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Research on the business model for the European Center for Evidence-Based Mentoring

Bachelor Thesis

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Management summary

This is a research report about the research that has been conducted on the business model for the European Center for Evidence-Based Mentoring.

The European Center for Evidence-Based Mentoring has already launched about a year ago, in March 2016 and established their mission and vision. However, how to achieve these ambitions is not completely elaborated yet. A business model demonstrates: “how a business creates and delivers value to customers and outlines the architecture of revenues and costs associated with the business delivering that value”, (Teece, 2010). The ‘problem’ of ECEBM is that they do not have research evidence on what the business model should look like, corresponding with the mission and vision. Hereby, it is not possible to make evidence-based decisions about a clear elaboration of the business model. Therefore, the research assignment is really important because it will provide research evidence which will help the program group to make evidence-based strategic decisions on what the business model should look like, corresponding with the already determined mission and vision.

The problem of ECEBM leads to the main question of the research:

Which business model can be designed for ECEBM, corresponding with its mission and vision?

The answer to the main question will result in a business model.

The Double Loop from the book “Design a better Business“ by Patrick van der Pijl (2016), is used as guideline for the research design. The research/design process of the Double Loop is based on the methods Design Thinking and Business Model Generation, which fit ECEBM’s situation as start-up, problem and organisational plus research goal the best. Based on the Double Loop, the research has been conducted in four research phases: understanding the current business, customer and context; ideation for the business model; prototyping the business model; validating the business model.

The research resulted in a business model that is perceived valid by ECEBM’s customers and program group, corresponds with the determined mission and vision and is linked with their customer’s needs and desires, developments in the business context and the organisational feasibility.

The designed business model shows that ECEBM offers knowledge, possibilities to learn and develop your mentoring program and establishes connections through events, a research database, a quality tool and online videos about the success factors of mentoring programs. Likewise, ECEBM provides access to their network through a LinkedIn profile and member database, insight in the EU agenda and matters and consults public consultations on behalf of its members. The targeted customer segments are spread throughout Europe and are mentoring programs, researchers, umbrella organisations for mentoring programs, students and teachers doing research on mentoring, the governments, businesses and social institutions with research questions about mentoring and het Boudewijnfonds. The success of the business model lays in the community of researchers, practitioners and coordinators of mentoring programs, which offer research, knowledge and experience for free. So together with this community, ECEBM co-creates the value that it offers to its customers. ECEBM reaches its customers through events, their network, Skype, calling or mail (personal contact) but also through automated services like a newsletter and their website (self-service). The most important partners to ECEBM are: Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences, EU institutions, mentoring programs and umbrella organisations in Europe, researchers from the University of Groningen and other research organisations, the Center for Evidence-Based Mentoring in Boston and local, regional, national and European authorities. They provide ECEBM with physical, intellectual, human and financial resources which enables ECEBM to offer the earlier mentioned value.

Comparing the revenue streams of the evidence-based business model with the costs, the research has not shown whether the revenue streams will be sufficient enough to ensure continuity for ECEBM. Furthermore, the research shows there are several offers that have not been validated yet but they are assumed valuable additions to ECEBM’s business model: online courses, livestream of events, first month of the membership for free, personal consultancy services, members get the right to put ECEBM’s logo on their website, receptions at events for members only and initiating peer review.

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Short reading guide

ECEBM: European Center for Evidence-Based Mentoring

Mentoring: In this report, mentoring refers to "support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills and improve their performance" (Parsloe, 1995).

Mentor: In this report, a mentor refers to "a person who gives a younger or less experienced person help and advice over a period of time" (Cambridge Dictionaries, n.d.).

Mentee: In this report, a mentee refers to "a person who is advised, trained, or counselled by a mentor" (OxfordDictionaries, n.d.).

1. Introduction

The first paragraph of this introduction will include the need for the research, the goal of the organisation with the research and the goal of the research itself. The second paragraph will describe the organisation and context of the business. The final paragraph of this chapter will discuss the problem statement and main question of the research.

1.1 Starting point for the research assignment

1.1.1 The need for the research assignment

The European network of MentorProgramma Friesland has expressed their desire for continuous research in order to establish a powerful mentoring approach in Europe. Therefore, MentorProgramma Friesland and partners Friesland College, ROC Friese Poort, Nordwin College, Stenden and NHL universities of applied sciences, have set up a European Center for mentoring in March 2016 (S. Simon, personal communication, 30 November 2016). Evidence-based mentoring refers to carrying out a mentoring approach which is based on research evidence combining expertise, scientific based research and the perspective of the mentors and mentees (Alleydog, n.d.)

ECEBM has already been launched and the ambitions for the company are clear. However, how to achieve these ambitions is not completely elaborated yet. For example, the organisation already has some members but they have not elaborated a corresponding paid membership yet. The program group of ECEBM has therefore given the assignment to perform research and organise ideation sessions with stakeholders to develop a business model and give advice on this. A business model demonstrates: “how a business creates and delivers value to customers and outlines the architecture of revenues and costs associated with the business delivering that value”, (Teece, 2010).

ECEBM is considered a start-up, which Business Dictionary calls “early stage in the life cycle of an enterprise where the entrepreneurs move from the idea stage to securing financing, laying down the basis structure of the business, and initiating operations or trading” (WebFinance Inc., 2017). In the idea stage of ‘the enterprise life cycle’, ECEBM has defined their mission, vision and other ambitions. The next phase of ‘the enterprise life cycle’, is the start-up phase (Petch, 2016). Therefore, the research assignment is really important because it supports walking through this phase effectively. This will provide more clarity about what the business model (basic structure of the business) should look like, corresponding with the already determined ambitions, mission and vision of the company. Likewise, having a clear business model presents the opportunity to brainstorm about a more detailed elaboration of the strategy for the future.

1.1.2 The goal for the organisation with the research

The goal for the organisation is to obtain research evidence which will help them in making strategic decisions on what the business model should look like, so that they walk through the start-up phase effectively. In addition, the research should take in account that the elaboration of business, must be corresponding with the already determined mission, vision and other ambitions of ECEBM.

1.1.3 The goal of the research

For the research, the goal is to gather information, ideas and insights about what the business model of ECEBM should look like, corresponding with their mission and vision. This contains gathering evidence and herewith, elaborating how ECEBM creates and delivers value to its customers and to outline the architecture of revenues and costs associated with delivering that value. The research will result in recommendations and advice for a business model, which will provide clarity about the desired elaboration of the basic structure of the business.

1.2 Description of the company and its context

1.2.1 Description of the European Center for Evidence-Based Mentoring

The European Center for Evidence-Based Mentoring started about a year ago during an event called ‘European Mentoring Summit’, in March 2016. Even though this organisation is still in its start-up phase, it already has knowledge and a European network as support, which enabled the business to launch successfully. The knowledge comes from the cooperation with the Center for Evidence-Based Mentoring (U.S.A), MentorProgramma Friesland and other stakeholders like mentoring programs from

Europe (S. Schoonhoven, personal communication, 24th of March 2017). The identity and ambitions of ECEBM are as following:

Mission:

“The European Center for Evidence-Based Mentoring is a network that brings into line and supports practitioners, coordinators of mentor programs and researchers to share knowledge, practices and powerful stories with the aim of improving mentoring practices across the lifespan.

The Center is dedicated to appraising and using the evidence we have, and to conducting rigorous and practice-oriented research on mentoring programs and practices. In doing so, we seek to advance the production, dissemination, and uptake of evidence-based practices in ways that improve the effectiveness of practice and, ultimately, create stronger, more enduring mentoring relationships.” (ECEBM: Declaration on Mentoring in Europe, 2016)

Vision:

“Meet the ambition of partner programs to establish a higher quality in the mentoring relationship and its effects within regions. Through research, knowledge exchange and common innovation, programs can together look for ways in introducing mentoring on a larger scale in Europe.” (ECEBM: Policy note, 2016)

MentorProgramma Friesland and its program group are responsible for ECEBM. At the moment, two employees are working for ECEBM and some of the executive activities are performed by other organisations or relations of ECEBM. Besides, the organisation has had many interns working for them and currently there are eight. They perform research and do executive activities. (S. Simon, personal communication, 11 December 2016)

1.2.2 Relevant internal developments

Through an interview with communication manager Szilvia Simon, some complexity has been discovered within the organisation and its internal environment. ECEBM has started upon the initiative of MentorProgramma Friesland and five educational institutions: Friesland College, Stenden university of applied sciences, ROC Friese Poort, Nordwin College and NHL university of applied sciences (ECEBM, personal communication, 5 February 2017). This means that ECEBM is being coordinated by five executive boards and a steering committee (program group) from five educational institutions. In addition, part of ECEBM's activities are executed by non-permanent staff members like researchers, mentoring programs, students and other stakeholders.

It is unique that a regional partnership has taken the initiative to start up this organisation with such a large-scale working area: the European work field. From the point of view of ECEBM, the educational institutions strive for connecting contacts, help creating a greater value for and with each other, and thereby bring mentoring and mentoring relationships to a higher level.

1.2.3 Relevant external developments

The policy note of ECEBM describes several important external developments which emphasize the importance of the European Center for Evidence-based Mentoring (ECEBM: Policy note, personal communication, 9 February 2017):

“To a certain extent, all regions are confronted with youth unemployment, unqualified school dropouts and a growing social isolation among the immigrant population. On the other hand, ageing of the society and the knowledge gap due to growing senior professionals urges us to bind generations for knowledge transfer. [...] This aims at establishing the Europe-wide use of mentoring, to help realize an inclusive society, healthy active workforce and the recognition of human capital. The grow in number of senior employees, youth unemployment and ongoing flow of refugees, asks for expanding the mentoring programs beyond borders. This can be realized by making mentoring a recognized part of the EU policy and projects concerning social inclusion and beyond. By making mentoring an acknowledged and recognized intervention on all levels of policy making, a broader implementation is made possible. The multi-sectoral effects of mentoring call for a multi-sectoral support of decision makers on local, national and European level.”

Little research has been done on mentoring programs so there is still the need for more research and collecting evidence. During several meetings, an increasing international interest has been expressed about the exemplary program MentorProgramma Friesland (Scienceguide, 2016). There is a need for a more extensive archive of research related to mentoring and mentoring programs in Europe.

ECEBM is a non-governmental organisation. The definition of this is: 'non-profit, citizen-based group that functions independently of government' (Folger, n.d.). An important trend for a non-profit organisation to keep in mind is:

"There are numerous non-profit organizations that struggle to raise enough funding to support their causes, and many see keeping cash on reserve as a necessity. Still, every year, around the world, organizations suffer and fall apart because of a lack of such reserves. The survivability of these organizations depends on having sufficient operating capital to sustain operations in the face of unexpected emergencies and economic downturns." (Hawley, 2015)

The above-mentioned matter is relevant for ECEBM because it is a non-profit which targets a large work field. This large-scale field also means a large scale of potential influences. Because of the many potential influences, the survivability of the company depends on sufficient operating capital.

Another development going on in the external environment is 'Data-Driven Learning'. This concerns collecting and analysing data of the development of students on large-scale. The analysis' provide insight in the improvement and learning points and people can learn from the large amount of collected data. (van Spall, 2014)

Associations of universities and universities of applied sciences state: "An active participation in global knowledge networks is inevitable to continue playing a leading role in passing on, further developing and applying knowledge" (Vereniging van Hogescholen & Vereniging van Universiteiten, 2014).

A more profound external analysis is part of the research and can be found later on in the research.

1.2.4 Important stakeholders

MentorProgramma Friesland and partner institutions

These are important actors because, as mentioned earlier, they took the initiative to launch the European Center for Evidence-Based Mentoring. They also took the role of setting up a staff team. This staff is held responsible for communication, forming a workgroup, designing a business model and financial strategy (ECEBM, personal communication, 9 February 2017).

Mentoring programs in Europe

Various mentoring programs in Europe are important because they are member and/or cooperate with ECEBM. Evidence-based research has been and will be carried out in close cooperation with the mentoring programs in Europe. (ECEBM, personal communication, 9 February 2017).

Schools, non-governmental organizations, entrepreneurs and companies

These key actors are indirectly involved with ECEBM. They are the underlying organizations that have set up and run the mentoring programs. They are also important because ECEBM wants to highlight the effectiveness, added value and methodology of mentoring with these organizations to inspire and enable them to set up mentoring programs. (S. Simon, personal communication, 15 March 2017)

Educational institutions, knowledge institutions, researchers, lecturers, students and teachers

These parties are the 'Research' stakeholders of ECEBM. They are involved in the research on mentoring and therefore of great importance. ECEBM seeks to inspire these stakeholders and offer tools to conduct more research on mentoring. In addition, they encourage mentoring programs to connect with for example regional knowledge institutions which expands their network of researchers and generated more knowledge in Europe (S. Simon, personal communication, 15 March 2017).

Center for Evidence-Based Mentoring (Boston)

Professor Jean Rhodes is director of this organisation and cooperates with ECEBM by, amongst other things, sharing her expertise and knowledge. (ECEBM, personal communication, 9 February 2017).

1.3 Problem Statement

1.3.1 Defining the problem

The need for the research assignment is mentioned in chapter 1.1.1: *“obtain research evidence which will help them in making strategic decisions on what the business model should look like, so that they walk through the start-up phase effectively. In addition, the research should take in account that the elaboration of business, must be corresponding with the already determined mission, vision and other ambitions of ECEBM”*. The ‘problem’ of ECEBM is that they do not have research evidence on what the business model should look like, which corresponds with the mission and vision. The lack of this information forms a problem because up until now, no business model has been generated and as long as there is no research evidence, it is not possible to make evidence-based decisions about the elaboration of the business model. Their initial year has passed so it is urgent that this problem gets solved so that there is clarity about the elaboration of ECEBM by a business model that is well aligned with ECEBM’s mission and vision.

All the relevant external developments from chapter 1.2.3 show there is need for more research related to mentoring and mentoring programs; collecting evidence about the effects of mentoring; having examples of successful mentoring programs; cooperation on local, national and European level. ECEBM intends to fulfil these needs and therefore the research is important so that it becomes clear how they are going to be able to create and deliver that value.

ECEBM has determined a mission and vision for their company. Their vision also includes: ‘look for ways in introducing mentoring on a larger scale in Europe’ (ECEBM: Policy note, 2016). As mentioned in chapter 1.2.3, ‘numerous non-profits struggle to raise enough funding to support their causes’. So, in order for ECEBM to achieve this expansion, it is important that the research is conducted so that the strategic decisions can be made substantiated by research.

1.3.2 Main question

The problem of ECEBM leads to the main question of the research:

Which business model can be designed for ECEBM, corresponding with its mission and vision?

The compose of the sub questions has been based on the desk research about the variable ‘business model’ from the main question. The desk research covers relevant theories, concepts, causal relations and cohesion concerning a business model and can be found in chapter 2.1 and 2.2. How and to which sub questions it has led, can be read in chapter 2.3.

The answer to the main question will result in a business model. Based on this, recommendations and an advice will be given about what the business model of ECEBM should look like.

2. Operationalisation

Operationalization can be defined as following: “the process of strictly defining variables into measurable factors” (Shuttleworth, 2008). This chapter will include relevant theories about designing a business model, which is the aimed outcome of the research. Besides, causal relations, cohesion and relevant concepts about the business model will be given. After this, the sub questions of the research are mentioned and explained on which theory the composition has been based. And at last, variables from the research questions will be defined into measurable factors.

2.1 Theoretical framework

2.1.1 Design Thinking method

Tim Brown, the CEO of the innovation and design firm IDEO, describes Design thinking as “a method of meeting people’s needs and desires in a technologically feasible and strategically viable way”.

Business experts Alex Osterwalder and Yves Pigneur (2016) report the following about the method:

“If businesses adopt design thinking to solve problems, leaders will be better prepared to discover hidden elements and ambiguities around an idea; uncover faulty assumptions before executing an untested idea; and in turn, make smarter choices for the business.”

2.1.2 Business Model Generation method

Business Model Generation is a method to design business models, whereby Design Thinking is the leading method, (J. Sietsma, personal communication, 16 February 2017).

“Business Model Generation offers powerful, simple, tested tools for understanding, designing, reworking, and implementing business models. Business Model Generation will teach you powerful and practical innovation techniques used today by leading companies worldwide. You will learn how to systematically understand, design, and implement a new business model. The Business Model Generation book is co-authored by 470 Business Model Canvas practitioners from 45 countries.” (Osterwalder & Pigneur, 2010).

2.1.3 Business Model Canvas

As mentioned in chapter 1.1 a business model demonstrates how businesses create and deliver value to customers. It describes the design of value creation, captures mechanisms and delivery (Teece, 2010). A Business Model Canvas visualizes this business model on one single page. Canvanizer (n.d.), a website providing canvasses to work on online, exemplifies the following about the Business Model Canvas:

“The Business Model Generation methodology promotes the business model canvas as a template of an optimal business model. The business model canvas has been designed in way in which all the important factors which require keen attention are all presented in a single layout. A single layout is highly necessary before starting up an entrepreneurial venture or devising a strategic plan as then all the key factors are given an optimum amount of attention and none are neglected.”

The Canvas is a convenient tool to put your current business or a new business idea onto paper and it can help you to improve and innovate your business in an interactive and creative way. By putting your business aspects onto paper, you get insight on the business elements that are essential and where there might be some adjustment needed. (Cohan, 2014)

2.1.4 Why the Business Model Generation method?

ECEBM has expressed its need for the elaboration of a business model, corresponding with its already established mission and vision for the organisation. The method Business Model Generation fits this need because it supports you in designing a new business model. CEO & Strategy Designer at Business Models Inc., Patrick van der Pijl (2016), states that when this method is practiced in a company, the organisation benefits from speed, knowledge sharing, engagement with customers and more revenue. The method combines several tools like the Business Model Canvas and Context Canvas to help you truly understand your customers and base your business on this (van der Pluijm, 2016). Fast company (2006) even refers to the method as: “a proven and repeatable problem-solving protocol that any business can employ to achieve extraordinary results”.

As mentioned in chapter 1.1, ECEBM is a start-up and has no clear financial structure yet. Therefore, Business Model Generation is the appropriate method to design a successful business model. Gijs Mensing, Strategy Designer at Business Models Inc., explains that with this method:

"You can quickly understand, learn, adjust and also do not need large investments in advance. It also ensures that your business model design is much more based on facts instead of assumptions and that you tailor your activities where it really adds value." (Mensing, 2017)

There are also other methods that can help achieve the elaboration of the business model. However, these are less effective and efficient for the existing situation of ECEBM. That is because they do not take into account the fast pace of the internal and external developments nowadays, the many stakeholders ECEBM relies on or they are not suitable for a start-up. For example, McKinsey's 7s-model which focusses on the internal organisation and does not include the external organisation which is highly important for ECEBM (see chapter 1.2). Another model that could be used for designing a business is the INK model. The result-oriented view of this model is not suitable for ECEBM, since the organisational structure of the business has not been completely elaborated yet and has just started. Therefore, it is not feasible to have results to measure and likewise the time limit for achieving desired results has been very short.

2.2 Relevant concepts, causal relations and cohesion

Causal relations within the Business Model canvas

The Business Model Canvas consists of nine building blocks which illustrate the cohesion between organizational elements of a company. A change in one of the building blocks has results on one or multiple other building blocks. Thus, there is cohesion and causal relationship between the building blocks. An explanation of the building blocks, causal relations and cohesion that comes with it, can be found in appendix I Building Blocks.

Conceptual framework of Design Thinking and Business Model Generation

The conceptual model below shows the Double Loop from Patrick van der Pijl. This shows the process of designing a business model using Design Thinking and Business Model Generation as methods. The design process starts left with 'prepare', then onto the 'point of view', 'understand', 'ideate', 'prototype', 'validate' and ending with 'scale'. The double loop comes from a simple observation: every project, product, company, change or idea starts from a point of view. The double loop takes this point of view into account, which brings precision and continuity into the design process of the business model. (Van der Pijl, p. 16, 2016)

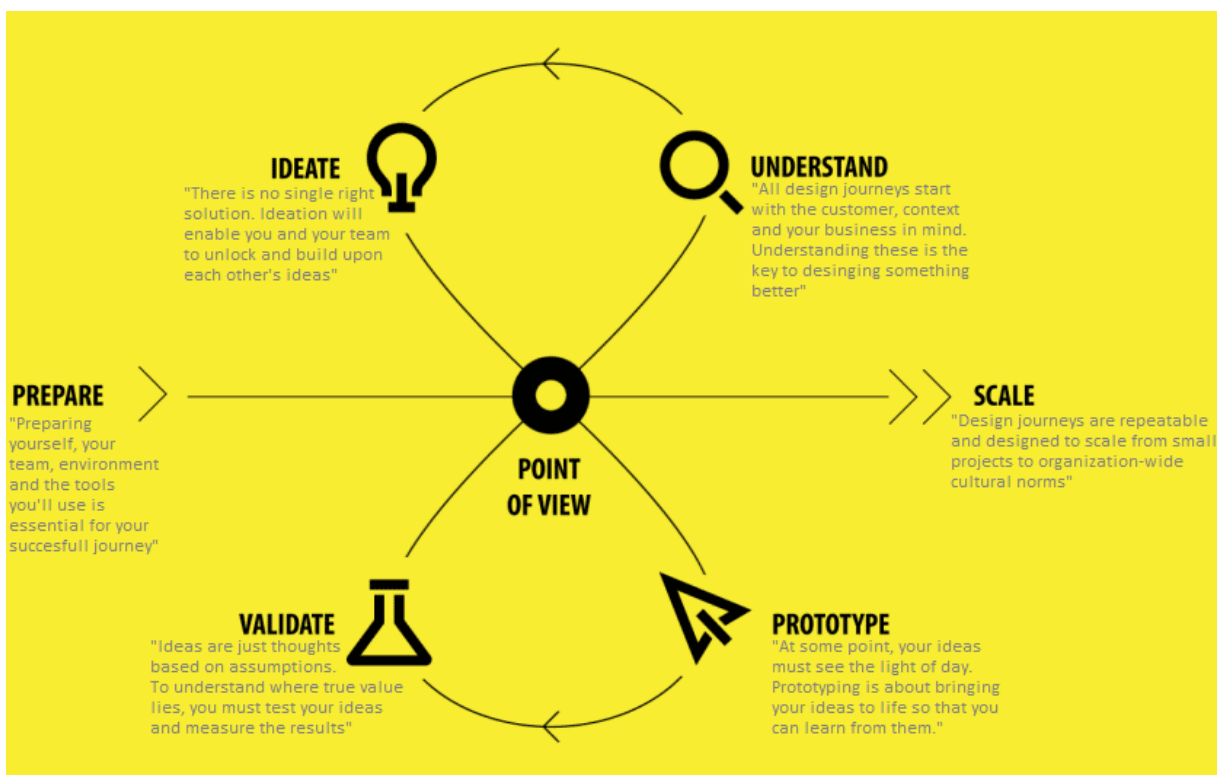


Image 2: The Double Loop. Reproduced from *Design a Better Business* (p. 17), by P. van der Pijl, 2016. Copyright 2016 John Wiley & Sons, Inc.

2.3 Sub questions

To help answer the main question, sub questions have been composed. These sub questions are formulated using the methodology of Business Model Generation and Design Thinking and the design process that belongs to it. 'The double loop' from Patrick van der Pijl illustrates the phases of the business model design process, as shown in the picture above.

The double loop consists of seven phases and the phases 'prepare' and 'point of view' take place before performing the research and 'scale' takes place afterwards. Therefore, the sub questions derive from the remaining phases, namely: understanding, ideation, prototyping and validating. The questions are listed on the next page and in the parentheses behind each sub question, is shown from which phase the question derives.

Sub question 1: *What does the current business model look like? (understanding)*
 Sub question 2: *What are the customer profiles of the current customer segments? (understanding)*
 Sub question 3: *What does the context of ECEBM look like? (understanding)*
 Sub question 4: *What ideas can be invented for the business model of ECEBM, based on the current business model, customer profiles and context? (ideation)*
 Sub question 5: *What does the prototype of the business model look like? (prototyping)*
 Sub question 6: *Is the prototype business model valid? (validating)*

2.4 Operationalizing relevant theoretical concepts

Kernerman Dictionaries describes operationalizing as follows: "converting something abstracts into measurable attributes" (Woorden.org, n.d.). In this chapter, the central question is: "what is being measured?"

2.4.2 Choice of the variables

The theoretical model Double Loop is based on the methods Design Thinking and Business Model Generation and illustrates the process of designing a business model (as mentioned in chapter 2.2). The research questions and therein used variables, are based upon this Double Loop from Patrick van der Pijl. This theoretical model is chosen for the research and variables because the method fits ECEBM's situation, problem, organizational and research goal the best (described in chapter 2.1.4).

2.4.2 Overview of variables per question

The variables that are going to be measured by each question are shown in **bold letter type** below.
 Main question: *Which business model can be designed for ECEBM, corresponding with its mission and vision?*

Sub question 1: *What does the **current business model** look like? (understanding)*
 Sub question 2: *What are the **customer profiles** of the **current customer segments**? (understanding)*
 Sub question 3: *What does the **context of ECEBM** look like? (understanding)*
 Sub question 4: *What **ideas** can be invented for the business model of ECEBM, based on the current business model, customer profiles and context? (ideation)*
 Sub question 5: *What does the **prototype business model** look like? (prototyping)*
 Sub question 6: *Is the prototype business model **valid**? (validating)*

2.4.3 Definition of the variables and corresponding indicators

This paragraph illustrates the variables and indicators which all result from the book Design a Better Business. The approach of this book has already been applied successfully on hundreds of companies (designabetterbusiness, 2016). Thereby it is likely that this approach will actually measure what you want to measure.

Business model

Definition business model: "how a business creates and delivers value to customers and outlines the architecture of revenues and costs associated with the business delivering that value", (Teece, 2010). As mentioned in chapter 2.1.3, the Business Model Generation methodology promotes the business model canvas as a template of an optimal business model. The business model canvas contains all important elements of a business model, presented on one page.

Indicators: The nine building blocks of the Business Model Canvas: Customer segments, value proposition, channels, customer relationships, revenue stream, resources, core business, core partners and cost structure. A profound description of these nine indicators is given in appendix I.

Mission and vision

Definition mission: "It indicates what people from the organization stand for, what their identity and values are" (Ormond, 2017).

Definition vision: "It indicates for which future dream the people from the organization aim for" (Ormond, 2017).

Indicators: The mission and vision of ECEBM, which are already identified in chapter 1.2.1.

Current business model

Indicator: The nine building blocks of the Business Model Canvas of ECEBM at the start of the research in February 2017.

Indicator: Description of the strengths and weaknesses of the business model of ECEBM in February 2017. The book *Design a Better Business* discusses the importance of exploring the underlying strengths and weaknesses of your business model because this results in the biggest and most effective business changes, strategies and innovations (van der Pijl, p.85, 2016).

Customer profiles

Definition variable: description of a specific customer segment from your business model in a more structured and detailed way, divided into jobs, pains and gains (Osterwalder & Pigneur, 2014).

Indicators: customer jobs; customer pains; customer gains. A more detailed description of these indicators and underlying indicators can be found in appendix III, used tools.

Current customer segments

Definition variable: “a group of customers which the company tries to reach and serve”, (Osterwalder & Pigneur, p.20, 2016).

Indicator: customer segments of ECEBM at the start of the research in February 2017.

Context of ECEBM

Definition variable: the external environment in which ECEBM operates (Europe, mentoring field).

Indicator: seven categories from the Context Canvas applied on Europe and the work field of mentoring. Demographic trends; rules and regulations; economy and environment; competition; technology trends; customer needs; uncertainties. A more profound description of these indicators and corresponding questions for measuring them, can be found in appendix III.

Ideas for the business model of ECEBM

Definition variable: “a thought, plan, or suggestion about what to do” (Merriam-Webster, 2017).

Indicator: a thought, plan or suggestion about one or multiple building blocks of the business model of ECEBM or about the overall business model of ECEBM.

Prototype business model

Definition variable: “a first or early example that is used as a model for what comes later” (Merriam-Webster, 2017). In this case, ‘what comes later’ refers to the situation that the prototype business model canvas might not be the final business model canvas which is the answer to the main question. The example of the business model canvas (prototype) might be adjusted later on in the research, based on the validation phase.

Indicator: the most promising ideas from the ideation phase (sub question 4) formed into a prototype business model canvas. The main question contains ‘corresponding with the mission and vision of ECEBM’. To ensure that the ideas from the ideation phase meet this requirement, a Design Criteria Canvas will be used. After this, a selection of the most promising ideas will be made using an Innovation Matrix. An explanation of the Design Criteria Canvas and Innovation Matrix will be given in appendix III.

Valid prototype business model

Definition of valid: corresponding with the reality.

Indicator: the expressions done by the research participants about the prototype business model canvas of ECEBM correspond with the assumptions that have been made about the prototype.

3. Methods

The first paragraphs of this chapter describe the global research design and the reason for choosing this theoretical model. The next paragraphs will exemplify the different types of research that are conducted within this research. After this, an elucidation of the research design per sub question will be given and the last paragraph will discuss the analytic plan for the research.

