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## LIST OF ACRONYMS

COVID-19	Coronavirus Pandemic
EMCC	European Mentoring and Coaching Council
FGD	Focus group discussions
GDP	Gross Domestic Product
KII	Key informant interviews
LSE	Leadership Self-Efficacy Scale
M&E	Monitoring and Evaluation
MAS	Mentoring Awareness Session
SME	Small and Medium Enterprise
TEQ	Toronto Empathy Questionnaire
TOC	Theory of change
RSE	Rosenberg Self-Esteem Scale
YEPI	Youth Empowerment Programme Initiative

## EXECUTIVE SUMMARY

### INTRODUCTION AND CONTEXT

Mowgli Mentoring is an award-winning mentoring organisation, which seeks to drive economic growth and social change through the development and capacity building of highly active and quality mentors to support entrepreneurs in the Middle East, North and sub-Saharan Africa.

With funding from the Argidius Foundation, Mowgli Mentoring designed and piloted the Imarisha Mentoring Programme, an online facilitated mentoring programme alongside Mowgli Mentoring's traditional in-person mentoring programme, for the purposes of comparison and optimisation, as well as generating learning about the feasibility of implementing an effective online facilitated mentoring programme. The programme targeted a total of 144 participants; 72 (36 mentors and 36 mentees [also referred to as entrepreneurs]) in the online facilitated cohort and the other 72 (36 mentors and 36 mentees) in the in-person cohort.

To design and deliver the programme for the online facilitated cohort, Mowgli Mentoring partnered with two organisations: (i) NovoEd is an American based for-profit educational technology company that supported the design, delivery and hosting of the online facilitated mentor training course for the Imarisha Mentoring Programme; and, (ii) Chronus is a leading cloud-based software company that provided the Imarisha Mentoring Programme with the capability of conducting online facilitated mentor-mentee matching through an algorithm that both the Chronus and the Imarisha teams co-developed.

The Imarisha Mentoring Programme was implemented between November 2018 and October 2020 in three counties in Kenya: Nairobi, Mombasa and Kisumu, which were selected by Mowgli Mentoring as they are the three largest counties in Kenya. Additionally, Mombasa and Kisumu have nascent entrepreneurial ecosystems that are not as well established as the ecosystem in Nairobi. This allowed Mowgli Mentoring to contribute to the strengthening of these ecosystems, as the organisation seeks to not only provide entrepreneurship support in main hubs, but also in ecosystems where entrepreneurship support is generally weak.

Genesis Analytics (Genesis) was appointed by Mowgli Mentoring as the Monitoring and Evaluation (M&E) partner for the organisation's Imarisha Mentoring Programme. As part of this, Genesis conducted an independent evaluation of the Imarisha Mentoring programme

### PURPOSE OF THE EVALUATION

The purpose of the evaluation was to: (i) reflect on the implementation of the Imarisha Mentoring Programme to date, to assess the extent to which the programme activities were implemented as planned; (ii) gain an in-depth understanding of the impact of the programme on both mentors and mentees; (iii) understand the cost efficiency of the online facilitated component of Imarisha Mentoring Programme as compared with the in-person approach; and, (iv) to provide key recommendations for future implementation of Mowgli Mentoring programmes, whether in-person or online facilitated and possibly blended programmes.

The intended audience for the evaluation is Mowgli Mentoring as well as donors and programmes that provide mentoring support to entrepreneurs.

### EVALUATION METHODS

The evaluation was conducted using a theory-based approach, which grounds the evaluation in the programme's theory of change (ToC). The evaluation relied on a mixed methods approach, drawing on



both qualitative and quantitative data collected through the monitoring process. Data collection methods included a desktop review of all relevant programme documents and data, including baseline and endline data from the mentors and entrepreneurs and annual and quarterly programme reports; a total of 4 key informant interviews (KIIs) with Mowgli Mentoring staff; and one on one interviews and focus group discussions (FGDs) with mentees and mentors of the programme from across the three counties. The primary data collection of the evaluation was conducted between October and April 2021.

The primary data collection with the entrepreneurs of the Imarisha Mentoring Programme was intended to be conducted in person with each in Nairobi, Kisumu and Mombasa. However, as a result of the COVID-19 and the need to take measures to prevent the spread of the virus, it was not possible to conduct the FGDs in person, and the evaluation conducted these virtually. This had a limitation where mentees who had confirmed their attendance at the FGDs did not always attend.

## KEY FINDINGS AND ASSOCIATED RECOMMENDATIONS

The **key findings** from the Imarisha Mentoring Programme and their **associated recommendations** for Mowgli Mentoring to consider for future online or blended programmes are presented below. The evaluation findings are presented according to three levels – namely, the findings in relation to (i) the Imarisha Mentoring Programming; (ii) the entrepreneurs; and in relation to (iii) the mentors.

### Programme

#### Participant recruitment

**Finding:** Following the receipt of applications into the Imarisha Mentoring Programme, as part of ensuring the quality of the beneficiaries, the Imarisha Mentoring Programme team screened all applications and shortlisted applicants to participate in thirty-minute interviews. The interviews allowed the Mowgli Mentoring team to gain a better understanding of the applicants' motivation to participate in the Imarisha Mentoring Programme, their understanding of mentoring and the programme itself. Additionally, the interviews were also used as an opportunity for the Imarisha Mentoring Programme team to begin interacting with potential programme participants and therefore built rapport that was carried through the entire duration of the Imarisha Mentoring Programme.

**Recommendation:** The rigour of the recruitment process for mentors and mentees, though arduous and time consuming, ensured that the Imarisha Mentoring Programme team selected mentors and mentees who were motivated individuals who understand the importance of mentoring in accelerating and transforming their personal capacities and professional capabilities. This rigour should be replicated in future programming.

**Finding:** During the recruitment of entrepreneurs in to the Imarisha Mentoring Programme, Mowgli Mentoring faced challenges in recruiting entrepreneurs that met all of the criteria, particularly those criteria relating to the size of the entrepreneurs business.

**Recommendation:** Mentorship is still a nascent idea in many parts of Kenya countries. This demonstrates the need for Mowgli Mentoring to conduct training and/or sensitisation of professionals and potential mentors to create overall ecosystem awareness of what mentorship looks like, and why giving back to budding entrepreneurs is important, prior to the roll-out of their mentoring programmes.

**Finding:** As a result of being unable to select entrepreneurs who met the selection criteria, the Imarisha Mentoring Programme team had to adapt to the context and decided to take on entrepreneurs with smaller businesses into the programme, and the entrepreneur's motivation and willingness to grow their businesses became the primary criteria for recruitment.

**Recommendation:** Part of the Imarisha Mentoring Programme's success has been due to Mowgli Mentoring's ability have full autonomy and control over the design, operation and adaptation of the



programme. This adaptability was supported by: The ability to pivot quickly from planned activities; a responsive compliance mechanisms; a lean, engaged team; and, staying connected with changes in ecosystem. This adaptability should be carried forward in future programming.

## Delivery of mentor training

**Finding:** During the Imarisha Mentoring Programme, 41 mentors began the mentor training course and 35 completed the eight-week course (there were six dropouts). According to the Imarisha Mentoring Programme team, these dropouts occurred either because the mentors were not motivated to participate in the online facilitated cohort), as a result of personal reasons such as lack of internet access, last minute work commitments, and because of personal circumstances.

**Recommendation:** During the promotion of future online and blended programmes, participants need to be carefully informed about the design and activities of the programme, specifically as they relate to the delivery channels, in order to avoid participants dropping out as a result of these reasons. During the selection of mentors and mentees in future online and blended programmes, potential mentors and mentees need to be made aware of the requirements for participation in the programmes, including access to internet and regular participation in programme activities. Their ability to participate in these programmes needs to be gauged by the programme team and included as part of the selection criteria.

**Finding:** During the Imarisha Mentoring programme, Mowgli Mentoring supplemented the online training with 'Reflection Books' which were designed based on the mentoring syllabus, and supposed to act as a guide that can be used by the participants throughout their Mowgli Mentoring Programme.

**Recommendation:** In future programming, there is a need to communicate the purpose of the reflection books with mentors when they are being shared with them. For future online or blended programmes, it is also suggested that the book complements some of the material from the online training so that mentors are more aware of the content in the reflection books and how this relates to the training, thereby supporting the ongoing usage of the book during their journey as mentors.

Regular messages to the mentors can also be make references to the books to encourage mentors to reflect on the material every quarter, for example.

**Finding:** During the Imarisha Mentoring Programme, some mentors struggled to grasp some of the training content delivered online, and given that pure online training requires more discipline and commitment from mentors to follow the training, this can influence the mentoring relationship outcomes for those participants in the online facilitated cohort.

**Recommendation:** Given that mentors struggled to grasp the training content delivered via NovoEd, in future programming, Mowgli Mentoring can utilise a blended approach during training, where not only is training delivered through NovoEd, however also take a multiple pronged approach where mentors participate in a live virtual training with Mowgli Mentoring's facilitators, thereby giving them an opportunity to ask follow-up questions on content for example. To mitigate against chances of poor participation in live virtual training sessions, at the beginning of future online and blended programmes, Mowgli Mentoring can provide a timetable to mentors so they are aware of planned dates and times, and can plan their schedules accordingly.

## Mentor-mentee matching and engagement

**Finding:** The timing between the completion of the mentor training and the start of the mentoring relationship was described by mentors as lengthy, and mentor training was completed well in advance before the mentors were introduced to their mentee. According to some of these mentors, it was difficult for them to recall the training content when the mentoring relationship was started (the completion of the training and the beginning of the mentoring relationship was 1.5 weeks apart), and even harder to recall the content once a relationship had been established.

**Recommendation:** During the implementation of future online and blended programmes, there is a need to match mentors and mentees immediately following the mentor training and activities need to be put in place to kick-start the relationship.

**Finding:** Unlike in the case of mentors and mentees in the in-person cohort who were given the space and tools to co-develop their working agreements and start their mentoring relationship, once the mentors and mentees from the online facilitated cohort were matched, they were informed via email of their match and were then supposed to reach out and connect to each other. Through NovoEd, the mentor was also provided with tips to allow them to begin their mentoring relationship. However, both mentors and mentees from the online facilitated cohort explained how they would have benefitted from a more 'personal' introduction to one another, and had expectations that the Imarisha Mentoring Programme team would take time to speak to each of the pairs about their expectations as well as to clarify any of their questions.

**Recommendation:** In future programming of online or blended programmes, the programme should take an active role to link the mentor and mentee together, and provide an introduction and prepare the pair for the mentoring relationship. This will allow for building rapport and set expectations between the mentor and mentee. This will enable them to clarify and gather an understanding about the goals of mentoring by highlighting the main roles of the mentor versus the mentee, such as who drives the conversation. Additionally, matched mentors and mentees then have the ability to immediately begin working together in order to co-develop their working agreements and start their mentoring relationship.

**Finding:** Programme participants indicated that Chronus, the solution intended for mentor-mentee engagement during the Imarisha Mentoring Programme, was not a user-friendly and effective tool to engage in their mentoring relationships, and it was reported that they had difficulty in navigating Chronus as it was not easy to understand. This led to the solution not being used for its intended purposes. As a result, other means of mentor-mentee engagement were used by the pairs to overcome the challenges of using Chronus, such as using WhatsApp, Skype and regular phone calls.

**Recommendation:** In future programming, there is a need to orientate both mentors and mentees on possible digital solutions that are used for future programming of online and blended programmes, as well as provide compulsory tutorial videos on navigating such solutions, so that programme participants are aware of their use and benefits.

## **Monitoring the success of the mentoring relationships**

**Finding:** While the Imarisha Mentoring Programme had developed monthly surveys for mentors and mentees from the online facilitated cohort as a means for closely monitoring the mentoring journey and to provide ongoing support, there were only a limited number of mentors and mentees answering these monthly check-in surveys. As a result, while not anticipated to be part of the original programme design, peer calls and check-in calls were introduced half-way in to the Imarisha Mentoring Programme for mentors and mentees from the online facilitated cohort. This enabled the Imarisha Mentoring Programme team to be aware of what is going on in the mentoring relationships. Any challenges experienced by participants reach the team early enough for them to provide the right intervention that still maintains the relationships.

**Recommendation:** In future programming of online and blended programmes, so as to ensure the mentors and mentees remain engaged and invested in the mentoring programme and their relationship, the mentoring journey of these groups needs to be closely monitored, and there needs to be the provision of ongoing support and communication with mentors and mentees.

## **Give-back**

**Finding:** At the end of the Imarisha Mentoring Programme, majority of mentors and mentees in each cohort have expressed the desire to not only provide future mentoring support but also recommend the

Imarisha Mentoring Programme to others. This highlights the participants' positive outlook on the impacts of effective, quality, and impactful mentoring provided by Mowgli Mentoring. Mowgli Mentoring's alumni network has great potential to ensure sustained impact beyond the life of the programme.

**Recommendation:** Programme alumni could possibly be drawn on to share their experiences of the Imarisha Mentoring Programme with others and may even be willing to engage in other Mowgli Mentoring programmes, during for example programme recruitment and during MAS, which could in turn reduce some of the pressure on programme staff.

There is therefore a need for Mowgli Mentoring to determine the ideal alumni association, documenting the value it would bring to both to the organisation/future programme's as a whole, and the members. As part of this, Mowgli Mentoring will need to identify what roles would be particularly relevant, and useful, for the alumni to adopt and document a clear, transparent process for facilitating that.

## Cost per entrepreneur

**Finding:** The cost per entrepreneur for the in-person cohort of the Imarisha Mentoring Programme was £4,501.9, and the cost per entrepreneur for the online facilitated cohort was £3,052.8. Therefore, the actual cost per entrepreneur for the online facilitated cohort was £1,449.1 lower than the actual cost per entrepreneur for the in-person cohort (a saving of 31.2%). However, this difference was not as significant as anticipated, largely as a result of the need for additional monitoring and communication with mentors and mentees from the online facilitated cohort, which was not envisaged during the design of the Imarisha Mentoring programme.

## Entrepreneurs

The following were identified as key impacts of the Imarisha Mentoring Programme on entrepreneurs and their businesses:

- **Mentors impart knowledge and provide advice to mentees:** Mentors provided their entrepreneurs with information, hard skills and technical advice, related to a range of topics including the general running of the business, marketing and regulations. According to the entrepreneurs, this knowledge has equipped them with the skills needed to build business structures and processes, and have helped to improve the efficiency of their enterprises' operations and the degree of professionalism with which they are run. Between baseline and endline, there was an increase in the number of mentees that agreed with the statement that they had the necessary knowledge to run a successful business.
- **Entrepreneurs improve their personal and professional capacities:** Mentees, they asserted that not only did they learn soft skills such as empathy and patience from their mentors, but also developed knowledge and skills necessary to run their businesses as a result of their relationships with mentors.
- **Mentors hold entrepreneurs accountable to their business goals:** Often entrepreneurs who own and operate their businesses independently do now have anyone who hold them accountable to their business goals. This can lead to their enterprises not growing at their full potential and can negatively impact business performance. For entrepreneurs of the Imarisha Mentoring Programme, the mentoring relationship acted as a mechanism that kept the entrepreneurs accountable as they develop and institute their personal and professional development plans.
- **Entrepreneurs gain access to networks and connections:** By connecting entrepreneurs with knowledgeable mentors, the mentors are then able to facilitate connections between their mentees and their own networks. In addition to this, by bringing together entrepreneurs through the training

and other events, both virtually and in-person, Mowgli also facilitated connections across the cohort of mentees. Through these connections, entrepreneurs have been able to listen to, and receive guidance from peers, which has been helpful in overcoming barriers to growth.

- ***Mentors improve the self-esteem and confidence of entrepreneurs:*** Mentees attested to feeling confident in their ability to run the business as a result of their mentors. This increased confidence has led to a range of positive benefits on the entrepreneurs and their businesses, making them more likely to succeed. As a result of the greater confidence and self-esteem through their mentoring relationships, entrepreneurs are now:
  - More likely to go after opportunities
  - Have better persistence
  - Find it easier to overcome obstacles in the running of their business
- ***Mentoring ensures the survival of entrepreneurs businesses:*** Entrepreneurs lack tenacity and perseverance in continuing running their business. Mentoring reinforces entrepreneur's capacities to cope in times of challenges and to recover and build resilience, thereby ensuring their survival. By providing mentees with confidence, guidance and support, and equipping them with skills to successfully run their business, mentoring has helped the entrepreneurs overcome business challenges. Together, the outcomes of the mentoring relationships have ensured the strengthening, and in some cases, the survival (by preventing business closure) of mentees businesses, even despite COVID-19. At the end of the Imarisha Mentoring Programme, only three out of 44 mentees were no longer operating their businesses.
- ***Mentoring enables entrepreneurs to better manage their finances:*** Prior to their mentoring relationships, some entrepreneurs lacked sound financial management. For example, entrepreneurs did not have separate business and personal accounts. Poor financial management and accounting practices has hindered the financial performance of enterprises and has also hampered the ability for them to access finances. Because of this, they were unable to have a clear image of their business expenses, revenue, and earnings. The mentoring relationship has helped entrepreneurs to realise the need to have separate business and personal accounts and benefit from sound financial management.

In addition to this, the mentoring relationships have provided entrepreneurs with knowledge to understand when to access financing and prepare the business to qualify for such finance. Mentors also provided their mentees with sound financial management and the knowledge and skills, which can both positively contribute to them successfully securing external financing.

While the mentoring relationships have allowed entrepreneurs to better manage their financing, the evaluation also found that the entrepreneurs want to be able to raise financing, but either have not been successful or do not know how to.

- ***Mentoring allows entrepreneurs to expand their businesses:*** As a result of the support and advice from mentors, entrepreneurs have been able to see, as well as take advantage of, business opportunities that they would not have been able to think of before their mentoring relationship. In addition to this, mentors have also provided mentees with advice to access new customers and markets in order to increase their sales and consequently their businesses. Similarly, entrepreneurs have put in place new marketing strategies and have a better understanding of customer needs.

Together, this has enabled entrepreneurs to pivot or expand their business focus, both prior and during at the onset of COVID-19. For example, more than two-thirds of mentees from both the

online facilitated and in-person cohorts have expanded their product and/ or service offering in the last year.

In addition to expanding their product and/ or service offering in the last year, entrepreneurs have also expanded in to new geographies, both local and international.

As a result, 49% of the entrepreneur's businesses experienced an increase in their revenue between 2019 and 2020.

The above findings demonstrate that the mentoring relationships created by the Imarisha Mentoring Programme have played a key role in helping entrepreneurs overcome some of the challenges they face in the day-to-day running of their business by imparting business knowledge and skills, such as knowledge on requirements to legally register their business and marketing skills; managing their finances, while separating business and personal accounts; providing access to networks; play a role in ensuring the continuation of their business operations; as well as supporting entrepreneurs build their soft skills and their confidence levels, which were found to better position them in running and managing their business.

While Mowgli Mentoring's programmes are generating significant impact, they have the potential to catalyse even greater impact. Specifically, the finding that seven entrepreneurs said they have tried to raise external financing but were unsuccessful, and nine entrepreneurs have said they would like to raise external financing but do not know how to highlights the opportunity that Mowgli Mentoring looks towards identifying other market players and facilitates linkages between these players and its programme entrepreneurs. Mowgli Mentoring should specifically focus on building linkages with institutions offering access to finance and business incubators, which would help entrepreneurs that are unable to access this knowledge or services from their mentors.

## Mentors

The following were identified as key impacts of the Imarisha Mentoring Programme on the mentors themselves:

- As a result of the training that mentors of the Imarisha Mentoring Programme receive, they develop the skills that underpin great mentorship and they are given tools that can help structure the working relationship with those they seek to support. It is anticipated that the mentors benefit from this training element of the Imarisha Mentoring Programme through the development of new skills, knowledge, and competencies.
- The mentor training provided to mentors from both the online facilitated and in-person cohorts was said to be effective in meeting its objectives, specifically providing mentors with the adequate knowledge, skills and tools to help structure the working relationship and deliver high quality mentoring. Reflecting on their mentoring relationship and the training, mentors also spoke about the relevance of the content of the mentor training which laid the foundation for the relationship.
- Both mentors from the in-person cohort and the online facilitated cohort appreciated that the training was structured and they were later able to use the learning on frameworks and models learnt during the training to anchor the conversations with their mentees.
- In order to measure the changes in the interpersonal capacities of mentors as a result of participating in the Imarisha Mentoring programme, the Toronto Empathy Questionnaire (TEQ) and the Leadership Self-Efficacy Scale (LSE) was administered to mentors at the beginning of the

Imarisha Mentoring Programme (baseline) and at the end of the Imarisha Mentoring Programme (endline).

At baseline, 76% of mentors from the online facilitated cohort and 81% of mentors from the in-person facilitated cohort had TEQ scores of 45 and above (the highest possible score for the questionnaire is 64, with a higher score indicating higher levels of empathy). Similarly, at baseline, 76% of mentors from the online facilitated cohort and 74% of mentors from the in-person facilitated cohort had TEQ scores of 60 and above (a lower LSE score indicates trouble in directing leadership effectively).

The baseline TEQ scores and LSE scores of mentors therefore demonstrates that the mentor selection process undertaken by the Imarisha Mentoring Programme is rigorous in selecting highly capable mentors. Given mentors from both the online facilitated cohort and the in-person cohort had high TEQ scores and LSE scores at baseline, there were therefore limited changes in these scores of mentors at the end of the Imarisha Mentoring Programme.

- Mentors gave anecdotal evidence of the impact of the Imarisha Mentoring Programme on their ability to become better listeners and build their empathy levels. According to mentors, the Imarisha Programme contributed significantly to building their soft skills, understanding leadership, and growth in their altruistic motivation to support the development of other entrepreneurs.

Given Mowgli Mentoring's successful implementation and delivery of the mentor training to the mentors from the online facilitated cohort, as well as the ease in which the organisation recruited mentors in to the programme, Mowgli Mentoring can develop and rollout a mentor training programme which can be provided to potential mentors, with the purpose of ensuring there exists a group of well-equipped mentors that can deliver effective, quality, impactful mentoring in the Kenyan entrepreneurial ecosystem. This is especially important given that mentorship is still very nascent in Kenya, especially outside of Nairobi. Mowgli Mentoring can also provide training to other organisations with the potential to train mentors and create overall ecosystem awareness of what mentorship looks like, and why giving back to budding entrepreneurs is important.



# 1. INTRODUCTION

## 1.1. FOREWORD AND STRUCTURE OF THE REPORT

Genesis Analytics (hereafter “Genesis”) was appointed by Mowgli Mentoring as a Monitoring and Evaluation (M&E) partner to provide M&E support with a particular focus on building a credible evidence base to demonstrate the outcomes of its Imarisha Mentoring Programme in Kenya, and subsequently the impact of Mowgli Mentoring's programmes. As part of this, Genesis conducted an independent evaluation to gain an in-depth perspective of the performance of the Imarisha Mentoring Programme.

