w Bielsku-Bialej, Fundació TecnoCampus Mataró-Maresme, Agencja Rozwoju Regionalnego SA, Lurtis Rules S.L., Know How Klub s.r.o, EdTech Estonia, Ajuntament de Mataró, Tallinn University, DG Skills, and the Estonian Entrepreneurship University of Applied Sciences. This partnership culminated in a comprehensive mentoring program aimed at equipping international undergraduate students with the tools to innovate within the EdTech sector. Academic mentors, industry experts, and public representatives collaborated to provide unparalleled support.

This guide outlines the methodology and practical insights gained from the program. Although it focuses on the EdTech sector, its principles can inspire anyone eager to drive change through mentoring. The guide aims to motivate universities, companies, and public institutions to adopt these practices, fostering innovation and growth across industries.

Leveraging Design Thinking—a user-focused problem-solving framework—this guide showcases how mentors can spark creativity and innovation. Through relatable examples, actionable strategies, and insightful advice, it equips mentors to make a

Chapter 1: The Essence of Mentoring

- Exploring the philosophical foundations of mentoring
- Discussing the mentor's role in personal and professional development
- Highlighting how mentorship transforms both mentor and mentee

1.1 The Philosophy of Mentoring

Mentoring transforms potential into talent. It's a powerful approach to growth, enabling individuals and organizations to evolve through knowledge transfer, meaningful dialogue, and learning by doing. Mentoring fosters change and improvement, offering an innovative lens through which we understand education and personal development. A mentor—someone with experience—guides, encourages, and supports their mentee, unlocking their abilities and helping them achieve their aspirations.

Effective mentoring programs foster development for both mentor and mentee. They hinge on identifying potential and nurturing it into competencies—practical skills that lay the foundation for talent. As Martha Alles (2002) puts it, competencies are real, demonstrated capabilities that enable individuals to succeed in specific tasks, much like talent itself.

Developing competencies involves three key areas: **attitude, knowledge, and skills**. Mentoring actively works at all these levels:

- **Attitude:** The process begins by understanding the mentee's values, motivations, and emotions, sparking the mindset shifts needed for growth. Early sessions often involve challenging limiting beliefs that may hinder progress.
- **Knowledge:** As the relationship deepens, the mentor shares targeted, industry-relevant insights. This exchange helps the mentee build intellectual capital efficiently and practically.
- **Skills:** Equipped with the right attitude and knowledge, the mentee begins to develop behaviors and habits, transforming them into valuable competencies. Mentors model effective behaviors and provide constructive feedback, helping mentees refine their skills.

This practice also meets the evolving needs of professionals, whether they're managers, educators, or entrepreneurs. According to Judson (1981), mentoring plays a critical role in helping individuals adapt to new or challenging responsibilities by building their competencies.

Mentoring, in its essence, goes beyond achieving goals; it's about forming a life-changing bond rooted in trust and mutual respect. The tradition of mentoring dates back centuries, where experienced individuals passed down wisdom to the next generation. Today, its impact continues, empowering growth in both personal and professional spheres.

1.2 The Multifaceted Role of a Mentor

A mentor seamlessly shifts between various roles to meet the mentee's needs, creating an environment where growth thrives. Let's explore the key dimensions of mentorship:

- **Providing Perspective:**

Mentors help mentees see beyond immediate challenges, contextualizing problems within a broader framework.

Example: A mentee developing an EdTech application feels stuck due to technical glitches. A mentor helps them focus on their overarching goal—creating a user-friendly tool—and shifts their attention toward iterative testing and user feedback instead of perfecting one feature.

- **Encouraging Growth:**

Mentors push mentees to embrace new experiences, take risks, and grow. Growth often happens outside one's comfort zone, and mentors offer the right mix of support and challenge.

Example: A mentee nervous about presenting their project in public gains confidence by starting with smaller peer presentations. Gradual encouragement helps them address larger audiences successfully.