3.1 Global research design

The Double Loop from the book “Design a better Business” by Patrick van der Pijl, is used as the guideline for the research design. The approach of this book has already been applied successfully on hundreds of companies (designabetterbusiness, 2016), so it is likely that this process and the used

tools will measure what they desire to measure. Another reason to use one book for the research design is to strengthen the construct validity of the research. The research (design) process of the Double Loop, is based on the methods Design Thinking and Business Model Generation, which fit ECEBM's situation, problem, organizational and research goal the best. In chapter 2.1.4 the choice for applying these methods has been exemplified. Looking at 'the double loop', the research has been conducted in four research phases: understanding, ideation, prototyping, validating. By using the double loop as a research design, a prototype gets developed and tested before implementing the final, valid business model. This research approach, enables the customer and business to discover desires and needs that customers might not even know they had. That is because customers themselves are often not aware of all needs and desires they have so they can't just tell you (Hesselbach & Herrmann, 2011). Therefore, research methods that examine customer needs but without testing a prototype, will miss out on the unknown area of customer needs, which could have led to great innovative business models.

3.2 The type of research

This research is a design research because the aim is to design at least one business model. Within the research, the research phases apply different types of research. The phase 'understanding' is a descriptive research. The phase 'ideation' is exploratory research where new ideas get invented and explored. 'Prototyping' is again a type of a design research because it aims at designing a prototype. At last, the phase 'validation' is a confirmatory research, which tests whether the assumptions about the customer, the value and the prototype of the new business model are correct.

3.3 Summary of the research design per sub question

The table below summarizes per sub question which data collection method, measuring instrument and research units have been used in the research. A more profound elucidation of the table will be given in the next paragraph 3.4. In this paragraph, the data collection methods, measuring instruments, research units and the reason why they are used is discussed. But first, a short explanation about some of the used terms from the table (The State of Queensland, 2016):

” Field research gathers original information directly for your purpose, rather than being gathered from published sources. Desk research gathers existing information through available sources. Quantitative research gathers numerical data. Qualitative research gathers views and attitudes.”

Research phase and sub question	Data collecting method	Measurement tools	Research units
Understanding 1: current business model	- Three expertinterviews (qualitative and field research) - Content analysis (qualitative desk research)	Semi-structured questionnaire based on the tool Business Model Canvas	- Communication manager and two program group members of ECEBM - Policy documents of ECEBM
Understanding 2: customer profile of current customer segments	Ten in-depth interviews (qualitative and field research) applying the Delphi method	Semi-structured questionnaire based on the right side of the tool Value Proposition Designer (called Customer Profile)	Five coordinators of mentoring programs, three coordinators of umbrella organisations and two researchers
Understanding 3: context of ECEBM	Content analysis (online qualitative desk research)	The tool Context Canvas	Literature sources
Ideation 4: inventing ideas for ECEBM's business model	- Content analysis (qualitative desk research) - Focus group (qualitative and field research) applying Nominal Grouping	- SWOT analysis - Innovation techniques freshwatching and brainwriting based on the output of the content analysis and the tool Business Model Canvas and using pictures and structured questionnaire.	- Output from sub question 1, 2 and 3. - Professionals and (former) interns from ECEBM's network
Prototyping 5: design prototype	Content analysis (qualitative desk research)	Primary content analysis using the tools Design Criteria Canvas and Innovation Matrix	Output from sub question 4
Validating 6: validate prototype	Focus groups (qualitative field research) applying Nominal grouping	Unstructured questionnaire using the tool Business Model Canvas	- Coordinators of mentoring programs and umbrella organisations - Program group members

Table 1: Research design per sub question

3.4 Elucidation of the data collection choices per sub question

3.4.1 Sub question 1: What does the current business model look like?

Data collection with a content analysis: this research phase is descriptive, it is about describing what there is, what information ECEBM already has established about the nine building blocks of the current business model. Content analysis is a form of desk research, which is faster than field research (Fischer & Julsing, p. 63, 2007) because there is already data available about the research subject, so it is a fitting data collection method. Likewise, the method is inexpensive and with no budget for this research, this is a suited option for data collection (Fischer & Julsing, p. 63, 2007).

Measurement tool: As explained in chapter 2.1.3, the Business Model Generation methodology promotes the business model canvas as a template of an optimal business model. The Business Model Canvas contains all important elements of a business model, presented on one page. Therefore, the Business Model Canvas has been chosen as measurement tool. An elucidation of this tool is given in appendix I.

Research units: All policy documents that ECEBM has, have been examined. These documents are recent since ECEBM has been launched just over a year ago, so they are feasible to use. Likewise, because all documents are easily available, it contributes to meeting the research deadline in time.

Data collection by expertinterviews: "Content analysis becomes a more powerful tool when combined with other research methods such as interviews", (Colombia University, n.d.). For this reason, several interviews have been conducted. Also, to check if the information from the documents is still valid at the start of the research in February 2017. The organizational bodies and employees of ECEBM have a busy schedule which made it difficult to get them together for a group interview. Therefore, several separate expertinterviews have been conducted to collect the data.

Measurement tools: The Business Model Canvas has been used as measurement tool. The Business Model Canvas has questions within each building block, which have been used to collect the data about each building block. The canvas and corresponding questions can be found in appendix I.

Research units: The communication manager and two program group members have been interviewed. They have been interviewed because of their job in relation to ECEBM. Their job makes them experts because they have knowledge and experience concerning the content of the nine building blocks for ECEBM. The reason for interviewing this quantity of people is because they were prepared and able to make time for an interview that was in time looking at the research planning.

3.4.2 Sub question 2. What are the customer profiles of the current customer segments?

Data collection by in-depth interviews: This is qualitative field research because it aims to get precise insights about opinions, judgement or behavior of a large group of people (Fischer & Julsing, p. 52, 2007). The aim of an in-depth interview is to "identify the emotions, feelings, and opinions of a person about a particular research subject" (Langkos, 2014). The indicators that form the customer profile are customer jobs, pains and gains and also accompanied emotions, feeling and opinions (see appendix III for all indicators). Therefore, conducting in-depth interviews is the best suitable data collection method to perceive this detailed information. The interviews are conducted via Skype since all customers live throughout Europe and visiting them would be too costly.

Measurement tools: The right side of the tool Value Proposition Designer is called the customer segment profile. As mentioned in the book Design a Better Business (van der Pijl, 2016), this tool helps you understand your customer in the research phase understanding. It helps describe the customer profile of a customer segment (from the business model canvas) by providing insight about the customer's job, customer pains and customer gains. A more extensive explanation of the tool can be found in appendix III. A semi structured questionnaire is chosen for the interviews because all indicators are clear and the theory about this tool states: "ask 'why' several times until you really understand your customer jobs, gains and pains" (Osterwalder & Pigneur, p.25, 2014). The questionnaire can be found in appendix IV. How many times the 'why'-question has to be asked differs per interview so therefore the choice for semi structured. The Delphi method is used for the interviews to make sure that the statements are shared by all interviewed customers and can be representative for the customers segments they belong to. Applying the Delphi method means in this case to write a

report of the interview, send it to the participants and let them give feedback in which they will agree or provide adjustments. Then the reports are adjusted based on the feedback given by the respondents. Then again, the respondents will check whether the adjusted findings match what they mean.

Research units: Since ECEBM has existed for about a year, building a customer base has just begun. Szilvia Simon, is the communication manager so thereby has the knowledge of who the customers are and which customers would be prepared to participate in an interview at short notice. Only regular customer segments, researchers, coordinators of mentoring programs and of umbrella organisations for mentoring programs, will be interviewed for the research because they are the most important customers. When selecting, Szilvia looked for customers from different European countries and with different target group. This selection is made so that the customer profiles would give a better representation of all customers throughout Europe and with different target groups.

3.4.3 Sub question 3. What does the context of ECEBM look like?

Data collection by content analysis: This is qualitative desk research because it gathers views from available, existing sources. As mentioned at sub question 1, content analysis is a form of desk research, which is faster and cheaper than field research (Fischer & Julsing, p. 63, 2007) and because data is already available about the research subject, this is a suiting data collection method. Doing the research online has been chosen because business environments change fast these days (Chan, 2013). Therefore, the internet will presumably contain more up-to-date sources than books because they take a while till they are published. Likewise, internet enables to discover a significant amount of information regarding a topic in a short period of time, contains no geographical barriers and is convenient for consulting different point of views (Angelo, 2011).

Research units: Online sources about the external environment of ECEBM.

Measurement tools: The Context Canvas is discussed in Design a Better Business and is used to understand the context of the business. Since this book has already been applied successfully on hundreds of companies (designabetterbusiness, 2016), it is likely that this tool will measure what is desired to measure. An explanation of this tool and guidance for its use can be found in appendix III.

3.4.4 Sub question 4. What ideas can be invented for the business model of ECEBM, based on the current business model, customer profiles and context?

Data collection with a focus group: This question derives from the ideation phase of the design process, which is about “generating a lot of ideas quickly” (van der Pijl, p. 126, 2016). A focus group is convenient for collecting a lot of ideas from several respondents in a short time (WeMagine, n.d.). Therefore, a focus group gets the preference for collecting this data.

Measurement tools: The innovation techniques Freshwatching and Brainwriting have been used for the data collection. These techniques and how to use them are explained in appendix II. Freshwatching has been chosen because this technique uses visuals which stimulates associations and helps to invent new ideas. Using visual business models from other industries as well, triggers inspiration and learning from what already exists. With Brainwriting, a speaker asks questions to stimulate creative thinking of the participants. In her book Creative Conspiracy, Leigh Thompson wrote about Brainwriting: “it generates 20 percent more ideas and 42 percent more original ideas compared to traditional brainstorming groups” (Staring, 2017). Combining Brainwriting and Freshwatching for data collection is chosen because some people’s creativity is better stimulated by visuals and others by hearing. To ensure the ideas will be relevant for the business model of ECEBM, the building blocks of the Business Model Canvas are integrated in a structured questionnaire, which is used for Brainwriting. Also, the output from the content analysis is incorporated into this questionnaire, which will be further explained below. The biggest and most effective business innovations and strategies come from truly understanding your customers, context and business and discovering the underlying strengths, weaknesses, opportunities and threats (van der Pijl, 2016).

The method Nominal Grouping is chosen because working with a diverse group stimulates creativity and at the same time all individuals get a chance to share ideas, without someone predominating (Heskes & Partners, n.d.). This source explains the steps of the method as follows:

- "1) Communicate the questions
- 2) Individual idea generation in silence
- 3) Sharing the ideas in the group with possibility to give additions
- 4) Discussion
- 5) Order and ranking of ideas " [see sub question 5]

Research units: Six professionals and four students have been selected for the focus group. Only one of them is member of the program group, the rest are stakeholders. This choice is made because many companies have been successful in ideation when using stakeholders. That is because they have different knowledge, expertise and perspectives which provides fresh insights and results in many ideas (Pedrosa, 2009). The selected stakeholders are familiar with the 'current' business model of ECEBM and its mission and vision, to avoid wasting time on informing them about it. The selection of professionals and students with different expertise, comes from the statement by Professor Katherina Philips (2014):

"If you want to set up a team or organization that is able to innovate, diversity is needed. Diversity embraces creativity. It stimulates the search for ground-breaking innovations, new information and perspectives, leading to better decision making and problem solving. This is a conclusion drawn from decades of research by scientists, psychologists, sociologists, economists and demographers."

Data collection by a content analysis: A content analysis has been conducted so the important information can be integrated into the structured questionnaire that is used for the innovation technique Brainwriting. This preparation process is described in appendix VI. The participants of the focus group understand most of the current business of ECEBM, its customers and some of the context but they are not all informed about underlying strengths, weaknesses, opportunities and threats which will contribute to the ideation phase.

Measurement tools: The SWOT analysis tool is used to evaluate the strengths, weaknesses, opportunities and threats and therefore this tool can be used for building a strategy or exploring innovation (Elmansy, n.d.). An explanation of the tool can be found in appendix III.

Research units: The output from sub question 1, 2 and 3 is used to identify the underlying SWOT's. Because as mentioned before, the biggest and most effective business innovations and strategies come from truly understanding your customers, context and business and discovering the underlying strengths, weaknesses, opportunities and threats (van der Pijl, 2016).

3.4.5 Sub question 5: What does the prototype of the business model look like?

Data collection method: The data collection for answering sub question for, has resulted in ideas for a prototype business model. With this data, a content analysis has been done to select the most promising ideas for the prototype.

Research units: As mentioned, the output from sub question 4 has been used for the analysis.

Measurement tools: To ensure that the ideas for the prototype business model are in line with the mission and vision (main question of the research), the tool Design Criteria Canvas was used to filter the data. This tool comes from the book Design a Better Business and helps "determine if you are on the right track" (van der Pijl, 2017). After eliminating ideas that do not fit the mission and vision, the tool Innovation Matrix is used. Design a Better Business mentions this matrix because it helps to select the most promising ideas and allows to adjust the row and column criteria to your own interest. An explanation of the tools Design Criteria Canvas and Innovation Matrix is given in appendix III.

3.4.6 Sub question 6: Is the prototype business model valid?

The validation of the prototype business model is done in two parts, based on the design process of the book Design a Better Business (van der Pijl, p. 247, 2016).

Validation of the right side of the Business Model Canvas

Data collection method: A focus group has been conducted because this enables collecting data regarding opinions, feelings, thoughts, needs and desires, preferences, experiences and input for adjustment, additions and new ideas (WeMagine, n.d.). In April 2017 ECEBM organised an event in

Brussels called Meet & Match. Here, the customers of ECEBM gathered which made it a cheap and time-efficient opportunity to collect data from a group of customers. Nominal grouping has been used to collect profound information in a short period of time from several respondents and also giving all individuals the chance to share ideas, without someone predominating.

Measurement tools: The tool Business Model Canvas has been used for both questionnaires because the prototype Business Model Canvas is the research topic. This tool is exemplified in appendix I. Before starting the group discussion, participants of the focus group were asked to provide feedback on the prototype individually by filling in a survey. This enabled a quick discovery of frequencies before sharing point of views and group discussion and to stimulate this group discussion that would take place thereafter. This questionnaire is placed in appendix X. For the group discussion, an unstructured questionnaire was used because it collects more valid data as respondents can say what is important to them and express it in their own words.

Research units: One part of the program of the event, consisted of three options of which one was to attend the focus group. This resulted in a focus group of eight customers of which six belonged to the customer segment coordinators of a mentoring program and the remaining two, to the segment of coordinators of an umbrella organisation. No researchers were present at the event and to meet the research deadline, no validation data has been collected from the customer segment researchers.

Validation of the left side of the Business Model Canvas

Data collection method: A focus group has been used as collection method because it allows to collect data regarding opinions, thoughts, desires, preferences, experiences and input for adjustment, additions and new ideas. Nominal grouping has not been applied for data collection for this part of the sub question, since the formation of the research unit is already customary to them.

Measurement tools: The tool Business Model Canvas has been used for the unstructured questionnaire because the prototype Business Model Canvas is the research topic for the focus group. An unstructured questionnaire was used because it collects more valid data as respondents can say what is important to them and express it in their own words (Trueman, 2016).

Research units: The focus group of the program group of ECEBM, consisted of five from the seven program group members. The remaining two members of the program group were unable to attend the focus group. These research units have been selected for the data collection because they are capable of estimating if the prototype can actually be realised, operated and delivered from the organisational point of view.

3.5 Analytic plan

The collected data will be described per sub question. Transcripts will be made from the interviews and focus groups. Open coding will be used which means looking for distinct concepts and categories in the data (Biddix, n.d.). The tools mentioned in the research design per sub question, contain distinct concepts and categories that will be used for labelling the key words. The labelled transcripts will be placed in the appendix. After coding the transcripts, the data will be further analysed by looking for connections, cohesion and differences and conclusions will be drawn. The findings from the analysis will be presented in the templates of the tools. For the content analysis, tools will be used which are mentioned in the research design per sub question. The collected data by the content analysis will be described concisely. All used sources for the desk research, can be found in the reference list.

4. Results per sub question

The most important results from conducting the research and analyses will be presented in this chapter, per sub question. The overall results, used questionnaires and tools are placed in the appendices. An overview of the belonging appendices is presented at the end of each paragraph about the results of a sub question. Visualisation is a recurring element of the design process, which is why several tools will be incorporated in this chapter to present results. A paragraph of the book *Design a Better Business* (van der Pijl, 2016) explains the reason for this as follows: “We humans are visual, spatial creatures. The saying “a picture is worth a thousand words” was never truer than when you’re trying to record and replay important context from a meeting or design print.” The visuals are based on the measurement tools mentioned in the previous chapter.

4.1 What does the current business model of ECEBM look like?

A content analysis has been performed on the policy documents of ECEBM and three expert interviews have been conducted with members of the program group of ECEBM. This has resulted in the current business model which shows what ECEBM has already brought into operation, up until February 2017. The business model is shown visually in the Business Model Canvas, which consists of nine building blocks.

Key Partners <ul style="list-style-type: none"> • Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences • The Center for Evidence-Based Mentoring • Researchers from the University of Groningen • Local, regional, national and European authorities • Mentoring programs and umbrella organisations in Europa • Associates realizing research about mentoring 	Key Activities <ul style="list-style-type: none"> • Share and spread knowledge and research • Connect contacts • Organise events • Maintain and expand community • Maintain website • Set up newsletter and mail to subscribers • Recruit students Key Resources <ul style="list-style-type: none"> • Interns • Employees • Telephone, laptops, internet • Business office Kancelarij • Financial resources • Community 	Value Proposition <ul style="list-style-type: none"> • <i>Experience</i> <ul style="list-style-type: none"> - feel solidarity - being significant • <i>Promise</i> <ul style="list-style-type: none"> - learning and developing continuously together • <i>Service</i> <ul style="list-style-type: none"> - provide knowledge and research on mentoring - establish connections between people - provide insight in the EU agenda and matters - provide learning environment for students • <i>Product</i> <ul style="list-style-type: none"> - events (seminars, thematic meetings, matchmaking meetings) - publications about mentoring 	Customer Relationships <ul style="list-style-type: none"> • Co-creation • Community • Self-service (website) • Automated service (newsletter) • Personal contact Channels <ul style="list-style-type: none"> • Business office Kancelarij • Skype, call or mail • Website • Newsletter • Events • Network 	Customer Segments <ul style="list-style-type: none"> • Mentoring programs in Europe • Umbrella organisations for mentoring programs in Europe • Researchers and research organisations from Europe • Students and teachers from Europe doing research on mentoring • Government, businesses and social institutions in Europe with a research question about mentoring • Boudewijfonds
Cost Structure <ul style="list-style-type: none"> • Marketing costs (flyers, brochures, business card) • Material costs (printing, office supplies) • Transportation, travel- and accommodation costs • Labor costs • Rent business office • Costs of organising events 		Revenue Streams <ul style="list-style-type: none"> • Financial and human resources from Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences • Ticket sale 		

Image 3: Current Business Model Canvas of ECEBM

All nine building blocks are exemplified below of which the content has resulted from the content analysis of the policy document and from three interviews with program group members:

Key Partners

- The educational institutions Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences are key partners because they provide most of the key resources, take care of several key activities and their employees form the program group for ECEBM (who advocate for financial resources). The boards of these educational institutions act together as a steering committee for the ECEBM researchers of the institutions.
- The Center for Evidence-Based Mentoring is based in Boston and partner for ECEBM because they share knowledge with each other. Professor Jean Rhodes is director of the organization and researcher. She has been a speaker at several events of ECEBM where she shares her research and knowledge on mentoring.
- Researchers from the University of Groningen collaborate with ECEBM by doing research concerning mentoring. Other associates have collaborated with ECEBM for research about mentoring as well but these are often occasional collaborations.
- Local, regional, national and European authorities cooperate with ECEBM by providing network, knowledge and other resources to the Center to enable tackling relevant local, regional, national and European issues.
- Mentoring programs in Europe are key partners because they provide ECEBM with researches, connections and knowledge and also speak at events.

Customer Segments

Three customer segments can be considered as regular customers. ECEBM regularly communicates and provides services and products to them. The three segments are coordinators of mentoring programs, researchers/research organisations and coordinators of umbrella organisations for mentoring programs. The other customer segments use the products and services of ECEBM more occasionally. These customer segments are the government, companies and social institutions throughout Europe who have a research question about mentoring, students and teachers who are doing research related to mentoring and het Boudewijnfonds. Last named pays ECEBM to organise specific trainings and network meetings for mentoring programs.

Value Proposition

The experience offered to the customers is the feeling of solidarity and significance. The promise to the customers is to learn and develop continuously together. The services they offer are providing knowledge and research on mentoring, providing insight in the EU agenda and matters, establishing connections and providing a learning environment. The products they offer are publications about mentoring and events like seminars, thematic meetings, matchmaking meetings and research ateliers. The offer of research publications has just begun so it is not extensive.

Customer Relationships

Some customers provide ECEBM with research, connections and knowledge and also speak at events, so they co-create the value proposition. From ECEBM's network of researchers and mentoring programs, a community has arisen who share knowledge and practices with each other and help each other develop. ECEBM has an online relationship with their customers through its website (self-service) and broadcasting a newsletter (automated service). A very important way to maintain good relations with their customers is by personal contact. Since the customers are located throughout Europe, most contact goes via Skype, mail or calling and sometimes via face-to-face meetings.

Key Activities

The most important activities are sharing/spreading knowledge and research concerning mentoring, connecting contacts, organising events, maintaining and expanding their community, setting up a newsletter and mail it to their subscribers, maintaining their website and recruiting students.

Key Resources

Employees execute the key activities. Interns do research and/or executive activities. Telephone, laptops, internet and financial resources is needed to perform the key activities and being able to offer the value proposition. The business office at de Kanselarij is used as working space. The community is needed to provide the value proposition.

Channels

Some of the events and face-to-face meetings take place at the business office in de Kanselarij. Skype, phone, mail, website, newsletters and events are used to inform customer, contact them and to provide their value proposition. Their network also belongs in this block because they use this channel to reach new customers and to spread their value proposition.

Cost Structure

ICT costs are made by calling, using internet and for maintenance of the website. Material costs are made by printing and buying office supplies. Marketing costs come from making flyers, brochures and business cards. Other costs are spent on transportation, accommodation, employees, rent and organising events.

Revenue Streams

ECEBM gets financial and human resources from Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences. They have initiated ECEBM and worked together also financed MentorProgramma Friesland for over 20 years. The remaining revenues come from selling tickets.

The SWOT analysis of the Business Model Canvas has resulted in strengths and weaknesses:

Analysis of strengths

- *Having many key partners.* Hereby ECEBM is not dependent on one single key partner that would have a lot of power and strong position to control situations. If one partner would fall away, ECEBM still has a lot of key partners which can help ECEBM realise its business model.
- *Open source community and co-creation.* From ECEBM's network of researchers and mentoring programs, a community has arisen who share knowledge and practices with each other and help each other develop. "Open source community is all about coming together from different backgrounds with common interest to work on a shared passion and shared objectives", (Shaikh, 2017). The community offers research, knowledge and experiences for free to ECEBM and the rest of the community. Hereby they co-create the value proposition, which makes it relatively cheap to offer the value proposition.
- *Unique in the combined offer of providing insight in the EU agenda and matters, knowledge and research.* This combination is a competitive advantage because there is no other organization that keeps people up-to-date about mentoring on the EU agenda and new published research on mentoring.

Analysis of weaknesses

- *Limited income.* The income results from ticket sales and financial sources from other organisations. The ticket sales are periodic meaning this is an unstable, occasional revenue stream. For the remaining financial resources, they rely on other organisations. If these organisations aren't doing well, this will affect ECEBM's income. If this financial source stops funding, ECEBM has not enough other revenue streams to survive.
- *Having Europe as target market,* makes it more difficult to have many face-to-face meetings. If ECEBM wants to meet up with their customers face-to-face, it will cost a lot of money and vice versa. Close and personal contact can still be accomplished by Skype or calling but the connection can be interrupted and less body language is visible.

The appendix that has supported the data collection for sub question 1:

- *Appendix I:* Explanation of the building blocks of the Business Model Canvas

4.2 What are the customer profiles of the current customer segments?

For the research on the customer profile, the template of the Customer Profile has been used. This Customer Profile consists of customer jobs, pains and gains, which are important for ECEBM to know, so that ECEBM can incorporate products and services in its business model that reduce pains and create gains. The book “Value Proposition Designer” explains the customer jobs, pains and gains as follows (Osterwalder & Pigneur, 2014):

- Customer jobs describe what customers try to achieve in their work and/or private life. It is about tasks they try to execute, problems they try to reduce and the needs they try to fulfil. The jobs can be divided into three categories: functional, social and personal/emotional. Function jobs are about the practical and objective tasks. Social jobs are about how the customer believes to be perceived by others while fulfilling its job. Personal/emotional jobs describe the subjective, emotions that the customer tries to perceive.
- Customer pains describe the obstacles, risks and undesired outcomes, problems and characteristics that customers experience before, during or after performing their tasks.
- Customer gains describe the benefits that customers experience, expect or would like to experience. This includes functional facilities, social benefits, positive emotions or cost savings.

The regular, current customer segments of ECEBM are researchers, coordinators of mentoring programs or coordinators of umbrella organisations for mentoring programs throughout Europe. These customer segments have been interviewed and it showed that there are differences between the customer jobs, pains and gains. The most frequently mentioned customer jobs, pains and gains resulted in the customer profiles for the three customer segments, displayed on the next pages.