This evaluation report documents the findings and recommendations stemming from the evaluation of the Imarisha Mentoring Programme. The remainder of this report is structured as follows:

- Section 2 presents the context within which Mowgli Mentoring operates;
- Section 3 presents the Imarisha Mentoring Programme;
- Section 4 presents the purpose of this evaluation;
- Section 5 outlines the approach and methodology for this evaluation, including limitations faced;
- Section 6 presents the analysis and findings of the evaluation;
- Section 7 presents recommendations from the evaluation of the Imarisha Mentoring Programme.

# 2. CONTEXT

## 2.1. IMPORTANCE OF ENTREPRENEUR MENTORING

Entrepreneurship, more specifically small and medium-sized enterprises (SMEs) are a large and important contributor to economies of developing countries as they create employment opportunities and foster economic growth. In Kenya, SMEs are the dominant form of entrepreneurial activity constituting 98 per cent of business operations, creating over 30 per cent of employment and contributing to 3 per cent of the Gross Domestic Product (GDP).<sup>1</sup> Despite their key contribution to economic growth, SMEs face challenges such as lack of adequate business knowledge and skills; lack of access to finance and limited access to credit; lack of a regulatory and enabling environment; and, rapid technological changes. These challenges result in a large number of SMEs failing in their business operations within a year of establishment leading to concerns of sustainability for this critical sector.<sup>2</sup>

The literature on entrepreneurship in Kenya shows that there are opportunities for various stakeholders to provide support to improve the growth and performance of SMEs through mentoring. Over the past few years, there has been a rise in the number of mentoring organisations providing support to SMEs globally. There is growing evidence that there is a positive return from the provision of mentoring to entrepreneurs in the form of economic growth through expanded business operations, revenue

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<sup>1</sup> Kenyan SME Finance Survey, 2018. Available at: <http://viffaconsult.co.ke/wp-content/uploads/2018/07/2018-SME-Finance-Survey-Report.pdf>

<sup>2</sup> African Review of Business and Technology. SMEs are growing Kenya's economy, 2017. Available at: <http://www.africanreview.com/finance/business/smes-are-growing-kenya-s-economy-3>



generation and job creation.<sup>3 4</sup> Specifically, mentoring offers a transfer of knowledge and skills, experience and business insights from one person to another through interpersonal interactions over time thus enabling the personal and professional development of an entrepreneur.<sup>5</sup>

## 2.2. MOWGLI MENTORING

Mowgli Mentoring is an award-winning mentoring organisation, which seeks to drive economic growth and social change through the development and capacity building of highly active and quality mentors to support entrepreneurs in the Middle East, North and sub-Saharan Africa.

Mowgli Mentoring uses their European Mentoring and Coaching Council (EMCC) accredited mentoring methodology and syllabus, thereby empowering mentors to support mentees (also referred to as entrepreneurs throughout the report) in unlocking their potential, seizing new opportunities and overcoming personal and business challenges.

Mowgli Mentoring argues that while both investment in the form of technical training or financial capital are valuable to SMEs, they are unlikely to yield the best return on investment if provided to would-be entrepreneurs who may have the technical skills but are not confident, resilient, motivated, and ultimately empowered to take on the entrepreneurial journey. As such, in response to the challenges hindering the growth and development of entrepreneurs as presented above in Section 2.1, Mowgli Mentoring began providing programmes in sub-Saharan Africa in 2016 with the intention of introducing a 360-degree mentoring approach so as to drive the survival and sustained growth of SMEs in the region.

Previously a charity, Mowgli Mentoring transitioned to a social enterprise where the organisation has been looking to change its revenue model as a result of being unable to achieve financial sustainability due to a range of factors, including the following:

- Inability to achieve economies of scale due to expanded geographical spread;
- Delivery of in-person mentoring requires increased human resources and support from the Mowgli Mentoring team; and lastly,
- The programme management is done manually with limited technology which increases rework and resource costs.

As a result of the above, Mowgli Mentoring has a high and uncompetitive cost per entrepreneur which limits the organisation's ability to increase its revenues and surplus.

## 3. THE IMARISHA MENTORING PROGRAMME

Recognising the above, with funding from the Argidius Foundation, Mowgli Mentoring designed and piloted an online facilitated mentoring programme alongside Mowgli Mentoring's traditional in-person mentoring programme, for the purposes of comparison and optimisation, as well as generating learning about the feasibility of implementing an effective online facilitated mentoring programme. This

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<sup>3</sup> Private Sector and Development, 2020. Mentoring and Support: A key element in the sustainability of SMEs. Available at: <https://blog.private-sector-and-development.com/2020/02/07/mentoring-and-support-a-key-element-in-the-sustainability-of-smes/>

<sup>4</sup> International Centre of Social Franchising (ICSF) – Now Spring Impact. Tackling Poverty and Unemployment through Mentoring, 2016.

<sup>5</sup> Ayodele Ibrahim Shittu. Promoting Youth Entrepreneurship: The Role of Mentoring, 2017. Available at: [http://bulletin.ids.ac.uk/idsbo/article/view/2875/ONLINE\\_percent20ARTICLE](http://bulletin.ids.ac.uk/idsbo/article/view/2875/ONLINE_percent20ARTICLE)

programme is called the Imarisha Mentoring Programme; *Imarisha* is Swahili for strengthen, and was implemented between November 2018 and October 2021.

The Imarisha Mentoring Programme was implemented in three Kenyan counties: Nairobi, Mombasa and Kisumu. These counties were selected by Mowgli Mentoring as they are the three largest counties in Kenya. Additionally, Mombasa and Kisumu have nascent entrepreneurial ecosystems that are not as well established as the entrepreneurial ecosystem in Nairobi. For example, when compared to Nairobi, the entrepreneurial ecosystems in these counties have limited investment, infrastructure and access to incubators, hubs and accelerators.<sup>6</sup> Furthermore, entrepreneurs in these counties have unique, endogenous cultural and economic determinants which pose challenges to the growth and operations of SMEs in these environments. For example, despite the high youth unemployment challenge, culturally, enterprise development is not desirable and accepted as a main economic activity. This lack of support at the family level negatively affects the start-up decision or limits access to resources that would support enterprise development efforts.<sup>7</sup> Given that the entrepreneurial ecosystems in Mombasa and Kisumu were emergent at the inception of the Imarisha Mentoring Programme, they provided a good opportunity for Mowgli Mentoring to expand its geographies of focus and contribute to the strengthening of these ecosystems, as Mowgli Mentoring seeks to not only provide entrepreneurship support in main hubs, but also in ecosystems where entrepreneurship support is generally weak.

The Imarisha Mentoring Programme aimed to reach a total of 144 participants – 72 (36 mentors and 36 mentees) in the online facilitated cohort and the other 72 (36 mentors and 36 mentees) in the in-person cohort. In each of the three counties of focus, this was to be broken down as follows: 12 mentors and 12 mentees were to be enrolled in Nairobi, 12 mentors and 12 mentees were to be enrolled in Kisumu, and 12 mentors and 12 mentees were to be enrolled in Mombasa, for both the online facilitated and in-person cohorts. This breakdown of the intended reach of the Imarisha Mentoring Programme is shown in Table 1 below.

**Table 1: Intended participant engagement by the Imarisha Mentoring Programme, by cohort and by county**

Cohort	Participant type	Nairobi	Mombasa	Kisumu	Total
Online	Mentor	12	12	12	36
	Mentee	12	12	12	36
In person	Mentor	12	12	12	36
	Mentee	12	12	12	36
<b>Total</b>					<b>144</b>

To design and deliver the programme for the online facilitated cohort, Mowgli Mentoring partnered with two organisations: NovoEd<sup>8</sup> and Chronus<sup>9</sup>. **NovoEd** is an US-based educational technology company that supported the design, delivery and hosting of the online facilitated mentor training course for the Imarisha Mentoring Programme. Additionally, NovoEd provided Mowgli Mentoring with consultancy services to support the organisation in transferring the learner centred and experiential mentor training component of their in-person training programme into an online training course which maintained the

<sup>6</sup> The World Bank. (2018). Kenya Industry and Entrepreneurship.

<sup>7</sup> Mounde, M.I. (2013). Factors influencing growth of entrepreneurial activity among the youth in Mombasa County, Kenya. Available at: <http://erepository.uonbi.ac.ke/handle/11295/63052>

<sup>8</sup> <http://novoed.com/>

<sup>9</sup> <https://chronus.com/>

same ethos and interactive approach. NovoEd was used to provide the mentors under the online facilitated cohort with a collaborative eight week mentor training course in preparation for the Imarisha Mentoring Programme.

**Chronus** is a leading cloud-based software company that provided the Imarisha Mentoring Programme with the capability of conducting online facilitated mentor-mentee matching through an algorithm co-developed by Chronus and Imarisha Mentoring Programme teams.

## 4. PURPOSE OF THE EVALUATION

With Mowgli Mentoring having completed the implementation of the Imarisha Mentoring Programme, the purpose of this evaluation is to reflect on the implementation of the programme, to assess the extent to which programme activities were implemented as planned; gain an in-depth understanding of the impact of the Imarisha Mentoring Programme on both mentors and mentees; understand the cost efficiency of the online facilitated component of programme; and, to provide key recommendations for future implementation of Mowgli Mentoring programmes, whether in-person or online facilitated and possibly blended programmes. The intended audience for the evaluation is Mowgli Mentoring as well as donors and programmes that provide mentoring support to entrepreneurs. The primary data collection of the evaluation was conducted between October and December 2020, which was complemented by a review of the Imarisha Mentoring Programme's data and documentation.

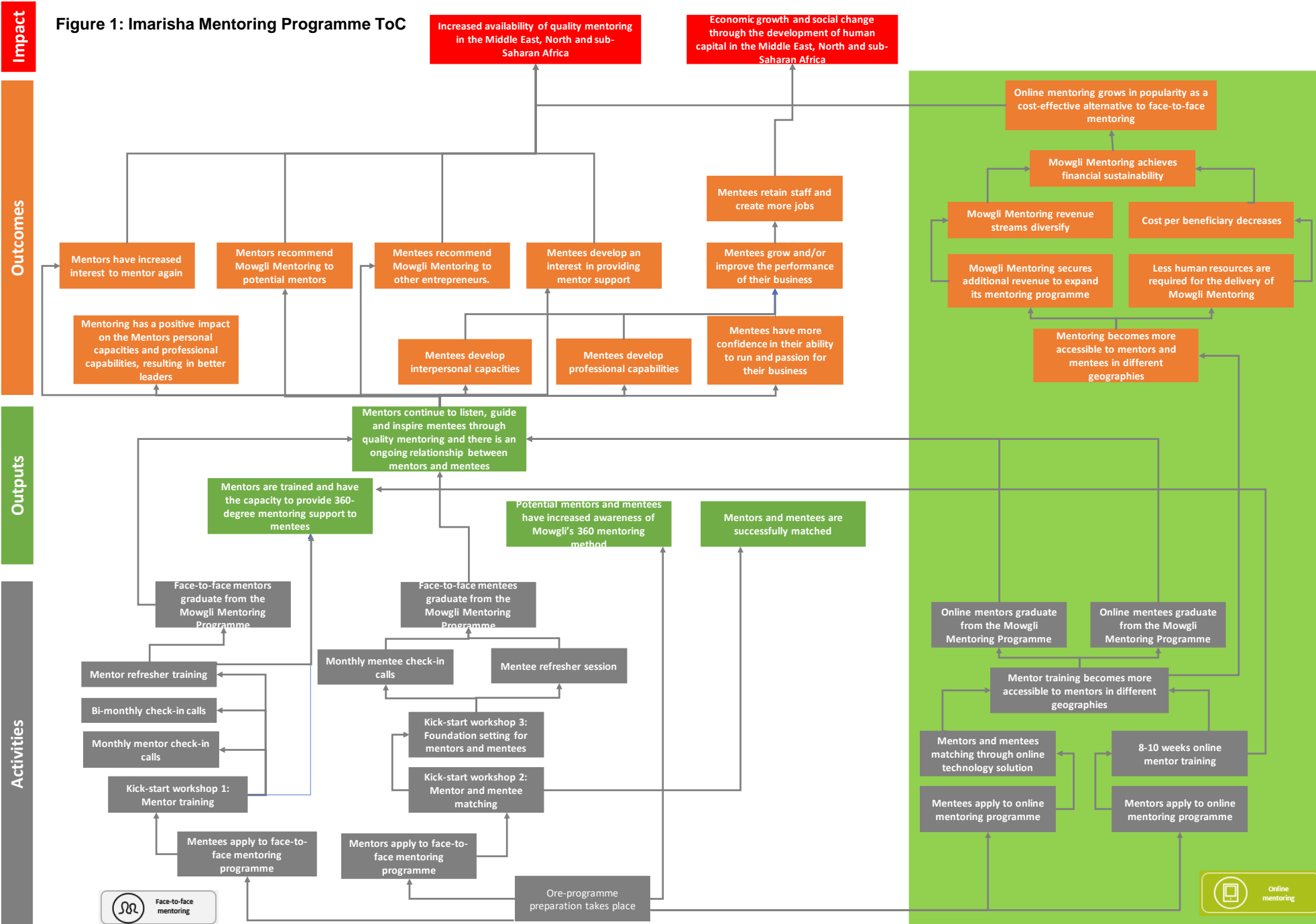
## 5. APPROACH AND METHODOLOGY

This section details the overarching approach that the Genesis team has employed for this evaluation, as well as the associated data collection methods and includes the limitations experienced during the evaluation and the implications of these.

### 5.1. APPROACH TO THE EVALUATION

The evaluation was conducted using a theory-based approach, which grounds the evaluation in the programme's theory of change (ToC). The ToC for the Imarisha Mentoring Programme was designed as a result of a collaborative process during the inception phase with Mowgli Mentoring and is presented in Figure 1 overleaf. The ToC unpacks the programme's logic and highlights the underlying assumptions within the programme's impact pathways.

Figure 1: Imarisha Mentoring Programme ToC



## 5.2. DATA COLLECTION METHODS

The evaluation relied on a mixed methods approach, drawing on both qualitative and quantitative data collected through the monitoring process.

### 5.2.1. Desktop and data review

Genesis undertook a desktop review which included an analysis of all relevant documents and monitoring data provided by the team from Mowgli Mentoring, with the purpose of developing a contextual framing of how the programme has evolved over time, the activities, the services the programme offers, and the systems in place to measure the programme's progress and impact.

The evaluation also included a collation and analysis of the data from the Mowgli Mentoring system hosted on the Chronus solution, including programme monitoring data. Amongst mentors, 59 responses to the endline survey were reached (88 per cent of the total mentor population), whereas amongst the mentees, 56 responses to the endline survey were obtained (80 per cent of the total mentee population).

Annex 1: Documents and data reviewed lists the documents and data that were reviewed during the evaluation.

### 5.2.2. Key Informant Interviews

The evaluation relied heavily on a series of key informant interviews (KIIs) with the Mowgli Mentoring team and mentors. These interviews were conducted remotely using Zoom. A list of the Imarisha Mentoring Programme team consulted through the course of the evaluation is included in Annex 2: Mowgli Mentoring staff interviewed.

Additionally, the evaluation team also conducted KIIs with mentors on the Imarisha Mentoring Programme. A total of four KIIs were conducted. The key informants were selected in collaboration with the Imarisha Mentoring Programme team so as to include both mentors from the online facilitated cohort and the in-person cohort, and those that had above average and below average interactions with the mentees they were matched with during the Imarisha Mentoring Programme.

### 5.2.3. Focus Group Discussions and Case studies

Genesis conducted focus group discussions (FGDs) as well as one-on-one discussions with mentees of the Imarisha Mentoring Programme to gather in-depth qualitative data on their experiences. In light of the Coronavirus Pandemic (COVID-19), these were conducted via zoom. A total of 24 mentees were engaged through these methods, from both the in-person and the online facilitated cohort, and from all three counties. The evaluation team used purposeful sampling to conduct mentees that had experienced varying satisfaction levels with their mentors from the Imarisha Mentoring Programme, the gender of the mentee, and whether or not they had completed their mentoring relationship.

A write-up of all case studies conducted as part of this evaluation can be found under Annex 3: Entrepreneur case studies.

## 5.3. LIMITATIONS

As with any evaluation, there were limitations to the originally proposed approach. The evaluation planned to conduct in-person FGDs with Imarisha Mentoring Programme entrepreneurs from Nairobi, Kisumu and

Mombasa, however as a result of the COVID-19 and the need to take measures to prevent the spread of the virus, it was not possible to conduct the FGDs in person. During the virtual FGDs, not all the mentees who had confirmed their attendance at the FGDs attended. As such, the number of participants in these FGDs was less than originally planned. While this meant that the evaluation team spoke to fewer mentees, the findings from the FGDs were not substantially varied, and as such, the inclusion of more participants would unlikely have had an effect on the findings that emerged. In other cases, the evaluation team conducted one on one interviews with some mentees that were unable to participate in the time set for the virtual FGD.

## **6. FINDINGS AND ANALYSIS**

The evaluation findings are presented according to three levels – namely, the findings in relation to (i) the Imarisha Mentoring Programming; (ii) the entrepreneurs; and in relation to (iii) the mentors. Within each of these three levels, the findings map out the desired activities, outcomes and impact of the Imarisha Mentoring Programme as per the ToC in Figure 1 under Section 5.1.

### **6.1. PROGRAMME**

#### **6.1.1. Recruitment and selection of programme participants**

##### **Mentoring awareness sessions**

The Imarisha Mentoring Programme team engaged in various ecosystem events to promote the Imarisha Mentoring programme, as well as advertised the programme through the organisation's social media platforms including Facebook, Twitter, and LinkedIn. As part of this, the Imarisha Mentoring Programme team undertook an ecosystem mapping exercise as a strategy to support the recruitment of participants for the Mentoring Awareness Sessions (MAS) and subsequent recruitment for the Imarisha Mentoring Programme.

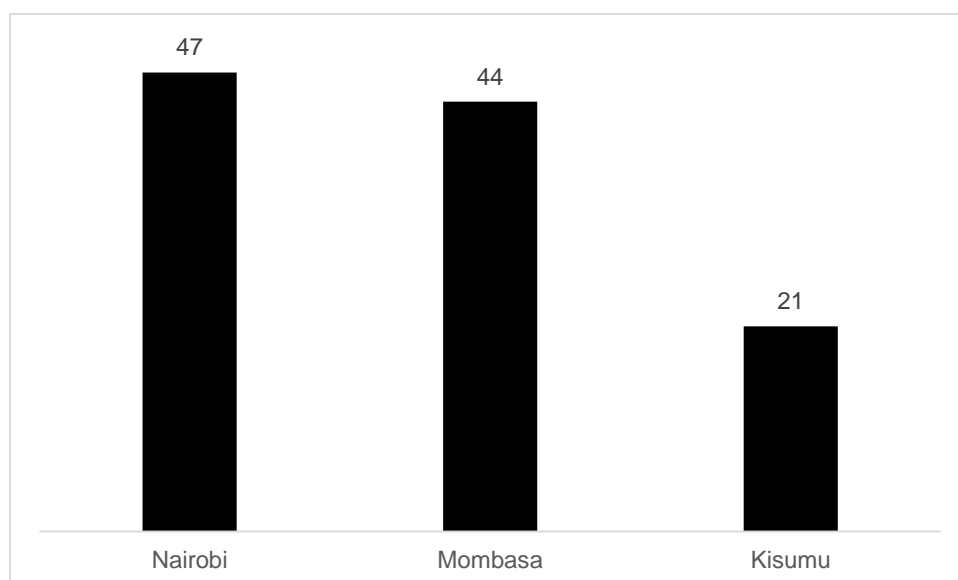
The MAS were held in all three cities that targeted potential mentors and mentees with the purpose of raising awareness about the importance and benefits of mentoring and provided information about the programme to encourage participants to apply. Given that the Imarisha Mentoring Programme was operating in new geographies for Mowgli Mentoring – Mombasa and Kisumu, the ecosystem mapping and MAS were key in enabling Mowgli Mentoring to foster new partnerships with organisation's such as Sinapis in Nairobi, Youth Empowerment Programme Initiative (YEPI) in Mombasa and Winam Capital in Kisumu, that supported the recruitment of programme participants and the entrepreneurship ecosystem mapping in these counties. Conducting an ecosystem mapping and networking with various stakeholders in the three counties of focus was beneficial in providing Mowgli Mentoring with insight on the difference in environmental characteristics which provided the Imarisha Mentoring programme with greater insights which were used to refine aspects of the programme's design, such as the refinement of the recruitment criteria. This therefore demonstrates that the selection processes took note of the contextual factors of the entrepreneurs in these three counties.

Across the three counties of focus, the MAS attracted a total of 112 participants. The breakdown of the numbers in attendance by county are presented in Figure 2 below, where 47 participants were from Nairobi, 44 from Mombasa and 21 from Kisumu.

The number of participants that attended the MAS in Kisumu was less than anticipated. This could be as a result of Kisumu having a limited number of entrepreneurs that meet the revenue selection criterion or because of a lack of understanding of mentoring and its value amongst entrepreneurs in Kisumu, which contributes to limited interest amongst entrepreneurs in Kisumu in participating in a mentoring programme. Additionally, NGOs in Kisumu provide participants with compensation for transport and/or lunch, and as a result, there was an

expectation amongst potential participants that Mowgli Mentoring would do the same. However, this is against Mowgli Mentoring's volunteer principle where mentors are volunteers that would want to give back to their communities by offering their time, resources, experience and expertise through mentoring. Therefore the low turnout in Kisumu's MAS could have been as a result of participants finding out that Mowgli Mentoring was not offering any form of compensation.

**Figure 2: Participation at MAS held by county**



## Selection of mentors and mentees

Following the ecosystem mapping, Mowgli Mentoring developed application eligibility criteria for mentors and mentees that are presented in Table 2 below.