- **Offering Support:**

While promoting independence, mentors serve as a constant source of support, offering encouragement during setbacks and celebrating successes.

Example: A mentee feels demotivated after multiple funding rejections. Their mentor reignites their drive by reminding them of their project's potential and offering actionable feedback to improve their proposal.

1.3 A Transformational Partnership

Mentorship is more than achieving specific goals; it's about fostering resilience, curiosity, and lifelong learning. Empowered mentees often become mentors themselves, creating a cycle of growth and innovation.

Transformation Through Mentoring explores the profound changes mentoring brings to both mentor and mentee. Beyond professional milestones, it sparks personal growth, fosters new perspectives, and even reignites passions.

- **For the Mentee: Empowerment and Growth**
 - *Skill Development*: Personalized guidance accelerates the acquisition of critical skills. *Example*: A mentee gains hands-on experience in EdTech tools, leading to innovative classroom solutions.
 - *Confidence Building*: Mentees grow more confident through constructive feedback and a safe space for experimentation. *Example*: Encouraged by their mentor, a mentee delivers a successful pitch that secures stakeholder support.
 - *Expanded Perspective*: Mentors expose mentees to new ways of thinking, enhancing problem-solving and decision-making. *Example*: A mentee learns to embrace feedback as a tool for improvement, building resilience and adaptability.
- **For the Mentor: Rediscovery and Legacy**
 - *Renewed Purpose*: Interacting with enthusiastic mentees rekindles mentors' passion for their field. *Example*: A mentor incorporates their mentee's fresh approach to gamified learning into their own work.
 - *Personal Growth*: Mentors refine communication skills and deepen their understanding by adapting to mentees' needs. *Example*: Simplifying complex concepts for a novice mentee sharpens a mentor's teaching abilities.
 - *Creating a Legacy*: Mentors leave a lasting impact by shaping future innovators and leaders. *Example*: A mentor guides the development of an inclusive EdTech platform, positively influencing thousands of learners.
- **For the Mentoring Relationship: Synergistic Innovation**
 - *Reciprocal Learning*: Both parties learn from each other, blending experience with fresh perspectives. *Example*: A tech-savvy mentee introduces emerging tools, while the mentor provides insights into user-centered design.
 - *Shared Achievements*: Collaborative efforts often lead to impactful projects. *Example*: A mentor and mentee co-develop a learning app prototype that wins an innovation award.

Key Takeaways on Transformation

- Mentoring is a partnership that evolves and enriches both participants.
- It's about the journey—shared experiences, challenges, and growth—just as much as the destination.
- By fostering innovation, mentoring creates lasting change in individuals and the broader field of EdTech.

Chapter 2: Building the Mentoring Relationship

- Dive into the importance of empathy and active listening.
- Narrate examples of successful mentor-mentee dynamics.
- Include exercises to help mentors practice effective communication skills.

The foundation of any effective mentoring relationship is trust, built through empathy and active listening. When mentors genuinely invest in understanding their mentees, they create a safe space for growth and exploration.

a) The Importance of Empathy and Active Listening

Empathy allows mentors to step into their mentees' shoes, seeing the world from their perspective. Active listening—being fully present and engaged—reinforces this connection. It means not just hearing words but understanding the emotions and intentions behind them.

For example, consider Maria, a mentor working with a mentee named Alex. During one session, Alex hesitated to share a challenge he faced in pitching an EdTech idea. Sensing his discomfort, Maria leaned in, asked open-ended questions, and patiently waited for Alex to express his concerns. This act of empathetic listening helped Alex feel valued and understood, paving the way for constructive feedback.

b) Examples of Successful Mentor-Mentee Dynamics

Great mentoring relationships often hinge on adaptability and mutual respect. Take the story of Michael, a software developer mentoring Clara, a student creating an app for personalized learning. Initially, Clara struggled with imposter syndrome, doubting her ability to lead such a project. Michael shared his experiences with self-doubt, showing vulnerability and relatability. Over time, Clara's confidence grew, and her project became a success.