The customer profile of the coordinator of a mentoring program

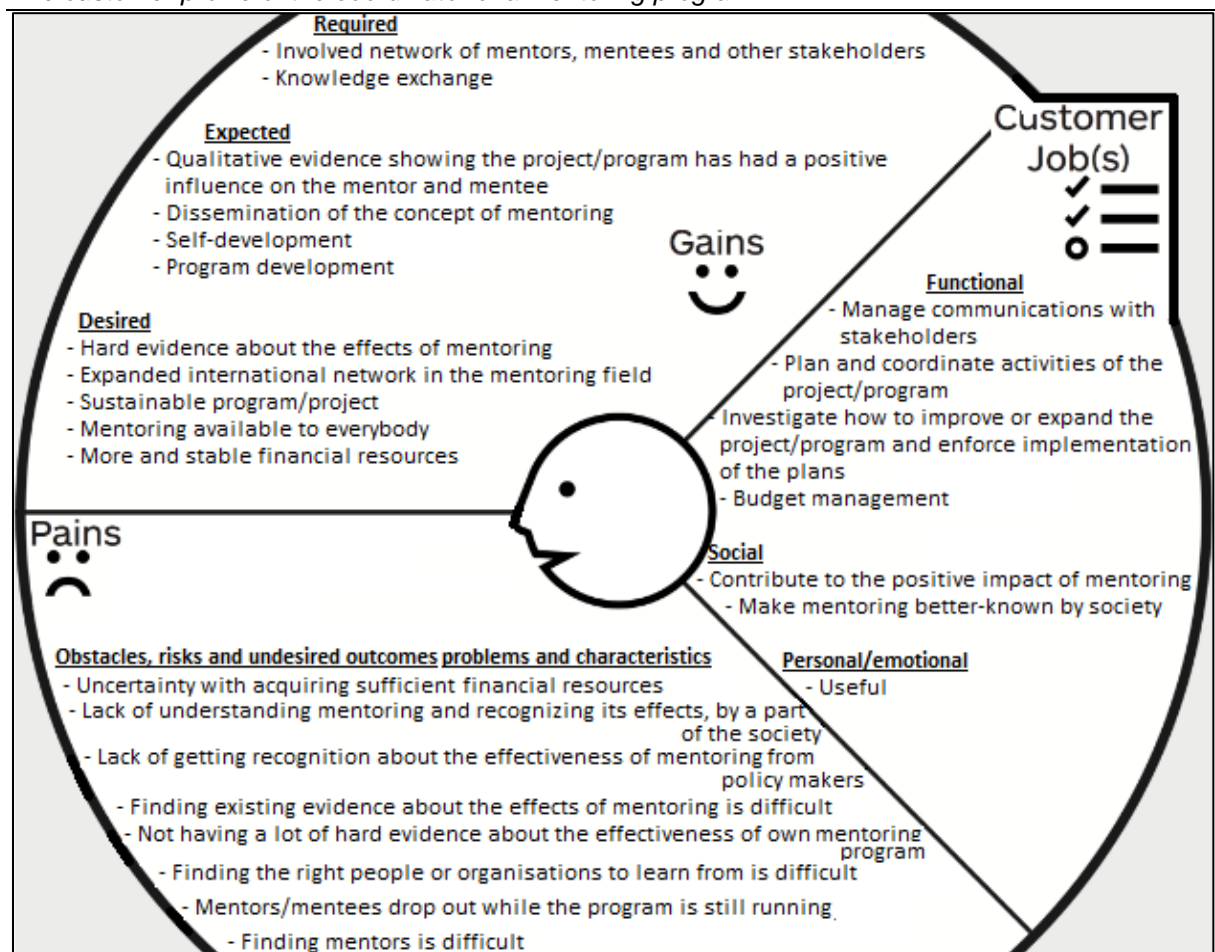


Image 4: Customer Profile Coordinator of a mentoring program

The customer profile of the coordinator of an umbrella organization for mentoring programs

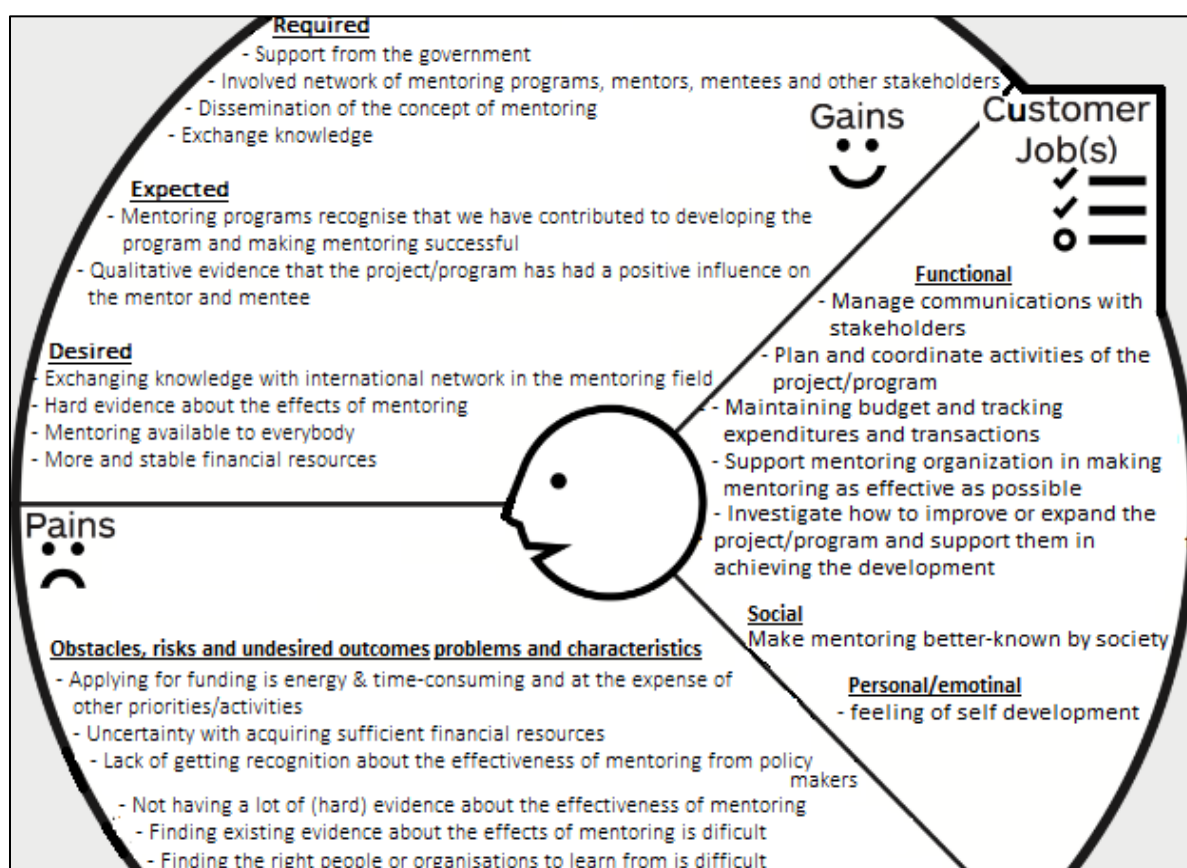


Image 5: Customer Profile Coordinator of umbrella organisation

The customer profile of the researcher who conducts research on mentoring

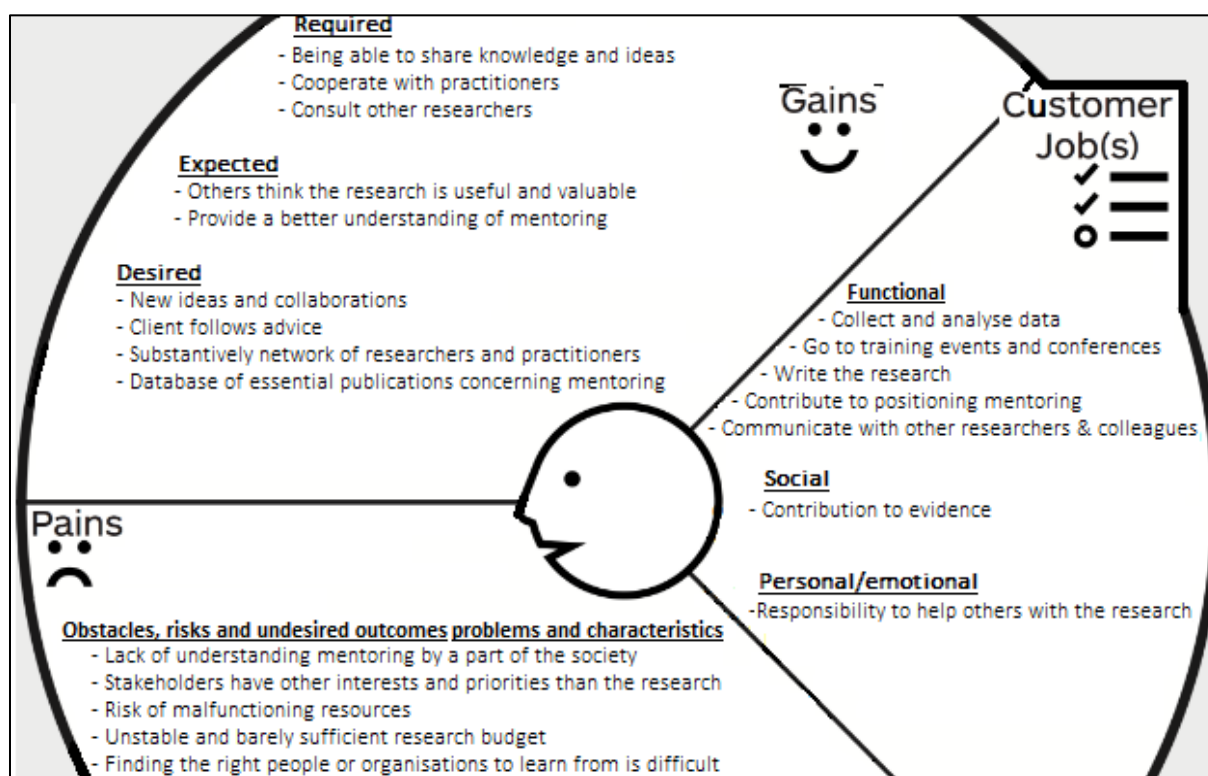


Image 6: Customer Profile Researcher

The SWOT analysis of the Customer Profiles has resulted in strengths, opportunities and threats:

Strengths:

• *All customer segments have difficulties finding the right people, organisations, evidence or research to learn from.* • *All customer segments desire an expanded international network in the mentoring field and knowledge exchange.* • *Researchers wish to gain new ideas and collaborations.* ECEBM is already anticipating to these pains and desired gains by offering the services 'provide knowledge and research on mentoring' and 'establish connections between people'. Therefore, it is a strength.

Opportunities:

• *ECEBM has a competitive advantage of having detailed insights about the customer pains and gains.* This is an opportunity because it enables them to look for ways to relieve the customer pains and create the desired gains.

• *Coordinators of mentoring programs do not have a lot of hard evidence about the effectiveness of their own mentoring program.* • *Coordinators of mentoring programs and researchers experience the lack of understanding mentoring and recognizing its effects, by a part of the society.* • *Coordinators of umbrella organisations and mentoring programs experience the lack of getting recognition about the effectiveness of mentoring from policy makers.* Solving these problems is something ECEBM does not anticipate yet. This this can be an opportunity for ECEBM, to anticipate to these wishes.

Threats:

• *All customer segments experience uncertainty with acquiring sufficient financial resources.* As a result, it is uncertain whether the customers are capable of paying for the value propositions of ECEBM. Therefore, this is a threat.

All appendixes that have supported the data collection for sub question 2:

- *Appendix III:* Explanation of the tool Customer Profile
- *Appendix IV:* Questionnaire that has been used for data collection
- *Appendix V:* Coded transcripts of the interviews with customers

4.3 What does the context of ECEBM look like?

Online desk research has led to the discovery of many developments in the context of ECEBM. These results are visualized in the tool Context Canvas.

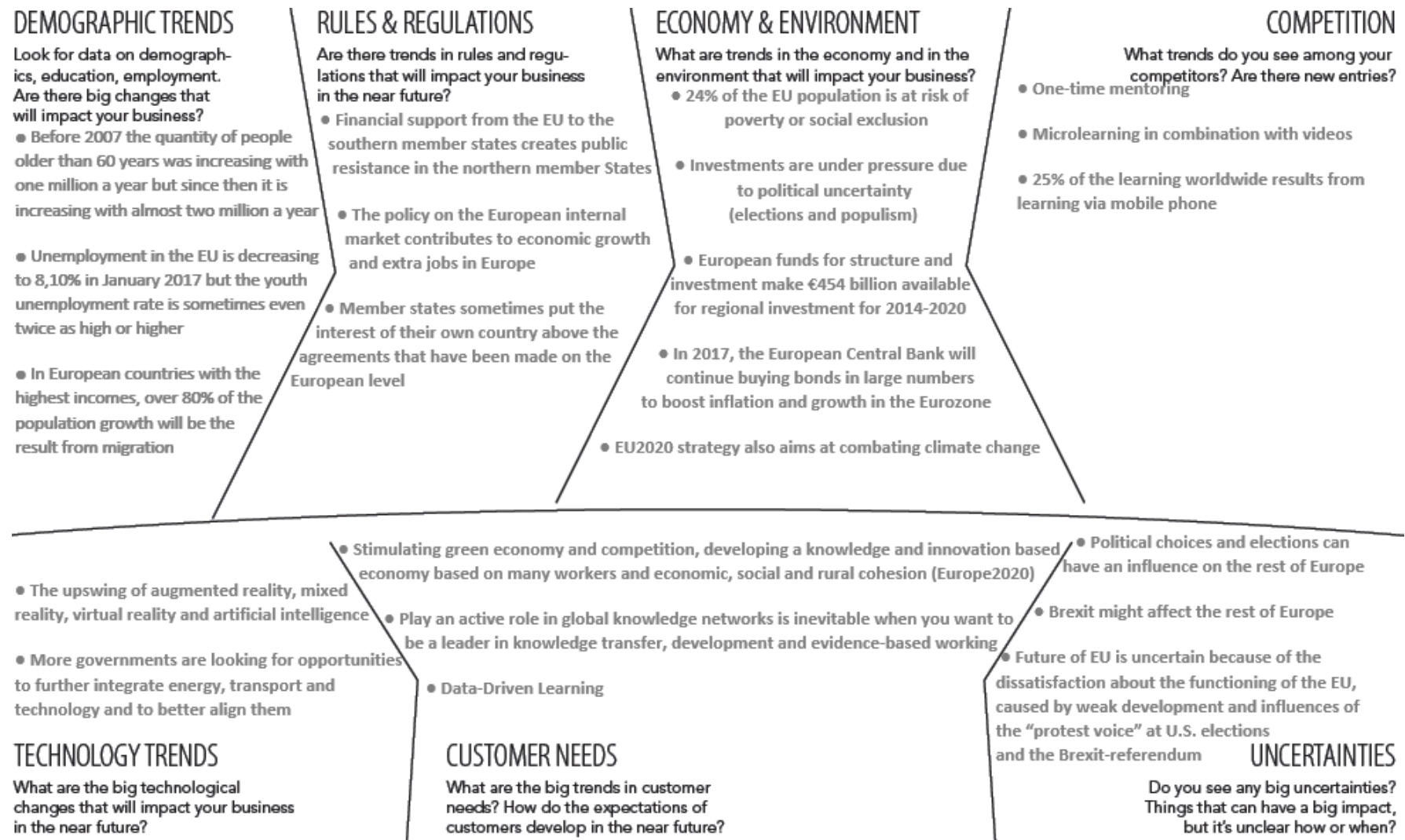


Image 7: Context Canvas of ECEBM. Reproduced from Design a Better Business (n.d.). Accessed via: <http://www.designabetterbusiness.com/toolbox/#/tools/contextcanvas>

The SWOT analysis of the Context Canvas has resulted in opportunities and threats, presented per category from the canvas:

Demographic trends

Opportunities:

- *Before 2007 the quantity of people older than 60 years was increasing with one million a year but since then it is increasing with almost two million a year (European Commission, 2010).* This fast-growing population of 60 years and older is an opportunity because they might have a lot of experience and knowledge. Retired people could also be free human resources for the Center.
- *Unemployment in the EU is decreasing to 8,10% in January 2017 but the youth unemployment rate is sometimes even twice as high or higher (Trading Economics, 2017).* Mentoring is an intervention that can solve this problem. This is an opportunity to emphasise that mentoring is important and can help reduce the problems in EU.
- *In European countries with the highest incomes, over 80% of the population growth will be the result from migration (Stegeman, 2016).* This trend forms an opportunity because mentoring can reduce the problems that come with the migration. Therein, the Center can play a role in learning others how to apply mentoring, evidence-based, and contribute to leading the migration process smoothly.

Rules and regulations

Opportunity:

- *The policy on the European internal market contributes to economic growth and extra jobs in Europe (European Commission, 2013).* If the economy is bad, funders have to cut or decrease their funding so that has a negative impact on the researchers and mentoring programs. But if the economy is doing well, this means a greater chance for the researchers and mentoring programs to get and retain funding. This is a chance for ECEBM because researchers and mentoring programs are their customers and provide part of ECEBM's revenue streams.

Threats:

- *Financial support from the EU to the southern member states creates public resistance in the northern member States (Verduijn, 2013).*
- *Member states sometimes put the interest of their own country above the agreements that have been made on the European level (Boeck, 2017).* These trends are a threat because the Center works together with many European organisations and their customer segments come from all over Europe as well. If there is friction between countries, this can cause a negative atmosphere in the cooperation between the countries and at ECEBM's events.

Economy and environment

Opportunities:

- *24% of the EU population is at risk of poverty or social exclusion (European Commission, n.d.).* Social exclusion: "involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of the society, whether in economic, social, cultural or political arenas" (Mack, 2016). This development is an opportunity because mentoring can help solve this EU problems so when mentoring becomes more important, this is a good chance for ECEBM because it can play an important role in reducing the problem.
- *European funds for structure and investment make €454 billion available for regional investment for 2014-2020 (Salverda, 2016).*
- *In 2017, the European Central Bank will continue buying bonds in large numbers to boost inflation and growth in the Eurozone (Killemaes, 2016).* These two trends form a great opportunity for researchers and mentoring programs to get and retain funding from funders. As named before, good economy means a greater chance for the researchers and mentoring programs to get and retain funding. Researchers and mentoring programs are ECEBM's customers and if they have good funding, this results in a better chance for ECEBM to obtain good revenue streams.
- *EU2020 strategy also aims at combating climate change (Tehnopol sündmus, 2016).* Combating climate change is one of the focus point of the EU2020 strategy. If the Center accomplishes to contribute to this its business model, it gets a better name in Europe and the European Union.

Threats:

- *Investments are under pressure due to political uncertainty through many national elections and the rise of populism (Schoot, 2017).* This is threat because if funders cut or decrease their funding, it has a negative impact on the researchers and mentoring programs. Resulting in smaller customer segments and less revenue streams.

Competition

Threats:

- *One-time mentoring, the approach to ask one specific question to a one-time meeting with a mentor (Pollak, 2016).*
- *Microlearning (super-short courses) in combination with videos, so super-short courses in the form of videos lasting 90 to 120-seconds (Taylor, 2016).*
- *25% of the learning worldwide results from learning via mobile phone (Kalra, 2016).*

These forms of learning and mentoring are easily accessible and acquire very little commitment. This forms a threat to the Center and its customer segment of mentoring programs because they use an approach that acquires relatively more commitment and effort. If the Center responds to these (upcoming) trends by making it part of their value proposition to share knowledge about the upcoming learning and mentoring trends, it could turn into an opportunity. It even might become a distinctive competitor advantage.

Technology trends

Opportunities:

- *The upswing of augmented reality, mixed reality, virtual reality and artificial intelligence (Catanzariti, 2016).* If the Center shares their knowledge through these technical innovations, it might become a distinctive competitor advantage and added value for their customers or even result in new customer segments.

Customer needs

Opportunities:

- *Stimulating green economy and competition and developing a knowledge and innovation based economy in order to increase employment and economic, social and national cohesion (European Commission, 2010).*
- *Play an active role in global knowledge networks is inevitable when you want to be a leader in knowledge transfer, development and evidence-based working (VSNU, 2016).*
- *The development of Data-Driven Learning, meaning to collect big data which provides insight for improvement points (van Spall, 2014).*

ECEBM is already anticipating to these trends with its purpose to collect and share knowledge and to work evidence-based.

Uncertainties

Threats:

- *Political choices and elections will influence Europe's future (Boonstra, 2016).*
- *Dissatisfaction about the functioning of the EU, caused by weak development and influences of the "protest voice" at U.S. elections and the Brexit-referendum (Boonstra, 2016).*

Even though these trends might take place in a single European country, it can have a negative impact and influence on the rest of Europe as well. And since the Center has Europe as their target market, these uncertainties form a threat to the Center.

The appendix that has supported the data collection for sub question 3:

- *Appendix III: Explanation of the tool Context Canvas*

Intermediate result

Innovation techniques have been used to collect data for sub question 4, the ideation phase of the research. The input for these techniques has come from a content analysis that has been conducted on the collected data for sub questions 1, 2 and 3. This has resulted in numerous strengths, weaknesses, opportunities and threats regarding the current business model, customer profile and context of ECEBM. The results from the SWOT analysis are presented on the next page.

Strengths	Weaknesses
Having many key partners	- Unstable income
Open source community and co-creation	- Having Europe as target market
Unique in the combined offer of providing insight in the EU agenda and matters, knowledge and research	
SWOT analysis	
Opportunities	Threats
Competitive advantage of having detailed insights about the customer pains and gains and being able to look for ways of to relieve the pains and create the desired gains	Developments in politics or regulations can cause friction and a negative atmosphere between countries at ECEBM's events and in their collaborating relationship.
Unemployment in the EU is decreasing to 8,10% in January 2017 but the youth unemployment rate is sometimes even twice as high or higher	Financial support from the EU to the southern member states creates public resistance in the northern member States

Before 2007 the quantity of people older than 60 years was increasing with one million a year but since then it is increasing with almost two million a year	Member states sometimes put the interest of their own country above the agreements that have been made on the European level
The policy on the European internal market contributes to economic growth and extra jobs in Europe	Investments are under pressure due to political uncertainty through many national elections and the rise of populism
European funds for structure and investment make €454 billion available for regional investment for 2014-2020	One-time mentoring, the approach to ask one specific question to a one-time meeting with a mentor
Play an active role in global knowledge networks is inevitable when you want to be a leader in knowledge transfer, development and evidence-based working	Microlearning (super-short courses) in combination with videos, so super-short courses in the form of videos lasting 90 to 120-seconds
24% of the EU population is at risk of poverty or social exclusion	25% of the learning worldwide results from learning via mobile phone
EU2020 strategy also aims at combating climate change	Political choices and elections will influence Europe's future
In 2017, the European Central Bank will continue buying bonds in large numbers to boost inflation and growth in the Eurozone	Dissatisfaction about the functioning of the EU, caused by weak development and influences of the "protest voice" at U.S. elections and the Brexit-referendum
Stimulating green economy and competition and developing a knowledge and innovation based economy to increase employment and economic, social and national cohesion	
The upswing of augmented reality, mixed reality, virtual reality and artificial intelligence	
The development of Data-Driven Learning, meaning to collect big data which provides insight for improvement points	
In European countries with the highest incomes, over 80% of the population growth will be the result from migration	

Table 2: SWOT analysis ECEBM

The appendix that has supported this intermediate data analysis:

- *Appendix III*: Explanation of the SWOT-analysis

4.4 What ideas can be invented for the business model of ECEBM, based on the current business model, customer profile and context?

The results from the SWOT analysis and the questions belonging to the tool Business Model Canvas have been used for the application of the innovation techniques Freshwatching and Brainwriting. The combination of these innovation techniques has been applied to the focus group, consisting of four students and six professionals. Together they have invented 199 ideas for the business model of ECEBM, which you can find in appendix VII. To get an overview of where the 199 ideas are about, they have been clustered into groups of similar ideas:

- Ideas for researchers
- Ideas for coordinators of mentoring programs and umbrella organisations for mentoring programs
- Ideas for a quality mark
- Ideas about a membership
- Ideas about companies as key partner or customer segment
- Remaining ideas

The appendices that have supported the data collection for sub question 4:

- *Appendix II*: Explanation of the innovation techniques Freshwatching and Brainwriting and the guidelines for applying them
- *Appendix VI*: The preparation and application process of the innovation techniques
- *Appendix VII*: The results from the ideation session (all 199 ideas)

4.5 What does the prototype of the business model, in line with the vision and mission of ECEBM look like?

To make sure the ideas of the business model will be in line with the mission and vision of ECEBM, a Design Criteria Canvas has been made, based upon the mission and vision. This canvas is placed in appendix VIII. Forty ideas remained after assessing the 199 ideas against the criteria. These residual ideas have been positioned against two criteria:

- little versus a lot of work and resources needed
- little versus a large contribution to improving mentoring (must have-criteria from the Design Criteria)



Image 8: Innovation Matrix ECEBM

The text in the figure above is not clear enough to read, therefore a better readable version is placed in appendix IX. To fit all remaining ideas into the innovation matrix, the ideas have been described briefly. Looking at the innovation matrix, there are three ideas that are positioned furthest to the right, which are the most promising ideas because they have the largest contribution to improving mentoring (the must-have-criteria from the Design Criteria). The most promising ideas are exemplified as follows:

- **Members share their success factors in short videos.** To implement this into the business model, relatively little resources and work is needed and the chance that it will contribute to improving mentoring is relatively large.
- **A quality mark from ECEBM using stars as ranking system.** Collect info about how member-mentoring programs are doing based on a set of criteria and give advice about improvement points. This idea will take a lot of work and resources to implement. Nevertheless, it is one of the three ideas that will have the largest contribution to improving mentoring, which is the 'must have' criteria.

- **Build you own membership** (customers get the first month for free, as trial). They can build their own membership choosing the following options:

- access to research database
- online courses
- livestream of events
- ticket to events
- online profile
- chat and forum
- personal consultancy services

Likewise, implementing this idea into the business model will require a lot of work and resources but it will also have the largest contribution to mentoring of all invented ideas.

The appendices that have supported the data collection for sub question 5:

- *Appendix III:* Explanation of the tool Design Criteria Canvas and Innovation Matrix
- *Appendix VII:* The Design Criteria Canvas, adjusted to ECEBM's demand, that has been used to ensure that the ideas meet the mission and vision of ECEBM (requirement included in the main question)
- *Appendix IX:* Innovation Matrix of the forty ideas that have met the design criteria, which has been used for positioning the ideas into the matrix and for the selection of the most promising ideas.

4.6 Is the new developed prototype business model valid?

The validation of the prototype business model is done in two parts. Examining if the right side of the business model canvas is valid, has been conducted with a focus group of customers. Examining if the left side is valid, has been done with a focus group of the program group of ECEBM.

4.6.1 Validation of the right side of the prototype

The focus group of customers, consisted of eight customers. Since there were no researchers present, the feedback only comes from the other two customer segments who are coordinators of mentoring programs and coordinators of an umbrella organisations. The focus group showed that not all customers fully agreed upon the three most promising ideas which can be read about in the report in appendix XI.

Before starting the focus group, customers were asked to provide feedback individually by filling in a survey. This enabled a quick discovery of frequencies before going into details by sharing points of view and ideas in the focus group. In the survey, the customers were asked to check the boxes of the value propositions that they agreed upon would help them defeat the pains they experience in their job. Within the bars in the bar charts below, the particular idea is written and above the chart is shown how many of the eight present customers, agree that the particular idea will be helpful to them.

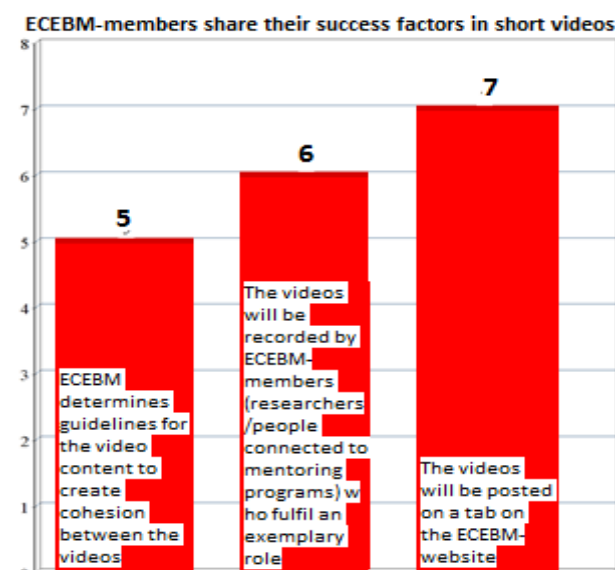


Figure 1: Survey results ECEBM-members share their success factors in short videos

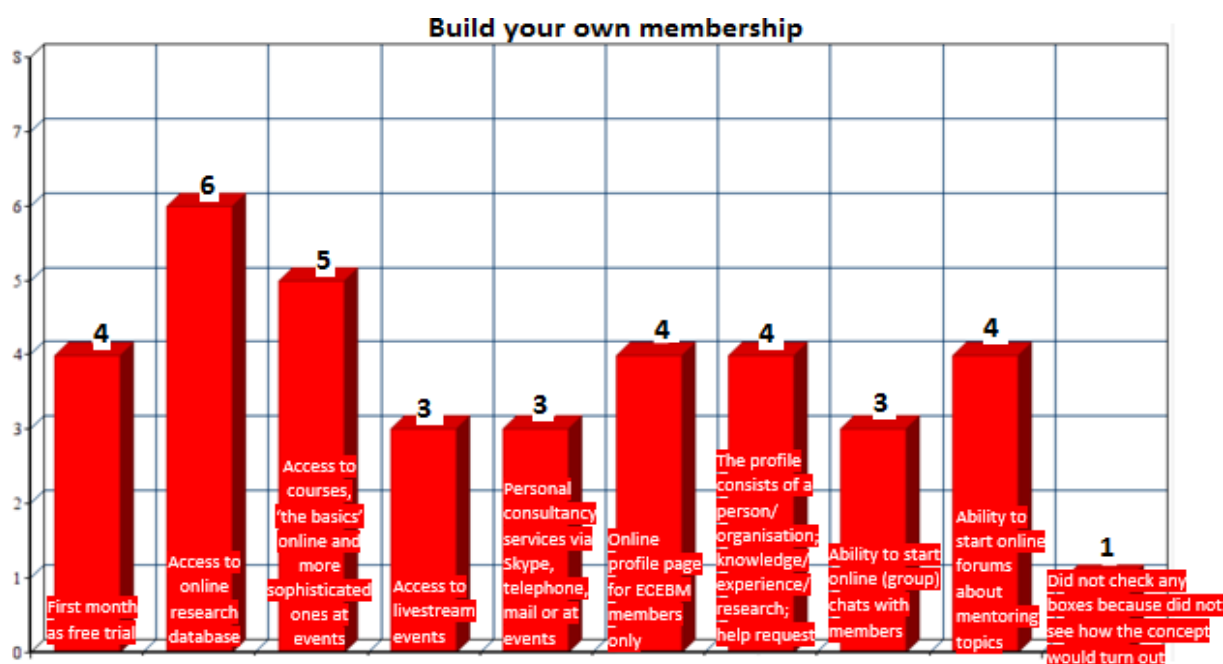


Figure 2: Survey results Build your own membership

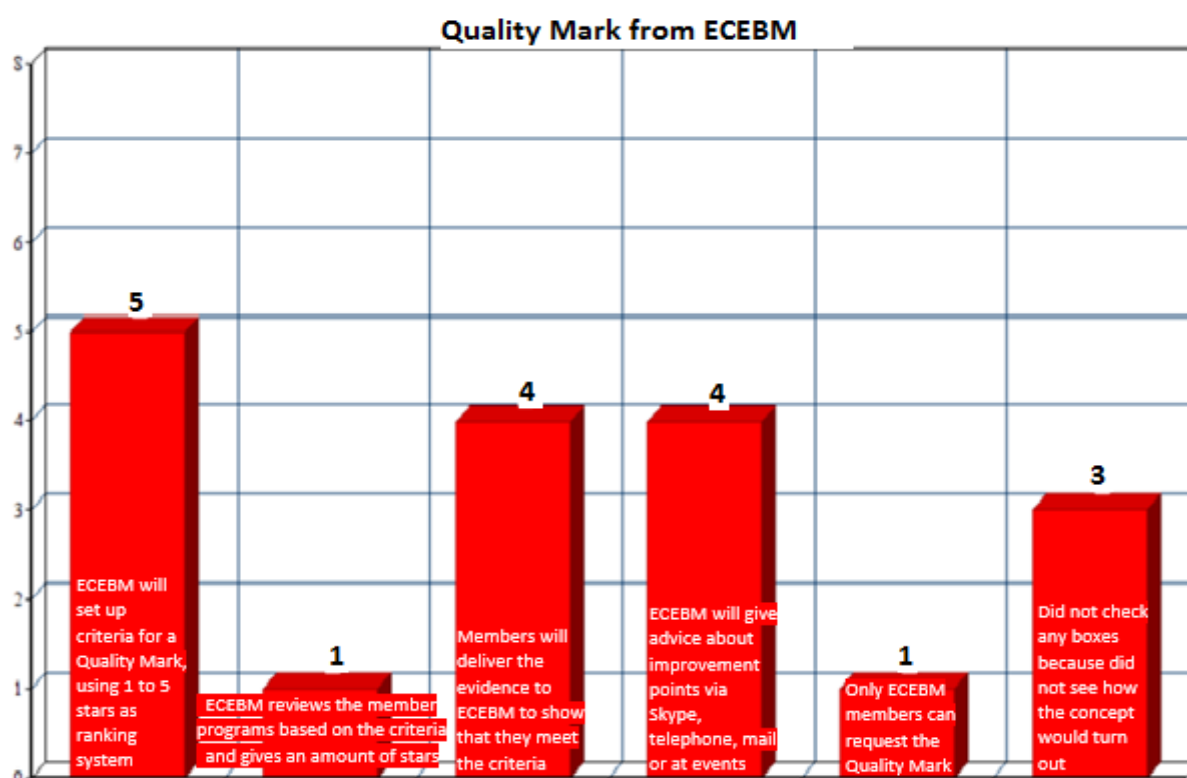


Figure 3: Survey results Quality Mark from ECEBM

After the customers completed the survey, a group discussion took place where everyone's point of view on the elements of the most promising ideas was discussed. Due to lack of time, not all elements have been discussed by the focus group. The most important results are listed below and the full report can be found in appendix XI.