**Table 2: Imarisha Mentoring Programme Eligibility Criteria**

Entrepreneur Eligibility Criteria	Mentor Eligibility Criteria
<ul style="list-style-type: none"> <li>Minimum turnover revenue of KES 1 million within the last financial year prior to the application;</li> </ul>	<ul style="list-style-type: none"> <li>Have a successful track record as an entrepreneur, senior executive or professional with 8+ years of budget, cash flow and or P&amp;L management experience;</li> </ul>
<ul style="list-style-type: none"> <li>Have a vision to grow the business and create employment opportunities;</li> </ul>	<ul style="list-style-type: none"> <li>Should be based within Nairobi, Kisumu and Mombasa counties;</li> </ul>
<ul style="list-style-type: none"> <li>Operate their business within Nairobi, Kisumu and Mombasa counties;</li> </ul>	<ul style="list-style-type: none"> <li>Have a wide and diverse network as well as local, regional and cross-border professional experience;</li> </ul>
<ul style="list-style-type: none"> <li>Have the ability to demonstrate personal leadership qualities;</li> </ul>	<ul style="list-style-type: none"> <li>Have the desire to share their experience and networks with their mentee, seek to develop their mentee both personally and professionally;</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate an understanding of the basic Mowgli Mentoring philosophy, principles and practice, and have a willingness to be mentored;</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the basic Mowgli Mentoring philosophy, principles and practice, and commit to pass them and their benefits onto others;</li> </ul>
<ul style="list-style-type: none"> <li>Open to learning and growing from the mentoring experience;</li> </ul>	<ul style="list-style-type: none"> <li>Open to learning and growing from the mentoring experience;</li> </ul>
<ul style="list-style-type: none"> <li>Committed to owning and driving the mentoring relationship for at least 1 year; and,</li> </ul>	<ul style="list-style-type: none"> <li>Committed to and ensuring full attendance of in-person or online facilitated mentoring programme activities; and,</li> </ul>
<ul style="list-style-type: none"> <li>Commit to providing full written and verbal feedback at key stages of the programme, within 3 weeks of the request.</li> </ul>	<ul style="list-style-type: none"> <li>Commit to providing full written and verbal feedback at key stages of the programme, within 3 weeks of the request.</li> </ul>

An open call for applications was then put out in the entrepreneurship ecosystem to invite potential mentors and mentees to express their interest in joining the Imarisha Mentoring Programme by submitting applications. The



Imarisha Mentoring Programme received a total of 193 applications; where 97 were applications from mentors and 96 were applications from mentees.

Following the receipt of applications, as part of ensuring the quality of the beneficiaries, the Imarisha Mentoring Programme team screened all applications and shortlisted applicants that would proceed to the interview stage. 15 applications were rejected, and 178 participants were shortlisted. Thirty-minute interviews were conducted with each of the 178 shortlisted applicants to understand their motivation for their application, their understanding of mentoring and to give them more details on the Imarisha Mentoring Programme, specifically, the options of the in-person delivery and online facilitated delivery option.

The interviews allowed the Mowgli Mentoring team to gain a better understanding of the applicants' motivation to participate in the Imarisha Mentoring Programme, their understanding of mentoring and the programme itself. Additionally, the interviews were also used as an opportunity for the Imarisha Mentoring Programme team to begin interacting with potential programme participants and therefore built rapport that was carried through the entire duration of the Imarisha Mentoring Programme. Each of the applicants were then assessed based on the criteria presented in Table 2, which ensured that there was sufficient alignment of the selected mentors and mentees with Mowgli Mentoring's objective to provide effective, quality and impactful mentoring in Kenya.

Despite the above presented selection criteria, Mowgli Mentoring faced challenges in recruiting entrepreneurs that met all of the criteria, particularly those relating to the size of the entrepreneurs business. According to Mowgli Mentoring, the reasons for this are as follows:

- Mentorship is still fairly nascent in Kenya and the definition and offering of mentoring differs across the ecosystem. For example, some Enterprise Support Organisations (ESOs) mentoring offering consists of large groups of entrepreneurs coming together, where a speaker is invited to teach or to share his/her own experience. As a result, at the time of the recruitment, entrepreneurs might not see the value of being in a mentoring relationship.
- In ecosystems such as Kisumu and Mombasa, mentoring has been traditionally been run by NGOs and churches dealing with livelihood projects for deprived communities or for youth, therefore, entrepreneurs may have not been attracted to join the Imarisha Mentoring Programme.
- The more established entrepreneurs reported being very busy with no time to allow to the programme. Additionally, more established entrepreneurs are already more likely to have access to support systems and networks (such as school alumni, business networks, social clubs) that smaller entrepreneurs lack. This may have prevented them from responding to the call for applications.
- Finally, because Mowgli Mentoring was new in the Kenya entrepreneurship ecosystem, the organisation is yet to benefit from a wide brand awareness compared to other ESOs.

As a result of the above, the Imarisha Mentoring Programme team had to adapt to the context and decided to take on entrepreneurs with smaller businesses into the programme, and the entrepreneur's motivation and willingness to grow their businesses became the primary criteria for recruitment.

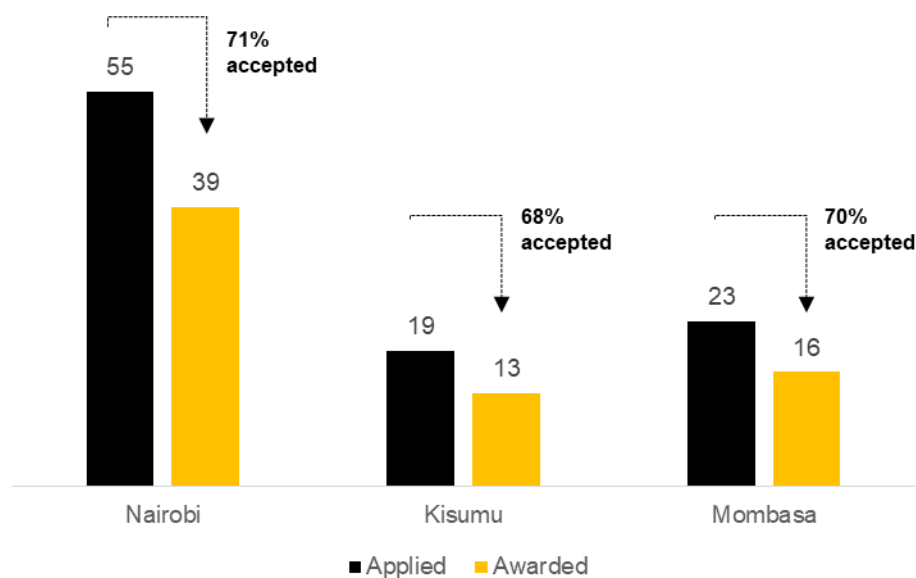
Therefore, despite not every entrepreneur selected in to the programme meeting all of the above criteria, the rigour of the recruitment process ensured that the Imarisha Mentoring Programme team selected mentors and mentees who were motivated individuals who understand the importance of mentoring in accelerating and transforming their personal capacities and professional capabilities.

The selected mentors and mentees were informed of their selection in to the programme, where they were then provided with on-boarding information and required to complete programmatic administration, such as completing the pre-programme survey, agreeing to Mowgli Mentoring's terms and conditions, and participating in the Kickstart workshop. The in-depth application and selection process, though arduous and time consuming, has been particularly impactful in selecting the right calibre of participants and is particularly valuable and differentiated the Imarisha Mentoring Programme from other initiatives of its nature.

### Mentors accepted in to the programme

The breakdown of mentor applications received by county and the number of acceptances are shown in Figure 3 below.

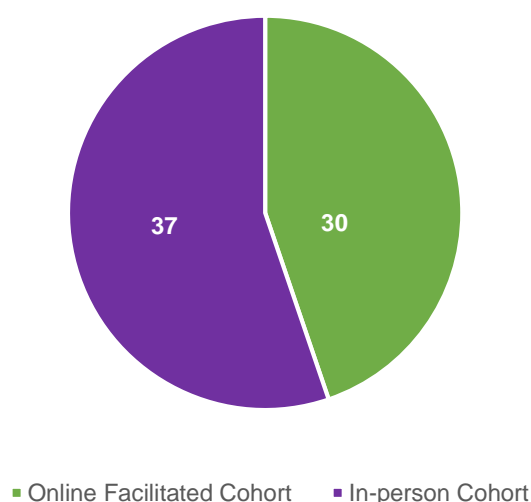
**Figure 3: Mentor application and acceptance into the Imarisha Mentoring programme, by county**



As described under Section 3, while the Imarisha Mentoring Programme intended to reach a total of 36 online mentors, the license that Mowgli Mentoring acquired from NovoEd provided for fifty (50) user licenses. Mowgli Mentoring took advantage of the number of licenses, and was able to accept more mentors into the Imarisha Mentoring Programme. Specifically, a total of six extra mentors were brought on as mentors. This was an effective strategy as there were mentors that dropped out of the online facilitated mentoring cohort during the implementation of the Imarisha Mentoring Programme, which is discussed later in the report.

Figure 4 below shows the total number of mentors that completed the Imarisha Mentoring Programme by cohort. A total of 67 mentors were reached – 30 were in the online facilitated cohort and 37 in the in-person cohort

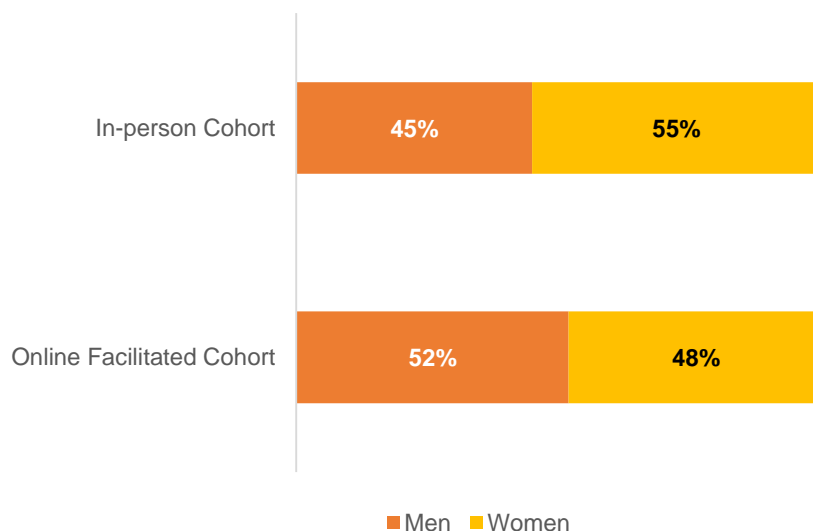
**Figure 4: Total number of mentors reached by cohort**



## Mentor demographics

Figure 5 below shows the gender of the mentors across the cohorts. There were strong similarities in the gender of the mentors across the online facilitated and in-person mentoring cohorts. In the online facilitated cohort, 52 per cent of the mentors were men and 48 per cent of mentors were women. In the in-person cohort, 45 per cent of the mentors were men and 55 per cent were women.

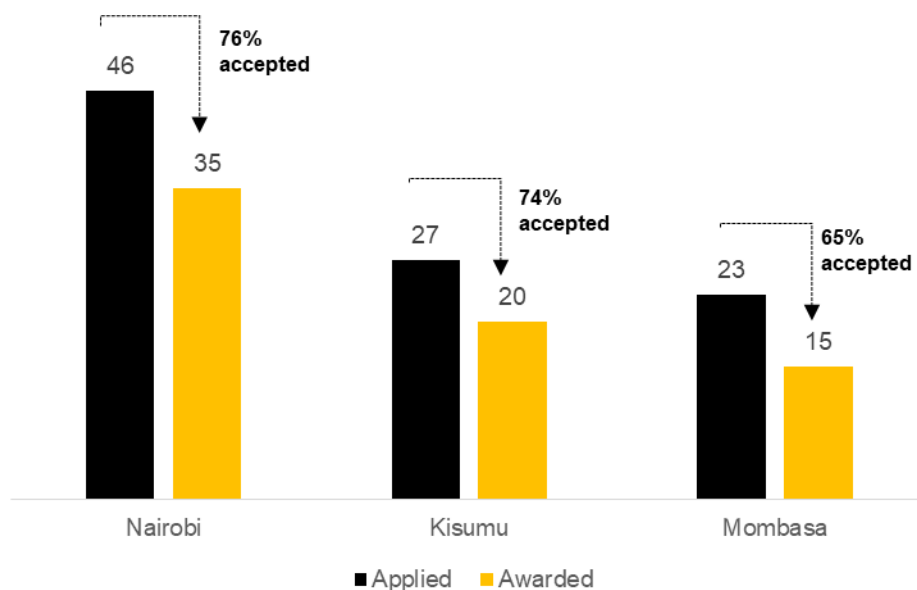
**Figure 5: Gender of mentors**



## Mentees accepted in to the programme

The breakdown of mentee applications received by County and the number of acceptances are shown in Figure 6 below.

**Figure 6: Mentee application and acceptance into the Imarisha Mentoring programme, by county**

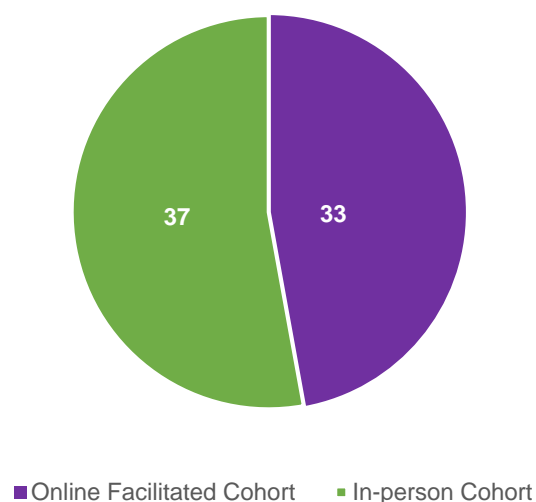


While the Imarisha Mentoring Programme intended to reach a total of 72 mentees as discussed in Section 3 above, a total of 70 mentees were reached - 33 were in the online facilitated cohort and 37 in the in-person

cohort. Out of these entrepreneurs, 10% of them were participants of other entrepreneurship support programmes like Sinapis, The Africa Young Entrepreneur Support (YES) Program, or Transformational Business Network Kenya (TBN).

Figure 7 depicts the total number mentees reached by cohort.

**Figure 7: Total number mentees reached by cohort**

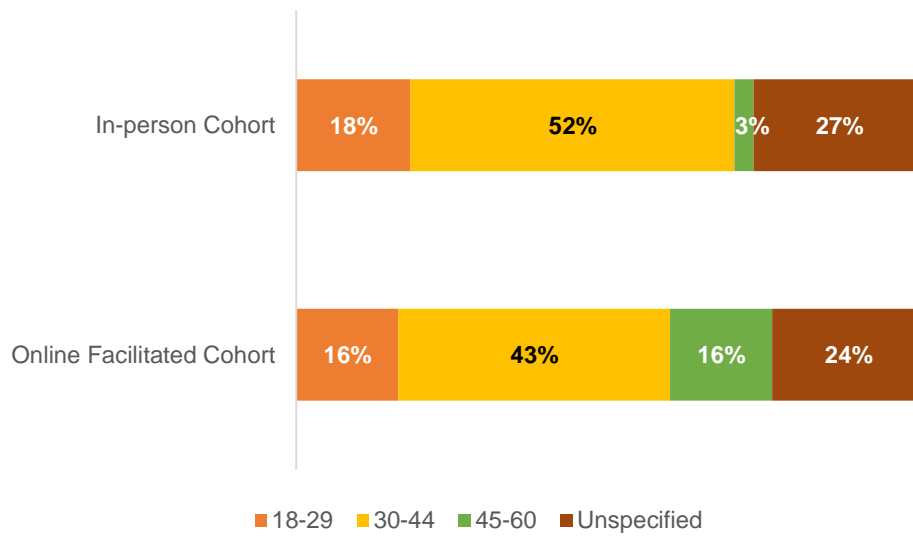


The variances between the intended and the actual number of mentors and mentees reached by cohort, as presented in Figure 4 and Figure 7 above is attributed to the challenges experienced by Mowgli Mentoring in recruiting participants to join the online facilitated cohort of the Imarisha Mentoring Programme in Mombasa and Kisumu, where in-person connection is culturally important.

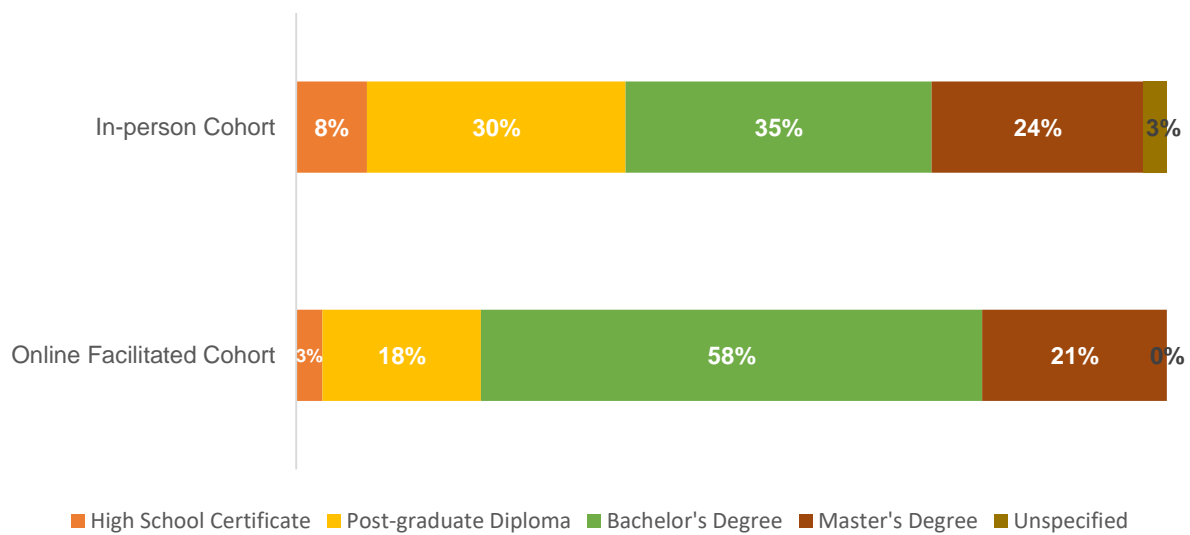
### **Mentee demographics**

The analysis of the Imarisha Mentoring Programme's monitoring data finds that the programme reached entrepreneurs with a wide range of demographics characteristics such as age, gender, education level and sector of focus for their businesses. Figure 8, Figure 9, and Figure 10 below summarises these demographic characteristics for the 70 mentees reached under the programme.

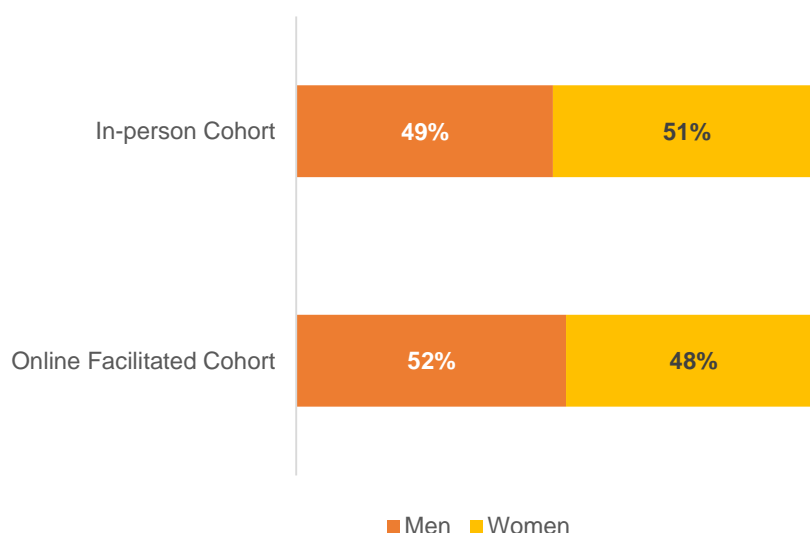
**Figure 8: Age of entrepreneurs**



**Figure 9: Highest level of education amongst entrepreneurs**



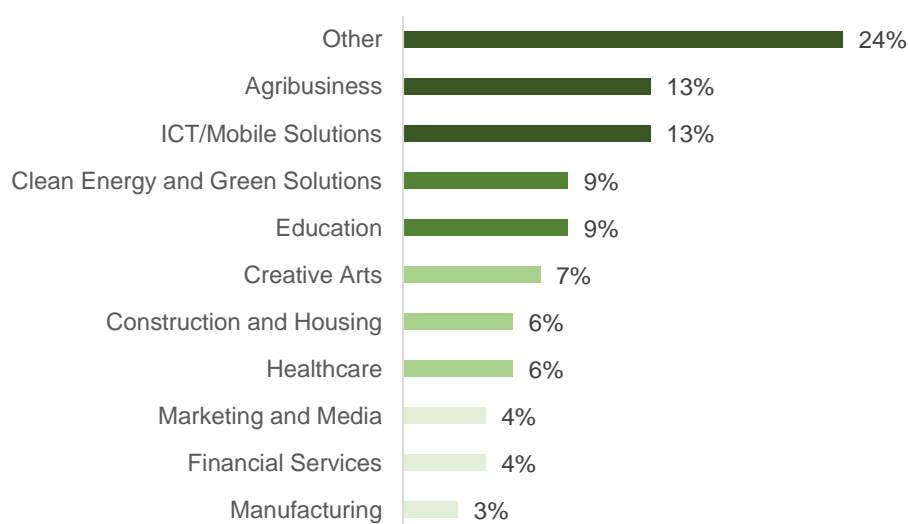
**Figure 10: Gender of entrepreneurs**



Overall, as shown in Figure 8 to Figure 10 there are strong similarities in the demographics of the entrepreneurs reached between the online facilitated and in-person cohorts. In the online facilitated cohort, 52 per cent of the mentors were men and 48 per cent of mentors were women. In the in-person cohort, 49 per cent of the mentors were men and 51 per cent were women. Majority of the mentees in both cohorts were between the ages of 30-44 years. A large proportion of mentees in both cohorts have obtained a Bachelor's degree.

As described in Section 6.1.1 above, the eligibility criteria for entrepreneurs was not sector specific. As such, the mentees under the Imarisha Mentoring Programme have enterprises operating in a wide range of sectors with the majority of them in the agribusiness, ICT/mobile solutions, clean energy and green solution, and education sectors. Figure 11 below highlights the sectors in which the mentees reached under the Imarisha Mentoring Programme operate.

**Figure 11: Enterprise sector of focus**



Other sectors of operation included legal services, real estate, fashion, events management, beauty and interior design.

## 6.1.2. Delivery of mentor training

This section presents a description of the differences of the delivery of mentor training as part of the Imarisha Mentoring Programme and according to the in-person and online facilitated mentoring cohorts. Despite the differences in the mentor training activities across the two cohorts, upon the completion of mentor training, both mentors and mentees were provided with 'Reflection Books' which are supposed to act as a guide that can be used throughout the Imarisha Mentoring Programme. These books were developed and designed by Mowgli Mentoring, based on the mentoring syllabus. The books served as a reminder for lessons from the training (online facilitated cohort) or Kickstart workshop (in-person cohort). The in-person cohort received hard copy books during the Kickstart workshop and the online facilitated cohort received the books in soft copy.