Another example is Priya, a seasoned educator mentoring Rahul, a teacher exploring gamification in STEM education. Priya's encouragement and constructive challenges pushed Rahul to refine his ideas, leading to a groundbreaking pilot program in his school. These stories highlight how mentors who practice empathy and active listening can significantly influence their mentees' growth.

c) Exercises for Practicing Effective Communication:

1. The Reflection Exercise:

- After each mentoring session, reflect on what your mentee shared. Write down key points, emotions expressed, and any underlying themes. Review these notes before the next meeting to show continuity and attentiveness. Follow up templates are suggested for this exercise. Follow up templates designed in the A4B mentoring programme are provided in Appendix 1. A template to initiate the mentoring process, a template for the follow up sessions and a final template to close the mentoring process when the mentoring objective has been met.

2. The 3-Minute Drill:

- Dedicate three uninterrupted minutes to listening to your mentee without responding or interjecting. Once they finish, paraphrase what they said to confirm understanding.

3. Role-Reversal Scenarios:

- Swap roles with your mentee during a session. Have them act as the mentor and propose solutions to a hypothetical problem you present. This exercise fosters mutual respect and provides fresh perspectives.

By weaving empathy, active listening, and effective communication exercises into their approach, mentors can build strong, impactful relationships with their mentees.



Winter School in Mataro January 2024

Chapter 3: Approach to Mentoring

- Discuss the importance of setting goals and expectations.
- Share stories of how structured yet flexible approaches have empowered mentees.
- Introduce the concept of co-creating a mentorship roadmap.

An effective mentoring approach starts with clarity and mutual understanding. Setting clear goals and expectations lays the groundwork for a productive and meaningful relationship.

3.1. Setting Goals and Expectations

Every successful mentoring journey begins by defining what success looks like for both mentor and mentee. This involves:

- **Establishing Clear Objectives:** What are the mentee's goals? These can range from refining technical skills to launching an innovative EdTech solution.
- **Agreeing on Commitments:** Both parties should decide on the frequency of meetings, preferred communication methods, and expectations for preparation.
- **Creating a Safe Space:** Trust and openness are essential for fostering honest discussions and shared growth.

3.2. Stories of Structured Yet Flexible Approaches

Consider Nina, a mentor who guided her mentee Ethan through the process of designing an EdTech app. They began with structured bi-weekly meetings and defined milestones for each phase of development. However, when unexpected challenges, such as shifting user needs, arose, they adapted their plan. Nina's flexibility allowed Ethan to explore alternative solutions without feeling confined to their initial roadmap.

Another example is Raj, a mentor supporting Leila, an educator transitioning into EdTech innovation. Raj structured their sessions around key themes, such as understanding user needs, prototyping, and gathering feedback. At the same time, he encouraged Leila to bring up any immediate challenges she faced. This balance between structure and adaptability helped Leila make steady progress while addressing real-time issues.

3.3. Co-Creating a Mentorship Roadmap

A mentorship roadmap is a collaborative tool that outlines the journey ahead. Co-creating this roadmap ensures alignment and shared ownership between mentor and mentee.

- **Identify Key Milestones:** Break down the mentee's goals into actionable steps. For example, launching an EdTech prototype might include milestones like conducting user research, ideation, and testing.
- **Allocate Resources:** Determine what tools, time, and support are necessary at each stage.
- **Schedule Regular Check-Ins:** Use these meetings to review progress, address challenges, and adjust the roadmap as needed.
- **Celebrate Wins:** Recognize and celebrate achievements to maintain motivation and build momentum.

By establishing clear goals, adopting adaptable approaches, and co-creating a roadmap, mentors can guide their mentees toward meaningful and impactful outcomes.



Summer School in Tallinn June 2024

Chapter 4: Frameworks for Mentoring

- Explain the Design Thinking process and key principles.
- Include a concrete mentoring program for Edtech innovation through design thinking methodology.
- Provide design thinking tools for mentors to apply Design Thinking with their mentees.