The quality mark

- Both coordinators of umbrella organization note: "The quality evaluation would not be important for the umbrella organisations unless there will be an adapted model for umbrella organisations".
- The coordinators of mentoring programs do not like the idea of having a quality mark because they don't like that they are being forced to get a review and ranked. They do think it is interesting to provide a quality tool which helps reflect on what development the program has gone through. If it is offered as a tool, not a mark, the mentoring programs themselves can choose whether they want to use it or not.

Build your own membership

- We should have a special meeting for that with all current members, to talk about where everyone stands in this case and decide the general lines because I am not sure if we are agreeing on this. One customer notes: "I believe there might be different memberships, one for mentoring organisations and one or umbrella organisations". Another one adds: "Maybe some resources can be accessed free since paying a membership fee might be a financial barrier for some organisations".
- About the payment, all members agree on the statement: "We pay for the membership with an annual fee and it should include discounts on events and courses for members."
- When talking about a chat and forum on the website, the opinions are divided. But in the end, all members agree on the idea of ECEBM setting up a profile page on LinkedIn as a 'forum' and then connecting with all members on it. And likewise, they all agree on having a database with all members and their contact information on the website of ECEBM. With these offers, ECEBM fulfils its coordinating role amongst the members, making connections between them.
- All members agree on the statement: "I see the membership as coalition, where ECEBM is the European collective voice that represents all members. ECEBM consults all members and consults public consultations on behalf of all members. The group effort is more powerful and might help influence European policies."
- After a short discussion on the subject of having a database research on the website, all members agree to the following idea: database of researches on the website of ECEBM, existing of an English summary of the research, the contact information of the researcher/organization and a link to the whole research (which is often in a foreign language). Students studying to become a translator or language teacher, can then be hired as interns with the assignment to make an English summary of the research in a non-English language.

ECEBM-members share their success factors in short videos

- One customer tells not to be convince about the outcome. All other customers tell they think the videos might be helpful. One of the customers adds to the idea: "We should try to not share too detailed information because there are many local differences."

Due to lack of time, the following elements of the three ideas have not been discussed and validated:

- First month as free trail
- Online courses about basics on mentoring and teach about more sophisticated topics at events
- Livestream of events
- Personal consultancy services

4.6.2 Validation of the left side of the prototype

The focus group of the program group of ECEBM, consisted of five from the seven program group members. The remaining two members of the program group were unable to attend the focus group. Likewise, this focus group showed that the members of the program group did not fully agreed upon the three most promising ideas.

After informing the program group about the prototype business model and feedback from the customers, the group discussion took place with everyone sharing their point of view on the elements of the most promising ideas and the alterations that customers suggested. The extensive summary can be found in the appendix XII and the most relevant feedback is as follows:

Starting a LinkedIn group is effective because it will result in a network of knowledge. A quality mark and ranking with stars will repel because then, the programs are pushed to put a lot of energy in receiving stars instead of putting that energy into improving their program. Providing a quality tool is much more valuable to help set your personal development goals. A good addition to the quality improvement tool would be a peer review. Meaning one or multiple organisations review your organisation as well. The peer review can be put into actions by organising a company visit or job shadowing day, a meeting via Skype or by making a peer review part of the program at the ECEBM events. Offering different forms of the membership will not be beneficial in the end because organisationally it would lead to too high administration costs. Members have told us that they see value in getting the right to put ECEBM's logo on your website and demonstrating that you are a member of ECEBM. Also, the membership includes being a member of a big European mentoring network, showing that you are eager to improve your program and evidence-based working, ECEBM puts mentoring on the agenda of the European Commission and you get informed about the events and happenings around mentoring in Europe. Likewise, we can organize receptions before or after the events that only members will have access to. The program group has already determined that the price of the membership is going to be €195,00 per year. Giving discounts is too complicated.

The appendices that have supported the data collection for sub question 6:

- *Appendix X*: The questionnaire used for the validation session with customers
- *Appendix XI*: The report of the validation session with customers
- *Appendix XII*: The extensive summary of the validation session with the program group

5. Conclusion

The conclusions of this research are based upon the results described in chapter 5. This chapter discusses the conclusion per sub question first and eventually gives a conclusion on the main question of the research, reflecting on the problem statement. The research goal is to gather information, ideas and insights about what the business model of ECEBM should look like, corresponding with their mission and vision. Therefore, information has been gathered about the current business model of ECEBM, the customer segment profiles, the context of ECEBM, new ideas for a prototype business model, what the prototype business model should look like and if the prototype is deemed valid from the point of view of the customers and organisational-wise.

5.1 Conclusion per sub question

5.1.1 What does the current business model of ECEBM look like?

The current business model, presented on the next page, provides insight into what ECEBM has already brought into operation up until February 2017. This is the starting point for the soon-to-be designed business model which will be based on this research.

The research showed that each of the nine building blocks already contains content. Likewise, it showed that it already has a competitive advantage: it is the only European organisation that keeps its customers up-to-date about mentoring by informing them about new published research on mentoring while also informing them about the EU agenda and matters concerning mentoring. Another ikdiscovered strength of the current business model is open source community and co-creation. From ECEBM's network of researchers and mentoring programs, a community has arisen. They offer research, knowledge and experiences for free to ECEBM which then coordinates to share it with the rest of the community. Hereby the community co-creates the value proposition, which makes it relatively cheap to offer the value proposition. A shortcoming of the current business model is not having stable revenue streams, which endangers the continuity of ECEBM

Key Partners <ul style="list-style-type: none"> • Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences • The Center for Evidence-Based Mentoring • Researchers from the University of Groningen • Local, regional, national and European authorities • Mentoring programs and umbrella organisations in Europa • Associates realizing research about mentoring 	Key Activities <ul style="list-style-type: none"> • Share and spread knowledge and research • Connect contacts • Organise events • Maintain and expand community • Maintain website • Set up newsletter and mail to subscribers • Recruit students Key Resources <ul style="list-style-type: none"> • Interns • Employees • Telephone, laptops, internet • Business office Kanselarij • Financial resources • Community 	Value Proposition <ul style="list-style-type: none"> • <i>Experience</i> <ul style="list-style-type: none"> - feel solidarity - being significant • <i>Promise</i> <ul style="list-style-type: none"> - learning and developing continuously together • <i>Service</i> <ul style="list-style-type: none"> - provide knowledge and research on mentoring - establish connections between people - provide insight in the EU agenda and matters - provide learning environment for students • <i>Product</i> <ul style="list-style-type: none"> - events (seminars, thematic meetings, matchmaking meetings) - publications about mentoring 	Customer Relationships <ul style="list-style-type: none"> • Co-creation • Community • Self-service (website) • Automated service (newsletter) • Personal contact Channels <ul style="list-style-type: none"> • Business office Kanselarij • Skype, call or mail • Website • Newsletter • Events • Network 	Customer Segments <ul style="list-style-type: none"> • Mentoring programs in Europe • Umbrella organisations for mentoring programs in Europe • Researchers and research organisations from Europe • Students and teachers from Europe doing research on mentoring • Government, businesses and social institutions in Europe with a research question about mentoring • Boudewijnfonds
Cost Structure <ul style="list-style-type: none"> • Marketing costs (flyers, brochures, business card) • Material costs (printing, office supplies) • Transportation, travel- and accommodation costs • Labor costs • Rent business office • Costs of organising events 		Revenue Streams <ul style="list-style-type: none"> • Financial and human resources from Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences • Ticket sale 		

Image 3: Current Business Model Canvas of ECEBM

5.1.2 What are the customer profiles of the current customer segments?

The research has examined the customer profiles for three customer segments namely, researchers, coordinators of mentoring programs and coordinators of umbrella organisations for mentoring programs. For ECEBM, the most important thing to know about the customer profiles is which jobs, pains and gains the customer encounters, so that ECEBM can incorporate products and services in its business model that reduce the pains and create the gains. By comparing the findings of the current business model of ECEBM with the findings of the customer profiles of the current customer segments, can be concluded that:

- To a certain extent, ECEBM is already anticipating the pain that all customer segments experience of having difficulties with finding the right people, organisations, evidence or research to learn from. As research on the current business model showed, ECEBM offers knowledge and research on mentoring, provides insight in the EU agenda and matters and establishes connections. ECEBM has just been launched, so these value propositions have just arisen. Thus, it can be concluded that the pain has not disappeared yet but ECEBM is already working towards relieving them.
- ECEBM already contributes to the desired gain of the customers to expand their international network in the mentoring field and for researchers, to gain new ideas and collaborations. ECEBM produces this gain with its services to establish connections and providing insight in the EU agenda and matters.
- The customer pains that ECEBM is not yet relieving with its current business model are:
 - Not having a lot of hard evidence about the effectiveness of their own mentoring programs (for coordinators of mentoring programs)
 - Lack of understanding mentoring and recognizing its effects by part of the society (for coordinators of mentoring programs and researchers)
 - Lack of recognition about the effectiveness of mentoring from policy makers (for coordinators of umbrella organisations and mentoring programs)

5.1.3 What does the context of ECEBM look like?

ECEBM's customers are located in various European countries thus Europe is considered as the business environment, with a specific focus on the mentoring field. This business environment encounters numerous developments which should be taken into consideration since they may positively or negatively affect ECEBM in the future. The following developments should be taken into account when designing the new business model:

- Over 80% of the population growth in European countries comes from migration, 24% of the EU population is at risk of poverty or social exclusion and the high youth unemployment rate. Mentoring is an intervention that can help reduce these EU problems. Comparing this development with the research on the current business model, it can be concluded that ECEBM is already anticipating on this development. It supports the mentoring programs that tackle these EU problems, by providing them insight on the EU agenda and matters, knowledge and research on mentoring and establishing connections between people.
- Political uncertainty and changes can cause friction between European countries. The research on the current business model shows that the ECEBM's value is co-created by various European countries. It can be concluded that political uncertainty and changes can cause friction between ECEBM's customers and their cooperation, which endangers the possibility to offer ECEBM's value.
- From a financial point of view, it can be concluded that there are some developments that can have a positive effect on ECEBM: European funds make money available for regional investment, the European Central Bank takes actions to boost inflation and growth in the Eurozone, the EU strategy takes action to increase employment and economic, social and national cohesion.
- There are numerous educational and technical developments going on like augmented reality, mixed reality, artificial intelligence, data-driven-learning, one-time mentoring, micro-learning and learning via mobile phone. The research results on the current business model show that 'learning and developing continuously together' is a promise of ECEBM. In conclusion, there are plentiful developments that can be incorporated in the business model that assist to fulfil this promise.
- As research results in chapter 4.2.3 show, playing an active role in global knowledge networks is inevitable when wanting to be a leader in knowledge transfer, development and evidence-based working. The research results in chapter 4.2.1 show that ECEBM has key partners for knowledge exchange worldwide so it can be concluded that ECEBM is already anticipating and taking benefit from this context development.

1.4 What ideas can be invented for the business model of ECEBM, based on the current business model, customer profile and context?

The results from the research on the current business model, customer profile and context have been used as input for an ideation session with a focus group. This resulted into 199 ideas for the business model of ECEBM. After assessing the ideas against the Design Criteria Canvas that was based on the mission and vision (placed in appendix VIII), forty ideas were left. In conclusion, forty suitable ideas were invented for the business model of ECEBM, which must correspond with its mission and vision.

5.1.5 What does the prototype business model look like?

The results from chapter 4.2.5 point out the three most promising ideas. They are implemented into a prototype business model for ECEBM, shown below. All yellow post-its display the content that was already presented in the Current Business Model Canvas of ECEBM. The blue post-its demonstrate the additions that have been made, based on the three most promising ideas.

Key Partners <ul style="list-style-type: none">• Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences• The Center for Evidence-Based Mentoring• Researchers from the University of Groningen• Local, regional, national and European authorities• Mentoring programs and umbrella organisations in Europa• Associates realizing research about mentoring	Key Activities <ul style="list-style-type: none">• Share and spread knowledge and research• Connect contacts• Organise events• Maintain and expand community• Maintain website• Set up newsletter and mail to subscribers• Recruit students• Initiate and collect videos in which members share their success factors• Maintain and expand research database• Review members, provide them with a quality mark from ECEBM and star-ranking<ul style="list-style-type: none">- collect information on how member mentoring programs are doing- review members and rank them with stars based on a set of criteria- give advice about improvement points• Develop and maintain the option for members to have online profile pages on ECEBM's website• Develop and broadcast online courses• Organise livestream events• Develop and maintain online chat and forum for members• Provide personal consultancy services	Value Proposition <ul style="list-style-type: none">• <i>Experience</i><ul style="list-style-type: none">- feel solidarity- being significant- have the opportunity to learn from others and develop own program• <i>Promise</i><ul style="list-style-type: none">- learning and developing continuously together• <i>Service</i><ul style="list-style-type: none">- provide knowledge and research on mentoring- establish connections between people- provide insight in the EU agenda and matters- provide learning environment for students- give advice about improvement points based on quality mark criteria- livestream of events- provide access to ECEBM's network through an online ECEBM member profile- online chat and forum for ECEBM members- personal consultancy services• <i>Product</i><ul style="list-style-type: none">- events (seminars, thematic meetings, matchmaking meetings)- research database- online courses- online videos in which ECEBM members share their success factors- quality mark from ECEBM with stars as ranking system	Customer Relationships <ul style="list-style-type: none">• Co-creation• Community• Self-service (website)• Automated service (newsletter)• Personal contact Channels <ul style="list-style-type: none">• Business office Kanselarij• Skype, call or mail• Website• Newsletter• Events• Network	Customer Segments <ul style="list-style-type: none">• Mentoring programs in Europe• Umbrella organisations for mentoring programs in Europe• Researchers and research organisations from Europe• Students and teachers from Europe doing research on mentoring• Government, businesses and social institutions in Europe with a research question about mentoring• Boudewijnfonds
Cost Structure <ul style="list-style-type: none">• Marketing costs (flyers, brochures, business card)• Material costs (printing, office supplies)• Transportation, travel- and accommodation costs• Costs for developing the quality mark, criteria and ranking system• Development costs for online profile pages on ECEBM's website, online courses, livestream of events, online chat and forum	<ul style="list-style-type: none">• Labor costs• Rent business office• Costs of organising events	Revenue Streams <ul style="list-style-type: none">• Financial and human resources from Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences• Membership<ul style="list-style-type: none">- first month for free, as trial- build your membership from the options	<ul style="list-style-type: none">• Ticket sale	

Image 9: Prototype Business Model Canvas ECEBM

5.1.6 Is the prototype business model valid?

Based on the feedback from the customers and program group can be concluded that the prototype business model is not valid. In spite of this, it does not mean that the whole prototype is invalid. The results from chapter 4.2.6 point out several remarks. Below the initial idea from the prototype is written in *italic letter type* and behind the arrow '→', the desired alteration is described:

- *Quality Mark* → Offer a quality tool which is facultative in its use. The tool must help in reflecting on what development the program has gone through. There should be two types of the tool, one fine-tuned for mentoring programs and one for umbrella organisations.
- *Member profile pages on ECEBM's website* → Offer a database of all members and their contact information on the website. Besides, communicate with members and share network through ECEBM LinkedIn profile. This will result in an international network of knowledge.
- *In addition to providing insight in to the EU agenda and matters* → ECEBM consults all members and consults public consultations on behalf of all members. Customers see the membership as coalition, where ECEBM is the European collective voice that represents all members.
- *In addition to providing research on mentoring* → Offer a research database on the website of ECEBM, existing of an English summary of the research, the contact information of the researcher and/or organisation and a link to the whole research (which is often in a foreign language). Interns, studying to become a translator or language teacher, make an English summary of the research in a non-English language.
- *Build your own membership* → Customers suggest the membership includes discount on events and courses. From the focus group with the program group can be concluded that from an organisational point of view, it is not feasible to offer different forms a memberships and discounts. The membership includes being a member of a big European mentoring network, showing that you are eager to improve your program and work evidence-based, getting informed about the events and happenings around mentoring in Europe. The membership fee is going to be €195,00 per year.

In conclusion, if the above-mentioned alterations to the prototype business model are adjusted, the altered Business Model Canvas can be considered valid.

Furthermore, some elements from the prototype business model have not been discussed by the focus groups. Likewise, the focus groups with customers and the program group have brought up new ideas for the business model. These elements for the business model and associated assumptions have not been tested yet. Therefore, it can be concluded that the following elements have not been validated yet but they are assumed valuable additions to ECEBM's business model:

- Online courses about basics on mentoring and teach about more sophisticated topics at events
- Livestream of events
- First month as free trail
- Personal consultancy services
- Organise receptions before or after the events, to which members will have access only
- Connect members for a peer review. The peer review can be conducted by organising company visits, job shadowing day, meeting via Skype or by making peer reviews part of the program of ECEBM's events.

5.2 Conclusion main question

The main question of this research is:

Which business model can be designed for ECEBM, corresponding with its mission and vision?

At the beginning of the research, the research goal is stated: gather information, ideas and insights about what the business model of ECEBM should look like, corresponding with their mission and vision. This contains gathering evidence and herewith, elaborating how ECEBM creates and delivers value to its customers and to outline the architecture of revenues and costs associated with delivering that value. Following the Double Loop as research design has led to information, ideas and insights about what the business model of ECEBM should look like. The research evidence, presented in chapter 4, and conclusions on the sub questions, chapter 5.1, have led to ECEBM's business model, corresponding with its mission and vision. The answer to the main question is visualised into a Business Model Canvas and is displayed on the next page.

- The blue post-its represent the ideas that were added to the prototype Business Model Canvas and have not been altered based on the validation phase of the research
- The green post-its demonstrate the content that came from the current or prototype Business Model Canvas and has been altered based on the validation results
- The yellow post-its represent the content that originates from the current Business Model Canvas of ECEBM

Key Partners <ul style="list-style-type: none">• Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences• The Center for Evidence-Based Mentoring• Researchers from the University of Groningen• Local, regional, national and European authorities• Mentoring programs and umbrella organisations in Europa• Associates realizing research about mentoring• EU institutions	Key Activities <ul style="list-style-type: none">• Connect contacts• Organise events• Maintain and expand community• Maintain website• Set up newsletter and mail to subscribers• Recruit students• Initiate and collect videos in which members share their success factors• Gather information about events and happenings around mentoring in Europe• Consult public consultations on behalf of all members, share with members• Maintain and expand research database<ul style="list-style-type: none">- formulate English summaries of mentoring researches (in foreign language)- collect contact information of researcher/organisation- post link of whole research (in foreign language)• Develop and maintain a LinkedIn profile• Develop and maintain database of all members and their contact information• Develop or obtain a quality tool for mentoring programs and for umbrella organisations	Value Proposition <ul style="list-style-type: none">• <i>Experience</i><ul style="list-style-type: none">- feel solidarity- being significant- have the opportunity to learn from others and develop own program- be part of a collective European voice- be part of an international network of knowledge- proof that you are eager to improve program and work evidence-based• <i>Promise</i><ul style="list-style-type: none">- learning and developing continuously together- connections with European mentoring network• <i>Service</i><ul style="list-style-type: none">- establish connections between people- provide learning environment for students- provide access to online database with research related to mentoring- provide insight in the EU agenda and matters and consult public consultations on behalf of all the members- provide access to ECEBM's network (through a LinkedIn profile of ECEBM and member database)• <i>Product</i><ul style="list-style-type: none">- events (seminars, thematic meetings, matchmaking meetings, research atelier)- research database- member database- quality tool- online videos in which ECEBM members share their success factors	Customer Relationships <ul style="list-style-type: none">• Co-creation• Community• Self-service (website)• Automated service (newsletter)• Personal contact	Customer Segments <ul style="list-style-type: none">• Mentoring programs in Europe• Umbrella organisations for mentoring programs in Europe• Researchers and research organisations from Europe• Students and teachers from Europe doing research on mentoring• Government, businesses and social institutions in Europe with a research question about mentoring• Boudewijnfonds• Students studying to become a translator or language teacher seeking an internship
Key Resources <ul style="list-style-type: none">• Interns• Employees• Telephone, laptops, internet• Business office Kanselarij• Financial resources• Community			Channels <ul style="list-style-type: none">• Business office Kanselarij• Skype, call or mail• Website• Newsletter• Events• Network• LinkedIn	
Cost Structure <ul style="list-style-type: none">• Labor costs• ICT costs• Rent business office• Costs of organising events• Marketing costs (e.g. flyers, brochures)• Material costs (printing, office supplies)• Transportation, travel- and accommodation costs• Development and maintenance cost for research and member database, quality tool and videos			Revenue Streams <ul style="list-style-type: none">• Financial and human resources from Friesland College, NHL university of applied sciences, Nordwin College, ROC Friese Poort and Stenden university of applied sciences• Membership<ul style="list-style-type: none">- annual fee- €195,00 per year• Ticket sale	

Image 10: New designed Business Model Canvas ECEBM

Based on the research evidence, the business model for ECEBM is designed (previous page) and hereby interlinked with the developments in the context, their customer's needs and desires and the organisational feasibility. In the research process is ensured that the designed business model corresponds with its mission and vision and the research has shown that all content of the building blocks in the business model is valid. The success of the business model lays in the co-creation with the community. The community of researchers and mentoring programs offers research, knowledge and experiences to ECEBM for free. ECEBM then shares this with the rest of the community, offering its value proposition. Looking at the sustainability of the business model, the research has not shown whether the revenue streams will be sufficient enough to ensure continuity for ECEBM.

5.3 Reflection

Plentiful people were willing to participate to the research, meaning 28 different persons in total. The selection of these research units were carefully considered and rationally chosen, as mentioned in chapter 3.4. The communication manager knows all customers, from which country they are and who their target groups are. Therefore, letting the communication manager of ECEBM select the research units, was a thoughtful decision. This enabled that research units from different countries, with different target groups could be questioned which gives a better representation of the research population. The disadvantage of this was that the selection was not random which has influenced the research outcome. Also, due to the short time frame for the research, it was not possible to question all customers (the whole research population).

The qualitative research is carried out by an individual researcher meaning bias can occur. In order to minimize distortion of research results, the Nominal Grouping and Delphi method have been used (chapter 3.4). With the interviews and focus groups, the written reports are sent to the respondents and they can check if they agree with the reports. Adjustments will be made to the reports based on their feedback. Applying the Nominal Grouping method to the focus groups reduced the chance that few respondents would be overruled and the results would come from some a dominant opinion. The use of these methods reduces possible distortion of the research results, influenced by the individual researcher. As discussed in in the data collection chapter 3.4, numerous sources have been consulted and examined. This is called triangulation and scales down the internal influences during the research.

Due to unpredicted circumstances, the prototype business model has not been validated by all members of the program group. Besides, there were no researchers attending the validation session with customers thus the prototype business model has not been validated by this customer segment. In addition, interviewing researchers succeeded with only two researchers so therefore the customer profile for this customer segment is based on only two researchers. These changes to the initial research plan make it less likely that the results are valid for the rest of the research population.

If some else would do the same research, it would probably not lead to the same results. This is because it is a qualitative research wherein is aimed to dig deep in the information that is provided by the research units. Therefore, semi-structured and unstructured questionnaires have been used so that a profound examination could be realised. Unfortunately, this less structured questionnaires also make the research less reliable since the researcher influences the results by asking questions that were not composed yet. The methodology, applied tools, theories, sources, literature and justification for all choices have been discussed in the first three chapters of the research and the bibliography. The conditions under which the research will take place will also be noted in the reports and mentioned in the research when it has influenced results. Besides, the book Design a Better Business has been followed as research design. In this book, the design process for the research is exemplified step by step. This step-by-step documentation, increases the reliability of the research because by following the documented research process, someone can replicate this research. Using the book as research design has also increased the validity since it has been successfully applied to hundreds of companies (mentioned in chapter 2.4.3). Herewith, it may be assumed that the desired measurements are actually being measured.

The initial plan was to compose the current business model with a focus group because this would be a quick way for data collection and would stimulate discussion and joint agreement. The alternative that has been chosen is expert interviews because these research units have the required experience and knowledge of ECEBM and were able to make time for an interview. Besides this, not all elements of the prototype business model were validated due to lack of time. This resulted in an incomplete validation phase.

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Appendix I Building blocks

The explanation of the building blocks from the Business Model Canvas below, derives from the book Business Model Generation, written by Alexander Osterwalder and Yves Pigneur (p. 20-41, 2010).

Customer Segments

This building block represents the customer segments, a certain group of customers, that the company tries to reach and serve. Important questions are (Nieuwenhuis, n.d.): "Who do we create value for? Who are our main customers?" This building block also affects other building blocks. For example, the relationships with customers, channels and value propositions may differ per customer segment. Having customers and keeping them satisfied is essential because a company cannot survive without its customers, since they pay for products and services and thereby generate revenues to cover the costs.

Value Propositions

Value proposition describes which value is delivered to the customer. As named previously, this value may vary per customer segment. Different customers can have different needs, which the company provides. The value proposition can be divided into four aspects: the experience, promise, service and product that is offered. Important questions are (Aaftink, 2014): "What is the distinctive or added value your company offers to the customer? What problem of the customer do we solve with our offer?"

Channels

Customer segments differ from one another and therefore can also be researched through different channels. The building block Channels describes through which way the company approaches its customer and provides its value proposition and/or how the customer reaches the company. A certain channel can be a good way of communication for one customer segment, while it is not suited for another customer segment. Instagram, for example, can be a good channel for reaching younger customers while the customer segment of 65+ people here is unlikely to be met. Channels have a variety of purposes, such as: raising awareness of the products and services that the company offers, letting customers evaluate the value proposition of the company, delivering the value proposition and providing help before the product or service is purchased (Osterwalder & Pigneur, 2010, p. 26).

Customer Relationships

This building block describes the type of relationship that the company has with its customer segments. Examples of customer relationship are: personal assistance, dedicated personal assistance, self-service, automated services, communities or co-creation (Nieuwenhuis, n.d.). The book 'Business Model Generation' of Osterwalder & Pigneur' (2010), describes them as follows:

- Personal assistance is based on human interaction and can take place at for example a physical location, by telephone or by email.
- Dedicated personal assistance refers to the situation in which each customer has its own customer representative assigned to contact.
- Self-service is the type of customer relationship where there is no direct relationship with the customer and provides what a customer needs to help himself.
- Automated services refers to customer relationships that combine self-service and automated processes. Automated processes recognise individual customers and their characteristics and provide information based on their placed orders. For example, a customer has ordered a novel and then receives an email containing other deals on novels.
- A community is a group of people with a common purpose or interest (Terpstra, 2010). A company can also use a community to get their customers more involved with the company and to facilitate connections between them. Likewise, online communities enable members to share knowledge and help each other out with problems.
- Co-creation occurs when customers help create the company's value proposition. YouTube.com is an example of this as customers (for example, vloggers) create content for YouTube's customers.

Revenue Streams

This building block represents the revenues that the company receives. The value proposition leads to revenue, since customers are willing to pay for the value that the company provides. Also, different payment options can be offered, for example, leasing or payment per product feature. What a customer pays, can also vary per customer segment. For example, there might be a discount for people older than 65 years or some products/services that are only sold to students, which generates different revenues from different segments. This building block is related to other building blocks as well, meaning the construction or adjustments within this block, have consequences for the other building blocks.