### **In-person mentoring cohort**

In each of the three cities, the mentors within the in-person cohort underwent a three day Kickstart workshop. During the first two days of the Kickstart workshop, mentors underwent an intensive, highly interactive and experiential workshop where there were able to explore and understand the possibility and potential of mentoring, appreciate the foundations of great mentorship, develop the skills that underpin all great mentors and learn about the tools that help them structure the working relationship.

### **Online facilitated mentoring cohort**

Mowgli Mentoring worked with NovoEd to design and run the Online Mentor Training Course, which aimed to mimic the activities and learning conducted during the Kickstart workshop for the in-person cohort as far as possible, but in a virtual setting. The online mentor training consisted of 4 modules, with a recommended two hours a week of learning. Another difference between the mentor training delivered to mentors on the online facilitated cohort is that they were given the freedom to complete the mentor training at their own pace over eight weeks.

Mentors on the online facilitated cohort were first invited on to the NovoEd solution, where they were provided with the option to watch an introductory video on how to navigate the NovoEd solution (although the video was not widely watched by mentors, which may have affected their ability to navigate NovoEd to the best of their potential).

Mentors then began the training course, which provided experiential learning methods such as group work, discussions, the use of videos and animations.

The mentor training provided to mentors from both the online facilitated and in-person cohorts was said to be effective in meeting its objectives, specifically providing mentors with the adequate knowledge, skills and tools to help structure the working relationship and deliver high quality mentoring. Reflecting on their mentoring relationship and the training, mentors also spoke about the relevance of the content of the mentor training which laid the foundation for the relationship.

Both mentors from the in-person cohort and the online facilitated cohort appreciated that the training was structured and they were later able to use the learning on frameworks and models learnt during the training to anchor the conversations with their mentees.



There was great feedback from mentors, where 100 per cent of mentors from both cohorts reported that they would recommend the course to someone else. Despite this being the first time Mowgli Mentoring has delivered their mentor training online, mentors from the online facilitated cohort were content with the training, and 67 per cent of them reported that they would choose the online course again.

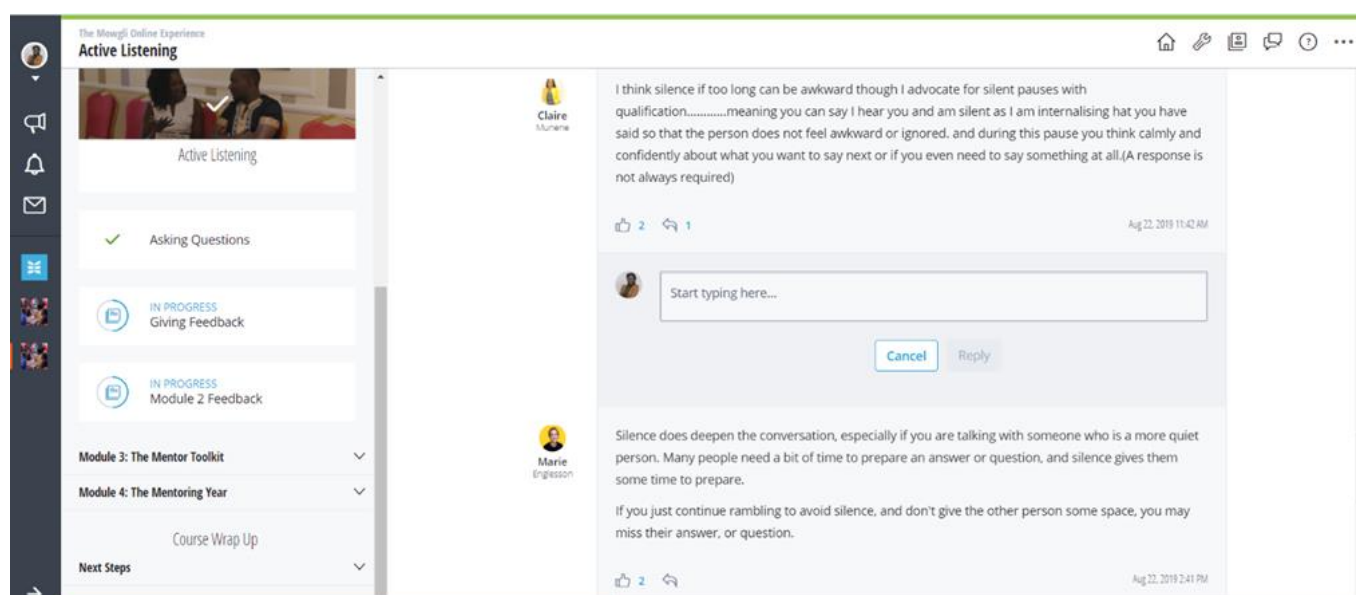
*“I found the Kick-off webinar to be very useful. I had doubts at first regarding the whole online experience ... but from the Kick-off webinar I found out that it wasn't as hard as I had thought it would be, all the information shared then by the facilitators was very helpful. It has been an interesting learning and sharing experience.”*

**-Mentor**

However, despite the success of the training delivered to mentors from the in-person cohort, there were some factors during the implementation of the mentor training for the online facilitated cohort that could have influenced the mentoring relationship outcomes amongst participants in the online facilitated cohort. These are in turn discussed below:

- Even though the NovoEd solution built in avenues for communication between mentors for peer-to-peer learning, as seen in Figure 12 below, because mentors do not participate in training at the same time or even the same day, this can inhibit the chance for communication to occur successfully and resulted in limited peer-to-peer engagement. This is in comparison to mentors from the in-person cohort where according to the post-workshop assessment, 68 per cent of mentors from the in-person cohort reported that the Kickstart workshop allowed for sufficient interaction with other mentors, demonstrating that the training for the in-person cohort allowed for greater peer-to-peer interaction.

**Figure 12: Screenshot of the NovoEd dashboard which allows for peer-to-peer learning and engagement**



Through the online mentor training, while Mowgli Mentoring aimed to mimic the group work that is conducted by mentors at the Kickstart workshop, the mentors from the online facilitated cohort experienced several challenges working in groups. This included not being aware that members of their groups were trying to make contact with them, and secondly that not everyone in their groups were playing their part. In such instances, mentors who completed the online mentor training indicated a need for the Imarisha Mentoring Programme team to intervene.<sup>10</sup>

*“The team workspace didn't send email notifications. We were only notified of messages if we logged into NovoEd. Therefore, our team missed a lot messages to each other; and it delayed our meetings and work, etc.”*

*-Mentor*

*“Help with facilitating the mentoring conversations especially when team members cannot be reached”.*

*-Mentor*

Given that mentors in the online facilitated cohort have eight weeks to complete the training at their own pace, which was preferred amongst some mentors, this requires more discipline and commitment from them to follow the training. This has the risk of mentors losing interest during this eight-week training period. During the Imarisha Mentoring Programme, 41 mentors began the course and 35 completed the eight-week course (there were six dropouts). According to the Imarisha Mentoring Programme team, these dropouts occurred either because the mentors were not motivated to participate in the online facilitated cohort, as a result of personal reasons such as lack of internet access, last minute work commitments, and because of personal circumstances.

Mentors from the online facilitated cohort gave accounts of how there is a need to give them more than eight weeks to engage with the learning and training material, as they felt that was insufficient to really engage with the material. Additionally, there were few mentors that struggled to grasp some of training material the way it was presented online.

*“I really liked the content of this section; however, I wonder if it could have been presented differently. I felt like there were a lot of very important reminders in this section, but I worry it may not stick with some of us. Maybe consider a more engaging approach (videos, an activity, etc.).”*

*-Mentor*

Lastly the timing between the completion of the mentor training and the start of the mentoring relationship was described by mentors as lengthy, and mentor training was completed well in advance before the mentors were introduced to their mentee. According to some of these mentors, it was difficult for them to recall the training content when the mentoring relationship was started (the completion of the training and the beginning of the mentoring relationship was 1.5 weeks apart), and even harder to recall the content once a relationship had been established.

### 6.1.3. Mentor-mentee matching and its effectiveness

Matching is cited as one of the most critical elements that ultimately leads to the success or failure of mentoring relationships.<sup>11</sup> Successful mentor and mentee matching is a key assumption that is required in order to achieve the anticipated outputs and outcomes of the Imarisha Mentoring Programme. The following presents a description of the differences of the Imarisha Mentoring Programme's matching activities according to the in-person and online facilitated mentoring cohorts. Despite the differences in the matching activities across the

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<sup>10</sup> The Imarisha Mentoring Programme team intervened by introducing all group members and sharing their contacts to facilitate the group activity. Additionally, they allowed for a later deadline for activities in order to give time for others to catch up.

<sup>11</sup> Evidence and Tools for the Effective Mentoring of Micro, Small & Medium Enterprises. Available: <https://www.argidius.com/wp-content/uploads/2020/08/Effective-Mentoring-of-MSMEs-ExecSummary.pdf>

two cohorts, it is expected that once mentors and mentees are matched, the pace is set to enable a long-term, trust based and mutually beneficial mentoring relationship that develops for at least a period of 12 months.

## In-person mentoring cohort

As briefly described under Section 6.1.1, mentors in the in-person cohort took part in a three-day Kickstart workshop, where the first two days were focused on mentor training. During the third day of the Kickstart workshop, a mentor-mentee matching process, based on chemistry and connection between mentors and mentees, as opposed to their profiles, was conducted. This process used a number of accelerated relationship building activities, including speed dating, speed interview format where each mentor and mentee had a chance to connect with each other. The purpose of this process was to expose mentees to as many potential mentors as possible, and allows the Mowgli Mentoring team to observe the connections made to inform the matching. This allowed the mentors and mentees to build their initial peer relationships and support networks. Following this process, mentees shortlisted their preferred mentors and these were taken into consideration when the mentor-mentee matching process is finalised by the Imarisha Mentoring Programme team. Matched mentors and mentees were then given the space and tools to co-develop their working agreements and start their mentoring relationship.

According to both the Imarisha Mentoring Programme team, as well as mentors and mentees from the in-person cohort, the mentor-mentee matching process was effective and they were of the opinion that they were appropriately matched. 100 per cent of the entrepreneurs in this cohort stated they were satisfied with their mentor matching when completing the post-workshop survey.

## Online Facilitated mentoring cohort

As discussed under Section 3 above, for the online facilitated mentoring cohort, an algorithm developed in collaboration between Chronus and the Imarisha Mentoring Programme team was used to undertake the mentor and mentee matching. The matching algorithm considered mentees' business needs, mentors' capacities, top five values and areas of interest.

Once matched, mentors and mentees were informed via email that they were matched with each other and were then supposed to reach out and connect. Through NovoEd, the mentor was also provided with tips to allow them to begin their mentoring relationship. Some of these tips that were sent to the mentors are included the box below:

Ask his/her permission to be their mentor, get to know each other, and design how you will work together.

Spend some time exploring if you two can work with each other; explore common values, mutual respect, common purpose of the relationship, expectations, etc.

Agree on the direction, here you should agree with the mentee on the goals he or she wants to achieve through the relationship.

There is mixed evidence of the effectiveness of the mentor-mentee matching for the online facilitated cohort that was done by the Chronus matching algorithm. While there is evidence from some mentors and mentees themselves about the success of the matching, there were also instances where the mentoring relationship failed to continue over the intended duration.

***“Both my mentee and I are passionate about social change and social entrepreneurship.”***

***-Mentor***

The Imarisha Mentoring Programme team also indicated that they were dubious about some of the matches made by the Chronus solution. The Imarisha Mentoring Programme team also ran the same algorithm on the

already matched mentors and mentees from the in-person cohort and the results produced by the algorithm were very different, which fuelled their doubts on the matching algorithm. As a result of the above, there was a need for the Imarisha Mentoring Programme team to make a handful of revisions to the mentor-mentee matching for the online facilitated cohort.

Both mentors and mentees from the online facilitated cohort explained how they would have however benefitted from a more 'personal' introduction to one another, and had expectations that the Imarisha Mentoring Programme team would take time to speak to each of the pairs about their expectations as well as to clarify any of their questions.

#### 6.1.4. Mentor-mentee engagement and peer engagement using the online solution

While the Chronus solution provided Mowgli Mentoring with the capability to deliver the online facilitated mentoring programme by providing the necessary software to conduct mentor-mentee matching, facilitating mentor-mentee engagement, and collecting and reporting programme data, Chronus was said to have numerous operational challenges.

Both the Imarisha Mentoring Programme team and beneficiaries indicated that Chronus was not a user-friendly and effective tool to engage in their mentoring relationships, and it was reported that they had difficulty in navigating Chronus as it was not easy to understand. As a result, other means of mentor-mentee and engagement were used by the pairs to overcome the challenges of using

***“Chronus was a not user friendly so my mentor and I used phone calls and WhatsApp.”***

***-Mentee***

Chronus, such as using WhatsApp, Skype and regular phone calls. The decrease in the use of the Chronus solution also contributed to limited peer-to-peer networking and support. The Imarisha Mentoring Programme team tried to address this by creating a WhatsApp group per cohort. It was generally not successful as it was challenging to build rapport and for participants to engage with others who they had not previously interacted with.

The above-mentioned challenges on the use of the Chronus solution highlight that although the Chronus solution was meant to assist in reducing staff time and therefore, the cost per beneficiary, this did not materialise.

#### 6.1.5. Adaptations to the programme design

The Imarisha Mentoring Programme team showed excellent ability to adapt programming to the most pertinent needs of the mentors and mentees, particularly in the online facilitated cohort. These are detailed below.

- While not originally planned as part of the design of the Imarisha Mentoring Programme, the Imarisha Mentoring Programme team hosted two separate "onboarding" webinars, one with the mentors and one with the mentees of the online facilitated cohort. The purpose of these webinars were to welcome them into the online programme and provide direction to participants on next steps. This was done after the mentors from the online facilitated cohort completed their online course and before matching. This webinar was also used to inform participants of when matching would take place and what they needed to do after receiving the 'you've been matched' email. Lastly, participants had the opportunity to ask questions to the Imarisha Mentoring Programme team.
- The mentoring journey for the mentors and mentees of the in-person cohort was closely monitored by the Imarisha Mentoring Programme team, and ongoing support was provided in the form of bi-monthly

check-in calls and quarterly mentor peer calls. These provide an opportunity for the cohorts to interact and share their experiences with one another. Additionally, they allow the participants to have mentoring conversations and receive mentoring support from Mowgli Mentoring facilitators.

This support was never anticipated to be provided to mentors and mentees from the online facilitated cohort. The ongoing support for the online facilitated cohort was in the form of monthly surveys. However, about seven months into the Imarisha Mentoring programme, peer calls and check-in calls were introduced for mentors and mentees from the online facilitated cohort as a result of limited number of mentors and mentees answering the monthly check-in surveys. As a result, there was a need for the Imarisha Mentoring Programme team to find a way to check-in. The Imarisha Mentoring Programme team felt the need to provide continuous and structured on-going support to all mentoring relationships through regular check-ins with both mentors and mentees. This enabled the Imarisha Mentoring Programme team to be aware of what is going on in the mentoring relationships. Any challenges experienced by participants reach the team early enough for them to provide the right intervention that still maintains the relationships.

- While both mentors and mentees under the in-person cohort were to be provided with a one-day Refresher Session is provided, six months into their mentoring journey, the programme adapted to also provide mentors from the online facilitated cohort with the Refresher Session. This Refresher Session allowed mentors to solidify and embed their learning, and mentoring on any challenges they had been facing through the use of the mentoring skills gained through the mentor training. Mentors also had the opportunity to learn new mentoring skills during the Refresher Session with the aim of ensuring ongoing capacity building. However, there was a very low turn-out of mentors in the Refresher Session, where only nine out of 30 mentors attended.

The above adaptations demonstrate good programme management to ensure that the Imarisha Mentoring Programme results in effective, quality and impactful mentoring. However, this process subsequently led to increased staff time which was unanticipated, and hence contributed to additional costs per beneficiary.

## 6.2. ENTREPRENEURS

This section presents the findings on the impact of the mentoring relationship on entrepreneurs according to the main themes that emerged through the evaluation process. In doing so, the constraints faced by the entrepreneurs in running their enterprises are unpacked and the role of the mentoring relationship in overcoming these is detailed.

It is important to note that given the diversity of each mentoring relationship, information-rich cases were used to provide deep information on specific entrepreneur cases. These cases are presented throughout this section of the report.

### 6.2.1. Mentors impart knowledge and provide advice to mentees

Mentors provided their entrepreneurs with information, hard skills and technical advice, related to a range of topics including the general running of the business, marketing and regulations. According to the entrepreneurs, this knowledge has equipped them with the skills needed to build business structures and processes, and have helped to improve the efficiency of their enterprises' operations and the degree of professionalism with which they are run. For example, during the FGD, one mentee expressed that put in place formalised agreements with her clients since initially, she would run the business on verbal agreements which were often not followed through.

***“My mentor walked my business journey with me... otherwise I was walking alone and had no one to consult.”***

***-Mentee***

***“My mentor acted as a sounding board for my new ideas.”***

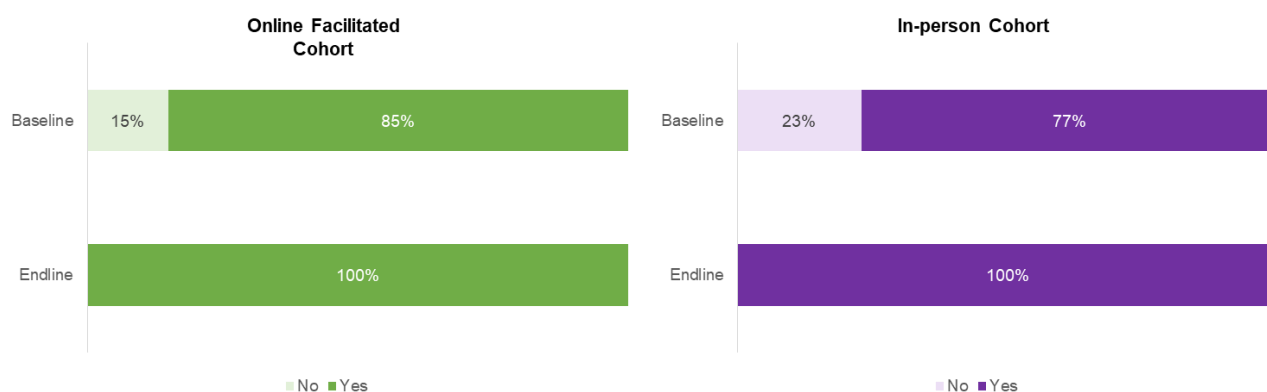
***-Mentee***

In addition to sharing knowledge with entrepreneurs, entrepreneurs elaborated that while they do have ideas to put in place structures that will allow them to be more efficient and professionally managed, their mentors helped them to validate their own ideas. Many affirmed that before their mentoring relationships, they felt as though they were walking in their business alone, and had no one to consult or to bounce ideas off of.

Figure 13 below presents finding from the survey regarding whether the entrepreneurs have the necessary knowledge to run a successful business. At baseline, 23 per cent of in-person mentees and 15 per cent of online facilitated cohort felt they did not have the

knowledge to run a successful business. At the end of the Imarisha Mentoring Programme, 100 per cent of mentees from both cohorts felt they had the necessary knowledge to run a successful business.

**Figure 13: Mentees' knowledge to run a successful business**



This knowledge and advice from mentors was particularly useful to the entrepreneurs during COVID-19, as they were able to draw on the advice from their mentors to help them navigate through unforeseen challenges. For example, as the COVID-19 pandemic continued to unfold globally, Kenya introduced lockdown restrictions in March 2020 in an attempt to minimise the spread of the virus. The country-imposed restrictions on travel, imports, exports, and overall movement across counties which had adverse effects on the mentorship relationships and businesses operations in general. In order to tackle this, mentors encouraged their mentees

***“My mentors’ knowledge was very instrumental in helping me get through this difficult period (COVID-19)”***

***-Mentee***

to utilise different marketing strategies. A lot of entrepreneurs that initially relied on word of mouth to source clients were now experiencing a decline in the demand for their products and services. Entrepreneurs gave accounts of how their mentors gave them advice to shift to online and social media marketing, which allowed them to expand their

marketing reach, as well as boost their sales after setting these processes.



Another mentee shared their experience about how his software engineering company that primarily services schools and communities was impacted during the COVID-19 pandemic. Lockdown measures would have led

***“[My mentor] has helped to stay focused on the need for innovation, and come up with ways to stay afloat during this tough period.*”**

to eventual closure of the business since most schools and learning institutions were closed. However, with his mentor’s help, the mentee is exploring how to change the business model to still meet the needs of students and meet emerging virtual needs. With the mentor’s advice, this entrepreneur also diversified their

income by opening a bakery business, while conducting research on how to pivot the software business client base so that the business does not close down.

**Tracey Shiundu** is an entrepreneur from Nairobi, Kenya, who runs an enterprise called FunKe Science, a company which aims to make Science fun for children. FunKe Science’s main target clients are schools and individual children. Her business has four permanent employees who are mainly in charge of content, and she hires temporary staff as facilitators when required (but largely for face to face classes).

Prior to joining Mowgli Mentoring’s Imarisha Mentoring Programme, Tracey faced challenges in the sales and marketing of her business.

***“It took her a lot to for me to go out there and tell people more about my business.”***

**Tracey joined Mowgli Mentoring’s Imarisha Mentoring Programme in 2019.** The mentor she was matched with ran a school of her own and therefore she was very satisfied with this match, because she felt that her mentor had the experience and knowledge to give her a better sense of direction. Tracey’s mentor was able to share her own experiences and challenges that she faced when running her school.

**Tracey worked closely with her mentor to put in place structures to sell more and better manage the business’s cash flow.** Specifically, her mentors helped her come up with a bookkeeping system, which allowed her to understand that for each of her customers, how much money was she putting into following up with a client, and how much money was being made from each client.

Because schools across the country shut down during COVID-19, this meant that Tracey needed to pivot her services and to avoid her business shutting down. **Her mentor introduced her to digital platforms and provided her with guidance on using these platforms to continue providing classes to children.** With this help from her mentor, Tracey and her team shifted to facilitating online classes. Because of this shift, **Tracey was actually able to take on a larger number of clients, and subsequently experienced an improvement in her sales.**

**Had Tracey not joined the Imarisha Mentoring programme, she would still be struggling with the challenges she faced in running her business.** Without her mentors support, she would have been very lost in terms of not having someone to bounce of ideas, and would have not succeeded in transforming the businesses services digitally.

## 6.2.2. Entrepreneurs improve their personal and professional capacities

It is expected that as a result of the soft-skills developed during the ongoing mentoring relationship, and through the guidance and inspiration mentees receive through their trained mentors, mentees develop their interpersonal and professional capacities.