4.1. The Design Thinking Process

Design Thinking, as a structured approach to problem-solving, has its roots in the mid-20th century, though its principles have existed in human creativity and ingenuity for centuries. It evolved at the intersection of design, engineering, and behavioral sciences, becoming a formalized methodology over decades.

The term "Design Thinking" was first conceptualized in the field of industrial design, where designers needed systematic methods to create user-centric products (Simon, 1969). In the 1980s, David Kelley, co-founder of IDEO, advocated for a "human-centered" approach, emphasizing empathy as a critical component. By focusing on the user experience, IDEO demonstrated that creative problem-solving could lead to transformative innovations. Design Thinking gained academic legitimacy in the 1990s when Stanford University established the Hasso Plattner Institute of Design (commonly known as the d.school) and developed the Design Thinking framework (Rowe, 1991). In the 21st century, Design Thinking became a global movement, adopted by industries and governments to tackle complex challenges. In their book *Change by Design* (2009), Tim Brown and Jocelyn Wyatt of IDEO positioned Design Thinking as a tool for driving innovation at scale.

Key Principles and Their Scientific Foundations

1. Empathy as the Starting Point

Empathy, the first stage of Design Thinking, aligns with cognitive science research on human-centered approaches. Goleman's *Emotional Intelligence* (1995) highlighted the role of empathy in understanding user behavior, which has become a cornerstone of the methodology.

2. Iterative Prototyping and Feedback

The iterative nature of Design Thinking reflects concepts from Lean methodology and agile development. Studies like Thomke's (2003) *Experimentation Matters* highlight the value of rapid prototyping and continuous learning to reduce uncertainty.

3. Interdisciplinary Collaboration

Design Thinking thrives on diverse perspectives. Research by Page (*The*



Difference, 2007) shows that cognitive diversity enhances problem-solving in teams, validating the inclusion of cross-disciplinary inputs in the Design Thinking process.

4.2. Design Thinking in EdTech

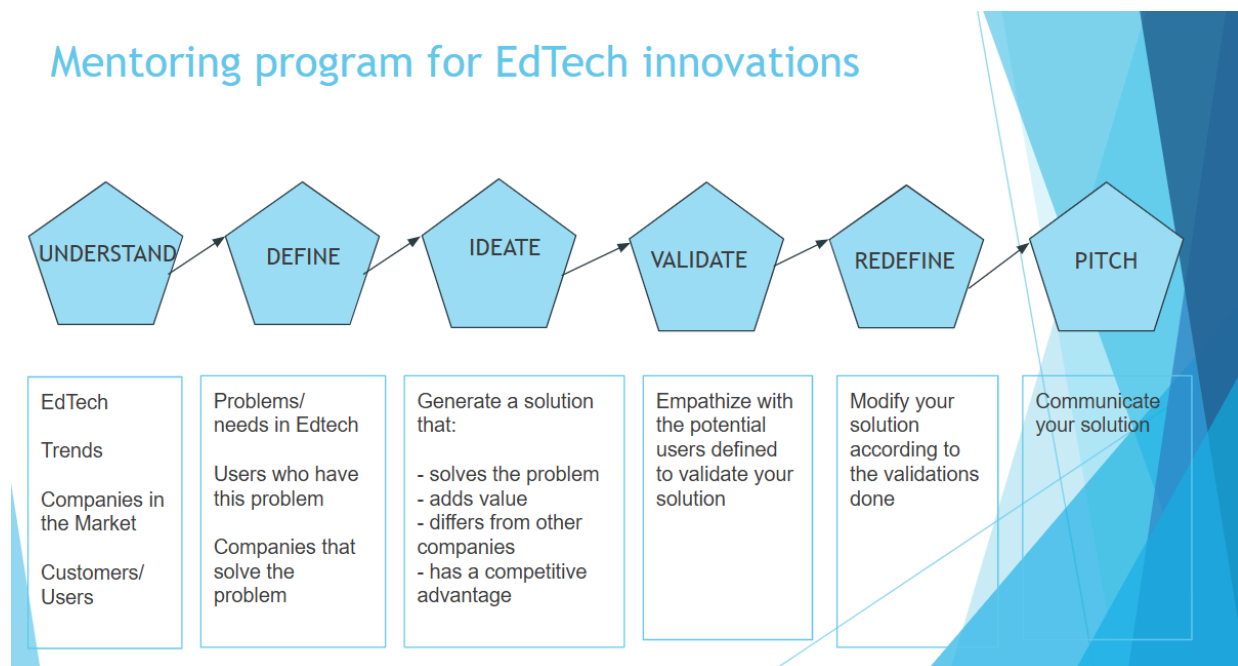
In recent years, Design Thinking has been instrumental in driving EdTech innovation. It has enabled the development of adaptive learning platforms, gamified education, and accessible technologies for learners with disabilities. By focusing on user needs—students, educators, and administrators—Design Thinking ensures that solutions are practical and impactful.