Key Resources

In this building block, the resources that are necessary for business operations are identified. It can be physical, intellectual, human or financial resources. Important questions for this are (Rabobank, 2014): "What resources are needed to offer the value proposition? What resources are necessary for maintaining the distribution channels and customer relationships?" There is clear coherence between this building block and the content of the other building blocks.

Key Activities

This concerns the activities that are performed and necessary for the business to operate. Like the key resources, the key activities are necessary to realise the content of the other building blocks within the business model. (Osterwalder & Pigneur, 2010, p.36).

Key Partners

The key partners are the most important partners of the company because without these partners, a part of the business model is eliminated. Key partners often provide a company with key resources or contribute to key activities so therefore this building block is related to other building blocks. For example, having a sole supplier of a specific product component as a key partner, enables to offer a distinct value proposition, which influence the cost structure, revenue streams and the type of customer segments. The key partners are therefore vital for the existence of the company. Rabobank (2014) writes about this building block:

"As a start-up, it may be important to collaborate with partners so that you can compete with others. So, this part of the business model describes which partnerships are important to be successful, to be able to grow and to be competitive."

Cost Structure

In this building block, all expenses are listed. These may concern fixed costs such as rent or variable costs such as the costs per raw material. Costs arise from for example the resources and activities. A change in one building block can therefore have an impact on the cost structure.

The next page will demonstrate the template of the Business Model Canvas, consisting of the nine building blocks and corresponding questions within each block.

KEY PARTNERS Who are our key partners? Who are our key suppliers? Which key resources are we acquiring from our partners? Which key activities do partners perform?	KEY ACTIVITIES What key activities do our value propositions require? Our distribution channels? Customer relationships? Revenue streams?	VALUE PROPOSITIONS What value do we deliver to the customer? Which one of our customers' problems are we helping to solve? What bundles of products and services are we offering to each segment? Which customer needs are we satisfying? What is the minimum viable product?	CUSTOMER RELATIONSHIPS How do we get, keep, and grow customers? Which customer relationships have we established? How are they integrated with the rest of our business model? How costly are they?	CUSTOMER SEGMENTS For whom are we creating value? Who are our most important customers? What are the customer archetypes?
	KEY RESOURCES What key resources do our value propositions require? Our distribution channels? Customer relationships? Revenue streams?		CHANNELS Through which channels do our customer segments want to be reached? How do other companies reach them now? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?	
COST STRUCTURE What are the most important costs inherent to our business model? Which key resources are most expensive? Which key activities are most expensive?			REVENUE STREAMS For what value are our customers really willing to pay? For what do they currently pay? What is the revenue model? What are the pricing tactics?	
SOURCE WWW.BUSINESSMODELGENERATION.COM/CANVAS . CANVAS CONCEPT DEVELOPED BY ALEXANDER OSTERWALDER AND YVES PIGNEUR.				

Image 11: Business Model Canvas with questions. Business Model Canvas, (2013.), by A. Osterwalder. & Y. Pigneur. Accessed via: <https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>

Appendix II Innovation techniques and guidelines

Freshwatching

Patrick van der Pijl appoints this innovation technique in his book 'Design a Better Business', used to innovate a business model. In the book (van der Pijl, p. 142, 2016), he describes the technique as:

“Mixing and matching business models from other companies to see what you can come up with. For instance, what if you applied Uber or Amazon’s business model to your own? What if you operated like Netflix or Spotify? How would your value proposition change if it was informed by EasyJet or Apple?”

Freshwatching is an innovation technique that uses images of innovations and innovative business models from various companies. First, determine the current offer of products and services, so which value is delivered to customers. Then divide it into distinct product, service and value types. E.g. Welkoop: -pets -agriculture -pest control –gardening. Google each of these different value proposition types. Select six to eight images from these search results. Use (innovative) business models of the value proposition types and see what innovative ideas you can generate. Consider what your own offer would look like if you would apply the business model of for example Uber, Marktplaats or Netflix to your offer. The intention is that by looking at a picture, you can think of numerous ideas that may improve, expand or innovate your offer. Write down any idea that invented on a post-it. In particular, let obstacles, possible risks or other impossibilities that accompany the idea, not stop your writing, this selection will come later. Once everyone cannot come up with more ideas, collect all post-its on a wall and start clustering them into groups of similar ideas, to get an overview of the outcome.

Brainwriting

With this innovation technique, a selected speaker asks questions to the participants, using for example the questions that are asked within each building block, displayed on the Business Model Canvas. These questions stimulate the creative brainstorming process of the participants. Each participant gets a staple of post-its plus a marker and writes down every idea, innovation or solutions that comes to the mind from the questioning. As soon as the speaker has asked all its questions and no one is generating ideas anymore, all post-its are collected on a wall and the group will cluster the ideas into groups of similar ideas.

Appendix III Used tools

Business Model Canvas

This tool is already explained in chapter 2.1.3 and appendix I.

Customer Profile (right side of the tool Value Proposition Designer)

The right side of the tool Value Proposition Designer demonstrates the Customer Profile. It helps to gain insight into the customer (segment) profile. The book "Value Proposition Design" is based on the same concepts as the Business Model Generation method. In this book, the tool Customer Profile is described as follows (Osterwalder & Pigneur, p.40, 2014): "The Customer (Segment) Profile describes a specific customer segment in your business model in a more structured and detailed way. It breaks the customer down into its jobs, pains and gains."

The book explains the customer jobs, pains and gains as follows:

- Customer jobs describe what customers try to achieve in their work and/or private life. It is about tasks they try to execute, problems they try to reduce and the needs they try to fulfil. The jobs can be divided into three categories: functional, social and personal/emotional. Function jobs are about the practical and objective tasks. Social jobs are about how the customer believes to be perceived by others while fulfilling its job. Personal/emotional jobs describe the subjective, emotions that the customer tries to perceive. (Osterwalder & Pigneur, p. 12, 2014)
- Customer pains describe the obstacles, risks and undesired outcomes, problems and characteristics that customers experience before, during or after performing their tasks. (Osterwalder & Pigneur, p. 14, 2014)
- Customer gains describe the benefits that customers experience, expect or would like to experience. This includes functional facilities, social benefits, positive emotions or cost savings (Osterwalder & Pigneur, p. 16, 2014).

Context Canvas

The Context Canvas is used to look beyond the boundaries of your business and to map the developments in the environment that can affect (the future of) your organisation. This canvas is divided into seven categories. With reference to the book 'Design a Better Business' (Van der Pijl, p.111, 2016), these categories can be described as following:

- Demographic trends: Demographic developments (characteristics of the population), educational levels, labour force and unemployed rates.
- Rules and regulations: What policies, laws and regulations have recently been amended or established, or will be introduced in the near future? What does the government and politics currently undertake? Are there any new taxes?
- Economy and environment: What is happening with the economy? Are there any economic trends that will affect your organisation? Will climate changes might affect your organisation?
- Competition: What competitors do you currently have? What threat of new entrants can you discover? Which competitors offer substitutional products or service?
- Technology trends: Which technological developments (can) affect your business?
- Customer needs: What are the significant trends in customer needs? How will customer needs change in the future? Do big movements take place in customer behavior?
- Uncertainties: Are there important developments that potentially have a big impact but it is uncertain how or when?

Use the categories from the canvas as guideline for investigating your context. Write on post-its what you have discovered and place it within the category. Then discuss with at least one other person what is going on per category. Also write down the new findings that result from this conversation. Now, take a step back from the canvas and analyse which findings will have a positive and negative effect on the company. Label them as threat and opportunity and discover which trends will have the biggest impact on the company.

SWOT analysis template

The following explanation is based on an article of Businessballs (2017). SWOT stands for Strengths, Weaknesses, Opportunities and Threats. The SWOT analysis template provides a framework to visualise and order the SWOT's. An internal analysis of the internal environment (situation inside the organisation) can distinguish the strengths and weaknesses of the business (units). An external analysis of the external environment (situation outside the organisation) provides insight into what is happening outside the organisation and which factors can positively or negatively influence the organisation. These positive influences can be labelled as opportunities and the negative influences as threats.

Design Criteria Canvas

Based on the book 'Design a Better Business' (Van der Pijl, p. 68, 2016), this tool will be explained. The tool helps determine criteria that will help you check if you are on track with your new invented ideas for a business model. For picking the criteria, it is conducive to use information from the mission, vision, customer discovery and business culture, context and mentality. By decomposing these, you will find elements that can be used for the design criteria for your new business model ideas. Hereby you will discover that some ideas don't fit the criteria and that some elements are important but optional. In order to simplify the classification, the following ranking can be used: what are the non-negotiable must-haves; the important future that it should have; option features that it could have; and non-negotiable things that are definitely not present (wont-have).

Innovation Matrix

To exemplify this tool, the website designabetterbusiness.com (2017) is used. The innovation matrix can be used as ranking system to filter out the best ideas from the numerous ideas that have resulted from the ideation phase of the Double Loop. It is a 2x2 matrix that give you the freedom to use your own criteria on the axes. A big change will cause bigger shifts, which will show up in the top quadrants of the matrix.

Appendix IV Questionnaire Customer Profile

[Name]

Interviewed by Maaïke Kroes on [date] at [time]

[Country]

Thank you for wanting to have a skype meeting with me. As you know, I am doing research for the ECEBM. From now on, for our own convenience, we can call it 'the Center'. Currently what the Center does is connecting and supporting practitioners, coordinators of mentoring programs and researchers to share knowledge and practices, with the aim of achieving an optimum design of mentoring. With my research, I am going to advise them about a corresponding business model. And therefore, I would like to get to know you, being one of the relations of the Center.

*I would like to start with **introduction questions** to gather some information about who you are. (comfort questions and functional job)*

- For which organization do you work and what is the goal of the organization?
- What is your job?
- For how long have you been doing this job?
- May I ask how old you are?
- How did you get in touch with the Center?

*I am trying to understand what the relations of ECEBM do and what they encounter. Later on in my research, I will build products and services around it, to help you minimize obstacles and maximize benefits you face while fulfilling **your job**. (functional, social and personal/emotional jobs)*

- Could you please tell me about what you do at your job?
- What is your goal in your job?
- What problems are you trying to solve with your job?
- Do you consider yourself as a role model when doing your job, and how does your role influence others?
- And how does this make others feel?

*Now I would like to ask you questions to help me understand which **negative experiences and consequences** you face when doing your job. (obstacles, risks and undesired outcomes, problems and characteristics)*

- Which difficulties do you face when you do your job?
- What is it in your job that makes you feel bad?
- Do the difficulties lead to undesired consequences or costs?
- Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work?

*The next questions will be about the **positive experiences and consequences** that result from performing your job. (required, expected and desired gains)*

- What positive results do you get from doing your job?
- What positive feelings does your job give you?
- What would make your job easier?
- Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?
- How does your job positively influence you as a role model?

*I have a few last questions about your **ambitions**. (desired gains)*

- What are your ambitions at your work?
- What are your ambitions in relation to the Center?

Appendix V Interviews with customers, coded

Legend for coding

The questionnaire has been based on the tool Customer Profile from the book Value Proposition Designer (Osterwalder & Pigneur, p. 12, 2014). The Customer Profile consisted of three categories: the customer jobs, pains and gains. Within these categories some distinguishes can be made and these are all used as labels for coding:

Functional jobs = the practical, objective tasks

Social jobs = how the customer believes to be perceived by others while fulfilling its job

Personal/emotional jobs = the subjective feelings and emotions that the customer tries to perceive

Obstacles, risks and undesired outcomes, problems and characteristics = anything that bothers the customer before, during and after getting a job done

Required gains = benefits that customers experience. Fulfilling the job without this would not work

Expected gains = benefits that customers expect to experience

Desired gains = benefits that customers would like to experience

[NOTE: this participant spoke Dutch so therefore the interview and report are in Dutch]

Peter de Cuyper
België

Geïnterviewd door Maaïke Kroes op woensdag 8 maart om 15:00 uur

Introductievragen

- Voor welke organisatie werkt u en wat is het doel van uw organisatie? Voor het HIVA, onderzoeksinstituut voor Arbeid en Samenleving. Wij zijn aan een onderzoeksinstelling verbonden aan de katholieke universiteit van Leuven. Het doel is om **beleidsgericht, praktijkgericht en academisch onderzoek te doen en dit te vertalen naar adviezen**.

- Wat is uw functie? Ik ben onderzoeksmanager rond de thema's arbeidsmarkt, inburgering en **integratie**.

- Hoelang doet u dit werk al? 15 jaar

- Zou ik mogen vragen hoe oud u bent? 42 jaar

- Hoe kwam u in aanraking met the European Center for Evidence-Based Mentoring? Via de Boudewijnsstichting, een stichting in België die ons heeft uitgenodigd op de Summit van ECEBM vorig jaar.

Uw baan

- Kunt u mij alstublieft vertellen wat uw functie inhoudt en wat u zoal doet? Zoals ik zei **ben ik onderzoeksmanager** wat inhoudt dat ik **onderzoek aantrek, collega's begeleid bij het uitvoeren van onderzoek en zelf onderzoek uitvoer**. Het onderzoek dat ik zelf uitvoer is beleidsgericht, bijvoorbeeld voor mentoringorganisaties die ik **inhoudelijk adviseer over vragen omtrent het ontwerp van een monitoringsinstrument of hoe ze de dienstverlening moeten opbouwen**. Ik zit ook in de **raad van bestuur van een mentoring project genaamd Connect2Work**.

- Wat is het doel van uw werk? **Onderzoek uitvoeren om zo advies te leveren**.

- Welke problemen probeert u op te lossen met uw baan? Het is een **prematuur veld**. **Voor mijn gevoel doet iedereen maar wat**, daarom probeer ik hier **structuur in te brengen en wetenschappelijk te onderbouwen wat werkt en niet werkt**. Ook **help ik mentoring projecten zelf te laten nadenken over wat ze goed doen en waar ze kunnen bijsturen**. Ik help bij het ontwikkelen van een passende methodiek en het antwoord te vinden op de vraag 'wat is mentoring nou eigenlijk?'. Op die manier **help ik bij het creëren van de identiteit van mentoring en de positionering** ten opzichte van andere vormen van dienstverlening. Hiermee wordt duidelijk of het zin heeft om te investeren in mentoring.

- Ziet u uzelf als een rolmodel voor anderen tijdens het uitoefenen van uw werk en hoe beïnvloed uw rol anderen? Ik **zie wel dat mijn advies wordt gewaardeerd** door bijvoorbeeld de coördinatoren van mentoringprojecten maar daarmee zie ik mijzelf nog niet als rolmodel. Ik merk dit doordat ze **mijn advies direct toepassen**. Misschien dat ik na het publiceren van mijn publicaties wel een rolmodel voor andere onderzoekers vorm. Ik denk wel dat ik een goed rolmodel ben in de zin dat ik probeer vooruit te denken en men weet te overtuigen van het belang van mentoring.

- En hoe voelen anderen zich hierdoor? Gestimuleerd, want ze passen mijn advies immers direct toe.

Negatieve ervaringen en consequenties van de baan

- Welke moeilijkheden of uitdagingen komt u tegen tijdens uw werk? Ik denk soms wel twee stappen verder dan anderen. Ik denk bijvoorbeeld al na over hoe je structuur kunt aanbrengen in de financiering van de mentoringprojecten. Ik hamer op deze puzzel maar ik zie dat het **veel tijd kost** om mensen daarin mee te krijgen. **Ze zien het niet als een prioriteit**. Ook vind ik bijvoorbeeld het **definiëren van mentoring** belangrijk. Anderen zeggen dan dat is **helemaal niet zo belangrijk** en dat vind ik **frustrerend**. Ik heb de ideeën wel over hoe het eruit zou moeten zien en hoe dit uit te werken maar je moet wel **iedereen hierin meekrijgen** en je hebt **mensen nodig die het allemaal doen en uitvoeren**. Dat is soms wel een probleem. **Middelen** is daar ook een van, want momenteel **ontbreekt** de kritische massa aan **financiële middelen** om **op een degelijke manier onderzoek** te kunnen doen. Ik zou wel graag **twee of drie medewerkers** hebben die hier fulltime rond mentoring kunnen werken, evaluaties doen, conceptueel en operationeel. Om mensen te kunnen betalen hebben je financiële middelen nodig dus in dit opzicht is dit dan ook een probleem waar ik tegenaanloop. Voor de metingen zou het ook handiger zijn als **alle projecten waar onderzoek voor wordt uitgevoerd, dezelfde instrumenten zouden gebruiken** omdat de uitvoering dan met elkaar kan worden vergeleken. Op dit moment zijn we daar nog niet want alle projecten zijn net gestart dus **voor deze dataverzameling is het eigenlijk nog te vroeg**.

- Wat is hetgeen in uw werk, dat u een slecht of ontevreden gevoel geeft? **Als je ideeën hebt en deze niet kunt realiseren**.

- Leiden de moeilijkheden tot ongewenste gevolgen of kosten? Nu nog niet, maar projecten die niet nadenken over het aanbrengen van structuur in hun financiering, zullen straks misschien zonder zitten. Daarnaast vrees ik voor **concurrentie tussen projecten**. Iedereen start nu op in dezelfde regio en doelgroepen. Dit is negatief, want in de initiële fase is de kwaliteit van het project, de stevige werking belangrijker en niet kwantiteit en concurreren. Als ik geen vervolgfianciering vind dan stopt het voor mij en dat is zonde van de kennis die ik heb opgebouwd en in mijn hoofd zit dus dat gaat dan verloren. Het hebben van geringe middelen zorgt ervoor dat ik te **weinig tijd om alle ideeën voor mentoring uit te schrijven, die ik in mijn hoofd heb**.

Positieve ervaringen en gevolgen van de baan

- Welke positieve resultaten verkrijgt u door uw werk? Als je onderzoek en ideeën **bijdragen aan verandering in beleid van een organisatie**. Ons onderzoek **draagt bij aan verbetering van de dienstverlening en aanpassing van wetgeving**, want **het beleid wordt bijgestuurd op basis van ons advies**.

- Welke positieve gevoelens voelt u door de uitvoering van uw baan? **Een tevreden gevoel**.

- Wat zou uw baan gemakkelijker maken? **Geld** zou het veel makkelijker maken. Met geld zou ik **meer onderzoekers kunnen betalen**. Ook denk ik dat de **effectieve uitwisseling van informatie** zou helpen. Hier zou het ECEBM zijn rol in kunnen pakken maar tot nu toe zie ik hier weinig beweging in. Een **inhoudelijk netwerk aan onderzoekers en praktijkmensen** zou een serieuze meerwaarde hebben, zeker als je middelen beperkt zijn. Zo'n informatie uitwisselend netwerk zorgt er ook voor dat je **geen dubbel werk hoeft te doen**. Een **database van de leden** zou zeker behulpzaam zijn. Er zou dan wel een zoekfunctie bij moeten zitten. Een ander belangrijk iets is **een database aan key publicaties met een link naar de publicatie en de contactgegevens van de persoon**. Als het te veel wordt, wordt het **onoverzichtelijk** dus daar moet een afweging in worden gemaakt. Daarnaast als je **met een aantal partners een Europees beleid kan indienen, kan je gezamenlijk iets gaan doen omtrent mentoring**, zo kan het Center ook mooie meerwaarde leveren.

- Stel u eens voor: de moeilijkheden die u tegenkomt bij uw werk verdwijnen. Welke voordelen zou u hierdoor ervaren? **Als mentoringprojecten het invullen van de vervolgstappen als prioriteit gaan zien, dan zou dat een serieuze boost geven aan mentoring in Vlaanderen**. **Beschikking tot geld en kennis zou ervoor zorgen er grondiger kan worden gewerkt op wetenschappelijke onderbouwing, het inhoudelijk gebied**. Tevens maakt het mogelijk dat er **op grotere schaal kan worden bijgedragen aan evidence-based werken en ontwikkelen van het mentoringveld in Vlaanderen**. Het biedt de mogelijkheid om een **expertisecentrum op te richten in Vlaanderen**.

Ambities

- Wat zijn uw ambities in uw werk? Ik zou graag verder willen **werken aan de wetenschappelijke onderbouwing rond het thema mentoring**.

- Wat zijn uw ambities in relatie tot het European Center for Evidence-Based mentoring? Een belangrijk component van het Center zou moeten zijn **het samenkomen om ideeën uit te wisselen en elkaar te inspireren**. Ik zou **graag betrokken willen zijn bij het inhoudelijk uitwisselen met professoren, onderzoekers, praktijkmensen** of misschien zelfs een **aanspreekpunt voor Vlaanderen** kunnen zijn.

Carina Sild Lönroth Interviewed by Maaïke Kroes on **Tuesday 7th of March at 2 P.M. (CET)**
Sweden

Introduction questions

- *For which organization do you work and what is the goal of the organization?* I work at Malmö University. The organisation Nightingale is included in the Malmö University-work, it is part of the University, so not of one faculties. I'm working under this umbrella, aiming to widen participation. Also, the university always works with research, education and society. Nightingale is cooperating with the society, aiming to let students be a part of a bigger world or a share pledge that we have in our society. The organisation started with the financial help of a foundation that had found a program in Israel called Perach. They were very firm that it worked and wanted Malmö University to start it as well. I was in the referee group, I became project manager when we started it. So, started off as a pilot project for three years and got money from the developer foundation. After three years, they wanted to continue and cooperate with the municipality. Whoever student wants to apply, can apply. We have people working for us, getting paid. They are not working full time for the organisation yet but for 75%.

- *What is your job?* I'm the program manager, meaning I'm responsible for the program, staff, budget, frames, contents and **developing and spreading the program**. I'm like a helicopter, moving around all over the program, trying to find good solutions and develop it. That's where I'm responsible for.

- *For how long have you been doing this job?* Almost 20 years, because the program almost exist 20 years and I've been working with it from the beginning.

- *May I ask how old you are?* 60

- *How did you get in touch with the Center?* I heard about the mentoring program in the Netherlands when I was at a conference in Germany with 'Balu and du', a German mentoring organisation. They also got their idea from Perach Israel. Maybe someone from Netherlands came to me. Then, Szilvia invited me to a workshop.

Your job

- *Could you please tell me about what you do at your job?* Yes, we have a cycle that we follow each year. So, in autumn we start to **recruit students**, then we start working with the recruited students, meaning **interviewing** them, we **call their referees** and **look for criminal records**. I help the coordinator with doing this. We want at least 150 students to apply so that we have 100 to 75 matched students. I **read researches** about recruitment and try to **develop the recruitment strategies** that we work with. Likewise, I am trying to **develop and strengthen the mentoring** so **mentor and mentee can feel that my work is good and that it supports the child's self-esteem**. I also **deliver lectures and training** about mentoring. I **help the mentors with their supervision**. Help them to understand the child's perspective, so try to have an empathy and see how a child might think about different things. I teach them to not only talk about experience but to reflect on it as well because that's important. Besides this, **I work very close with my network**. For example, with the five schools in Malmö, **we have regular meetings**. Or I try to get discount at theatres and try to let the mentees do things they otherwise wouldn't have done. I also make applications to get money to start new nightingales, not only in Sweden but also in Europe. I started this Nightingale network in 2010, which has **a board that I am leading and we have meetings regularly and yearly a conference**.

- *What is your goal in your job?* To develop the program, so in recruiting, interviewing and training the mentors and in their supervision development. **The aim is to learn more, develop with others, get ideas from each other**. And much more important is **to develop good relations**. Likewise, **developing tools** to create a social and sustainable society. Nightingale makes this concrete in its declarations and by **letting people meet who otherwise wouldn't have met**. Our divided society (in areas) needs to trust on good relations, over their own borders. So, we let children who live in the suburbs (**underemployed area compared to others**), **meet with students who have higher education**. If your parents and neighbours don't go to work, then it's important to meet someone who does, so he/she can encourage you to do so. That is because in the end it doesn't matter where you come from, it's about your attitude and working hard.

- *What problems are you trying to solve with your job?* **To not leave behind the children with less developed backgrounds**. Mentors and mentees both get a wider perspective of how it is to be someone else. This insight is very important.

- *Do you consider yourself as a role model when doing your job, and how does your role influence others?* Yes, I actually work for with Norwegian minister of equality. They saw Nightingale and want

me to implement 8 nightingales in Norway. They call me **the role model for their program**. But I believe it's more about the program being the 'role model' and not me. **I did make a manual for every step that we take and included research in different areas**, hereby I **made it easier for people to start** it. I tried the nightingale program with many different target groups and in different contexts. If you follow the frame, you can make it everywhere.

- *And how does this make others feel?* **I think I make others feel good and passionate. We feel like a community**. Everyone has the same aim, to let the world do a little better by letting others meet.

Negative experiences and consequences of the job

- *Which difficulties do you face when you do your job?* The recruitment, **to get enough students**. Students sign with name and almost fulfil their work from beginning to the end. Students have lots of possibilities, which is great but it means that they can easily change their minds in the meantime. So, **they're less committed to fulfil the whole process**. Likewise, **students cancel their participation after a few weeks**, when they've received their class schedule and **get the feeling that they will be too busy to also be a mentor**. Another thing is that **children who want to quit, don't get force by their parents anymore to stick to their commitment**. I think these are changes in the society that form a challenge for our organisation. We can have 100 mentors but not more because we pay the mentors a little bit.

- *What is it in your job that makes you feel bad?* **To get municipality understand that mentoring does cost money but that it is a form of early prevention so in the end it's cost-effective**. We also need mentoring because our country is accepting refugees but then again money is the problem. **Another thing is the implementation**. Malmö University is big so we write letters to teachers and ask them to come into their lecture to tell about it. Sometimes **they don't answer** or say **no we don't have time** now and this makes it complicated. I don't get why they're not opening the doors for us because we're a permanent program of the University and doing something good for the future of their students. **Another dislikeable occurrence is having dropouts of the children or the mentor**. Sometimes the reason is because of unforeseen circumstances like **moving**. But sometimes it's because **they feel like it's too much time**. They often feel like this after they went back to the place they come from during Christmas break. During this time, we try extra hard to encourage them and convince that they will feel good if they continue.

- *Do the difficulties lead to undesired consequences or costs?* No because if we get less mentors than we want, we won't get less money. But of course, they don't give us more either. It does **take time** that I could have spent differently.

- *Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work?* We tried different ways of recruiting children and found out that it was not such a good way. We have tried many ways of recruiting like mouth to mouth, putting flyers on bicycles outside. We got an **angry email from a teacher** who didn't want this on his bicycle because he got this kind of advertising a lot and got enough of it. We also painted the nightingale logo on the floor outside the building. **The school board didn't like it** but the students did.

The positive experiences and consequences of the job

- *What positive results do you get from doing your job?* To meet the mentors and children. First, we interview both, then **match them based on similarity**. You see them evolve, first they're shy but **one month later they're friends**. Another positive result we see, is that **mentees want to become a student their selves in the future as well**. Likewise, they get the feeling that there was someone who believed in them while they were growing up so they believed in themselves as well. Also, **they get to do things they've otherwise wouldn't have done** like having friends that don't belong to their family or from their school. Another thing is that a few years ago, a student came to me and told me he wanted to apply. He did that because he had a mentor himself when he was a child himself and now he wanted to give that to others as well. So, to **see others wanting to give back**. They have gotten a good experience from mentoring their selves and feel inspired to give that experience to others too.

- *What positive feelings does your job give you?* **It gives me a good feeling that the program actually works in the way I imagined**. It is about **having a good relation** and how that relation can make you feel. The mentee children are in their identity age, so they look up to their role models and can see themselves becoming like that person one day. **It makes me so happy that they've both had a good time and benefits from it**. So, to **see the mentors and mentees happy**, that makes me feel warm. All these outcomes give me **a lust to continue**.

- *What would make your job easier?* If I would have **more people working with me** because it's not a five to nine job, it takes much more time than that. Then we would be able to **develop the program for more target groups**. I also would like to have **a person doing research**, the rector is also in for it because we think proof that it works, is important. I am making a list of all mentors and children that

have been participating in the program since the start and try to gather data about what they say what they have learned from the program. We need effect-studies, which is difficult because it is not sure if the effect resulted from mentoring or because their parents got divorced or not. Another thing to research is to see how many of the children have applied to university. Likewise, what should the relation look like, what kind of relation is successful. I don't have the time to research all these things so having another person to results this would be really valuable.

- *Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?* It would not necessarily make my job easier but it would give us proof that we're doing good, more prestige and a better chance in securing our continuity.

- *How does your job positively influence you as a role model?* I am working with many role models so of course I'm thinking about it. I am aware that you have an influence on others so I think about how I behave, what I say, for example about immigrants or gender issues. So, it makes me aware of what I say and that makes me a better role model. It makes me reflect on myself and able to see how others could see me in certain situations.

Ambitions

- *What are your ambitions at your work? And in relation to mentoring?* To make this program sustainable, to strengthen it and also to get a professional researcher to look into the program. This, so that the mentors and mentees can develop themselves. Also, getting everyone in the city and university aware of the power of the program and the learning aspect that it has for the mentor and mentee. To do something for a better society, that each person develops himself.

- *What are your ambitions in relation to the Center?* Have an experience exchange so that you can learn from each other's experiences and thereby strengthen our programs and the idea of mentoring. I also see it as a research Center for the questions we are all working with. In America they have a lot of mentoring research but they have a different view on mentoring than us so I hope we can put it in our own European context.