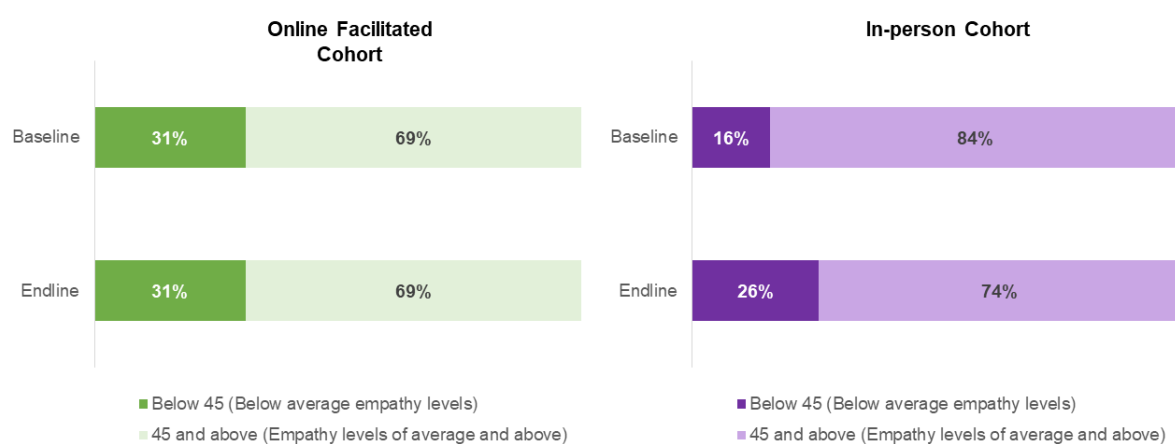


According to Mowgli Mentoring's syllabus/360-degree approach, a key indicator of increased interpersonal capacity is the development and improvement of empathy. Empathy is an important element of leadership, since leadership is about having the ability to relate, connect and listen and bond with people and teams to inspire and empower them.

In order to measure the changes in the interpersonal capacities of mentees as a result of participating in the Imarisha Mentoring programme, the Toronto Empathy Questionnaire (TEQ) was administered to mentors at both baseline and endline. The highest possible score for the questionnaire is 64, where a higher score indicates higher levels of empathy, and scores below 45 are indicative of below average empathy levels.

Figure 14 below presents the baseline and endline TEQ scores for mentees from the online facilitated cohort and the in-person cohort.

**Figure 14: Mentees TEQ scores<sup>12</sup>**



The number of mentees from the in-person cohort who scored below 45, which is the threshold that indicates lower levels of empathy, increased to 26 per cent between baseline and endline.<sup>13</sup> On the other hand, the number of mentees from the online facilitated cohort that scored 45 and above remained the same between baseline and endline. Entrepreneurs said that their mentoring relationship has enabled them to become more self-aware of their own leadership style, and thus this can explain the increase in the number of mentees from the in-person facilitated cohort that scored 45 and above between baseline and endline. As such, entrepreneurs may have realised that they are not as empathetic as they reported at baseline.

This increased level of conscious knowledge of entrepreneurs own strengths and weaknesses is an important requirement to be able to know where there areas for development. Additionally, with such increased self-awareness and acceptance, mentees are able to make better decisions, communicate well with others and boost their self-confidence.<sup>14</sup>

<sup>12</sup> The TEQ has a set of 16 questions and uses a five-point rating scale ranging from never (scored at zero), to always (scored at four). The questions asked as part of the TEQ are presented in Annex 4: Questions for scales.

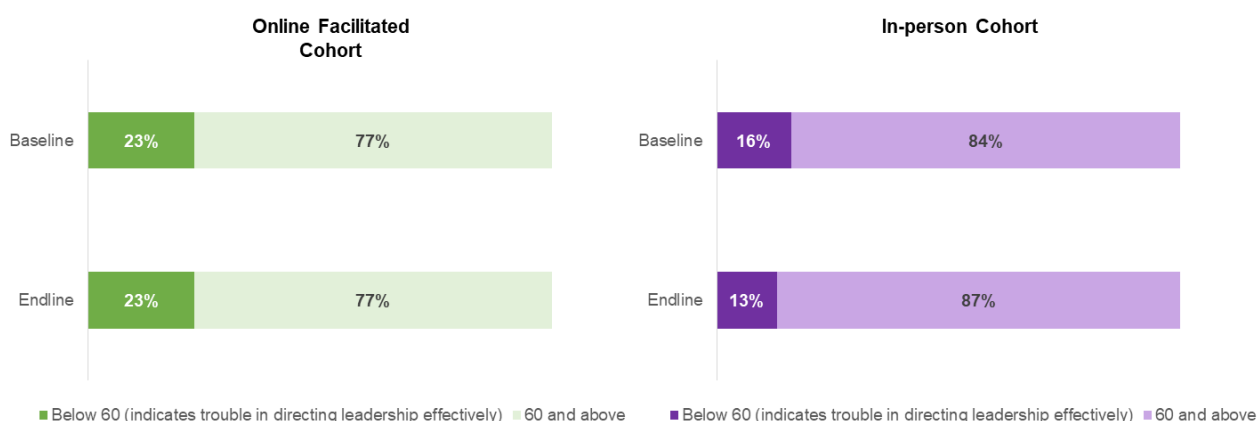
<sup>13</sup> To understand the proportion of mentees that contributed to the scores presented in Figure 14 above at both the baseline and endline of the programme, Table 10 in Annex 5: Analysis of entrepreneurs data shows the total number of mentees who experience: (i) a drop in scores; (ii) no change in scores; and (iii) an increase in scores.

<sup>14</sup> Sutton, A., Williams, H. M., & Allinson, C. W. (2015). A longitudinal, mixed method evaluation of self-awareness training in the workplace. *European Journal of Training and Development*.

The Leadership Self-Efficacy (LSE) scale presents the concept of self-efficacy, which refers to an individual's capability to organise and execute courses of action required to attain desired outcomes in the face of specific tasks or situations.<sup>15 16</sup> *A lower LSE score indicates trouble in directing leadership effectively.*

The mentees also completed the LSE scale to understand whether there have been any changes in their self-efficacy in leadership. Figure 15 below presents the baseline and endline LSE scores for mentees from the online facilitated cohort and the in-person cohort.

**Figure 15: Mentees LSE scores<sup>17</sup>**



At baseline, the majority of the mentees for both cohorts scored 60 and above for the LSE scale. The percentage of mentees who scored 60 and above increased by 3 per cent across the in-person cohort between endline and baseline.

These findings are in line with what was stated by entrepreneurs during FGDs and case studies. Specifically, entrepreneurs said that they have been better able to delegate responsibilities, develop greater awareness of people's needs at the workplace, as well as build and manage relationships with their teams. Additionally, entrepreneurs have developed a better understanding of how to be a good leader and manage both the enterprise and their teams to grow the business and achieve targets.

***“My mentor taught me how to work with other people and helped me in learning how to build an effective team.”***

**-Mentee**

Another entrepreneur highlighted how by working with his mentor, and from watching and learning from him communicating with his own employees, the mentor understood the need for communicating with the employees he was subcontracting when performing a gig. He explained that in the past, the lack of communicating with his sub-contractors lead to his clients been disappointed with the way the work had been performed, and as a result, he had lost those clients. In addition to this, other entrepreneurs also spoke to how communicating with their mentors allowed them to overcome their challenges of feeling shy when talking to others, such as their

<sup>15</sup> Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

<sup>16</sup> The LSE scale consists of 21 questions covering concepts of effective leadership including a change-oriented mindset, the ability to choose followers or group members, and delegate responsibilities. It also covers some of the most crucial personal abilities such as good communication skills, self-awareness and confidence. Questions are answered according to a five-point scale from “never” (scored at zero) to Always (scored at four). The questions asked as part of the LSE are presented in Annex 4: Questions for scales.

<sup>17</sup> To understand the proportion of mentees that contributed to the scores presented in Figure 15 above between the baseline and endline, Table 11 in Annex 5: Analysis of entrepreneurs data presents the total number of mentees who experience: (i) a drop in scores; (ii) no change in scores; and (iii) an increase in scores.

staff and their suppliers, and, today they feel more confident to be able express themselves as leaders in their business.

The case study presented below shows how one entrepreneur learnt the importance of communicating with their employees to drive the success of their business, from their mentor.



**Peru Alex Khaemba** is a 26 year-old photographer based in Mombasa, Kenya. He started his journey as a photographer eight years ago and started his photography business six years ago (in 2016). Peru Alex provided photography services to a range of customers, however he relied largely on referrals from past clients, repeat clients, and clients from aggressive social media that he undertook.

**Before joining Mowgli Mentoring's Imarisha Mentoring Programme, Peru struggled with**

**managing his money**, where he spent his money as he pleased. To deal with this, he adopted a policy that ensured he saved, invested, gave back and managed his expenses. However, Peru Alex struggled to practically implement this policy.

**Peru Alex joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019.** Peru Alex was matched with his mentor, Jackson Gevera, who happened to work for a financial institution, specifically a Savings and Credit Cooperative Organisation (SACCO). This was very beneficial for him, because prior to his mentoring relationship, Peru Alex did not trust financial institutions, which prevented him from saving in such institutions. His mentor was able to introduce him to the SACCO, and together, both the SACCO and his mentor built his discipline to save and overcome his fear in financial institutions.

***"This made it easier for me to save because I could no longer access the money."***

Even before his mentoring relationship, Peru Alex had considered venturing in to a new, niche, service line; videography and documentary photography. However he felt that he was not yet ready to get into this space, and wanted to specialise in photography. One of the very first things that Peru Alex's mentor challenged him to take on was videography and documentary photography.

***"My mentor got me thinking... why can't I specialise in more than one service?"***

Specifically, through the mentor's SACCO, Peru Alex was contracted to perform documentary photography. After completing this work, his confidence in his abilities and skills to perform good quality work grew. In addition to this, the money he earned from his mentors business also **allowed Peru Alex to invest in the necessary equipment to perform even larger documentary photography work.**

By expanding his services, Peru Alex has seen **growth in both the number of his customers as well as growth in his earnings.** Peru has been able to offer these services to a number clients; both local and international organizations.

***"Today I can confidently take videography and documentary photography work and deliver from scratch."***

Because Peru Alex was able to take on larger pieces of work, he needed to rely on subcontracting other photographers to perform work. He believed that through his mentor, he has been able to sit down and **rightly identify what skills he requires for each job. This was not something he put a lot of thought**

**to in the past.** He has since put together a database of the different photographers and videographers he knows of, which he can easily draw on. Additionally, Peru Alex also takes time to sit down with the team prior to commencing his work so as to ensure that they understand the objectives from the client's perspective and ensure that each team member is aware of their role. This ensures that his clients are satisfied with the work.

According to Peru Alex, his mentor was his **sounding board**, and he ran most ideas and ventures he was planning to pursue through him. The mentor would either encourage Peru Alex to pursue these, or challenge him to look out for possible loopholes and seal them before pursuing.

***“My mentor encouraged me to get into videography... I only mentioned it once and he started giving me videography work and this built my confidence to venture into that space, helped in increasing my revenue and raising resources to invest in equipment.”***

***“My mentor would pat my back whenever I was doing well, and call me out whenever I went astray.”***

### 6.2.3. Mentors hold entrepreneurs accountable to their business goals

Often entrepreneurs who own and operate their businesses independently do not have anyone who holds them accountable to their business goals. This can lead to their enterprises not growing at their full potential and can negatively impact business performance.

A key element of the mentoring relationship is the mentor and mentee working together to set and outline professional and personal goals. The mentoring relationship therefore acts as a mechanism that keeps the entrepreneurs accountable as they develop and institute their personal and professional development plans. For example, entrepreneurs explained that their mentors check in with them regularly, and they use each meeting to understand how the entrepreneur is progressing in achieving their goals.

***“My mentor would call me at least every month to check on my progress.”***

**-Mentee**

As a result, entrepreneurs in the study stated they felt a greater need to stay on track, which helps them to not only keep up with their set leadership goals, but also strengthens the overall enterprise. In addition to this, entrepreneurs also claimed to be more aware of their business, particularly with regards to their sales and profits, because they were constantly needing to reflect on this in order to prepare for conversations with their mentor.

***“When we would meet, my mentor would ask me how many new clients I have made, what the value of last month's sales were...this made me more aware of my business.”***

**-Mentee**

As a result of the lack of accountability that the mentoring relationship has instituted, mentees have also reduced their procrastination, especially with completing business procedures such as registration of the business, streamlining the human resource management process, and refining business strategies such as marketing and customer profiling.

***“I used to procrastinate a lot. My mentor guided me... now, I do not procrastinate and do all that I set out to do.”***

**-Mentee**



**Josephine Onyango** is an entrepreneur from Kisumu, Kenya who is the owner of Journey Works Enterprises which she started in 2005. The business is currently run by her and a partner, who is also her sister.

Journey Work Enterprises has changed since its inception where it was a transport business with one truck and one employee. Today, the company runs a service station with National Oil Cooperation of Kenya and with this comes retail shops, a car wash, cafeteria, tire centres, and vehicle servicing. More recently, the company has been engaged as LPG distributors in Kisumu and the Nyanza region.

Journey Works Enterprises clients include drive-in and walk-in customers, NGO partners, and schools who fuel from them.

**Prior to joining Mowgli Mentoring's Imarisha Mentoring Programme**, Josephine was **stuck in her comfort zone**. In addition to this, Josephine never stopped to focus on a business plan and setting out goals for herself or her business. Together, this prevented her from venturing her business further and **stopped herself from developing and pursuing business goals**.

**Josephine joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019**. Josephine described her mentor as very knowledgeable and flexible. Her mentor always listened to her views, he was always there for her and he was eager to ensure that Josephine was working on her business plans. The flexibility that her mentoring relationship was an important aspect for Josephine, because in addition to running her own business, she is a mother.

Together, Josephine and her mentor developed an annual plan for her business where they developed both short-term and long-term goals, according to the SMART criteria- Specific, Measurable, Attainable, Realistic and Time-bound. **The development of the annual plan made Josephine become more ambitious, and enabled her to achieve her goals within a shorter time period than they set out**. Josephine had a goal of owning her own station by the end of one year which she achieved even earlier (she opened her own station within six months).

**Josephine's mentor also helped her to overcome her lack of drive and allow her to come out of her comfort zone**. The development of an annual plan was very helpful for Josephine to allow her to prioritise what was most important for her as an entrepreneur and for her business.

***"My mind was blocked. I was satisfied where I was... even with the thin margins."***

Through the mentoring relationship, Josephine also **gained the knowledge and skills to operate her business efficiently** and Journey Works Enterprises has begun providing **training and capacity building to members of staff** so as to ensure efficient customer service delivery, and consequently customer loyalty.

Apart from learning from her mentor, **Josephine was able to learn from other mentees** who were part of the Imarisha Mentoring programme. Particularly, she listened to their experiences and real-life experiences they shared when it came to their businesses, and the strategies they adopted to grow their business or diversify. **She was able to learn how to be resilient** from their stories and the importance of not giving up when circumstances become tough.



According to Josephine, **she would not have been able to achieve the current level success in her business if she had not gained the advice and knowledge from her mentor.**



**Japheth Kimani** is an entrepreneur from Nairobi, Kenya, is the sole founder and owner of Automart Autofilters Ltd. The company deals with the sales and distribution of automotive service parts to auto shops, garages, and petrol stations across the country.

Automart Autofilters has transformed drastically from when Japheth first started the company in 2016; he started as the sole employee and he operated from his own home. Since then, he has grown the business, which now employs six people and his current sales have increased by 50 times per month from when he first started in 2016.

**Japheth joined Mowgli Mentoring's Imarisha Mentoring programme in 2019.** One of Japheth's motivations for joining the programme was for him to get access to someone who can hold him accountable to his goals. He also wanted to be able to learn from someone who was more experienced than him, so that they could also challenge his own thinking.

***"The entrepreneurship journey can be lonely... You are only accountable to yourself."***

According to Japheth, the structured sessions with his mentor did offer him what he was looking for. His mentor would ask him questions such as 'is there another way to go about this with fewer resources?', 'how can you achieve this in a shorter period of time'.

***"She challenged my thinking and my ideas and at the same time, made me accountable."***

His mentoring relationship played a very big role in changing his mindset on the way he looked at things.

***"As an entrepreneur you can have wild dreams as to what you want to achieve. But you forget what you need to do to achieve that particular vision."***

Japheth's mentoring relationship allowed him to unlock his potential, made him look at things differently, and really pushed him to achieve his vision. As a result of this, he put in place new strategies and systems for his business. One of the systems that Japheth put in place included purchasing a data system, which allowed him to easily undertake analysis of his sales data by client. Using this data, he has a better idea of the most popular products by type of client.

**Had Japheth not joined the mentoring programme, it would have taken a longer period of time to achieve what his business has achieved today.**

## 6.2.4. Entrepreneurs gain access to networks and connections

The Imarisha Mentoring Programme facilitates access to a network to a networks of entrepreneurs and other connections in two ways.

Firstly, by connecting them with knowledgeable mentors, they are then able to facilitate connections between their

***"My mentor opened her network to me."***

***-Mentee***

mentees and their own networks. This has allowed for entrepreneurs to access a greater number of customers. For example, one entrepreneur spoke about how his mentor invited him to exhibitions and conferences that were hosted by his business. As these conferences, the entrepreneur was able to engage with potential customers and pitch his business and services to the attendees of these conference. This resulted in him receiving work from three different clients.

Secondly, by bringing together entrepreneurs through the training and other events, both virtually and in-person, Mowgli has facilitated connections across the cohort of mentees. The connections with other entrepreneurs from the mentoring programme are important because often, entrepreneurs undergo similar challenges during stages of the enterprise journey that only others in the same journey can relate to and understand. A network of like-minded, trusted entrepreneurs allows entrepreneurs to understand that they are not the only ones whose business is facing a particular challenge, while at the same time being given the opportunity to practically learn how to manage these challenges, drawing on the experiences of other entrepreneurs. Additionally, entrepreneurs also stated that hearing other mentors stories as to how they have been successful at venturing in to new something new gave them confidence and motivated them to take a leap in to new services.

***“Hearing from other entrepreneurs on their experiences helped me to build my own resilience.”***

**-Mentee**

Through the connections with other entrepreneurs and mentors, entrepreneurs have been able to listen to, and receive guidance from peers, which has been helpful in overcoming barriers to growth. During FGDs and case studies, entrepreneurs emphasised the value of this networking and many gave examples to illustrate how these connections have been instrumental in helping them to not give up, but rather focus on the need to think differently overcome barriers in their own enterprises.

While the Imarisha Mentoring programme has been effective in driving knowledge sharing between peers, FGDs and case studies with entrepreneurs revealed that the number of interactions between the entrepreneurs are limited. Additionally, according to the entrepreneurs, not everyone feels confident to engage and network during the first meeting, or feel confident engaging with another entrepreneur they have only been introduced to virtually and have not met in person. As such, Mowgli should encourage entrepreneurs to share, build trust, connections and networks, which eventually leads to meaningful connections. Mowgli can also facilitate more deliberate interactions between mentees to increase peer-to-peer leaning. In addition to this, it was not clear how many entrepreneurs have been able to benefit from the increased networks through other entrepreneurs, for example, the number of entrepreneurs who have purchased goods or services from each other, or the number of entrepreneurs that have conducted business together. Mowgli should therefore also track this information from entrepreneurs.

## 6.2.5. Mentors improve the self-esteem and confidence of entrepreneurs

In line with the theory of change in Figure 1 above, it was reported that the mentoring relationships have resulted in mentees developing greater self-esteem and having a greater confidence in running their businesses. The Imarisha Mentoring Programme has had very positive impacts on key professional capabilities of the mentees. During engagements with mentees, they attested to feeling confident in their ability to run the business as a result of their mentors.

Figure 16 below depicts scores from the Rosenberg Self-Esteem (RSE) Scale, a brief and unidimensional measure of global self-esteem, to establish changes in mentees self-esteem between baseline and endline, for mentees from both the online and in-person facilitated cohorts, where a score of 25 and above indicates high self-esteem.<sup>18</sup>

*“When I started the programme I had a health condition that really lowered my self-esteem and belief in myself as a business owner and leader. My mentor held my hand and encouraged me to believe in myself that I could be a great entrepreneur. I am so much better now!”*

**-Mentee**

**Figure 16: Rosenberg Self-Esteem Scale Scores at baseline and endline**

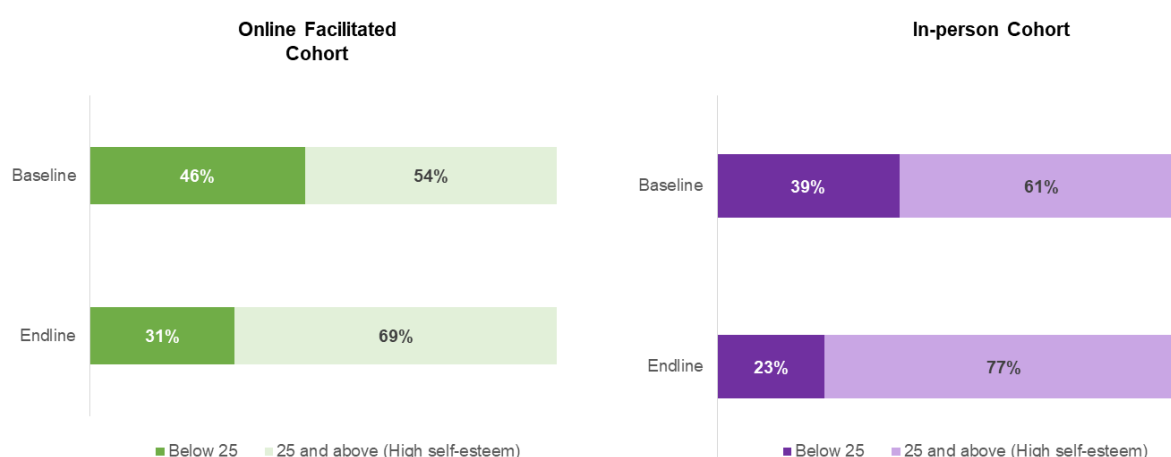


Figure 16 shows a decline from baseline to endline in the number of mentees with a score below 25, for both the online facilitated cohort and the in-person cohort, and a simultaneous increase in the number of mentees with a score of 25 and above, from 61 per cent to 77 per cent, and from 54 per cent to 69 per cent for the in-person and online facilitated cohorts respectively. This indicates that self-esteem levels of mentees have improved since being a part of the Imarisha Mentoring Programme.

This increased confidence has led to a range of positive benefits on the entrepreneurs and their businesses, making them more likely to succeed. As a result of the greater confidence and self-esteem through their mentoring relationships, entrepreneurs are now:

- More likely to go after opportunities
- Have better persistence

<sup>18</sup> The RSE scale has a total of ten statements asking about how individuals feel about themselves. The RSE scale uses a four-tiered rating scale ranging from strongly disagree (scored at one) to strongly agree (scored at four). The questions asked as part of the RSE scale are presented in Annex 4: Questions for scales.