Design Thinking is a powerful framework for solving complex problems, particularly in innovative fields like EdTech. Its iterative nature emphasizes understanding users, challenging assumptions, and creating solutions that meet genuine needs. The process involves five key stages:

1. **Empathize:** Understand the users' needs, motivations, and pain points. Build a deep connection with the problem space.
2. **Define:** Clearly articulate the problem you aim to solve, ensuring it is both specific and user-centered.
3. **Ideate:** Brainstorm a wide range of potential solutions, encouraging creativity and out-of-the-box thinking.
4. **Prototype:** Develop simple, tangible versions of your ideas to explore and test their feasibility.
5. **Test:** Gather user feedback to refine and improve your solutions.

The A4B project has adapted the design thinking methodology to a specific mentoring program that has been designed and implemented in groups of international students with academic mentors, Edtech experts and representatives of public entities, as shown below:

Figure 1: Design thinking methodology designed and used in A4B mentoring program for EdTech innovations



Source: Own elaboration

The mentoring programme for edtech innovations consists of 6 stages:

1.- Understand: aims to understand what EdTech is, what are the trends in Edtech, what companies in the sector know and understand the users and/or clients in the Edtech sector.

Define: try to explain what are the problems and needs in Edtech, describe the users/customers that have these problems or needs and list the characteristics of the companies in the market that are solving the problems or needs.

3.- Ideate: generate a solution that meets the following requirements: solve the problem or need, that adds value for the customer/user, that is different from the solutions of other companies in the market and that has a competitive advantage for the company that is being created.

4.- Validate: empathise with potential users/customers to validate the solution. To do so, on-line surveys or focus groups can be used to show the solution, show a prototype to validate; among others.