Florian Stenzel
Germany

Interviewed by Maaïke Kroes on **Thursday the 16th of March at 11 A.M (CET)**

Introduction questions

- *For which organization do you work and what is the goal of the organization?* For two, Kein Abseits and Netzwerk Berliner Kinderpatenschaften. Kein Abseits is realizing integration and education projects in cooperation with Berlin schools, refugee homes and universities since 2011. Netzwerk Berliner Kinderpatenschaften is an umbrella organisations for other mentoring programs. The goal of the network is to further spread the approach of mentoring and sustainable support of actors within the mentoring field whose employment is continuously endangered by financing that is organised only over a limited amount of time. The Netzwerk is member of the European Center for Evidence-Based Mentoring.

- *What is your job?* At Kein Abseits I am the pedagogic head and coordinator. At the Netzwerk I am the head of the organisation with two others.

- *For how long have you been doing this job?* Kein Abseits for five years and the Netzwerk twelve years.

- *May I ask how old you are?* Fifty years old

- *How did you get in touch with the Center?* Through Szilvia Simon, she tried to connect European mentoring coordinators. She called us and invited us to the Summit last year.

Your job

- *Could you please tell me about what you do at your job?* At Kein Abseits I have a different role in several mentoring projects. For one I am coordinating, improving the project and discovering benefits of mentoring approaches. For another one I contact mentors and children. I also am looking to make connections with other mentoring organisations and research professors to share knowledge and collaborate. I am responsible for the evaluation and have developed tools to improve the mentoring programs and I also do administrative work like writing applications. For the Netzwerk it is website administration, writing program applications, coordinating some services of the participants.

- *What is your goal in your job?* Have a community in which young people are not aggressive, do voluntary work and maintain democratic. On the outcome level, we hope the children have a good experience, a role model, that they feel connected to their communities, know that there are youth friendly people, get an intercultural experience, get to know persons from other social backgrounds,

become more self-consciousness, developed talents, discovered their interests.

- What problems are you trying to solve with your job? Having a poorer chance at a bright future because they are from a family with lower income, an unstable family, family from a certain social background which restrains you to gain certain experiences in your youth, being a refugee with no local network or have problems which cause reduced chances in the education system.
- Do you consider yourself as a role model when doing your job, and how does your role influence others? When I am the coordinator, yes. Then, I am the person who makes the first contact and the way I do this, I create a warm, emotional atmosphere. This is important because the mentoring will be better if the mentors and children identify with the organisation. Because of this, mentors take their job more serious.
- And how does this make others feel? Feel clearer in their target, not frightened anymore, satisfied and well prepared.

Negative experiences and consequences of the job

- Which difficulties do you face when you do your job? Drop-outs because something went wrong with the relation between the mentor and mentees and sometimes it is because of untemplated causes. Another one is the government not understanding mentoring, they for example think it is much cheaper to do. Application also takes a lot of time.
- What is it in your job that makes you feel bad? That projects are temporarily and not permanent, commonly for only one to three years. Having to do a lot of tasks at the same time, so it is a lot of multitasking and makes me feel stressful.
- Do the difficulties lead to undesired consequences or costs? It takes a lot of time and effort and sometimes it goes at the expense of the running programs. You also spend time asking yourself why it went wrong. These things are delaying the process.

The positive experiences and consequences of the job

- What positive results do you get from doing your job? A good development, get high responsibilities, empower people and connect themselves by the mentoring approach.
- What positive feelings does your job give you? The feeling that I do a good job and contribute to a better organisation. Feel proud to work in the mentoring field. Feel good that I still get paid in this financially unstable field. Feeling that I am upfront on something. Feel good that I can combine my interests with my work.
- What would make your job easier? Have a regular base of funding.
- Imagine that the challenges you experience with your job, would go away. What benefits would you get from this? I could be more involved in project. Do more knowledge transfer to mentors. Drop the application writing so that I can spend time on more meaningful things. Start new projects for new target groups, expand the projects to other parts of the city.
- How does your job positively influence you as a role model? I get to do more entertaining activities, it taught me to follow my own interests, gave me purpose in my life and it connects me with positive people. All this makes me a positive person to be around. The Netzwerk, enables me to meet people with the same interest and leads to connections not only in Germany but also on European level. All this helps me to help other coordinators and make them feel more connected.

Ambitions

- What are your ambitions at your work? For Kein Abseits I would like to see more impact and outcome evaluation because we have our assumptions about what the mentoring should result in but this is still theory and we have storytelling and theories saying it will happen if you are implementing it right. So, my ambition is to have our own research and prove. I hope to connect with other researchers and become a better researcher myself. I would like to have a quality management system which gives a guideline for the most important points to follow to achieve a good project.
- What are your ambitions in relation to the Center? I see it as a movement of researchers and practitioners and I hope to be part of it. I hope that the Center can help me to develop as a researcher, get an open knowledge transfer.

Introduction questions

- For which organization do you work and what is the goal of the organization? I am a PhD student working at the university of Bristol in the U.K., at the faculty of health sciences.
- What is your job? I am a PhD student, looking into investigating former mentoring programs for young people in secondary schools.
- For how long have you been doing this job? I am now in my 3rd year of my PhD but have been researching for 5 years.
- May I ask how old you are? 29 years old
- How did you get in touch with the Center? I read about it on the website, mentioned it to my colleagues and then contacted Szilvia and one of my colleagues also went to the launch event.

Your job

- Could you please tell me about what you do at your job? I undertake research in the area of mentoring and write this up into a PhD recitation. It concerns doing qualitative work with mentoring program providers in the UK. Collect and analyse data, go to training events and conferences, write for my PhD research and talk to other researchers in the field.
- What is your goal in your job? Try to understand mentoring program, what programs are there in the U.K. at the moment, what do they entail, what does the context around the program look like, how do they evaluate outcomes. And then try to advance the evidence-based working, discover if mentoring is helpful.
- What problems are you trying to solve with your job? There is not much evidence about mentoring programs. We don't know if the mentoring programs are actually helpful. The evidence of mentoring comes from the U.S. so it is still unknown whether the evidence applies to the U.K. as well.
- Do you consider yourself as a role model when doing your job, and how does your role influence others? I like supporting and helping other people. Researchers support each other. We achieve something together.
- And how does this make others feel? It makes both people happy and inspired, work to a common goal, together.

Negative experiences and consequences of the job

- Which difficulties do you face when you do your job? I am depending on stakeholders and organisations that have to work with you. So, it can be difficult if they are busy but you also need them to work with you, to communicate with each other and arrange things together. Another thing is being dependent on lots of resources, for example a computer might not be working or I have difficulties finding things.
- What is it in your job that makes you feel bad? If the computer doesn't work.
- Do the difficulties lead to undesired consequences or costs? Yes, it takes additional time and that can lead to costs or having to arrange things differently.
- Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work? No, it always worked out one way or another.

The positive experiences and consequences of the job

- What positive results do you get from doing your job? When I share my research and talk to researchers and others who are involved in mentoring, they see that my work is useful and valuable. They tell me that. It also leads to new ideas and collaborations.
- What positive feelings does your job give you? The feeling that my work is useful.
- What would make your job easier? Meeting face-to-face.
- Imagine that the challenges you experience with your job, would go away. What benefits would you get from this? It would make my research easier, faster and have a better outcome in the end. We can disseminate the research and get in touch with more people. Also, I would have a bigger population which will make the research applicable to a larger population.
- How does your job positively influence you as a role model? It makes me happy to work. Enables me to share ideas and makes me feel responsible to help others with my research.

Ambitions

- *What are your ambitions at your work?* Provide a better understanding of the programs and advance evidence-based of mentoring. Help improve the health and wellbeing of young people.
 - *What are your ambitions in relation to the Center?* Meet other practitioners and researchers from different countries, share knowledge and future ideas, work together, meet other PhD students in the field, see what we can do to help practitioners in the field.
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Ian Forbes
Scotland

Interviewed by Maaïke Kroes on **Tuesday March 7th at 15.30 (CET)**

Introduction questions

- *For which organization do you work and what is the goal of the organization?* The Scottish Mentoring Network which is an umbrella organization for organisations providing mentoring services in Scotland. Our role is to provide advice, guidance and support to our member organisations which are located throughout Scotland. The support can be to advise someone who wants to set up a mentoring program; to provide training; to support to attain the SMN Project Quality Award; to help them with evaluation and to connect programs with each other so they can share good practice and experience with each other.
- *What is your job?* Strategic development manager or you can say chief officer at the Scottish mentoring network.
- *For how long have you been doing this job?* Almost ten years.
- *May I ask how old you are?* //
- *How did you get in touch with the Center?* I was invited by Szilvia to give a workshop at the conference in Leeuwarden last year about the quality award of the Scottish Mentoring Network. Then, I was also invited to the meeting of establishing the Center. Szilvia heard about us from some German colleagues I had been working with in a European partnership programme.

Your job

- *Could you please tell me what you do at your job?* Make sure we get enough funding and other resources to be able to undertake all the activities and deliver our core objectives. We get our core funding from the Scottish government and in return we help programs that help the government achieve some of the outcomes for children and young people. Scottish government uses a national performance framework so it has a lot of initiative to improve outcomes. We have targeted to support organisations that provide a wide range of mentoring services. We also work strategically with the government and other national agencies. For example, we use the mentoring approach to improve the outcomes in reducing reoffending amongst all women and persistent young male offenders. We also work on a national initiative for young people who are transitioning from residential care. They were there because their parents for example were unable to take care of them. We try to help them be confident, responsible and try to keep them from criminal activities or addictions. In addition, we are supporting another national programme which introduced mentoring for children who are looked after at home.
 - *What is your goal in your job?* To help reduce the problems that young people have and try to ensure that people of all ages are achieving their potential through the effective use of mentoring.
 - *What problems are you trying to solve with your job?* There are still a lot of young children or adults that are vulnerable in one way or another so that can be because of not having any educational qualifications, health problems, or being addicted. My job is to contribute to the organisations that try to help them solve these problems. We're supporting mentoring organisation to support them with making mentoring as effective as possible.
 - *Do you consider yourself as a role model when doing your job, and how does your role influence others?* I like to think that what I say to people is encouraging, to help others become better at their job. I hope to set an example to other people through relationship building. I believe this is very important because we are part of the bigger picture and achieve things collectively in partnerships with our members.
 - *And how does this make others feel?* If they agree with what I'm saying then they will feel like we are on the same wavelength. I hope others feel encouraged to get on with their job and feel inspired to carry on what they are doing.
-

Negative experiences and consequences of the job

- Which difficulties or challenges do you face when doing your job? Funding getting cut and then a project gets no or reduced funding. So even though the project might be really successful, they can't operate anymore or not on the level they were because of cuts in funding. That's very demotivating. Another challenge is getting recognition amongst policy makers about the potential impact of mentoring. That is because hard evidence is still limited though we are beginning to collect more of that evidence. We publish it in a yearly publication, Mentoring Works, which shows statistics and gives examples of social investment on return and stories of change. Besides that we want to expand the use of mentoring, look at other areas. We don't have information about successful stories from for example other European countries yet and that would be helpful to us.
- What is it in your job that makes you feel bad? Nothing really makes me feel bad except when I learn that established successful mentoring projects have lost their funding.
- Do the difficulties lead to undesired consequences or costs? If a project gets their funding cut, that means we have one member less.
- Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work? No, we overcome challenges. If something is not working, we just stop with it and focus on what we are good at.

Positive experiences and consequences of the job

- What positive results do you get from doing your job? Members get recognition from us with our quality award. The Scottish government and some funders even made it a condition for getting funding that you have to be in possession of this award or be prepared to work towards attaining it. So that is recognition, that they have high quality standard of mentoring in Scotland. Achieve what you set out to achieve, that gives me job satisfaction.
- What positive feelings does your job give you? Achieving the outcome that we aimed for makes me really happy.
- What would make your job easier? Having more staff and funding. Then we could have more mentoring activities in Scotland, more support for mentoring, have more time developing mentoring programs and also in different areas that we haven't been involved in yet.
- Imagine that the challenges you experience with your job, would go away. What benefits would you get from this? Then we would have more mentoring activities in more areas than we currently have. Ideally, then mentoring would be available to everybody, for anyone who wants a mentor.
- How does your job positively influence you as a role model? It makes me feel responsible to achieve results.

Ambitions

- What are your ambitions at your work? To make Scottish Mentoring Network as successful as possible, to have the staff and all programs in the network recognise that they have all contributed to making mentoring successful in Scotland.
- What are your ambitions in relation to the Center? My ambition would be that we can share our model with other countries if they're interested. Likewise, I would like to see the Center develop in a way that we can produce hard evidence about the effectiveness of mentoring in Europe. It should be a vehicle for sharing good practice.

Jens Schneider
Germany

Interviewed by Maaik Kroes on Tuesday the 14th of March at 3 P.M (CET)

Introduction questions

- For which organization do you work and what is the goal of the organization?
I work for Verikom, that is an association for intercultural communication and education based in Hamburg, Germany. We have several programs, the main goal is to be an integration Center for immigrants so we do counselling, language courses, professional integration, educational training for refugees and another one is a mentoring project for secondary school kids and the mentors are students from immigrant families.
- What is your job? I am the project leader. I founded the mentoring project for the secondary school children twelve years ago.
- For how long have you been doing this job? Twelve years
- May I ask how old you are? Fifty-five
- How did you get in touch with the Center? The Center got in touch with me. One of my study friends

is Maurice Crul, a main researcher on mentoring in the Netherlands. Szilvia asked him for contacts in Germany so then she contacted me.

Your job

- *Could you please tell me about what you do at your job?* I look for the money, do the international relations, see if my coordinators need support. I am trying to provide the framework conditions so that the mentoring can happen and coordinators get paid. We try to develop the project by reflecting on the project to see if it is still working, if the target groups are still valid, if the training is still efficient.
- *What is your goal in your job?* To secure that the project can keep running.
- *What problems are you trying to solve with your job?* Provide equal chances for education and possibilities according to their talents. Mentoring allows to help with all kind of problems so that could be lack of German, lack of confidence or lack of support.
- *Do you consider yourself as a role model when doing your job, and how does your role influence others?* Some of my coordinators have used me as a role model, they believe in my experience and asked me for advice. Some like more guidance and others appreciate that they get to develop their own ideas. Some asked me for advice when they were applying for a job.
- *And how does this make others feel?* Confident that they can coordinate the project and that they can achieve much in other jobs because this job asks a lot from them.

Negative experiences and consequences of the job

- *Which difficulties do you face when you do your job?* The lack of a long-term perspective. I am constantly struggling for survival, continuously looking for money. We can't afford a proper research. Also, I work with a lot of young people so that has a lot of advantages but also the disadvantage of having less experience and professionalism.
- *What is it in your job that makes you feel bad?* To not be able to offer a more stable future for my employees. The insecurity is a big stress factor for everyone.
- *Do the difficulties lead to undesired consequences or costs?* Yes, I spill a lot of energy in finding money instead of spending time on improving quality, being creative and inventing new projects and solutions to problems. Likewise, employees left the project although you would like to keep them.
- *Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work?* Yes of course, we have done funding application which was denied and that is sort of normal. You apply at ten different agencies and you get accepted by five or four and that is successful. It depends on the reason it got denied, if we try again or not. For example, if they give back that it doesn't fit their portfolio then you don't apply again if they say we are interested but your financial part is not well developed, we see that as an invitation to try again.

The positive experiences and consequences of the job

- *What positive results do you get from doing your job?* We get positive feedback from mentees, mentors and schools that we work with by a qualitative assessment. It establishes nice relationships between mentors and mentees, brings people in contact with different cultural, ethnic and social backgrounds that otherwise wouldn't have happened. It helps families to overcome insecurities they have about their children transitioning into secondary education.
- *What positive feelings does your job give you?* The feeling of doing something useful, something that makes sense.
- *What would make your job easier?* Funding to get stability. Hard evidence would be useful because it can prove to funders that what you do is evidence-based and it helps with self-evaluation and improving the project.
- *Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?* Stability and getting to try out all new ideas and see if they work and then implement them when they do.
- *How does your job positively influence you as a role model?* Through my job, I get to cooperate and exchange internationally and to work with young people. I have become wiser and got a much broader picture of the society. So, I hope that others can learn from these experiences.

Ambitions

- *What are your ambitions at your work?* To overcome challenges and don't feel defeated by them.
- *What are your ambitions in relation to the Center?* To create a European movement for mentoring, make it more powerful, wide-spread and part of our educational system or a complementation.

Marta Lopez Interviewed by Maaïke Kroes on **Thursday the 16th of March at 11 A.M (CET)**
Spain

Introduction questions

- *For which organization do you work and what is the goal of the organization?* Coordinadora Mentoría Social and our goal is to promote mentoring in Spain by generating knowledge and scientific research around the topic, by lobbying and getting the government aware of mentoring and by doing evaluation and facilitating ways to improve the programs.
- *What is your job?* I am the leader of the network.
- *For how long have you been doing this job?* Since October last year.
- *May I ask how old you are?* 34 years old
- *How did you get in touch with the Center?* We got in touch with Szilvia and then participated to the Summit last year.

Your job

- *Could you please tell me about what you do at your job?* My main job is planning and developing strategies to improve the quality of Spanish mentoring programmes as well as extend the benefits of mentoring in the public scene. It means, specifically, tasks like assisting the government in mentoring programs, organising trainings for the practitioners, developing a quality certification system for the programs in our network, developing a mobile app to assess the progress of the mentoring tandems and provide big data. I also do tasks related to looking for funding, institutional representation and strategic alliances.
- *What is your goal in your job?* Try to help the people who work in mentoring projects to do a better job, through different tools like training, resources, discussions... We try to facilitate the maximum tools to engage organisations in setting up evidence-based programmes to ensure their success.
- *What problems are you trying to solve with your job?* To join different visions and proposals from all mentoring programmes in the same direction, to make the field of Mentoring stronger.
- *Do you consider yourself as a role model when doing your job, and how does your role influence others?* I hope so. I try to encourage practitioners of the programmes to do more training and review their practices constantly.
- *And how does this make others feel?* I would love them to feel encouraged.

Negative experiences and consequences of the job

- *Which difficulties do you face when you do your job?* Mentoring is not well known in the society yet. Because of this and because there is not a lot of research in mentoring in Spain, there is a risk that new mentoring programmes are not implemented properly.
- *What is it in your job that makes you feel bad?* Not knowing when the process will end of getting the society to believe in mentoring. You feel like you have no control of the situation.
- *Do the difficulties lead to undesired consequences or costs?* Yes, it takes a lot of time to explain what mentoring is and what the benefits are, when people are not used to the concept. Getting funding takes time as well.
- *Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work?* Sometimes we explained the purpose of mentoring but people still didn't get it so I tried to explain it by not using the word 'mentoring'.

The positive experiences and consequences of the job

- *What positive results do you get from doing your job?* New organisations are setting up new mentoring programs and even our government is using mentoring for their refugee programs. Also, the more we explain mentoring and its benefits to the society, the more volunteers we get.
- *What positive feelings does your job give you?* The feeling that you have done well because people set up mentoring programs while they learned about mentoring because of you. Get excited.
- *What would make your job easier?* If the challenges would disappear, we would have more resources, volunteers, programs, recognition from society.
- *Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?* We would be bigger and a referent in Spain. We would have a certificate for the quality of the programs. Then we would have a bigger training program because if people need help to improve to get the certificate, they will do more training. I have the feeling that the future certificate will be the core of improving mentoring, making it bigger and greater.
- *How does your job positively influence you as a role model?* I am learning many things about the

mentoring field. Getting in touch with these programs and fields has taught me a lot. This enables me to have a good influence on others.

Ambitions

- *What are your ambitions at your work?* Being a real referent in Spain. To get to certificate the quality of the programs so we can improve mentoring and make it bigger and greater.
- *What are your ambitions in relation to the Center?* I would like it to be an organisation with the focus on exchange and having a structure: organise a summit or a conference once a year. I would also like it if it if we analyse the big data together, trying to compare the different programs, try to measure the European impact of mentoring.

Stine Hamburger
Denmark

Interviewed on **Wednesday the 22nd of March at 11.30 A.M (CET)**

Introduction questions

- *For which organization do you work and what is the goal of the organization?* A foundation called Learn for life. The goal is to have more foster children finish their high school education.
- *What is your job?* The program manager for the mentor program for the children.
- *For how long have you been doing this job?* Two years
- *May I ask how old you are?* 40 years old
- *How did you get in touch with the Center?* By coincidence and then I signed up for the conference. I saw it would share best practices from other programs around the world, I wanted to gain new knowledge to develop our own program.

Your job

- *Could you please tell me about what you do at your job?* Recruiting, screening, educating and maintaining mentors in their job. I match the mentees with the mentors.
- *What is your goal in your job?* Have a successful mentor program with satisfied mentors and mentees, which is accomplished if they think it has had a positive impact on them. Also, when the foster children have a better life and education then when they wouldn't have been in the program.
- *What problems are you trying to solve with your job?* The learning difficulty that foster children do not educate as well as not foster children. For the mentors the difficulties lay in communication, understanding their role, live with the fact that the child is not interested in seeing them after a year and understanding the new school system.
- *Do you consider yourself as a role model when doing your job, and how does your role influence others?* Yes, I do my job as best as I can and in the same manner that I would others to be a mentor to me. I try to see their potentials and give them possibilities to manage the problems themselves. I show that I believe in them and that makes them want to achieve. I try to make a difference in someone else life.
- *And how does this make others feel?* They feel empowered, feel part of a movement, that we are in this together.

Negative experiences and consequences of the job

- *Which difficulties do you face when you do your job?* There is not enough time to deliver high quality in every step. I have to be quick because of all the tasks I have to do but at the same time I am working with people so I have to make sure that I give enough attention to the matters. Working with many stakeholders also makes it difficult to collaborate well with them and to frame all our communication in the right manner.
- *What is it in your job that makes you feel bad?* The background of the children used to make me feel sad but now I know that it doesn't help them if I feel this way. Having so many tasks to do and not having enough time to deliver high quality in every step makes me tired.
- *Do the difficulties lead to undesired consequences or costs?* Yes, if we don't invest enough time in the areas of recruitment and having the mentors understand their role, we might lose the mentors.
- *Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work?* Once, I did not reflect enough on the solution of the mentor and I just took action in order to solve the problem quickly. That had the consequence that he left the program. By reflecting afterwards, I discovered that I could have prevented it if I had waited a little bit more. The quick solution is not always the best. It would be better if we reflect a lot, look at the next steps and also to put myself in the mind of all the other stakeholders first.

The positive experiences and consequences of the job

- *What positive results do you get from doing your job?* Happy mentees and mentors, I know because they tell me this. When they talk about each other, you can see it in their eyes, they care about each other. That says more than words. If you want to make a difference, you believe in others, then you empower them and then it is possible to make a difference.
- *What positive feelings does your job give you?* The feeling that I make a difference.
- *What would make your job easier?* Four or five more employees, so that we can convert the mindset of all the adults around the child, that the empowerment approach is the approach we should use for the child.
- *Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?* Being able to give more attention and deliver a higher quality.
- *How does your job positively influence you as a role model?* That I reflect on myself as a person, in my profession and also in my personal life. And this motivated me to better myself and this will make me a better role model in the end as well.

Ambitions

- *What are your ambitions at your work?* Improve the quality of the mentor program and implement more parts from the US mentor manual into our program. I hope to find more knowledge about which specific components make a mentoring relationship successful.
- *What are your ambitions in relation to the Center?* I hope the Center will be about sharing knowledge, using existing knowledge and comparing to the knowledge that the U.S. already has and to do good networking from project to project in order to deliver better services to vulnerable citizens. Also I hope that there will be research about how the cooperation between welfare states and volunteers in mentoring is most beneficial.

Tomas Vilcinskis
Lithuania

Interviewed by Maaïke Kroes on **Thursday 2 March at 2 P.M. CET**

Introduction questions

- *For which organization do you work and what is the goal of the organization?* Kaunas construction and services training Center. It is a public institution with 2000 students and 70 teachers. It provides quality, vocational, general and adult education that fit the requirements of up-to-date professional activities, and the changes in the competitive labor market. The goal is to increase the professional and vocational level of the society and amongst young people and to increase the chances of young enterprises by offering knowledge and role models.
- *What is your job?* I am a coordinator of a mentoring project.
- *For how long have you been doing this job?* From 2004 until now, 2017, so 13 years.
- *May I ask how old you are?* 45
- *How did you get in touch with the Center?* I received a proposition to participate in the SURPREME project by the Incubator in Leeuwarden. This is how I got in contact with Szilvia. Now we are a partner in European projects. We provide mentorship while the project is running.

Your job

- *What do you do in relation to mentoring?* I am a coordinator of a mobility project. I am working with the mentors, mentees and people from school. I get in contact with them, search for mentors, speak with them and coordinate this mentoring project.
- *What is your goal in your job? What is your goal in relation to mentoring?* Implement the mentorship project successfully, meaning to achieve quality in the project. This quality is accomplished when the results are good. We use an application, it shows what results we should achieve and measures the results. We also have partner meetings in which we discuss results. For example, in the first meeting we can discuss with each other what results in quantities we can achieve. We also have a manual. We use both the application and manual, and in the partner meeting we will set the goals. For example, that each country must have ten to twenty mentors.
- *What problems are you trying to solve with your job? And mentoring?* The application shows the problematic part as well. So, we solve the problems that are in the application. For example, to promote social entrepreneurship together with mentoring/mentorship. In Kaunas, we have just a few strong social companies working with people's disability. There's only a small amount of social entrepreneurial companies and we want more. We want to achieve strong results in business, because that's how our students would get more information about social

entrepreneurial companies. Also, it is good for the economy and people.

- Do you consider yourself as a role model when doing your job? How does your role influence others? And how does your job make others feel?

Yes, that's why we are here. I can say that I'm a role model in the projects. For example, this is their first mobility project so they're asking questions about mobility, the country, the mutual they will have and so on. The students usually ask questions and I provide them with information, speak about financial conditions, educate them about mobility projects, the Erasmus program and so on. Hereby, I make them feel more secure. Sometimes I'm also speaking with their parents. The parents are worried about their children's financial conditions. I reassure them and make them not worry.

Negative experiences and consequences of the job

- Which difficulties/challenges do you face when you do your job?

In Lithuania, we don't have popular mentoring programs. The understanding of mentoring in our society is low, so it's a problem for us to find mentors and mentees. That is why we try to set up mentoring projects with private companies. That is also hard because in Lithuania the average salary is just 600 euros per month so people have many jobs. They work five or six days a week so they feel like they don't have time and don't think about fulfilling a mentor role. They might have a free day in the weekend but having contact with mentees on the weekends is difficult because then they have their own duties. During the week, in the mornings they have classes and they spent the evening at home or with friends. So, an easier time to meet for them is in the afternoon. In Lithuania, people don't spend much time on communication and society. Older people for example spent more time at home or in the garden and don't consider communicating with young people to transfer own experience and knowledge to these young people. But the society is changing and young people start becoming more social and venturous. We also have the problem that not all mentors commit to the project in the way we prefer. We have mentors that can find time and in average do 50 % of the tasks in the project. But we also have a group that said we want to participate to the project but we will only do a few meetings and introduce the company but we will not do a mentorship like you want. In Lithuania, we just have some mentoring projects. We don't have mentoring programs that are continuous, like you have in the Netherlands. So, when a project finishes, the whole mentoring 'program' finishes.

- How do these difficulties make you feel? We are disappointed about the people not wanting to participate to the projects like we want but we are not refusing them from the projects. We hope that later, they will say that they would like to be a mentor.

- Does it lead to consequences or costs you do not wish?

The challenge of not finding many mentors, results in a lot of time. We want good companies that are very known and have good names to participate in the mentoring project. Unfortunately, they will say sorry we don't have time, we are too busy. That is why we spent more time on thinking about the strategy of our work, what you can expect from well-known companies. When we are not receiving results from them, we must try new ways to find the mentors. We work for example through public institution associations to find contacts in their own organisation like teachers and business people. So now we use our own network to find the mentors. Each project has its own strategy and network to work with.

The positive experiences and consequences of the job

- What positive results do you get, when you do your job?

We have created a network of mentors and made the words mentors, mentorship and mentees more popular within the society. Before, our teachers and students did not know what mentorship is. This is a positive result because by stimulating mentorship in the society, we stimulate that older people transfer their experience and knowledge to the younger people. Also, they get the chance to visit different companies, institutions, museums and seminars. Without mentoring, it is not possible for everybody to just visit a company. That is because having individual contacts, a student directly with the company, is not common in Lithuania. They always get in touch through school.

- What would make your job easier?

A strong group of mentors in social entrepreneurship, lives in Vilnius, the capital of Lithuania. All national organizations, institutions, associations, government organizations are in Vilnius. Our project is in Kaunas, which is 100 kilometres away. Sometimes we receive good potential mentors, but they live in Vilnius and they won't travel all the way to Kaunas. In Kaunas, we only have strong companies that work with disabled people but social entrepreneurs are just starting so they're not so strong yet. If I would do my job in Vilnius or have a stronger network of social entrepreneurs in Kaunas, that would make my job easier. Likewise, the social companies receive substitutes from government but for social entrepreneurs it is hard to get those funds. My job would be easier if social entrepreneurs get financial

support so if you have strong actors in the market. Likewise, having more financial resources would make my task to disseminate easier. At the moment, we are disseminating as much as we can through our website, the newspaper and social media but television and radio programs are too expensive. Thereby, with financial support this would be easier.