- Find it easier to overcome obstacles in the running of their business



**Mercy Munene** is an entrepreneur from Nairobi, Kenya, and is the founder and owner of Shamba Connect.

Shamba Connect was started in 2017, when Mercy saw a gap in the market. While people were aware of the need to maintain healthy eating habits through consuming fresh, organically grown fruits and vegetables, they wanted to get their fruits and vegetables supplies with minimal inconvenience. Shamba Connect thus started by delivering fruits and vegetables to households and institutions in Nairobi. She registered the business in 2018, and her business begun operating on a larger scale. Over time, Shamba Connect has grown exponentially. Our anchor service is installing attractive gardens in homes and

institutions. We offer different client-based solutions for farmers; from green houses, training, farming starter-pack for the urban farmers new to farming, to actual farming. We are also involved in rabbit-farm training, construction of rabbit cages, and selling of rabbit meat.

**Prior to joining Mowgli Mentoring's Imarisha Mentoring Programme**, while running Shamba Connect as a side hustle, Mercy was in full-time employment. While Mercy **had thought about quitting her full-time job to give her business a chance to grow, she was fearful of being a full-time entrepreneur and feared the unknown**. Mercy did not know how she could scale her business, for example while utilizing minimal capital.

***"Employment gave me a sense of comfort... so I kept holding on to this."***

She joined Mowgli Mentoring's Imarisha Mentoring programme in 2019.

***"One of the questions in the programme handbook was 'if you had time to yourself and money was not a challenge, what would you do?' I really reflected on this question, and it made me realise I would be engaging my passions instead of seeking money through employment."***

**Her mentoring relationship made her overcome her fear that she had of being a full-time entrepreneur**. Her mentor listened to her, and explored her current situation then and her possible future. Her mentor asked her questions such as *'what would be your motivation for leaving your full-time job?'*, *'what are you afraid of?'*, *'do you have capital?'*. By exploring the answers to these questions, Mercy was able to tackle her fears and realised the need to take a leap and concentrate on her business full-time.

***"My mentor made me realise that my fear had no basis."***

Mercy's mentor also took her through her own life experiences of how she transitioned from employment to self-employment, which enabled her to make an informed decision.

Mercy's mentor also linked her up with two other entrepreneurs who were operating the same business as her. She had in-depth conversations where they painted the real picture of the opportunities and challenges they face in running their businesses.

Mercy's mentor also coached her to accumulate savings so that when she left her full-time job, she had a fall-back plan. Specifically, Mercy used to have only one account for her money from her full-time job and her business. Her mentor advised her to open separate accounts.

*“Having a focus on how my business was performing financially was very important for me. This has allowed me to track the income I was making from my business, which further informed my decision to leave my full-time job.”*

**Mercy left her full-time job to concentrate on the business in December 2020.**

**Mercy’s relationship with her mentor allowed her to be more objective in her decision making.**

This made her realise that she was not taking her business seriously or giving it the attention it deserved. In future, should Mercy face challenges with running her business, she will remember the conversations with her mentor, and *why* she started the business.

**The most significant change that Mercy experienced from her mentoring relationship is a change in her mindset.**

*“I am very excited as I design my life’s path actively, while coaching others to do the same.”*

**If it were not for her mentoring relationship, Mercy would still be in employment**, trying to juggle between her 8-5 and the side-hustle. She would have not taken her business to the state it is at today.



**Milka Muchiri** is a 37-year-old entrepreneur and a sole business owner of Brand House Solutions Ltd which is located in the industrial area, Nairobi, Kenya. Brand House Solutions provides branding and marketing services.

The company was started in 2010, and the business was incorporated in 2012. Some of her current and past clients include Airtel, Kenya Defense Forces, 748 Air Services, and Marie Stopes Kenya.

Since she has started Brand House Solutions, her annual turnover has increased by about seven times. While the number of people the business employs has not changed over time, she hires casual workers when it is required.

**Prior to joining Mowgli Mentoring’s Imarisha Mentoring Programme**, Milka **lacked confidence**; being a sole entrepreneur, Milka was **unaware of whether she was making the right decisions in the day to day running of her business** as well as when dealing with clients, because she had no one to consult. **She therefore used to doubt her decisions frequently.**

**Milka joined Mowgli Mentoring’s Imarisha Mentoring Programme in 2019.** She was extremely satisfied with the mentor who she was matched with. According to Milka, her mentor was very experienced and skilled, a good listener, and always available when she needed her.

At the onset of the mentoring relationship, Milka and her mentor discussed this lack of confidence and Milka provided her with examples of when and why she used to doubt her decisions. While Brand House Solutions had business processes in place, some of Milka’s clients would not stick to these processes. For example, some clients would ask Milka to begin the work without upfront payment.

Milka therefore doubted whether she was doing the right thing, or not treating her clients fairly, and how this could have an impact on her business. According to Milka, her mentor provided her with reassurance and encouraged her to continue making the decisions that would benefit her business. Additionally, when

Milka used to face a challenge with a particular client, she has been able to call her mentor and get advice. Her mentor has therefore acted as a sounding board and allowed her to trust her instincts. Her mentor assured and encouraged her and helped her to overcome her self-doubt.

This is what Milka valued most about the mentoring relationship. **The mentoring relationship has therefore given Milka the confidence that she lacked prior, and she is now more assertive when dealing with her clients.**

During the mentoring relationship, Milka also spoke to her mentor about the desire to grow business. Her mentor provided her with valuable advice as to how to go about doing this. Specifically, before the mentorship programme, Brand House Solutions did not have any digital presence. **Her mentor provided her with advice** on the need and importance for an online presence, specifically to allow the company to attract more customers, making the business readily accessible, and to allow potential customers an easy way to find out more about what the business offers. Since then, Milka has realised the importance of being visible through these digital platforms including: a running website, a Facebook page, and an Instagram account. Currently, Milka has hired a consultant to set up a running website for her business. Milka stated that she is yet to see an increase in revenue and growth in customers resulting from this.

Her mentor also realised that Brand House Solutions did not have its own email domain. The mentor informed Milka about the importance of this, specifically for helping to imprint her business brand in the client's mind, but more importantly, for increasing the credibility of her business. Following this advice from her mentor, Milka has created an email address for Brand House Solutions where clients can reach her, and she also uses this to communicate with clients.

According to Milka, the most significant change that has taken place in her business since she joined Imarisha Mentorship Programme has come about through her gaining confidence. **This confidence has allowed her to take advantage of new opportunities.** Specifically, Milka has **expanded her business** from the provision of branding and marketing services to being able to undertake small constructions such as classrooms and washrooms and she now holds a National Construction Authority Certificate. **The growth in her confidence has also enabled her to approach new and larger clients,** and she the United Nations recently signed on as a new client. She believes that this confidence will continue to help her gain new clients in future.

While Milka never interacted in-person with other peers from the Imarisha Mentoring Programme, she was able to benefit through the WhatsApp group that was created for the programme. Specifically, other entrepreneurs shared a lot of valuable information on this group, including application information for other business development programmes and information pertaining to running a business in Kenya. The platform was therefore helpful to allow entrepreneurs to remain "on top of their game". Milka believes that she would have benefitted from in-person networking with other entrepreneurs, which would allow them to learn more from one another as well as gain potential customers from peers.

Milka believes that **if it were not for her participation in the Imarisha Mentorship Programme, she would still lack confidence and therefore, her business could not have made it this far.**

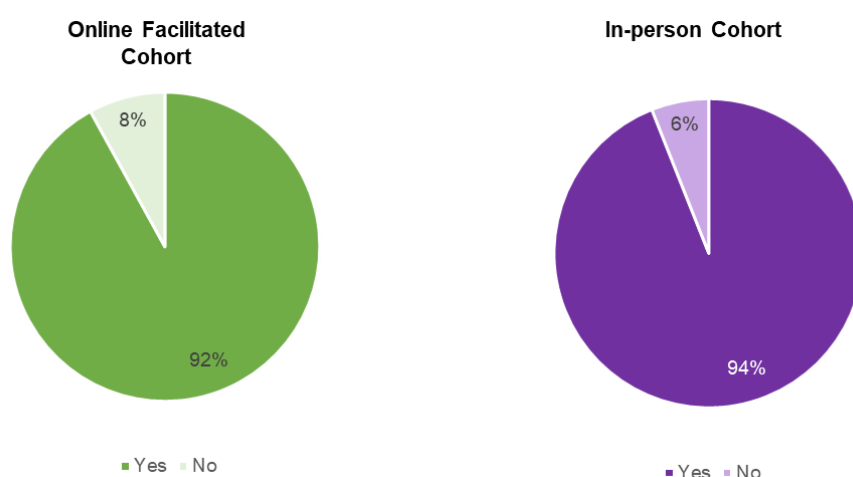
## 6.2.6. Mentoring ensures the survival of entrepreneurs businesses

Approximately 46 per cent of SMEs in Kenya close within a year of founding, and another 15 per cent in the year after that.<sup>19</sup> One of the reasons for their closure is because the entrepreneurs lack tenacity and perseverance in continuing running their business. Mentoring reinforces entrepreneur's capacities to cope in times of challenges and to recover and build resilience, thereby ensuring their survival.

As shown in Figure 17 below, from the in-person cohort, two (2) out of 31 entrepreneurs (6 per cent) were no longer operating their businesses at the endline, while from the online facilitated cohort, only one (1) out of 13 entrepreneurs (8 per cent) was no longer operating their businesses at the endline.

Therefore across the cohorts, 93 per cent of mentees from both cohorts were still operating their businesses at the end of the Imarisha Mentoring Programme (against a target of 60 per cent).

**Figure 17: Proportion of mentees still operating their businesses<sup>20</sup>**



Through the above findings, the mentoring relationship has provided mentees with confidence, guidance and support, equipped them with skills to successfully run their business and has helped them overcome business challenges. Together, the outcomes of the mentoring relationships have ensured the strengthening, and in some cases, the survival (by preventing business closure) of mentees businesses, even despite COVID-19.

One mentee explained that when she joined the Imarisha Mentoring Programme her business was in a bad state and she was contemplating closing it, after which she met her mentor who helped her understand where the problems were and what were possible solutions. After working on the issues together, the entrepreneur witnessed a shift in the business performance and an increase in sales. The mentee credits the survival of her now successful venture to the Imarisha Mentoring Programme.

***“I now focus on finding solutions instead of running away from the problem”***

***-Mentee***

<sup>19</sup>[https://www.capitalfm.co.ke/business/2018/05/46pc-kenyas-smes-close-within-year-founding/?doing\\_wp\\_cron=1606790938.8979780673980712890625#:~:text=NAIROBI%2C%20Kenya%2C%20May%2015%20%E2%80%93%93,not%20solve%20big%20enough%20problems.](https://www.capitalfm.co.ke/business/2018/05/46pc-kenyas-smes-close-within-year-founding/?doing_wp_cron=1606790938.8979780673980712890625#:~:text=NAIROBI%2C%20Kenya%2C%20May%2015%20%E2%80%93%93,not%20solve%20big%20enough%20problems.)

<sup>20</sup> Table 7 under Annex 5: Analysis of entrepreneurs data shows the number of entrepreneurs still operating their business at the endline by their location.



**Justine Owino** is an entrepreneur from Kisumu, Kenya, who is the owner of Rhoi Creations, an interior decoration company that deals with soft furnishing, such as curtains, pillows, cushions, beddings, mosquito nets etc.

Rhoi Creations was started in 2017 and was registered in 2019. Justine currently employs one staff.

**Before joining Mowgli Mentoring's Imarisha Mentoring programme, Justine was considering closing down her business.** One of the main reasons for this was that in order to continue running her business, she needed financing. However, she was unable to access financing because of the lack of collateral.

**Justine joined Mowgli Mentoring's Imarisha Mentorship programme in 2019.** She was very happy with the mentor she was matched with, who had a lot of experience running his own business, which allowed him to share his knowledge with her. Additionally, because he was older than Justine, she believed his age furthered his general experience.

***"When I joined Mowgli the future of my business was looking bleak. I was going to close my business. But I worked with my mentor who helped me identify the key pain points ...."***

When she was matched with her mentor, their interactions made her **more tenacious and better placed to cope with rejection from financial providers and disappointment in the day to day running of her business.** This therefore forced Justine not to give up and close Rhoi Creations.

Justine's mentor also helped her to **look for solutions instead of run away from problems.** In order to ensure Justine had financing to continue running her business, instead of accessing external financing (which she was unable to), her mentor **encouraged her to look for ways to improve marketing and to think about approaching new and potential clients,** those she had never considered in the past.

By implementing the advice of her mentor, **Justine's business has experienced an increase in revenue and has also gained new customers.** Because of COVID-19 and people working from home, a lot of customers needed Justine's services and products to make their homes more comfortable. She has therefore seen a large growth in her business that can be attributed to this. Justine is now looking at employing more personnel and providing mentoring support to others.

***"Today, I have achieved way more than what I set out to achieve when I started my business in 2017... I couldn't have done it without the support of him [my mentor]."***

**If it were not for mentoring programme, Justine would have closed her business a long time ago, and would have never reopened.**

## 6.2.7. Mentoring enables entrepreneurs to better manage their finances

Prior to their mentoring relationships, entrepreneurs lacked sound financial management. For example, entrepreneurs did not have separate business and personal accounts. Poor financial management and accounting practices has hindered the financial performance of enterprises and has also hampered the ability for them to access finances. Because of this, they are unable to have a clear image of their business expenses,



revenue, and earnings. The mentoring relationship has helped entrepreneurs to realise the need to have separate business and personal accounts and benefit from sound financial management.



**Laban Okeyo** is a 34-year-old entrepreneur from Kisumu, Kenya, who runs an enterprise firm called Kleen Ventures Ltd which he started in 2016.

Kleen Ventures operates in the energy sector and provides consulting advice on, and installation of, Biogas Systems, including the provision of after sales services when required. Kleen Ventures initially targeted farmers in rural areas across Kenya, since they have the raw materials needed for biogas, including livestock.

**Prior to Mowgli Mentoring's Imarisha Mentoring Programme**, Laban faced a host of challenges as an entrepreneur. Specifically, **Laban struggled to manage his finances; he did not separate his personal and business finances, and nor did he keep financial records**. Laban also did not know how to increase his potential clients.

**Laban joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019**. Laban described his mentor as very committed, flexible and always available for meetings. Additionally, Laban had a lot in common with his mentor, including both of them having a background in engineering. This allowed him to not only learn from his mentor, but also allowed them to form a friendship.

During initial conversations with his mentor, Laban shared information about the running of his enterprise and the challenges he faced. As a result of his mentoring relationship, Laban has made several changes to the operations of his business.

Firstly, when Laban's mentor learnt that he had only one bank account, **his mentor provided him with advice on creating two accounts and separating his finances from his business and his personal finances**. Having realised how the growth of his business has been affected by having only one bank account, Laban has since created separate accounts.

In the past, **Laban had ignored or avoided compliance of government regulations. His mentor helped him to realise that this has worked against him**, and has in fact caused him to lose opportunities. As a result, Laban took steps to comply with the necessary government regulations including registering the company, and as such, he can now be able to provide his services to a range of organisations, including government institutions.

Additionally, having recognised that Kleen Ventures only targets farmers, who are often financially unstable, and therefore given that the installation of biogas systems is capital intensive, the demand for Laban's services amongst his target market is limited, his mentor inspired him to target new clients, such as institutions and cooperatives. These clients have more money to install larger units of biogas systems, which can lead to an increase in his businesses revenue.

The biggest change that Laban has witnessed in his business as a result of his mentoring relationship is **he has experienced a growth in his network**. The nature of Laban's business is such that it is capital intensive and targets a niche number of customers. Therefore, **he is optimistic that the number of clients that will engage him for his services in future will increase, and in turn, so will his revenue**.

Covid-19 negatively impacted Laban's business, given that he travels to meet his clients and the installation of biogas takes place at the location of his clients. The travel ban that was issued by the

government meant that for a period of time, Laban could no longer travel to meet his clients. As such, he lost some potential clients and he had to refer them to the services of others so as to avoid disappointment. **With advice from his mentor, Laban developed an online marketing presence.** Given that Laban used to rely on referrals, he believes his online presence will continue to benefit him in future, even post the COVID-19 pandemic. His mentor also provided him with information on forums where his potential clients were the majority, and organised talks with them to win them over.

**Had Laban not participated in mentorship programme,** his business would have maintained the status quo prior to the mentoring relationship; **he would still be implementing poor financial management practices, and he would not have created the network he has now**, and he would still be targeting the same clients.

In addition to struggling with the management of finances, one of the biggest barriers to growth of SMEs is inadequate financing opportunities. According to mentees engaged during the FGDs and case studies, the mentoring relationship provided them with knowledge to understand when to access financing and prepare the business to qualify for such finance. Mentors also provided their mentees with sound financial management and the knowledge and skills, which can both positively contribute to them successfully securing external financing.

When mentees were asked whether they have accessed finance over the period of their mentoring relationship, 13 out of 46 mentees (28 per cent) have accessed some form of financing from formal institutions and/or family and friends, as presented in Table 3 below. This can be attributed to the advice and knowledge that members have provided to their members on when to access financing, and when accessing financing is appropriate for their business.

**Table 3: Number of entrepreneurs that accessed to external financing at endline<sup>21</sup>**

	Total number of mentees	Number of mentees that have accessed external financing in the past 12 months	Percentage of mentees that have accessed external financing in the past 12 months
<b>In-person</b>	34	12	35%
<b>Online</b>	12	1	8%
<b>Total</b>	<b>46</b>	<b>13</b>	<b>28%</b>

However, during the endline survey, seven entrepreneurs said they have tried to raise external financing but were unsuccessful, and nine entrepreneurs have said they would like to raise external financing but do not know how to. This indicates that Mowgli can explore different avenues to support entrepreneurs with access to finance to grow their businesses.

Specifically, entrepreneurs noted that while they are aware that Mowgli does not provide financial support to the entrepreneurs, they would appreciate it if Mowgli could play a role in helping them acquire the knowledge needed to apply and access financing successfully. In addition to this, Mowgli can invite financial providers to talk to the entrepreneurs, which would help the entrepreneurs to be able to understand the different types of financing available and the requirements for such products. Additionally, Mowgli can partner with technical support providers who will be able to provide support entrepreneurs to develop their applications for financing.

***“I struggled with accessing financing. It would be good for Mowgli to provide entrepreneurs like me more knowledge and training to access financing”***

***-Mentee***

<sup>21</sup> Table 8 under Annex 5: Analysis of entrepreneurs data presents the number of mentees that accessed loans by their location and the type of loan accessed.

## 6.2.8. Mentoring allows entrepreneurs to expand their businesses

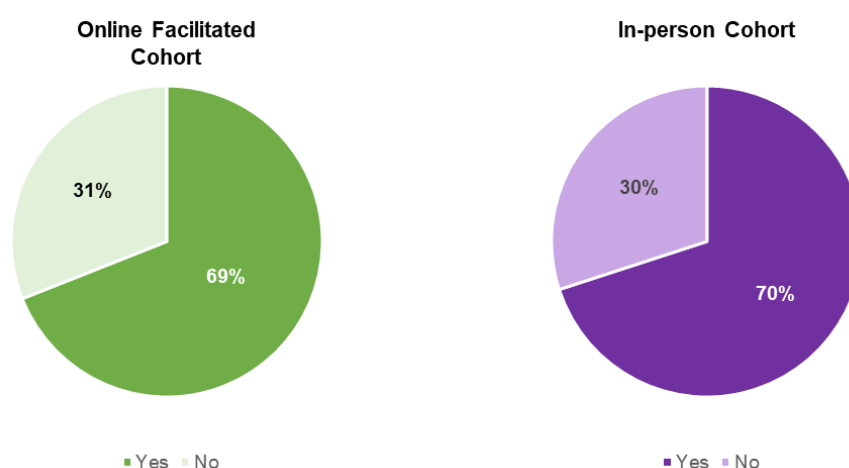
This section explores how the mentoring relationship has contributed towards key longer-term outcomes presented in the TOC in Figure 1, namely a growth in the performance of the business and increased job creation.

As a result of the support and advice from mentors, entrepreneurs have been able to see, as well as take advantage of, business opportunities that they would not have been able to think of before their mentoring relationship. In addition to this, mentors have also provided mentees with advice to access new customers and markets in order to increase their sales and consequently their businesses. Similarly, entrepreneurs have put in place new marketing strategies and have a better understanding of customer needs.

### Products and services

Together, this has enabled entrepreneurs to pivot or expand their business focus, both prior and during at the onset of COVID-19. For example, Figure 18 shows that more than two-thirds of mentees from both the online facilitated and in-person cohorts have expanded their product and/ or service offering in the last year.

**Figure 18: Expansion of product and/ or service offering by endline**



Examples of the expansion of products and services that entrepreneurs undertook included:

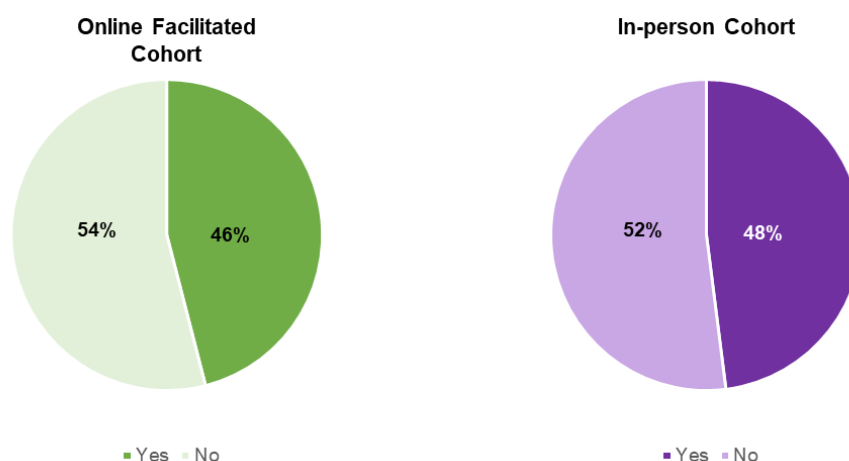
- Entrepreneurs started selling masks, sanitiser, and thermometer.
- An entrepreneur operating in the media field expanded to providing online streaming services, such as weddings and other events.
- Entrepreneurs also expanded by diversifying and finding alternative sources of income to support themselves and their families. For example, an entrepreneur who mainly sold nutritional products diversified to start importing used household and electronic goods from Europe to Kenya for resale.