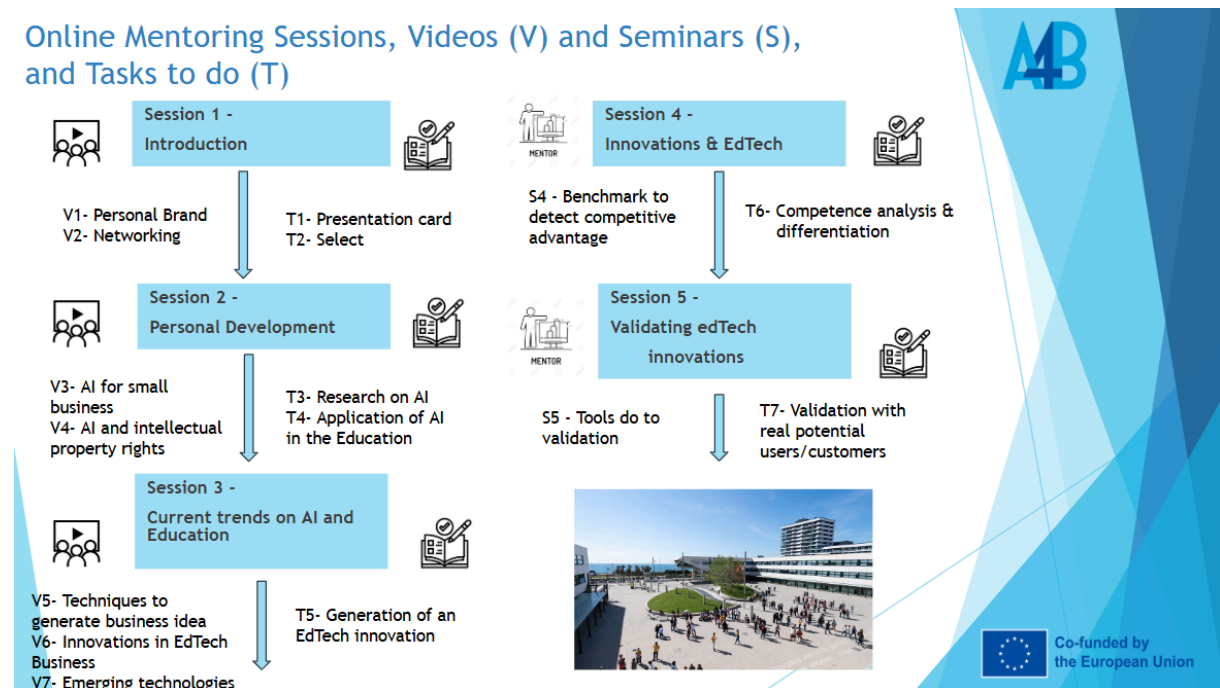
5.- Redefine: modify the solution with the validations obtained in the previous phase.

6.- Pitch: make the elevator pitch of the generated solution.

4.3. Example of a Mentoring program for Edtech innovations

In the following Figure 2, concrete sessions are proposed for the development of the mentoring programme to generate innovations in the EdTech sector. Links are provided where you can consult the presentations made in the on-line sessions, the video resources that have been provided to the mentees to be able to carry out the tasks proposed by the programme.

Figure 2: A4B Mentoring program sessions and content



Source: Own elaboration

The first session was dedicated to the presentation on the mentoring program within the framework of the Academy 4 Business project, the mentors were introduced, and the sessions, dates and next steps were explained. At the end of the session, time was allocated for student questions to explain the homework to be done previous to the following mentoring session. Tasks to do for them were to watch provided videos related to personal brand and networking and prepare a presentation card to present in front of their team members.

Powerpoint presentation link:

<https://docs.google.com/presentation/d/1aLX8N2XbGLxbwllke8jwEPaj2ZuVWCgC/edit#slide=id.p1>

Homework link: [SESSION 1_11_10_2023: Google Drive](#)

- **Session 2:**

The second session focuses on the personal development of the students through their personal branding and the importance of the networking they work on in the breakout rooms with their mentors. Tools to work online could be Miro, Figma, Trello. In our case we work with Jamboard which is already closed down. At the end of the session, the students are given indications of the tasks to be completed before the next mentoring session. Tasks to do were watching videos on Artificial Intelligence (AI) and intellectual property and to do research on AI in general and also applied to the Edtech sector.

Powerpoint presentation link:

<https://drive.google.com/drive/u/0/folders/1L9iTPt4tpkreJyYeenGXoAqSRZe4nazx>

Homework link:

<https://drive.google.com/drive/u/0/folders/1L9iTPt4tpkreJyYeenGXoAqSRZe4nazx>

- **Session 3:**

The third session focuses on the central theme of the mentoring programme: trends in artificial intelligence in education. At the end of the session tasks to do for students previous to the next session were explained: watch videos on innovation in Edtech business, techniques to generate business ideas and emerging technologies. These videos help students to generate a business idea in the EdTech sector.