- *Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?*

Our network of mentors would be stronger and we would get better results. Mentoring would be more popular and more knowledge and experience, particularly of social entrepreneurship, would be transferred.

- *What positive feelings do your job give you?*

Learning what mentoring and a mentoring program is and expanding my knowledge and experience, made me grow as a person. So, it is good for my personal development. Also, my boss is the minister of education. When I show the running projects, it makes me look good, and likewise it is good for the society. These things make me feel good.

- *How does your job positively influence yourself as a role model?*

It made me grow as a person because I got to develop myself personally.

Ambitions

- *What are your ambitions for your job?*

To maintain my international network and have international partners for the sake of our projects. To maintain and develop the high quality of the project, for organizations and the society. My boss also gave me tasks related to the project: to fulfil the requests that are important to the Lithuanian education system and society. For example, mentoring is important for Lithuania, so now the ambition is to have mentoring projects.

- *What are your ambitions in relation to mentoring?*

To successfully finish the same project and disseminate the results of this project. It is successful when young people will say that the project was important for them for their future and career. We hope to continue our cooperation and hope the European Center will think this is important too. If the Center has such projects in the future, our ambitions is to continue being a partner of the Center.

- *What are your ambitions for the Center?*

To learn from other mentor programs, to keep our contacts with mentees, business people and the business world. To keep finding interesting persons in mentees and mentoring as well.

Emma Scott
United Kingdom

Interviewed by Maaïke Kroes on **Thursday 9th of March at 10 A.M. (CET)**

Introduction questions

- *For which organization do you work and what is the goal of the organization?* The Diana Award is a charity legacy of Princess Diana with the belief that young people have the power to change the world. Everything we do is with the aim of encouraging and inspiring young people to fulfil their full potential. We do this through four programs and several campaigns. The criteria for our mentors is that they have to be employed. The young people that we target are between thirteen and fifteen years old. We are trying to target them, before they have to take important exams that determine the school level they can handle. We are trying to look at the specific students that have to take this test and are identified as not succeeding on these tests because of certain circumstances.

- *What is your job?* I am the head of the Diana Award Mentoring Campaign, meaning that I oversee the overall strategy and vision, ensuring quality and managing the team to expand and refine the program.

- *For how long have you been doing this job?* About two years

- *May I ask how old you are?* 27 years old

- *How did you get in touch with the Center?* I saw the Summit that you had organised last year and then we contacted Szilvia.

Your job

- *Could you please tell me about what you do at your job?* Managing the stakeholder and partner relationships that we established, doing recruitment and interviews to expand our own team, gain new relations with business partners, schools and students at the new sights that we have. In addition, making sure our databases are up-to-date, gathering new information, making sure the evaluation system is in place. Training mentors, establish links with parliament members.

- *What is your goal in your job?* To work with over 3.000 young people by next summer. This is the amount of people that we can help with the funding we have received.
- *What problems are you trying to solve with your job?* The problems we solve are on three levels, individual problems, problems for people within a school and problems that exist within a certain community. It could be lack of confidence on academic level, behaviour problems, homelessness, food poverty or LGBT-rights. In addition, with mentoring we try to impact wider society issues because the society is very divided at the moment because of the political situation. Likewise, research shows that social mobility is a problem in the U.K and that it is difficult for a child that has been born in a disadvantaged family, to increase their salary potential. By everyone telling their stories and experiences and how they got through it, that is a great way to positively influence others and be a role model to them.
- *Do you consider yourself as a role model when doing your job and how does your role influence others?* Yes, by telling your stories and experiences and how you got through it, that is a great way to positively influence others and be a role model to them.
- *And how does this make others feel?* Empowered, that it can turn out better for them as well and encouraged that they can do something.

Negative experiences and consequences of the job

- *Which difficulties do you face when you do your job?* The funding climate is a challenge. There is less public sector funding then there used to be and when businesses in the private sector get cut back, they will cut back in their funding first. Getting mentor volunteers and keeping the young people engaged to the program is difficult as well. In addition, teachers not always fully support the program because they must do a lot of tasks in a short amount of time but when they also should put effort into the program, then it becomes too energy-consuming for them.
- *What is it in your job that makes you feel bad?* When you have deadlines set by funders and when things take a long time to do, someone dropping out of the program, or you thought you had a business involved but you don't.
- *Do the difficulties lead to unwanted consequences or costs?* Yes, it takes additional time and staffing to recruit new mentors and train them.
- *Have you ever had a challenge, and you tried to solve it, but the solution did not work? What was the challenge? What was the solution? Why did it not work?* Once, we didn't have enough businesses with volunteers so we tried to get individual volunteers, from the public. It worked but overall we felt like the strategy didn't work because logistically it was more difficult for us to manage. Now we had one staff member to organise the contact with all the individual volunteers. So now our model is that we work with teams, for example five so we have five main contacts as supposed to 140 indivial volunteers.

Positive experiences and consequences of the job

- *What positive results do you get from doing your job?* The impact that we have managed to record by pre- and post-evaluation shows that the intervention has had a positive influence on the young people that we support. It also shows that volunteers benefit from it. We measure it with interviews and a tool which measures psychometrics, which we measure pre and post to get insight in the impact. Then we can put it in reports and thereby know that the interventions from our program work. Also, expanding the program to new parts in the U.K. is a very positive experience, knowing that we can help even more people across the country.
- *What positive feelings does your job give you?* Satisfaction and passion.
- *What would make your job easier?* If we have more resources, more staff, more money, continue collecting hard evidence. Having the government acknowledging mentoring, support the approaches and publicly share knowledge about it, makes it a lot easier as well.
- *Imagine that the challenges you experience with your job, would go away. What benefits would you get from this?* Less work pressure, divide the loads better, being able to help even more young people, improve our systems and improve our policy work with government, improve our evidence collection, do more awareness raising using proper marketing tools.
- *How does your job positively influence you as a role model?* My job enables me to progress my individual skills which I wouldn't have gotten the change to without the job. Having more experiences

myself, enables me to share more of these experiences with others and share the lessons that I have learned to help other people.

Ambitions

- *What are your ambitions at your work?* To keep on growing with our organisation, attracting more supporters, being able to help more people, have this program in every major city across the U.K.

- *What are your ambitions in relation to the Center?* That it will be the coordinating organisation for seeing what is happening in Europe, enabling that the European countries can share best practices, knowledge about different target groups and approaches, see how the model is working in one country versus another country and discuss it with each other. This, too eventually make their own programs better.

Appendix VI Preparation innovation techniques

[NOTE: this focus group was Dutch so therefore the preparation and questioning is in Dutch]

Vorbereitung Brainwriting

Bij deze innovatietechniek stelt een spreker vragen (gebruik bijvoorbeeld alle vragen die worden gesteld in het Business Model Canvas per bouwsteen) wat het creatieve denkproces van deelnemers stimuleert. Elke deelnemer krijgt een stapeltje post-its plus een marker en schrijft elk idee, innovatie of oplossing op, die in hem/haar opkomt door de vraagstellingen van de spreker. Zodra de spreker door zijn vragen heen is en niemand meer ideeën weet te genereren, worden alle post-its verzameld op een muur en begin met het clusteren van de post-its in groepen van gelijksoortige ideeën.

Stel de vragen die per building block worden gesteld in het Business Model Canvas. Betrek hierbij ook de uitkomsten van de eerste drie deelvragen. Verwerk de sterktes, zwaktes, kansen en bedreigingen die hierbij in kaart zijn gebracht en vertaal deze naar vragen die de ideevorming in gang brengen. Stel daarbij ook de volgende verbeter/innovatie-vragen:

Key questions to improve and innovate our business model	
Customer Segments	<ul style="list-style-type: none"> • Are there new customer segments we could serve? • Could we regroup/segment customers better according to their needs?
Value Proposition	<ul style="list-style-type: none"> • Could we offer our different customer segments more tailored needs? • Do our customers have other needs we could satisfy relatively easily by ourselves or with partners? • Could we complement our value proposition through agreements with partners (e.g. joint value propositions)?
Revenue Streams	<ul style="list-style-type: none"> • Could we introduce new revenue streams (e.g. lending/renting instead of selling)? • Could we do more cross-selling (e.g. offer our customers other products of our company or of partner companies)?
Communication and Distribution Channels	<ul style="list-style-type: none"> • Could we increase our customer base by better using our channels? • How can we better use expensive channels for highly profitable clients and cost efficient channels for unprofitable clients? • Can we better integrate our channels (e.g. better link websites with physical outlets)? • Could we introduce new communication and distribution channels to reach our customers (e.g. partner distribution agreements)?
Customer Relationships	<ul style="list-style-type: none"> • What level of personalization do each of our customer relationships require (e.g. dedicated relationship manager or automated self-service)? • How can we spend less time and resources on unprofitable clients? • Should we introduce frequent buyer programs?
Key Resources	<ul style="list-style-type: none"> • Are there some key resources we could get rid of or substitute? • Are there some key resources that could be better supplied by partners and cheaper?
Key Activities	<ul style="list-style-type: none"> • Are there activities we would better outsource to partners? • Are our activities adapted perfectly to our value proposition? • How could we streamline activities?
Partner Network	<ul style="list-style-type: none"> • Which partners could help us complement our value proposition? • Which suppliers could help us streamline our business model?
Cost Structure	<ul style="list-style-type: none"> • Are there ways we could reduce our cost structure (e.g. partnering, outsourcing, new suppliers, etc.)

Image 12: Improvement/innovation questions for Business Model Canvas. Adopted from Osterwalder, (2010). Accessed via <https://www.slideshare.net/americanangel/building-blocks-of-a-business-model>

Vorbereitung Freshwatching

1. Bepaal eerst het huidige aanbod aan producten en de waarde die wordt geleverd. Verdeel dit vervolgens in onderscheidende producttypes en waarden. Gekeken naar de waardepropositie van het huidige businessmodel, wordt de volgende analyse gedaan:

- **publicaties** omtrent mentoring (product). Dit licht in lijn met: saamhorigheid en meetellen (beleving), voortduren **samen leren en ontwikkelen** (belofte), bieden van **kennis en onderzoek** omtrent **mentoring** en **leeromgeving** student (service).
- **evenementen** zoals **seminars, themabijeenkomsten, matchmakingbijeenkomsten** (product). Dit licht in lijn met: bieden van **kennis** omtrent **mentoring**, mensen met elkaar **in contact brengen**, inzichtelijke maken **EU agenda en vraagstukken** (service), voortdurend **samen leren en ontwikkelen** (belofte) en saamhorigheid en meetellen (beleving)

Bij de levering van de beide producten, is het center afhankelijk van **co-creatie** en de **community**. **Kennisdeling** en **netwerken** zijn tevens steekwoorden die de organisatie omvat.

2. De onderstreepte woorden weergeven de producttypes en de dikgedrukte woorden de bijbehorende waarden. Deze producttypes en waarden worden in Google Afbeeldingen gegoogled.
3. Aan de hand van deze zoekresultaten worden in totaal 6 tot 8 plaatjes geselecteerd. Gebruik (innovatieve) businessmodellen van deze producttypes/waarden en kijk welke innovatieve ideeën dit bij je oproept. Zie volgende pagina's.

Gebruikte Brainwriting-tekst in combinatie met Freshwatching-plaatjes

Klantsegmenten De klantsegmenten waar ECEBM momenteel op focust zijn 'onderzoekers' en 'coördinatoren van mentorprogramma's'. Zijn er nog andere segmenten of type mensen waarop ECEBM zich kan focussen? Kunnen we de klantsegmenten hergroeperen op basis van hun wensen en behoeften? Het aantal mensen ouder dan 60 jaar neemt met ongeveer 2 miljoen per jaar toe in Europa. Biedt deze toenemende groep ouderen ook een kans voor het center? Zou dit een aantrekkelijk nieuw klantsegment kunnen worden? Of zouden ze met hun ervaring misschien goede vrijwilligers voor het center kunnen zijn en waarde leveren aan de klanten? En Zou het center kunnen inspelen op de ontwikkelingen omtrent migratie?

Waardepropositie (waarde/producten/diensten die we aanbieden) Wat ECEBM momenteel aanbiedt, zijn publicaties en evenementen omtrent mentoring, het bieden van kennis, mensen met elkaar in contact brengen, de EU agenda en vraagstukken inzichtelijk maken en een leeromgeving aan studenten bieden. Hebben onze klanten nog andere wensen die ECEBM of partijen waarmee ze samen werken, kunnen vervullen? Kunnen we ons aanbod uitbreiden door nieuwe samenwerkingen aan te gaan of nieuwe afspraken te maken met partijen waarmee we samenwerken of in het verleden mee hebben gewerkt? Hoe kunnen we de klanten een meer op maat gesneden aanbod geven? Hoe zou zo'n op maat gesneden aanbod eruit kunnen zien? Dus wat kunnen we de klanten bieden, zodat we onmisbaar worden in het leven of werk van onze klanten? In interviews met onderzoekers en coördinatoren van mentorprogramma's, gaven ze de wens aan om zicht te krijgen op waar alle andere leden mee bezig zijn, zodat je weet of je iets van diegene waardevolle kennis of ervaring in huis heeft waar jij gebruik van kunt maken en van kunt leren. Ook komen anderen te weten waarvoor ze jou om hulp of ervaring kunnen vragen. Hoe kan het center op deze wens inspelen? Dus hoe zou het center deze profielen of vraag & aanbod inzichtelijk kunnen maken voor de gebruikers? (extra uitleg: ontwikkelen evaluatietool-iemand die deze al heeft ontwikkeld om hulp vragen OF onderwijsinstelling wil studiereis organiseren om te leren over... in andere landen – welke leden kunnen ze bezoeken?)

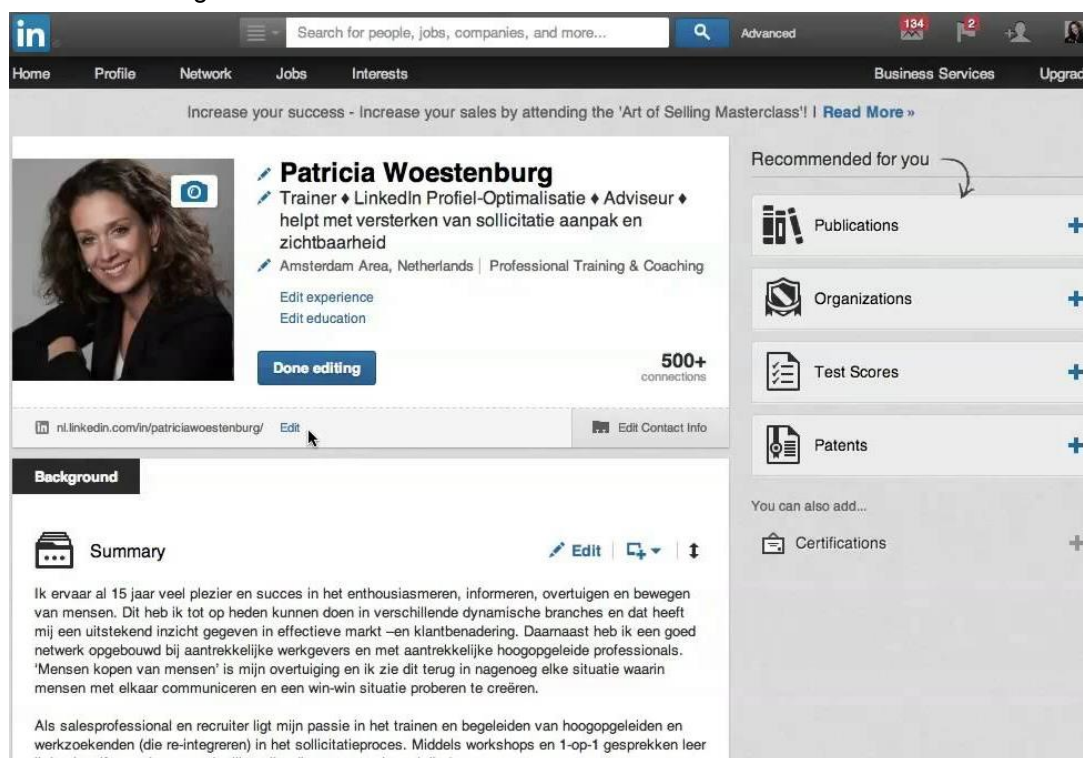


Image 13: Freshwatching LinkedIn. Adopted from Woestenburg (2014). Accessed via: <http://www.selliname.nl/linkedin-tips-to-buy-or-not-to-buy/>



Image 14: Marktplaats. Adopted from Mediawijzer (2013). Accessed via: <https://www.mediawijzer.net/wp-content/uploads/sites/6/2013/06/marktplaats.jpg>

Kanalen (Via welke wegen wordt gecommuniceerd en hoe we onze klanten bereiken)

Kunnen we onze website, nieuwsbrief, locatie in de kanselarij, evenementen en netwerk nog beter op elkaar afstemmen en hoe? Kunnen we andere kanalen gebruiken of het huidige kanaalgebruik anders indelen om zo ons klantbestand uit te breiden? Kunnen we ook andere kanalen gebruiken om beter bereikbaar te zijn voor klanten of om de producten en diensten dichterbij aan te kunnen bieden? Nieuwe vormen van leren worden populair zoals microlearning in combinatie met videoleermateriaal. Dit is een korte les in de vorm van een video die 90-120 seconden duurt. Een andere wereldwijde ontwikkeling is dat 25% van het leren tegenwoordig via de mobiele telefoon gaat. Een andere technologische ontwikkeling is Virtual Reality = kijken door een bril waarbij een ervaring levensecht lijkt te worden. Kan het center ook inspelen op deze ontwikkelingen en gebruik maken van deze



Image 17: VR glasses. Adopted from N. Lee (2015). Accessed via: <https://www.engadget.com/2015/05/08/samsung-gear-vr-galaxy-s6/>

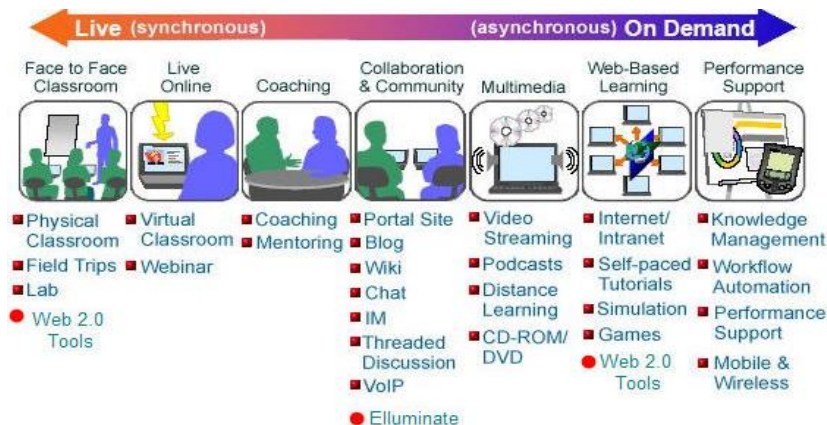


Image 16: Diversity in types of learning. Adopted from Small Changes Big Returns. Copyright 2017 Tangient LCC. Accessed via: <https://small-changes-big-returns.wikispaces.com/Blended+Learning>
'modernere' kanalen?

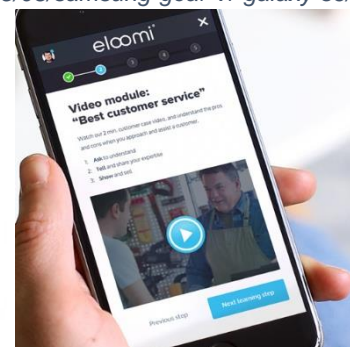


Image 15: Microlearning. Adopted from Eloomi (n.d.). Accessed via: <http://eloomi.com/max-your-employee-training-with-micro-learning/>

Klantrelaties Hoe zie je de relaties met de verschillende klanttypen voor je? Zouden de onderzoekers behoefte hebben aan veel persoonlijke aandacht of vinden ze het te tijdrovend? Willen ze graag contact met een persoon van ECEBM die hun helpt of zoeken ze liever zelf alles uit? En hoe zit dat met de coördinatoren van mentorprogramma's? Willen ze veel of weinig persoonlijke aandacht of zoeken ze het zelf liever uit via de website? En hoe zie je dit bij de nieuwe klantsegmenten die je net hebt bedacht? Zouden we klanten kunnen belonen voor het regelmatig gebruiken van ons aanbod of hun bijdrage hieraan? Hoe zie je zo'n frequent user program voor je? Hebben klanten liever contact met ECEBM op het moment dat zij het nodig hebben of worden ze graag regelmatig op de hoogte gesteld via nieuwsbrieven en mail?



Image 18: TED. Reproduced from TED (n.d.). Copyright TEDx. Accessed via: <http://www.tedxmcmasteru.ca/about/>

Kernpartners (partners die we nodig hebben om onze producten/diensten aan te kunnen bieden)

ECEBM heeft al veel partners zoals het Amerikaanse Center for Evidence-Based Mentoring, maar ook diverse onderwijsinstellingen, gemeentes, onderzoekers, mentorprogramma's in heel Europa. Met welke partijen zouden we nog meer een samenwerkingsverbanden kunnen aangaan? En hoe dragen zij bij aan de producten & diensten die ECEBM aanbiedt? Welke partijen zouden mensen & middelen aan ons kunnen verstrekken? En welke mensen & middelen geeft die partij dan aan ons?

Wat kan het center leren van bijvoorbeeld TED, een nonprofit-organisatie die zich richt op het delen van ideeën. Jullie kennen TED Talks misschien wel, tijdens TED-conferenties of evenementen worden dan video's opgenomen waarin goede ideeën worden gepresenteerd in 18 minuten of minder.

Kernactiviteiten (de noodzakelijke activiteiten die we ondernemen om de producten/diensten te kunnen creëren, verkopen en leveren). Laten we eens kijken naar de noodzakelijke activiteiten die ecebm uitvoert om de producten/diensten te kunnen aanbieden. Zijn er activiteiten die we misschien beter kunnen uitbesteden aan partners? Als we kijken naar het verzamelen, delen en verspreiden van kennis & onderzoek, contacten met elkaar verbinden, evenementen organiseren, onderhouden van hun netwerk, de website, nieuwsbrieven opstellen en versturen, stagiaires werven. Dus zijn er activiteiten die we misschien beter kunnen uitbesteden aan partners zodat we ons kunnen focussen op onze kernactiviteiten en klantwensen. Data-driven learning is een ontwikkeling die zich voordoet en houdt in dat data over ontwikkeling van leerlingen op grote schaal wordt geanalyseerd en verzameld. Hiermee worden verbeter- en leerpunten inzichtelijk gemaakt. Hoe kan het center inspelen op deze trend? Zouden ze deze dataverzameling kunnen toevoegen aan hun kernactiviteiten of dit uitbesteden? Hoe kunnen we tijdens de uitvoering van onze kernactiviteiten bijdragen aan tegengaan van klimaatverandering?

Hulpbronnen

Maken we gebruik van bepaalde financiële middelen, materialen of personen waar we zonder zouden kunnen of die we kunnen vervangen? Kunnen we op een andere manier aan mensen & middelen komen dan vanuit het partnerschap tussen de 6 onderwijsinstellingen? Beschikken onze partners of sterke netwerk over goedkopere of betere mensen & middelen waar wij of onze klanten gebruik van kunnen maken? Het percentage jeugdwerkloosheid ligt in Europa soms wel tweemaal zo hoog als het werkloosheidspercentage van de totale beroepsbevolking. Zou het center hierop kunnen inspelen en bijdragen aan het verlagen van dit percentage?

Kostenstructuur

Hoe zouden we onze kosten kunnen minimaliseren? Is het creëren van waarde voor de klanten belangrijker dan minimale kosten of andersom? En hoe zie je dit terug in de uitgaven die het center doet? Waar zou meer in geïnvesteerd mogen worden? En wat levert dit op? Denk bijvoorbeeld aan de website of nieuwsbrief, denk aan wat het center doet aan marketing of het aanbieden van materiaal aan klanten, denk aan evenementen. Missen de klanten nog iets op deze gebieden?

Inkomstenstroom

Denk eens terug aan alle klanten en betrokken partijen die tijdens deze sessie door je gedachte zijn gegaan, hoe kunnen we inkomsten van hun ontvangen? Laten we ze betalen per product of doen we dit in abonnementsvorm? En hoe kunnen we zorgen voor meer vaste inkomsten? Hoe zie je het lidmaatschap voor je? Wordt er maandelijks of jaarlijks betaald? Denk eens aan Netflix – zou het aanbieden van de eerste maand gratis meer klanten of meer waardevolle klanten opleveren? Denk eens aan Spotify - Kan er een gratis en betaald lidmaatschap aangeboden worden? Een beperkt gratis aanbod en een uitgebreider aanbod waarvoor betaald wordt? Hoe zie je dit gratis aanbod voor je en hoe ziet het uitgebreidere gekochte aanbod eruit? Zou ECEBM ook advertenties kunnen plaatsen op hun website/evenementen en daar geld voor krijgen? Heb je een idee hoe het center kan voorkomen dat politiek

Appendix VII Output ideation session: 199 ideas

Szilvia
VP: teach people how to set up a mentoring program
VP: raise peoples ambitions
Profile site: own profile on website to connect people, keep up to date yourself
Matchmaking website: customized communication
More ambassadors --> better visibility in the region
Microlearning: get countries to make short videos of their own success factors. Digital library of videos
Short TED X
Free and premium members. Paid = quality mark
Connect mentoring to EU policy
Income from membership + contributions to events
Cooperation with research organisations e.g. Horizon & Nederlandse Organisatie voor Wetenschappelijk (NWO)
New CS: people who have interest in mentoring but don't do it yet
Invest more in research
Long term members will get exposure on site/newsletter/events for their loyalty
Social innovations --> link to other themes related to mentoring
Cooperation with European and regional companies
People pay for events and get discount if they contribute to the event
Do appeal on each other with regional/national events (center as connector)
Outsource event organisation & article writing
Personal contact to explain actions and story
Well-tailored offer: wide range of activities
Marc
Several membership options: different prices with different perks
Review page of each member mentoring program
Database of theoretical framework and research about mentoring
Quality mark using different quality levels, e.g. 1 to 3 stars
Search bar on website and for the research database
Collect data about how mentoring programs work
Members can send a request for more information about a specific subject
Invite members to local events to show them what we do regionally
Online platform: members tell who they are and what they're doing, show their event
Offering internships to students throughout Europe
Mentoring program of the month, highlight in newsletter, on website
Outsource newsletter
Ted Talk about existing and innovative mentoring ideas
Offer moments of knowledge exchange with researchers
Reward member to buy their tickets earlier
Short promotion videos about mentoring techniques
Regularly contact coordinators of mentoring programs to exchange what both parties are working on
Invest in marketing and brand recognition
Direct chatgroup on site for members
Be more active on social media
Live streaming or make VR-experience of the events/summits
Include former mentors to get expand network
Look for companies who use mentoring in their own organisation and make them member

Hanneke
Put mentor program in the spotlight, in newsletter
Lobbying at European Parliament
Evaluate activities of the Center: surveys
Regularly research mentoring and effects
Yearly members event
Offer different memberships: student vs. professional
Organise TED Talks or College tours with outstanding Europeans
Profiles for members so they can message each other
LinkedIn for ECEBM - share article on LinkedIn
Digital open database
Celebrate success and share it
Award ceremony for winning mentoring research
Ambassador for program (European member of parliament)
Offer research data, facilities, work spots (like incubator)
Make connection with elderly for their mentoring knowledge and experience
Facebook page for ecebm
Dirk
Quality Mark
Online tutorials how to design a mentoring project
Simulation game: mentoring effect calculator
Exchange services for free (community currencies)
Members shown on Google maps on website
Send mentoring article to national media
Develop new form of mentoring
Cooperation with organisations who work with school drop-outs
Benchmark of mentoring programs, comparative evaluation research
Intervision (share experience) and supervision (supervise occasions) for mentor programs
Collaborate with labor unions
Provide voluntary jobs
Crowd-sourcing: relations or friends
Cooperate with health care organisations, LGBT- organisations or refugees organisations
Push mentoring into the database of effective social interventions
Develop grow model
Mentoring profile
Train de mentor projects
Online tool for crowdfunding and crowdsourcing
Matching questions and answers of organisations and companies
Wiep
Post job vacancies first for members
Invest in marketing
Start cooperation with companies (financial or human resources) by including services of the Center into the Personal Development Plans of their employees
Provide coaching classes (outsource this service)
Use company intranets to spread the words about ECEBM and mentoring knowledge
Organise company visits
Invite famous/well-known speakers. Let companies and visitors pay
Make a connection with civil servants so the services and knowledge align
Reward loyal members with quality mark/label
Start video conferences
Videos showing the benefits and great value of the Center of starting a mentoring program