### Geography

In addition to expanding their product and/ or service offering in the last year, Figure 19 shows that entrepreneurs have also expanded in to new geographies, both local and international. For instance, some of the mentees that were operating in Mombasa and Nairobi were able to expand to other areas within the country while some now have a presence in Uganda.



**Figure 19: Business expansion into new geographies by endline**

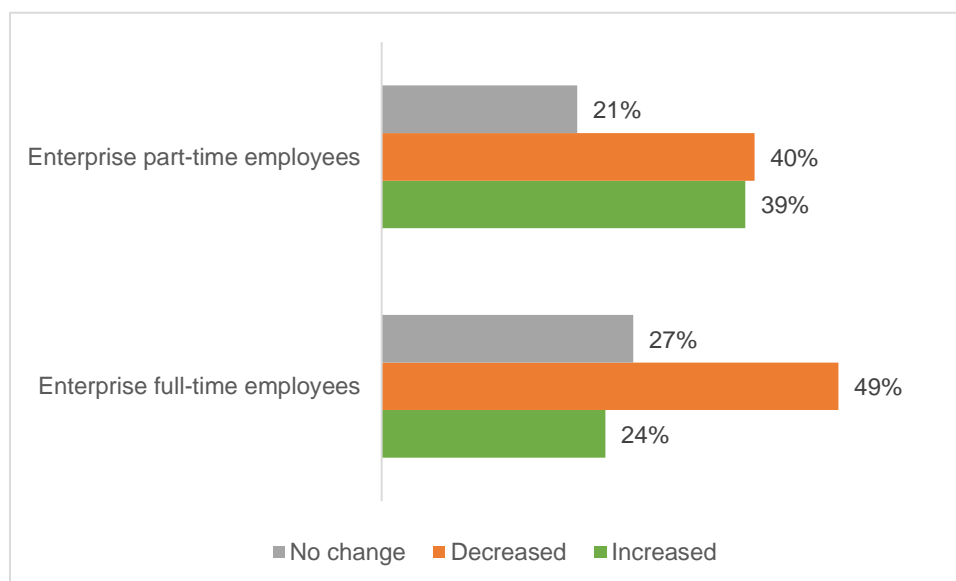


## Number of employees

It is expected that as the entrepreneurs grow and/or improve the performance of the businesses, as has been shown to occur above, they would be able to retain existing employees, as well as create employees for new staff.

Figure 20 below presents the entrepreneurs reported changes in their part-time and full-time employee head count between 2019 and 2020. .

**Figure 20: Changes in number of part-time and full-time employees**



As shown above, between 2019 and 2020 24% of the entrepreneurs businesses experienced an increase in the number of full-time staff employed by their business, while 49% experienced a decrease in the number of full-time staff employed by their business, while 27% saw no change. In a similar way, between 2019 and 2020, 40% of the entrepreneurs

***“In March 2020, we had 15 employees. Then COVID hit... my mentor advised I reduce the number of staff to reduce the costs of running [my business]... I had to let go of 8 people.”***

***-Mentee***

experienced a decrease in the number of part-time staff employed by their business.

According to the entrepreneurs, mentors provided them with the skills to better understand their business needs, and how to preserve their businesses especially during internal or economic downturn, caused by COVID-19. Therefore, contraction of employment numbers is a key business decision to allow the business to survive, which in the long run shifts upwards as the business experiences improved revenues and profits. Maintaining jobs is also a key metric that demonstrates stability and job security for the 32% of businesses whose employee count did not change.



**Ephantus Kang'ara** is an entrepreneur from Nairobi, Kenya. Ephantus and his wife own a family business that operates in the events industry known as Ahava Holdings Ltd.

Ahava Holdings was started more than 10 years ago. The company deals with tents, tables and chairs for hire. They also bake cakes for occasions such as birthdays, graduations, and weddings. Ahava Holdings currently has five permanent employees and hires a large number of casual/temporary staff when required.

**Before joining Mowgli Mentoring's Imarisha Mentoring Programme, Ephantus faced a range of challenges.** He faced challenges in **financial management, managing in his staff, and marketing his business.**

***"I did not have an accountant and so my financial records were not in order."***

**Ephantus joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019.** He was paired with an experienced mentor who encouraged him to seek out the areas where he felt he was lagging behind in and challenged him to operate his business efficiently.

Ephantus's mentor **put in motion structures and processes** that **have enabled him to run his businesses smoothly and profitably**, by connecting him to **an accountant who Ephantus hired on a contract basis** to check his books and balance sheets.

***"This was very positive for me because it allowed me to understand the profitability of my business and also ensured that my business is meeting regulatory compliance."***

COVID-19 affected his business negatively because there were little to no events taking place and the demand for Ahava Holdings products and services declined significantly. He **was contemplating closing down his business to avoid making losses**. He spoke to his mentor about this, who **encouraged him to continue operate while simultaneously reducing his costs instead of shutting down altogether**. He advised him to **consider laying off his staff**, and instead provide internship opportunities or take advantage of casual labour when needed, so as to reduce his costs. Through implementing this, Ephantus has managed to keep his business afloat.

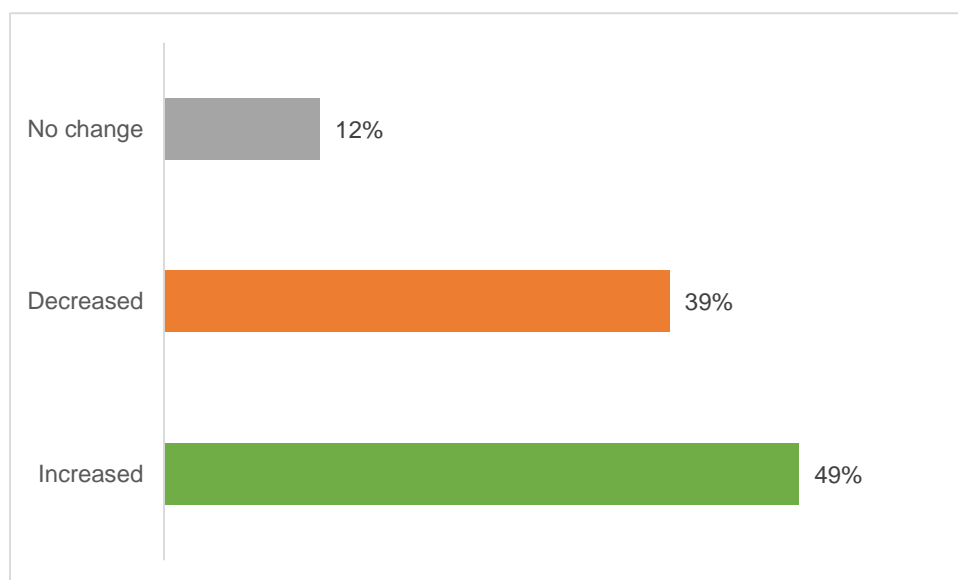
Through his mentor, **Ephantus was also able to get new clients from his mentors circle, who have purchased cakes from him for example.**

Ephantus believes that if it were not for Mowgli Mentorship programme, **he would not have made the steps and the progress in his business that he has made so far.**

## Revenue

As a result of the changes made by entrepreneurs in running their businesses as discussed above, and the growth they have experienced, mentors reported experiencing an increase in their revenues. As shown in Figure 21 below, 49% of the entrepreneurs businesses experienced an increase in their revenue between 2019 and 2020. Despite this, 39% of the entrepreneurs experienced a decrease in their revenue and 12% experienced no change.

**Figure 21: Changes in entrepreneur's revenue**



## 6.3. MENTORS

### 6.3.1. Impact on mentors interpersonal capacities

As described in Section 6.1.1, mentors from both cohorts undergo training to explore and understand the possibility and potential of mentoring, and appreciate the foundations of great mentorship. Additionally, they develop the skills that underpin great mentorship and they are given tools that can help structure the working relationship with those they seek to support. It is anticipated that the mentors benefit from this training element of the programme through the development of new skills, knowledge, and competencies. It is also expected that this training leads to changes in the mentors' personal capacities.

### Toronto Empathy Questionnaire score

According to Mowgli Mentoring's syllabus/360-degree approach, a key indicator of increased personal capacity is the development and improvement of empathy. Empathy is an important element of leadership, since leadership is about having the ability to relate, connect and listen and bond with people and teams to inspire and empower them.

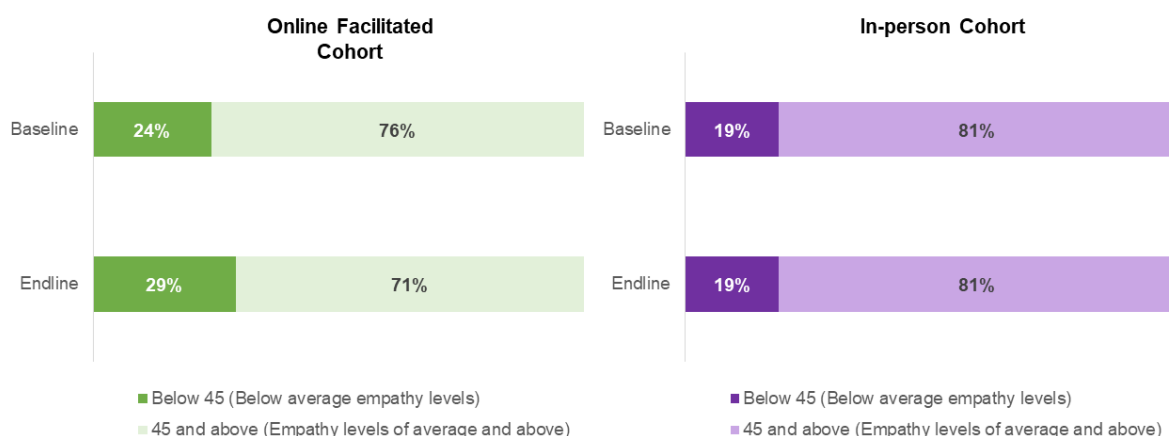
In order to measure the changes in the interpersonal capacities of mentors as a result of participating in the Imarisha Mentoring programme, the Toronto Empathy Questionnaire (TEQ) was administered to mentors at the beginning of the Imarisha Mentoring Programme (hereafter referred to as baseline) and at the end of the Imarisha Mentoring Programme (hereafter referred to as endline):

The TEQ has a set of 16 questions and uses a five-point rating scale ranging from never (scored at zero), to always (scored at four).<sup>22</sup>

The highest possible score for the questionnaire is 64, with a higher score indicating higher levels of empathy. Scores below 45 are indicative of below average empathy levels.

Figure 22 below presents the baseline and endline TEQ scores for mentors from the online facilitated cohort and the in-person cohort.

**Figure 22: Mentors TEQ scores**



At baseline and endline, the in-person cohort had the same proportion of mentors who scored 45 and above in the TEQ scores. On the other hand, the mentors from the online facilitated cohort registered a 5 per cent drop (from 81 per cent to 76 per cent) in mentors who scored above 45 between baseline and endline.<sup>23</sup>

## Leadership Self-Efficacy Scale score

The Leadership Self-Efficacy Scale (LSE) score was also used to understand the impact of the Imarisha Mentoring Programme on mentor's personal capacities. The LSE scale presents the concept of self-efficacy, which refers to an individual's capability to organise and execute courses of action required to attain desired outcomes in the face of specific tasks or situations.<sup>24</sup>

The LSE scale consists of 21 questions<sup>25</sup> covering concepts of effective leadership including a change-oriented mindset, the ability to choose followers or group members, and delegate responsibilities. It also covers some of the most crucial personal abilities such as good communication skills, self-awareness and confidence. Questions are answered according to a five-point scale from "never" (scored at zero) to Always (scored at four). *A lower LSE score indicates trouble in directing leadership effectively.*

<sup>22</sup> The questions asked as part of the TEQ are presented in Annex 4: Questions for scales.

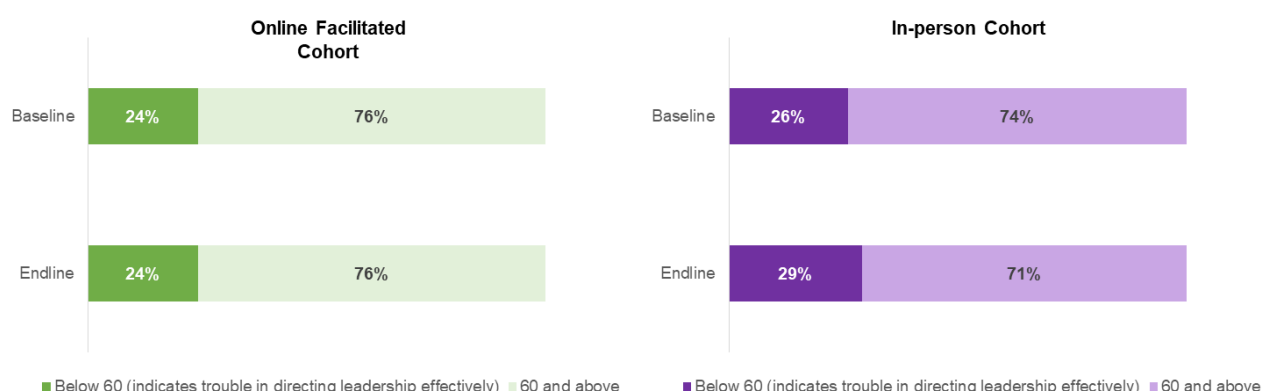
<sup>23</sup> To understand the proportion of mentors that contributed to the scores presented in Figure 13 above between the baseline and endline, Table 3 presents the total number of mentors who experience: (i) a drop in scores; (ii) no change in scores; and (iii) an increase in scores.

<sup>24</sup> Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall.

<sup>25</sup> The questions asked as part of the LSE are presented in Annex 4: Questions for scales.

Figure 23 below presents the baseline and endline LSE scores for mentors from the online facilitated cohort and the in-person cohort.

**Figure 23: Mentors LSE scores**



At both baseline and endline, the majority of mentors scored above 60 for the LSE scale suggesting ease in up-taking a leadership role productively. These mentors have higher levels of leadership self-efficacy which shows their ability to complete tasks, delegate tasks while also maintaining their own personal and professional needs and their mentoring relationship.<sup>26</sup> As described under Section 6.1.1, the Imarisha Mentoring Programme had a rigorous mentor selection process which meant that most mentors had high TEQ and LSE scores, even at baseline, thereby ensuring that the mentors were a ‘good fit’ for the Imarisha Mentoring Programme, and already had ease in directing leadership effectively even at baseline.

The KIs with mentors demonstrated that the Imarisha Mentoring Programme has had a positive impact on their personal capacities and professional capabilities. Specifically, mentors described how the training they received at the beginning of the Imarisha Mentoring Programme allowed them to become better listeners, which was important for their mentoring relationship, and allowed them to encourage and guide their mentees to solve their arising challenges. Therefore, mentors developed a better understanding of how to apply their skills to better guide the mentees in their businesses.

*“[The mentor training was] immensely useful [in] increasing my consciousness and awareness.”*

*-Mentor*

Additionally, mentors also shared stories of how they have also benefited from their relationship with their mentees from the Imarisha Mentoring Programme. Mentors reported how their mentees provided confidence and inspiration to address their own challenges. One mentor gave an account of after witnessing the high levels of resilience the mentee had, specifically given that she was a single mother trying to succeed in business, he learnt the need for patience and resilience in the achievement of goals.

Therefore, despite limited changes in the TEQ scores and LSE scores of mentors between baseline and endline, mentors found that the mentoring relationship and the training provided by the Imarisha Mentoring Programme contributed significantly to building their soft skills, understanding leadership, and growth in their altruistic motivation to support the development of other entrepreneurs.

<sup>26</sup> To understand the proportion of mentors that contributed to the scores presented in Figure 14 above between the baseline and endline, Table 4 presents the total number of mentors who experience: (i) a drop in scores; (ii) no change in scores; and (iii) an increase in scores.

## 6.4. SUSTAINABILITY OF IMPACT

This section looks at whether the relationships between the mentors and mentees that have been created through the Imarisha Mentoring Programme, and hence whether the expected and unexpected outcomes experienced by both mentors and mentees, as a result, are likely to continue after the Imarisha Mentoring Programme has ended. Inquiry into the sustainability of outcomes and impacts of the Imarisha Mentoring Programme is important because it allows Mowgli Mentoring to see how the programme and its impacts will outlive Mowgli Mentoring’s direct involvement in the mentorship ecosystem.

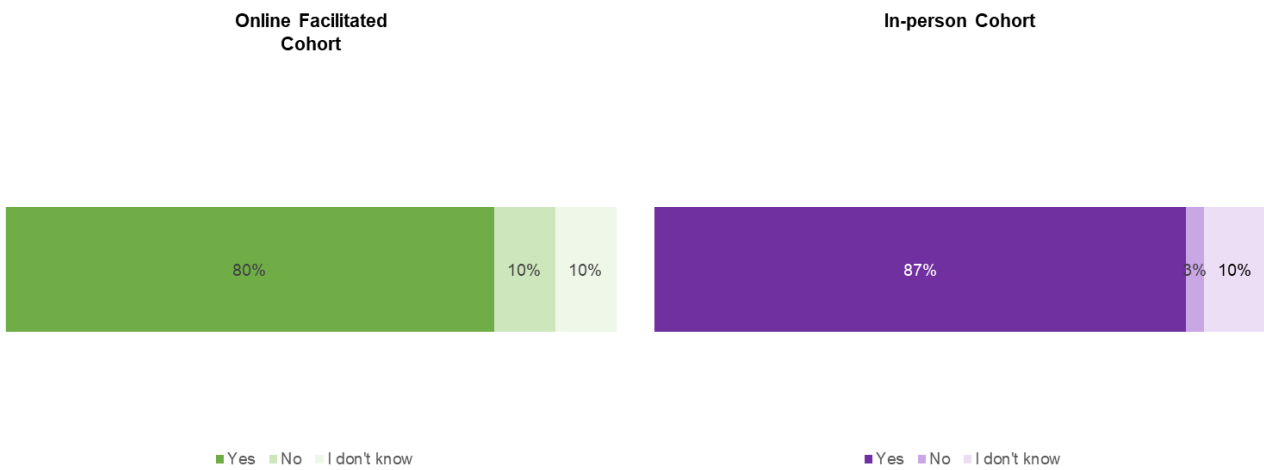
### 6.4.1. Sustainability of the mentoring relationship

Upon completion of the Imarisha Mentoring Programme, both the mentors and mentees from the online facilitated and in-person cohorts that successfully complete their mentoring relationship graduate from the programme, and join the Mowgli Mentoring alumni network.

As part of their graduation, a graduation ceremony was held, which provided an opportunity for both mentors and mentees to share successes, lessons and reflect on the mentoring journey.

Despite graduating from the Imarisha Mentoring Programme, it is anticipated that the mentoring relationships created as a result of the programme will continue to be taken forward. At the end of the Imarisha Mentoring Programme, both the mentors and mentees were asked whether they intend to keep in touch with each other. Figure 24 below presents the results on whether mentors from the online facilitated cohort and the in-person cohort intend to continue with the mentoring relationship once the programme ends.

**Figure 24: Mentors' intentions to keep in touch with entrepreneurs after the programme has ended**



87 per cent and 80 per cent of mentors in the in-person and online facilitated cohorts, respectively intend to keep in touch with their mentees even after the Imarisha Mentoring Programme has ended. The mentors intend to continue to listen, guide and inspire mentees by providing effective, quality, and impactful mentoring which will contribute to the longevity of the observed outcomes at the personal and business levels. According to mentors, because they have built relationships with mentees it is important that they supported the mentees to reach their personal and business targets, and further invest in the relationship.

Similarly, for mentees from both the in-person and online facilitated cohorts, 100 per cent of the survey respondents indicated that they plan on keeping in touch with their mentor after the Imarisha Mentoring Programme has ended. The mentees will continue to benefit from the mentoring relationship through continued

support and advice at different stages of their businesses. The willingness to continue with the relationship is as a result of established levels of trust between the mentor and mentee, which makes the transition from a 'programme-focused' to a self-initiated form of mentoring more seamless.

## 6.4.2. Give-back

Give-back is a dominant and highly successful feature of Mowgli Mentoring's programmes, and as a result of the Imarisha Mentoring Programme, positive changes are brought about which would not be present without the organisations programmes. Mentors feel encouraged to continue to give their time, skills, and knowledge as well as 'pay it forward', since they have been supported and cared for themselves through the programme. According to the programme TOC, give-back is anticipated to occur as a result of one or more than one of the following: (i) mentors have increased interest to mentor again; (ii) mentors who have participated in the programme refer other entrepreneurs to the programme; (iii) mentees recommend the programme to other entrepreneurs; and, (iv) mentees who have participated in the programme develop an interest in becoming mentors. The findings of each of these are in turn discussed below.

### Mentor interest in becoming mentors again

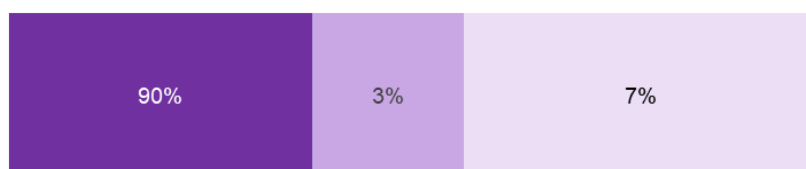
At the end of the Imarisha Mentoring Programme, mentors were asked if they would consider becoming mentors again. The results are presented for mentors from the online facilitated cohort and the in-person cohort in Figure 25 below.

Figure 25: Mentor interested in becoming mentors again

Online Facilitated  
Cohort

In-person Cohort

100%



■ Yes ■ No ■ I don't know

As shown in Figure 25 above, the majority of the mentors across both cohorts were interested in becoming mentors again. Specifically, because the Imarisha Mentoring Programme had a positive impact on the mentors they would want to serve as mentors in future. Additionally, the mentors underwent intensive mentorship training

which equipped them with skills to provide effective, quality, and impactful mentorship, which has also changed their perspective on how and why mentoring support should be provided.

The results of both mentors and mentees at the endline show that overall a large proportion of the participants would like to be mentors, and continue to provide mentoring in the future. This will contribute to Mowgli Mentoring's target of providing quality mentorship within sub-Saharan Africa since the Imarisha Mentoring

***“My experience as a mentor in Mowgli has made me even desire to share my life story due to the confidence built in the knowledge I have. I am currently writing a book that will incorporate lessons from my mentorship experience.”***

***-Mentor***

Programme has trained mentors and demonstrated to mentees the key elements of provision of 360-degree mentorship and the resulting benefits.