Powerpoint presentation link:

https://drive.google.com/drive/u/0/folders/1hUW_94JFnnRCd-B2SNeKzNtz66RR8BxB

https://drive.google.com/drive/u/0/folders/1hUW_94JFnnRCd-B2SNeKzNtz66RR8BxB

Homework link:

https://drive.google.com/drive/u/0/folders/1hUW_94JFnnRCd-B2SNeKzNtz66RR8BxB

Canvas link:

https://drive.google.com/drive/u/0/folders/1hUW_94JFnnRCd-B2SNeKzNtz66RR8BxB

- **Session 4:**

Session 4 focused on the concept of innovation and value creation in the Edtech sector. At the end of the session, homework tasks were assigned to students focused on analysing the competition in order to identify where differentiation can generate competitive advantage.

Powerpoint presentation link:

<https://drive.google.com/drive/u/0/folders/1T2phWcLTwYeIMHQwPleoXxq2YgYTti18>

Homework link:

<https://drive.google.com/drive/u/0/folders/1T2phWcLTwYeIMHQwPleoXxq2YgYTti18>

Benchmark presentation link:

<https://drive.google.com/drive/u/0/folders/1T2phWcLTwYeIMHQwPleoXxq2YgYTti18>

- **Session 5:**

Session 5 focuses on explaining the importance of validating and the tools to validate an idea, specifically in this case the Edtech innovations generated. As a homework assignment students will have to validate their innovative EdTech solutions with potential users/customers.

Powerpoint presentation link:

https://drive.google.com/drive/u/0/folders/1UQQgEU33y0-WKuRqkPyFH1_qU4X1c_mr



Summer School in Bielsko-Biala June 2023

Chapter 5: Measuring Success

- Discussing metrics for evaluating mentoring outcomes.
- Reflecting on progress and adapting strategies.
- Providing tools for documenting and assessing growth.

Mentoring relationships thrive on progress, and evaluating success is crucial to ensure both mentors and mentees achieve their goals. This chapter outlines strategies for measuring outcomes, reflecting on progress, and adapting methods to drive meaningful growth.

5.1. Metrics for Evaluating Outcomes

Defining clear and measurable success criteria is vital. Examples of key metrics include:

- **Skill Development:** Has the mentee acquired the skills they set out to improve?
- **Goal Achievement:** Have specific milestones or objectives been successfully met?
- **Stakeholder Feedback:** Collect input from mentees, peers, and others involved in the program.

5.2. Examples of Metrics in the A4B Mentoring Program

The A4B program applied both qualitative and quantitative indicators to evaluate mentoring success:

1. **Survey Responses:** Open-ended and Likert scale questions from pre- and post-program surveys provided insights into participants' satisfaction and perceptions of the program's relevance and quality. It was anticipated that at least two students from each participating country (Estonia, Poland, Czech Republic, and Spain) would continue with the mentoring program after a three-day workshop, totaling 24 mentees across three sessions.
2. **Participation Rates:** Mentoring sessions included at least two participants per EdTech partner, one academic, one local associate partner, and the project coordinator, amounting to over 15 participants per session.
3. **Innovations Created:** The goal was to mentor 3–4 EdTech innovations per session, with students working in both international and national groups.
4. **High-Quality Mentoring Book:** The project produced a mentoring guide licensed under Creative Commons (CC BY-SA), allowing free redistribution and adaptation with proper attribution.

5. **Social Media Engagement:** Each partner contributed at least three social media posts per session, shared widely and supplemented by updates on the project website, resulting in a minimum of nine media coverage units.

5.3. Reflecting on Progress

Reflection is key to understanding what works well and identifying areas for improvement. Encouraging both mentors and mentees to reflect fosters growth and strengthens the mentoring relationship. Suggested practices include:

- **Journaling:** Document challenges, breakthroughs, and key lessons from each session.
- **Scheduled Reflection Sessions:** Dedicate time to review progress and discuss adjustments to the mentoring approach.
- **Celebrating Achievements:** Recognize and celebrate both small and significant milestones to maintain motivation and momentum.