Supply and demand profiles, divided into categories: needs, knowledge, experience, learning questions
Cooperate with career counsellors or school study tutors
Be an energy neutral company (create as much energy as you use)
Focus on empowering people who have less influence
Bram
Provide niche expertise besides mentoring in general e.g. different target groups, profit/non-profit
Provide training courses as revenue model
Offer researches that prove that mentoring works in numbers and best practices
Quality mark
Loyalty program: reward with certificates, marketing or to have a say about the activities of the Center
Provide training about starting up mentoring in companies
Get government or entrepreneurs to speak or write about mentoring/Center
New CS: mentees, mentors, government, management, schools, social organisations, companies, unemployed elderly, young professionals, refugees
Freemium - premium membership. Membership to get recognition and positioning
Outsource mentoring researches
Use knowledge that is already available
Integrate existing platforms
Jappie
TED talk --> Mentor talk
Offer knowledge about different methods of mentoring
Outsource Data Driven Learning (learn from data collected about student development) to lectureship or university
New CS: companies, unemployed, refugee organisations, European Union, government
Get financial/human resources from government to help Center with improving national mentoring programs who help create a better society
Outsource event organisation, research (outsource to university) and development of mentoring methods (outsource to university)
For companies 'adopt a mentee': let them pay XX per mentee
Provide a marketplace for European student exchanges/school trips - related to mentoring
Have volunteers working for the Center
Get companies that don't have time to contribute to their society, donate to the Center so they fulfil their social responsibility
Micro-learning: provide digital library of videos, made by members
Provide platform to connect researchers and share knowledge
Match mentee/mentor from different countries
Digital platform per customer segment
Test more digital self service
Use ambassadors
Use YouTube to reach customers
Reward customers with a scoring system, reaching a high score of ... points give you a free membership or attending a seminar for free
Hire unemployed youth to decrease youth unemployment in Europe
Companies donate money to Center and thereby taking responsibility for their impact on society Corporate Social Responsibility (CSR)
Cooperate with organisations for jobseekers, accommodations for asylum seekers or organisations for seniors
ECEBM as experience center for mentors/mentoring
Jorik
Promote ECEBM by offering articles with own logo on it
Start writing blogs with the latest theme's

Quality mark of the Center for mentor programs
Different types of the membership: vary in price-quality-input
Evaluate events
Have yearly events, using fixed dates/months on which they will take place very year
Offer chat or forums on website
Short stories on website
Share costs with partners
Country where the event takes place, arranges transport and food
Work with fixed suppliers (of material, research/knowledge etc.)
Facilitate exchanges
Initiate bench mark: best practise research
Cooperate with nursing homes- collect stories, experience and knowledge from former mentors and share
Contact relations about every new research
Have monthly calls/skype sessions with relations (part of the offer)
Organise debates on mentoring topics
Benchmark: analyse mentoring relationships and the national/cultural differences between them
Collect and share presentations of different countries: how they see mentoring, what they do, how they promote it
Mentoring Program Capital of the year
New CS: use mentoring at schools
Cooperate with older mentors
Hendrik Jan
Mini TED ex at conferences
Marktplaats is a clear idea, we should keep a clear understanding of mentoring as well
Start online theme-communities
Get financial resources from provinces or municipalities
Get clear distinction between ECEBM and MPF
New VP: help with subsidy search and finding the right return on investment
Make intercultural matches or with refugees
New CS: municipalities, ministries, migration organisations, companies
Enable international mentoring matches, also link to cultural capital
EU collaborating youth (much funding for)
New VP: developing business models
New VP: offer research about marketing techniques
Membership: build up benefits per affiliated year
Quality mark phased in years
Reward members by acknowledging them more
Microlearning: show mentoring concepts in short video
New VP: provide new online training
Divide offer e.g. school-based / community-based / till the age of 16 years old -so that it's more well-tailored to the customer needs
Building finance model process-oriented to involve partners (no intervention)
Key Activities: Keep it simple and short (K.I.S.S)
New Channels: Use ambassadors: international, national, regional

Table 3: Output ideation session

Appendix VIII Design Criteria Canvas

DESIGN CRITERIA CANVAS	
MUST Must-haves and non-negotiables	
	-Contribute to improving mentoring across the lifespan
SHOULD Should-haves and Important features	<ul style="list-style-type: none">-Contribute to creating stronger, more enduring mentoring relationships-Contribute to introducing mentoring on a larger scale in Europe-Contribute to sharing knowledge-Contribute to sharing experiences-Contribute to sharing powerful stories
	<ul style="list-style-type: none">-Bring into line and support practitioners, coordinators of mentor programs and researchers-Contribute to conducting rigorous and practice-oriented research on mentoring programs and practices-Contribute to advance the production of evidence-based practices-Contribute to dissemination of evidence-base practices-Contribute to the uptake of evidence-base practices-Contribute to appraising and using evidence
COULD Could-haves and optional features	
WON'T Won't haves - things that are definitely not on the table. Also non-negotiables	

Image 19: Design Criteria Canvas. Reproduced from *Design a Better Business* (n.d.). Accessed via: <http://www.designabetterbusiness.com/toolbox/#/tools/designcriteria>

Appendix IX Innovation matrix

The innovation matrix is split up into two parts to make it better readable. The left side of the innovation matrix:

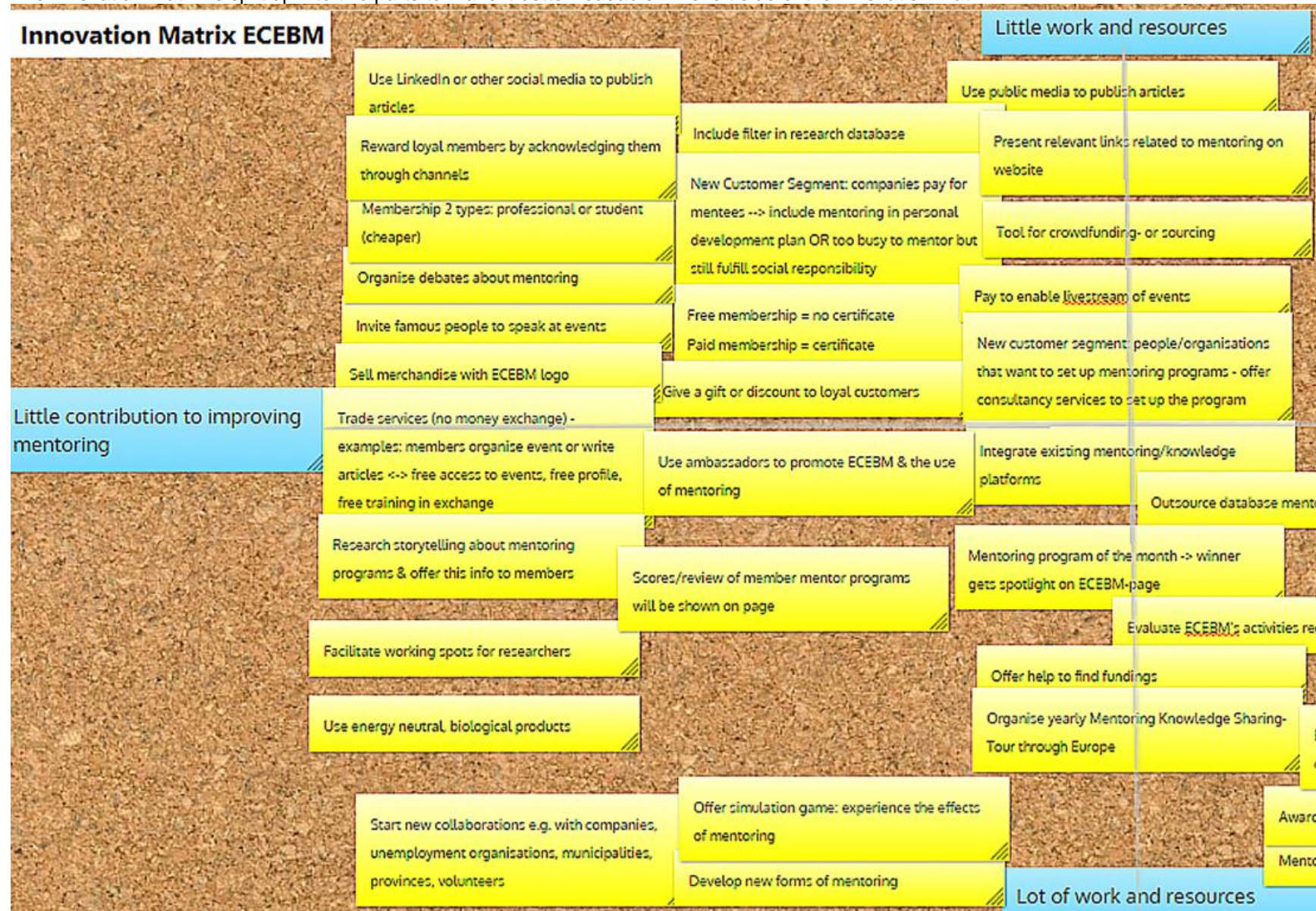


Image 20: Innovation Matrix left side

The right side of the innovation matrix:



Image 21: Innovation Matrix right side

Appendix X Questionnaire Customer validation

Door middel van een focusgroup zijn innovatieve ideeën bedacht, waarbij de deelnemers er vanuit zijn gegaan dat deze ideeën werk-gerelateerde uitdagingen van klanten zullen verkleinen. Er is sprake van aannames. Er moeten worden gemeten of de aannames overeenkomen met de werkelijkheid.

De vragenlijst start met challenges. Deze behoren eigenlijk niet tot de validatie aangezien het geen aannames zijn, want deze informatie komen rechtstreeks uit de interviews met klanten. Gezien uit de interviews bleek dat de challenges verschillen per klant(segment), worden ze bevraagd om inzicht te krijgen in welke challenges de ondervraagde klant tegenkomt tijdens hun dagelijks werk tegenkomen en welke oplossingen hij/zij daarbij vindt aansluiten.

De vragenlijst vormt de input voor de focusgroup. De topiclijst die voor deze vragenlijst wordt gebruikt, is gebaseerd op de drie meest kansrijke ideeën:

- Challenges you face during your job
 - ECEBM-members share their success factors in videos
 - Quality mark from ECEBM
 - Build your own membership
-

Which of the following challenges do you face during your job? Check the boxes that apply to your situation

- ☐ Having difficulties finding mentors
- ☐ Having difficulties with mentors or mentees dropping out while the program is still running
- ☐ Having difficulties finding stable financial resources
- ☐ Applying for funding is energy & time-consuming and at the expense of other priorities/activities
- ☐ Not having a lot of (hard) evidence about the effectiveness of mentoring
- ☐ Finding research evidence about the effects of mentoring is difficult
- ☐ Finding the right people or organisations to learn from is difficult
- ☐ Having difficulties getting recognition of the effectiveness of mentoring from the society
- ☐ Having difficulties getting recognition of the effectiveness of mentoring from policy makers

*Underneath you find multiple Value Propositions which we assume will help you to defeat the challenges you experience in your job. The Value Proposition is shown in **bold font** and has been divided into parts so you can also evaluate each part of the offer. Check the box if you agree that this part of the Value Proposition would help you to defeat your challenges.*

ECEBM-members share their success factors in short videos

- ☐ ECEBM determines guidelines for the video content to create cohesion between the videos
- ☐ The videos will be recorded by ECEBM-members (researchers/people connected to mentoring programs) who fulfil an exemplary role
- ☐ The videos will be posted on a tab on the ECEBM-website

Quality mark from ECEBM (we assume this will help members to get funding easier)

- ☐ ECEBM will set up criteria for a Quality Mark, using 1 to 5 stars as ranking system
- ☐ ECEBM reviews the member-mentoring programs based on the criteria and gives an amount of stars
- ☐ Members will deliver the evidence to ECEBM to show that they meet the criteria
- ☐ Besides the reviewing and assigning of stars, ECEBM will give advice about improvement points via Skype, telephone, mail or at events
- ☐ Only ECEBM-members can request the Quality Mark

Build your own membership

- ☐ First month as free trial
- ☐ Access to online research database
- ☐ Access to courses, 'the basics' online and more sophisticated ones at events
- ☐ Access to livestream events (= broadcast video of an event over the internet as it happens)
- ☐ Personal consultancy services via Skype, telephone, mail or at events (for example advice on getting funding or setting up a mentoring program for a new target group)
- ☐ Online profile page for ECEBM members only: all members of ECEBM can make a profile
- ☐ The profile consists of a short description of the person/organisation. Their offer of knowledge/experience/evidence/research, their request for help to other members. In this way, members can find each other, get insight in who they can help and who can help them
- ☐ Ability to start online (group) chats with members
- ☐ Ability to start online forums about mentoring topics - For example: 'Tips for tools that you can use to evaluate the effects of mentoring yourself'. Another example: 'I want to organise a study trip with five students to learn from other mentoring programs in Europe. Which mentoring events or organisations are interesting to visit upcoming May?'

Appendix XI Report Customer validation

11-04-2017

Brussels, Belgium

Attendants: Florian Stenzel, Carina Sild-Lönroth, Merlijn Slothouber, Laura Bakker, Emma Scott, Magnus Jensen, Marleen Bovee and Marta Lopez

Background information: All attendants are coordinators of a mentoring program or coordinators of an umbrella organization for mentoring programs. These parties form a customer segment of ECEBM. Before starting the focus group conversation, all attendants filled in a survey and the conversation would continue based on this.

Challenges you face during your job

Maaïke: Did you recognize some of the challenges?

All members nod, say yes or that they recognized a lot of it.



Figure 4: Challenges customers face during their job

Quality Mark

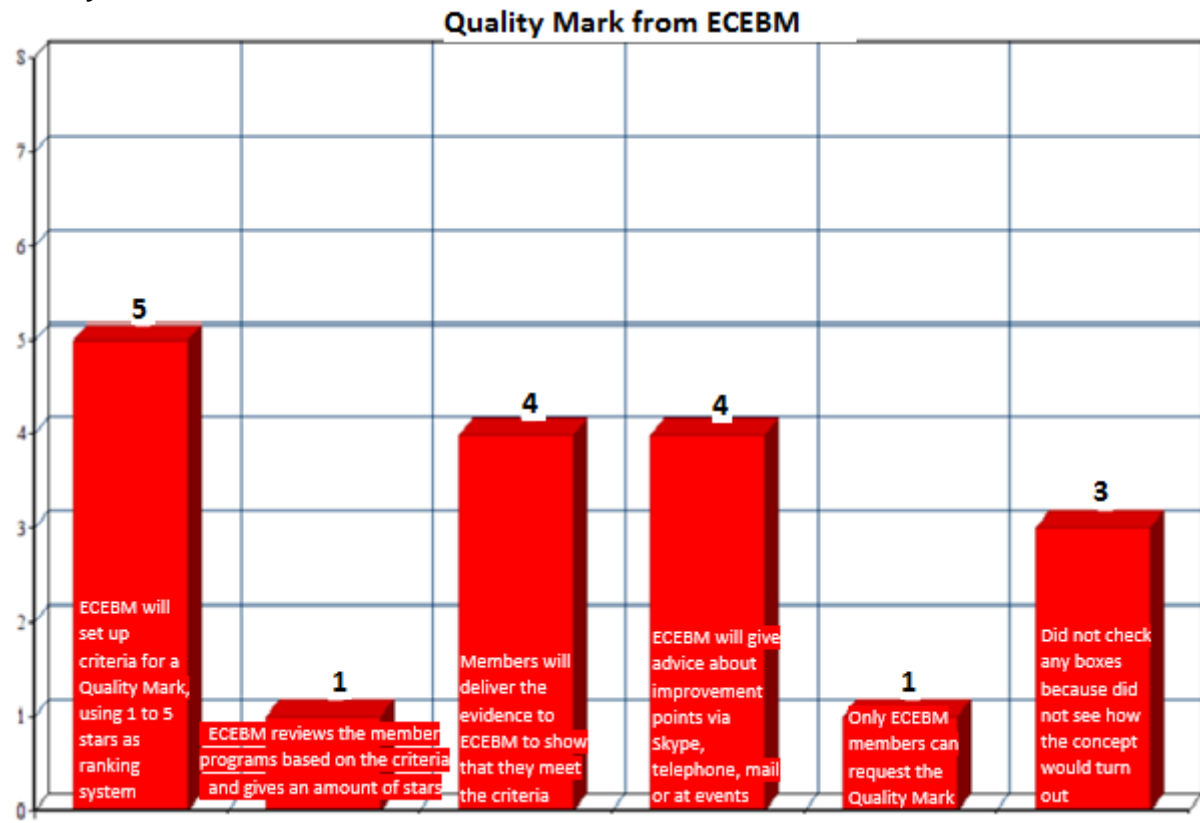


Figure 3: Survey results Quality Mark from ECEBM

Marta: We are an umbrella organisation of diverse mentoring programs. So, then there should be a **different service for the umbrella organisations**. But still, our mentoring programs would be in between ECEBM and our umbrella organization. They will have a quality mark review from ECEBM and at the same time the umbrella organization will have a good developed quality system from them. So, I don't know how it will fit all together and because of that am not a big fan of the idea of a quality mark. Then it really should be good aligned. I do believe it is interesting to **provide a quality tool and then mentoring programs themselves can choose whether they want to use it or not**.

Florian: The quality evaluation would not be important for the umbrella organisations unless there will be an **adapted model for umbrella organisations**. But the mentoring program members of our organization, might be interested in the researches about **impact** for example.

Carina: Even though I have one program, I **do not want a criteria set for the quality**. I think it will be too difficult and I don't see the value of ECEBM setting criteria for the quality.

Emma: As a youth sector, we are **against a quality mark**. That's why we have something called an **impact accelerator scheme**, which is about **recognizing that you're on that journey of improvement**. It's a way of **self-reflecting** the program, your design, your delivery and your beneficiary. There are different sections in which you can benchmark yourself. It's about looking where you were and where you stand now.

Build your own membership

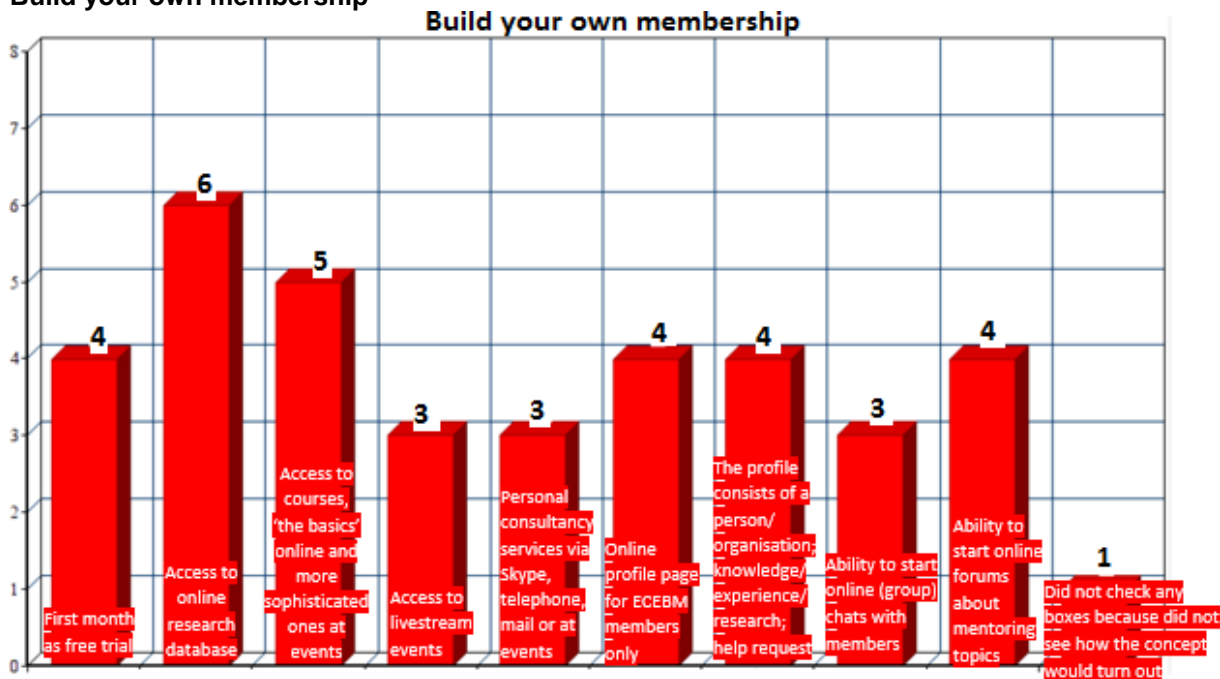


Figure 2: Survey results Build your own membership

Florian: It would be a nice step to have a **certificate** or somewhere saying what the service, contribution or benefit is and we can **say we are members**. It is important to have a membership.

Marta: Well, I like the idea of having a membership but also of having a **clear structure**. Maybe we should **have a special meeting** for that with all current members. Talk about where everyone stands in this case and **decide the general lines**. I am not sure if we are agreeing on this.

Emma: A membership fee may be a barrier for some organizations. Therefore, maybe **some resources can be accessed free**.

Marta: I believe we should **pay for the membership with an annual fee** and that it should include **discounts on events and courses for members**.

Everyone tells or signs that they agree.

Merlijn: I think the main purpose of ECEBM should be **to inspire each other and share best practices**. There are so **many local differences and we should try to not share too detailed information** because of these many differences. Of course, it might be inspiring to hear but still our governments differ from each other, our problems with finances or volunteers differ. So, for me **events are enough to share practices and inspire each other**.

Magnus: I kind of **like the idea of forming an online forum** but it is so **difficult** to make sure that you have enough content, the right content, the right people, the right moderator's etcetera on the forums so that you **ensure it is valuable to the members**. So, I am not sure with the idea of creating a center with an online knowledge forum.

Florian: I **don't believe in the forum**. We tried this exact forum as well and it did not work. In our network, we use an **email group**, I find that **more easier** and think it's the best tool plus **events like Meet & Match**. With the **contact information and knowing their expert fields**, you can just **mail or call** the specific persons you need for a project.

Marleen: To me, **updating emails also seems like it takes a lot of time**. So, I can actually see it being easier. You can **post your question** in one line and then **someone will answer** so I think it is **easier**. And if you're a member, once in a while you should at least visit the website.

Emma: If the forum is like Slack, **then it's great**. Having a forum of best practices and learning from whoever you can **learn** from and who to **contact**. I see the membership as simple. ECEBM has a **coordinating role amongst the members, making connections between them**.

Magnus: We discovered that **not forcing a platform works**. We used **LinkedIn** just because it's **where people are anyways** and when people change jobs, they're still connected. It's **easy to invite new people, to create discussions and people don't get overwhelmed by discussions**.

Maaïke: Does everyone agree with this idea? ECEBM starting a **profile page on LinkedIn and then connecting with all members on it**.

All members say they agree or nod.

Marta: Having a **database with all mentoring programs and their contact info would be useful.** Then we can connect with them.

All members say they agree or nod.

Emma: I also see the membership as **coalition, to be the collective European voice that represents all the members.** They will **consult all of the members and consult public consultations on behalf of all the members.** The group effort could be more powerful and that might help us to **influence European policies.**

Everyone tells or signs that they agree.

Florian: On European level, they don't know about mentoring enough and so **we need to cooperate** for that. We have a saying in Germany: together we're stronger and louder. That's on local and European level. **The cooperation could include networking and fundraising on European level.**

Carina: And I would also like some **prove that we all believe in this.** There is some research and evaluation created in different countries, that could be interesting for all mentoring programs in Europe. Therefore, it could be interesting if all **the research and evaluations of mentoring are collected in a database.**

Merlijn: I would find it very **valuable** and it would not be too hard I think.

Marleen: We should not forget the fact that many of **these researches are written in a foreign language.** So, would it be possible to translate it into different languages?

Maaïke: Are you all interested in having the whole research translated? And then into English?

Marta: On our website, we only put a summary of the research, not the full article.

Maaïke: So, what do we think of the idea of putting a mentoring **research database on our website, existing of an English summary of the research, the contact information of the researcher/organization and a link to the whole research in the foreign language?**

All members say yes or nod. Merlijn adds: That would be **helpful.**

Florian: I think that it will be a special project to translate the publications in the foreign language to English. **The work is huge and must be paid.**

Carina: I didn't think about that yet, I just wanted it. Maybe I take it back.

Maaïke: No, it is good to know that you all want this. Then we can look at the possibilities of making it possible. We might find **students who study to become translator or language teacher** and then **translating the reports would be good assignments for them.**

Nienke: It still is a large job so we have to see if it's worth it.

Magnus: Yes, if we **use students to translate, then English summaries** would be fine but translating the whole research would be too much.

All members let know that they agree with Magnus.

ECEBM-members share their success factors in short videos

ECEBM-members share their success factors in short videos

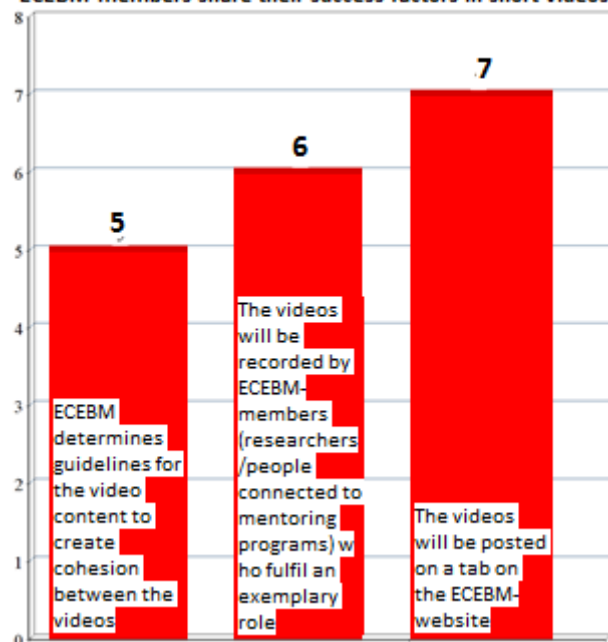


Figure 3: Survey results ECEBM-members share their success factors in short videos

Florian: I believe it is a lot of work and am **not convinced about the outcome.**

All other members think the videos might be helpful.

Merlijn: Availability of best-practices will help some but most work still will be local, so **the videos should not share too much details.** The situations differ from each other, how they get finance and work with volunteers or not.

Magnus: It is very important to **ensure a high standard for the videos.**

Maaïke: Are there some other things that people like to add to this?

All member stay quiet.

Maaïke: Okay, then I will give a summary of the findings that I have acquired this meeting and you can check if you agree with what I am saying. We have discussed that you want ECEBM to **facilitate connections so via Szilvia and Skype, mail, phone or face-to-face meetings** but also through **events** like Meet & Match. Not only would you like us to organize events to **facilitate connections**, but also to **inspire each other. Form a collective movement, in which ECEBM consults public consultations on behalf of all the members.** Start a **LinkedIn-account for ECEBM, add all the members. Add a tab on ecebmentoring.eu with a database of all members.** Likewise, add a tab with a database of mentoring related researches, showing an **English summary of the research, the contact info and a link to the full research.** Do all of you agree?

Florian: I would like to add that the center also has to think about **how the umbrella organisations can participate as members.** I believe there **might be different memberships.** One for mentoring organisations and one for umbrella organisations. It is interesting to mix.

Appendix XII Summary Program group validation

02-05-2017 Leeuwarden, the Netherlands

Attendants: Betty Bijvoets, Szilvia Simon, Simone Schoonhoven, Alie Schokker, Aad van der Brug

Starting a LinkedIn group is very simple but effective because it becomes a knowledge network. A quality mark and ranking with stars suggests that there is an ultimate form of mentoring but that is not what it is about. It is about learning from each other. Ranking with stars will repel and the programs then are pushed to put a lot of energy in receiving stars instead of putting that energy into improving their program wherever they can. Providing a quality tool is much more valuable to help set your personal development goals and acquire knowledge from other programs. A good addition to the quality improvement tool would be a peer review. Meaning one or multiple organisations review your organization as well. This still suits ECEBM's purpose. The peer review can be put into actions by organizing a company visit or job shadowing day, a meeting via Skype or by making a peer review a part of the program at the ECEBM events. We understand the desire from the customer to have different forms of the membership but in the end it will not be beneficial because organizationally it would lead to too high administration costs. The membership structure should be kept clear and simple. This includes being a member of a big European mentoring network, showing that you are eager to improve your program and evidence-based working, getting the right to put ECEBM's logo on your website and demonstrating that you are a member of ECEBM. Also, ECEBM puts mentoring on the agenda of the European Commission and organises several events during the year, which members will be notified about. As a member, you belong to the European mentoring movement, you get informed about the events and happenings around mentoring in Europe. Also, we can organize receptions before or after the events that only members will have access to. If you are a member, you are paying €195,00 per year. Giving discounts is too complicated because we work with small mentoring or research organizations but also large network organizations working with many mentoring programs so then it will get too complicated, who will get the discount, how many people, does a large organisation get more discount than another etcetera. Members are willing to pay for the membership because mentoring truly touched their heart and soul and they find it important that mentoring contributes to knowledge and that knowledge contributes to mentoring.