5.4. Practical Tools for Documenting Growth

- **Progress Checklists:** Track skills, goals, or tasks accomplished to visualize growth over time.
- **Feedback Forms:** Structured forms enable mentees to provide valuable insights after each session, helping mentors refine their strategies.
- **Portfolio Development:** Encourage mentees to build a portfolio showcasing their projects, skills, and progress throughout the program.

By focusing on measurable outcomes, fostering regular reflection, and using practical tools for documentation, mentors can ensure their efforts yield impactful and lasting results.

Conclusion

Mentoring in EdTech innovation is an incredibly rewarding journey. By adopting Design Thinking principles, you can guide your mentees in developing impactful solutions to real-world educational challenges.

This guide has presented a story-like pathway to mentorship—one that emphasizes empathy, creativity, and collaboration. As you embark on this journey, remember that your role as a mentor goes beyond imparting knowledge. You inspire, empower, and enable your mentees to achieve their full potential. Together, let's shape the future of education technology, one innovative idea at a time.

The true impact of mentoring emerges through practical examples. Consider guiding a group of students addressing the challenge of improving online education accessibility. Using Design Thinking, they identify barriers faced by students with disabilities and develop a platform featuring customizable interfaces and integrated screen readers. Step by step, you ensure their solutions are user-centered and feasible, bridging the gap between ideas and implementation.

Another example could involve mentoring a team aiming to gamify STEM education. From brainstorming game concepts aligned with learning objectives to building a functional prototype, your mentorship transforms their vision into an engaging product that enhances student learning outcomes.

The success of such projects can be evaluated through metrics like user adoption rates, feedback from usability testing, and mentees' reflections on their growth. Beyond these tangible outcomes, the confidence and skills your mentees gain reflect the lasting value of your mentorship.

Reflection is an essential part of the mentoring process. Regular feedback sessions allow both mentor and mentee to evaluate progress, celebrate milestones, and identify areas for improvement. Documenting these reflections not only strengthens the current mentoring relationship but also provides valuable insights for future engagements, making each mentoring experience a building block for even greater impact.

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APPENDIX

APPENDIX 1. Initial mentoring session template



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Initial Mentoring Session

Date:

Start time / End time:

Mentees' Name (Students):

Mentor's Name:

1. Objective of the mentees

What is the purpose of the mentees, what will be the benefits, strengths, competencies and skills to be developed/improved?

2. Mentoring Session Development

- a) Main issues addressed

- b) Points to highlight

- c) Resources applied by the mentor (videos, role play, readings, tools, ...)

- d) Suggestions to develop until the next session

3. Feedback

- a) What the mentees have learned

- b) Mentor's remarks for future work

- c) Do you plan to meet with students (mentees) before the next official mentoring session? When?

APPENDIX 2. Follow up mentoring sessions template



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Mentoring Session Number:

Date:

Start time / End time:

Mentees' Name (Students):

Mentor's Name:

1. Session Goal

Arrival point:

(How have you felt since the previous session, what has happened..., Achievements, Blockages, Difficulties)

Have you met with students (mentees) before this session? When?

2. Mentoring Session Development

- a) Main issues addressed
- b) Points to highlight
- c) Resources applied by the mentor (videos, role play, readings, tools, ...)
- d) Suggestions to develop until the next session

3. Feedback

- a) What the mentees have learned
- b) Mentor's remarks for future work
- c) Do you plan to meet with students (mentees) before the next official mentoring session? When?

APPENDIX 3. Closing mentoring sessions template



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Closing Mentoring Session:

Date:

Start time / End time:

Mentees' Name (Students):

Mentor's Name:

1. Session Goal

Arrival point:

(How have you felt since the previous session, what has happened..., Achievements, Blockages, Difficulties)

Have you met with students (mentees) before this session? When?

2. Reflection on the process and the changes achieved by the group

a) Identification of achievements

b) Identification of consolidated learning and strategies

c) Identified strengths, competencies and skills

d) Self-description start of process and end of process

e) Level of achievement of process objective 1 to 10

3. New challenges identified

Mentor's final conclusions regarding the process