## **Mentors recommend Mowgli Mentoring to potential mentors**

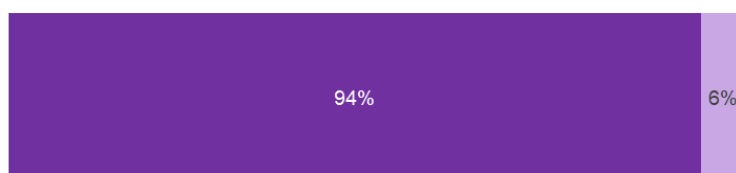
The endline survey asked mentors and mentees if they would recommend the Imarisha Mentoring Programme to other mentors or entrepreneurs. Figure 26 below presents the results for the mentors from the online facilitated cohort and the in-person cohort. As a result of their experiences and the positive impact they have gained from the Imarisha Mentoring Programme, all survey mentors from the online facilitated cohort and 94 per cent of the in-person cohort said that they would recommend the Imarisha Mentoring Programme to other entrepreneurs and potential mentors. When further probed during KIIs, the mentors stated that the Imarisha Mentoring Programme equipped them with skills at the start that redefined what they had assumed mentoring to be, and also provided the opportunity to not only mentor young entrepreneurs but also learn elements such as soft skills and resilience from the mentees. Ultimately, high 'promoter' percentages will contribute to the sustainability of the Imarisha Mentoring Programme. This will also help in subsequent recruitment drives where potential mentors, especially from cities outside Nairobi will apply to Mowgli Mentoring's programmes and further increase the ecosystem impacts beyond the capital city. Additionally, it is expected that mentors will have an increased interest in mentoring other individuals and that mentees will feel equipped to either become a mentor themselves or recommend Mowgli Mentoring to other entrepreneurs.

**Figure 26: Proportion of mentors who would recommend the Imarisha Mentoring Programme**

Online Facilitated  
Cohort

In-person Cohort

100%





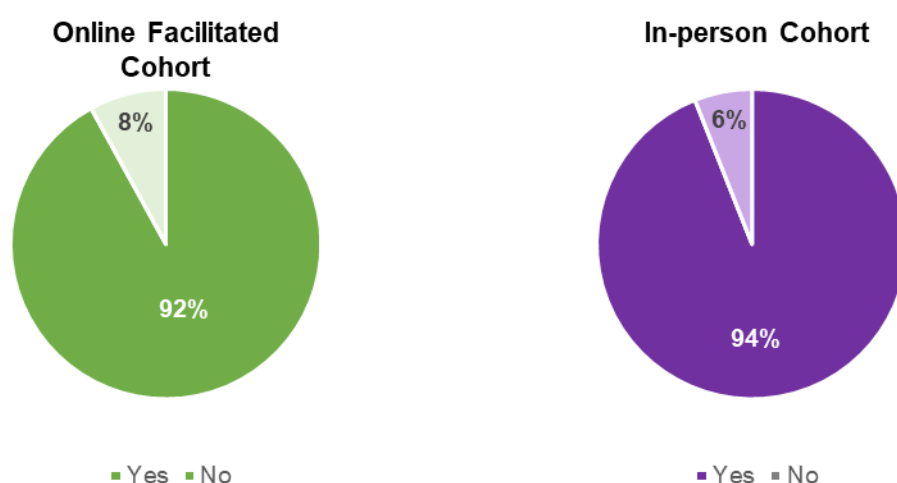
## Mentees recommend Mowgli Mentoring to other entrepreneurs

As shown in Figure 27, over 90 per cent of mentees from both cohorts stated that they would recommend the programme to potential mentees. This can be attributed to overall satisfaction from participation in the 360-degree mentoring approach, and how mentees have benefited and grown from the experience.

*“I have shared it with my former schoolmates who have struggled with finding employment opportunities. I would recommend Mowgli to them so that they can figure out their passions and start an entrepreneurial journey.”*

*-Mentee*

Figure 27: Proportion of mentees who would recommend the Imarisha Mentoring Programme

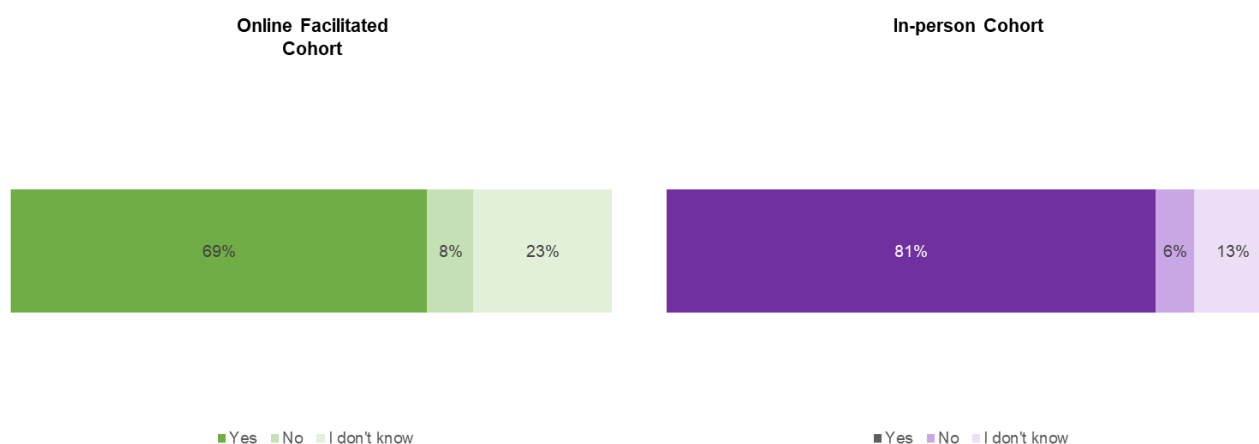


Similar to mentors, mentees recommending the Imarisha Mentoring Programme to their counterparts will increase visibility and awareness of the programme especially in outside Kenya's capital city, Nairobi. The Imarisha Mentoring Programme will also have an opportunity to increase its reach and impact across mentorship and entrepreneurial ecosystem beyond Nairobi.

## Mentees develop an interest in providing mentor support

As shown in Figure 28 below, there was a high proportion of mentees who are interested in becoming a mentor across both cohorts. Specifically, 69 per cent of the mentees from the online facilitated cohort, and 81 per cent of mentees from the in-person cohort have developed an interest in becoming mentors following their participation in the Imarisha Mentoring Programme. This was corroborated by some mentees during the FGDs, where because they have seen the value of the mentoring support they received through the Imarisha Mentoring Programme, this has influenced their desire to become mentors in the near future.

**Figure 28: Mentee interest in providing mentor support**



According to other mentees in the FGDs, although they would eventually like to become mentors, their preference would be to continue to build the relevant business experience.

In summary, after the first year of piloting the online facilitated cohort and implementing in-person mentorship, majority of mentors and mentees in each cohort have expressed the desire to not only provide future mentoring support but also recommend the Imarisha Mentoring Programme to others. This highlights the participants' positive outlook on the impacts of effective, quality, and impactful mentoring provided by Mowgli Mentoring. Therefore, Mowgli Mentoring's alumni network has great potential to ensure sustained impact beyond the life of the programme. The mentors and mentees themselves, their experiences and their stories are the greatest asset to Mowgli Mentoring and could be utilised going forward to enhance dissemination of the successes. As such, programme alumni could possibly be drawn on to share their experiences of the Imarisha Mentoring Programme with others and may even be willing to engage in other Mowgli Mentoring programmes, during for example programme recruitment and during MAS, which could in turn reduce some of the pressure on programme staff.

***"I would like to be a mentor so that I can share my journey, share lessons on how I started my business and if they follow the steps I took, they will never be the same again as it is a life changing experience."***

**-Mentee**

## 6.5. COST PER ENTREPERNEUR

As discussed under Section 4 above, one of the key objectives of the Imarisha Mentoring Programme was to understand whether Mowgli Mentoring could deliver quality mentoring via online means as a way to reduce costs per participant. As such, an analysis of the Imarisha Mentoring Programme costs was undertaken as part of the evaluation.

The key methodology employed to conduct the analysis of the cost per entrepreneur is presented below.

### 6.5.1. Identification of inputs

The inputs are costs associated with running the Imarisha Mentoring Programme, including costs related to the time of the Imarisha Mentoring Programme team, technology costs, facilitators, events and accommodation costs, and cost of conducting peer calls. The breakdown of these costs for each cohort are presented in Annex 7: Cost per entrepreneur.

## 6.5.2. Identification of outputs

The outputs include the number of participants (mentors and mentees) that completed the Imarisha Mentoring Programme across both the in-person and the online facilitated cohorts.

## 6.5.3. Calculation of actual costs per participant

The cost per entrepreneur of the Imarisha Mentoring Programme is calculated by taking the total cost (inputs) and dividing it by the number of beneficiaries (outputs) for each respective cohort.

Table 4 below presents the cost per entrepreneur for the Imarisha Mentoring Programme (mentors and mentees) across the two cohorts (see actual costs).

**Table 4: Analysis of actual cost per entrepreneur of the Imarisha Mentoring Programme in British Pounds**

Component number	Component	In-person cohort	Online facilitated cohort
<b>A</b>	Total costs	162,070.15	109,902.15
<b>B</b>	Number of participants	36	36
<b>C = (A/B)</b>	Cost per entrepreneur	4,501.9	3,052.8
<b>D = ((Cost per entrepreneur for the in-person cohort//Cost per entrepreneur for the online facilitated cohort )/ Cost per entrepreneur for the in-person cohort )*100</b>	Percentage savings (for online facilitated cohort)		31.2%

As shown in Table 4 above, the cost per entrepreneur for the in-person cohort of the Imarisha Mentoring Programme was £4,501.9, and the cost per entrepreneur for the online facilitated cohort was £3,052.8. Therefore, the actual cost per entrepreneur for the online facilitated cohort was £1,449.1 lower than the actual cost per entrepreneur for the in-person cohort (a saving of 31.2%).

The costs driving this difference in the actual cost per entrepreneur between the online facilitated cohort and the in-person cohort is the lower implementation and staff costs for the online facilitated cohort; where the mentors and mentees from the online facilitated cohort did not participate in a Kickstart workshop, and they were lower facilitation costs associated with the online training course for mentors, peer calls, and the online refresher training. Additionally, project staff costs spent for the delivery of the online facilitated cohort was approximately 31 per cent less than that of the in-person cohort.

## 6.5.4. Future anticipated costs per participant

Additionally, for each cohort, the anticipated cost per entrepreneur for future implementation is also presented in Table 5 below.

**Table 5: Analysis of actual cost per entrepreneur of the Imarisha Mentoring Programme in British Pounds**

Component number	Component	In-person cohort	Online facilitated cohort
<b>A</b>	Total costs	<b>147,719.69</b>	<b>82,467</b>
<b>B</b>	Number of participants	36	36
<b>C = (A/B)</b>	Cost per entrepreneur	4,103.3	2,290.7
<b>D = ((Cost per entrepreneur for the in-person cohort//Cost per entrepreneur for the online facilitated cohort )/ Cost per entrepreneur for the in-person cohort )*100</b>	Percentage savings (for online facilitated cohort)		44.2%

As shown in Table 12 above, the future anticipated cost per entrepreneur for the in-person cohort of the Imarisha Mentoring Programme is £4,103.3, and that for the online facilitated cohort is £2,290.7. Therefore, the future anticipated cost per entrepreneur for the online facilitated cohort is £1,812.6 lower than the future anticipated cost per entrepreneur for the in-person cohort (a saving of 44.2%).

At the end of the Imarisha Mentoring programme, Chronus was found to not be a good fit for Mowgli Mentoring, and was also not the right tool for matching mentors and mentees. Therefore the costs initially related to Chronus are subsumed by accelerated matching activities; the mentor-mentee matching process will be done through accelerated relationship building activities supported by a facilitator to allow participants to engage with each other. This is because based on the learnings from the evaluation of the Imarisha Mentoring Programme, Mowgli Mentoring expects that in the future implementation of online facilitated mentoring programmes there will be more time required for facilitators during live sessions and more support from programme staff to ensure peer-to-peer support.

In addition to this, Mowgli Mentoring does not anticipate using NovoEd for running their online facilitated mentoring programmes in future, given that their participant groups still remain small to be using such platforms which are not cost effective for small cohorts. Mowgli Mentoring has already found alternatives which they are using in recent programmes we have been run online, such as Zoom, Miro boards, WhatsApp.

A breakdown of the future anticipated costs and further explanations for each cohort are presented in Annex 7: Cost per entrepreneur.

## 7. CONCLUSIONS

### 7.1. PROGRAMME

**Participant recruitment:** Following the receipt of applications into the Imarisha Mentoring Programme, as part of ensuring the quality of the beneficiaries, the Imarisha Mentoring Programme team screened all applications and shortlisted applicants to participate in thirty-minute interviews. The interviews allowed the Mowgli Mentoring team to gain a better understanding of the applicants' motivation to participate in the Imarisha Mentoring Programme, their understanding of mentoring and the programme itself. Additionally, the interviews were also used as an opportunity for the Imarisha Mentoring Programme team to begin interacting with potential programme participants and therefore built rapport that was carried through the entire duration of the Imarisha Mentoring Programme.

However, during the recruitment of entrepreneurs in to the Imarisha Mentoring Programme, Mowgli Mentoring faced challenges in recruiting entrepreneurs that met all of the criteria, particularly those criteria relating to the size of the entrepreneurs business. As a result, the Imarisha Mentoring Programme team had to adapt to the context and decided to take on entrepreneurs with smaller businesses into the programme, and the entrepreneur's motivation and willingness to grow their businesses became the primary criteria for recruitment.

**Delivery of mentor training:** During the Imarisha Mentoring Programme, 41 mentors began the mentor training course and 35 completed the eight-week course (there were six dropouts). According to the Imarisha Mentoring Programme team, these dropouts occurred either because the mentors were not motivated to participate in the online facilitated cohort), as a result of personal reasons such as lack of internet access, last minute work commitments, and because of personal circumstances.

Mowgli Mentoring supplemented the online training with 'Reflection Books' which were designed based on the mentoring syllabus, and supposed to act as a guide that can be used by the participants throughout their Mowgli Mentoring Programme.

However, some mentors struggled to grasp some of the training content delivered online, and given that pure online training requires more discipline and commitment from mentors to follow the training, this can influence the mentoring relationship outcomes for those participants in the online facilitated cohort.

**Mentor-mentee engagement:** The timing between the completion of the mentor training and the start of the mentoring relationship was described by mentors as lengthy, and mentor training was completed well in advance before the mentors were introduced to their mentee. According to some of these mentors, it was difficult for them to recall the training content when the mentoring relationship was started (the completion of the training and the beginning of the mentoring relationship was 1.5 weeks apart), and even harder to recall the content once a relationship had been established.

Unlike in the case of mentors and mentees in the in-person cohort who were given the space and tools to co-develop their working agreements and start their mentoring relationship, once the mentors and mentees from the online facilitated cohort were matched, they were informed via email of their match and were then supposed to reach out and connect to each other. Through NovoEd, the mentor was also provided with tips to allow them to begin their mentoring relationship. However, both mentors and mentees from the online facilitated cohort explained how they would have benefitted from a more 'personal' introduction to one another, and had expectations that the Imarisha Mentoring Programme team would take time to speak to each of the pairs about their expectations as well as to clarify any of their questions.

Additionally, programme participants indicated that Chronus, the solution intended for mentor-mentee engagement during the Imarisha Mentoring Programme, was not a user-friendly and effective tool to engage in their mentoring relationships, and it was reported that they had difficulty in navigating Chronus as it was not easy to understand. This led to the solution not being used for its intended purposes. As a result, other means of mentor-mentee and engagement were used by the pairs to overcome the challenges of using Chronus, such as using WhatsApp, Skype and regular phone calls.

**Monitoring the success of the mentoring relationships:** While the Imarisha Mentoring Programme had developed monthly surveys for mentors and mentees from the online facilitated cohort as a means for closely monitoring the mentoring journey and to provide ongoing support, there were only a limited number of mentors and mentees answering these monthly check-in surveys. As a result, while not anticipated to be part of the original programme design, peer calls and check-in calls were introduced half-way in to the Imarisha Mentoring Programme for mentors and mentees from the online facilitated cohort. This enabled the Imarisha Mentoring Programme team to be aware of what is going on in the mentoring relationships. Any challenges experienced by participants reach the team early enough for them to provide the right intervention that still maintains the relationships.

**Give back:** At the end of the Imarisha Mentoring Programme, majority of mentors and mentees in each cohort have expressed the desire to not only provide future mentoring support but also recommend the Imarisha Mentoring Programme to others. This highlights the participants' positive outlook on the impacts of effective, quality, and impactful mentoring provided by Mowgli Mentoring. Mowgli Mentoring's alumni network has great potential to ensure sustained impact beyond the life of the programme.

**Cost per entrepreneur:** Lastly, the cost per entrepreneur for the online facilitated cohort of the Imarisha Mentoring Programme was £4,501.94, and the cost per entrepreneur for the in-person cohort was £3,052.84. Therefore, the actual cost per entrepreneur for the online facilitated cohort was £1,449.1 lower than the actual cost per entrepreneur for the in-person cohort (a saving of 31.2%). However, this difference was not as significant as anticipated, largely as a result of the need for additional monitoring and communication with mentors and mentees from the online facilitated cohort, which was not envisaged during the design of the Imarisha Mentoring programme.

## 7.2. ENTREPRENEURS

The mentoring relationships created by the Imarisha Mentoring Programme have played a key role in helping entrepreneurs overcome some of the challenges they face in the day-to-day running of their business by imparting business knowledge and skills, such as knowledge on requirements to legally register their business and marketing skills; managing their finances, while separating business and personal accounts; providing access to networks; play a role in ensuring the continuation of their business operations; as well as supporting entrepreneurs build their soft skills and their confidence levels, which were found to better position them in running and managing their business

## 7.3. MENTORS

The mentor training provided to mentors from both the online facilitated and in-person cohorts was said to be effective in meeting its objectives, specifically providing mentors with the adequate knowledge, skills and tools to help structure the working relationship and deliver high quality mentoring. Reflecting on their mentoring relationship and the training, mentors also spoke about the relevance of the content of the mentor training which laid the foundation for the relationship.

Both mentors from the in-person cohort and the online facilitated cohort appreciated that the training was structured and they were later able to use the learning on frameworks and models learnt during the training to anchor the conversations with their mentees.

At the beginning of the Imarisha Mentoring Programme, a large proportion of mentors had TEQ scores of 45 and above, indicating high levels of empathy, as well as LSE scores of 60 and above, indicating their ability in directing leadership effectively. This therefore demonstrates that the mentor selection process undertaken by the Imarisha Mentoring Programme is rigorous in selecting highly capable mentors. There were therefore limited changes in the TEQ scores and LSE scores of mentors at the end of the Imarisha Mentoring Programme. However, mentors gave anecdotal evidence of the impact of the Imarisha Mentoring Programme on their ability to become better listeners and build their empathy levels. The Imarisha Programme contributed significantly to building their soft skills, understanding leadership, and growth in their altruistic motivation to support the development of other entrepreneurs.

## 8. RECOMMENDATIONS

Based on the findings from the evaluation of the Imarisha Mentoring Programme, the following recommendations have been made to support the implementation of future online or blended programmes for Mowgli Mentoring.

- Part of the Imarisha Mentoring Programme's success has been due to Mowgli Mentoring's ability have full autonomy and control over the design, operation and adaptation of the programme. This adaptability was supported by: The ability to pivot quickly from planned activities; a responsive compliance mechanisms; a lean, engaged team; and, staying connected with changes in ecosystem. This adaptability should be carried forward in future programming.
- Mentorship is still a nascent idea in many parts of Kenya countries. This demonstrates the need for Mowgli Mentoring to conduct training and/or sensitisation of professionals and potential mentors to create overall ecosystem awareness of what mentorship looks like, and why giving back to budding entrepreneurs is important, prior to the roll-out of their mentoring programmes.
- During the promotion of future online and blended programmes, participants need to be carefully informed about the design and activities of the programme, specifically as they relate to the delivery channels, in order to avoid participants dropping out as a result of these reasons. During the selection of mentors and mentees in future online and blended programmes, potential mentors and mentees need to be made aware of the requirements for participation in the programmes, including access to internet and regular participation in programme activities. Their ability to participate in these programmes needs to be gauged by the programme team and included as part of the selection criteria.
- The rigour of the recruitment process for mentors and mentees, though arduous and time consuming, ensured that the Imarisha Mentoring Programme team selected mentors and mentees who were motivated individuals who understand the importance of mentoring in accelerating and transforming their personal capacities and professional capabilities. This rigour should be replicated in future programming.
- Given that mentors struggled to grasp the training content delivered via NovoEd, in future programming, Mowgli Mentoring can utilise a blended approach during training, where not only is training delivered through NovoEd, however also take a multiple pronged approach where mentors participate in a live virtual training with Mowgli Mentoring's facilitators, thereby giving them an opportunity to ask follow-up

questions on content for example. To mitigate against chances of poor participation in live virtual training sessions, at the beginning of future online and blended programmes, Mowgli Mentoring can provide a timetable to mentors so they are aware of planned dates and times, and can plan their schedules accordingly.

- In future programming, there is a need to communicate the purpose of the reflection books with mentors when they are being shared with them. For future online or blended programmes, it is also suggested that the book complements some of the material from the online training so that mentors are more aware of the content in the reflection books and how this relates to the training, thereby supporting the ongoing usage of the book during their journey as mentors. Regular messages to the mentors can also be made to make references to the books to encourage mentors to reflect on the material every quarter, for example.
- During the implementation of future online and blended programmes, there is a need to match mentors and mentees immediately following the mentor training and activities need to be put in place to kick-start the relationship.
- In future programming of online or blended programmes, the programme should take an active role to link the mentor and mentee together, and provide an introduction and prepare the pair for the mentoring relationship. This will allow for building rapport and set expectations between the mentor and mentee. This will enable them to clarify and gather an understanding about the goals of mentoring by highlighting the main roles of the mentor versus the mentee, such as who drives the conversation. Additionally, matched mentors and mentees then have the ability to immediately begin working together in order to co-develop their working agreements and start their mentoring relationship.
- There is a need to orientate both mentors and mentees on possible digital solutions that are used for future programming of online and blended programmes, as well as provide compulsory tutorial videos on navigating such solutions, so that programme participants are aware of their use and benefits.
- So as to ensure the mentors and mentees remain engaged and invested in the mentoring programme and their relationship, during future programming of online and blended programmes, the mentoring journey of these groups needs to be closely monitored, and there needs to be the provision of ongoing support and communication with mentors and mentees.
- Programme alumni could possibly be drawn on to share their experiences of the Imarisha Mentoring Programme with others and may even be willing to engage in other Mowgli Mentoring programmes, during for example programme recruitment and during MAS, which could in turn reduce some of the pressure on programme staff.

There is therefore a need for Mowgli Mentoring to determine the ideal alumni association, documenting the value it would bring to both to the organisation/future programme's as a whole, and the members. As part of this, Mowgli Mentoring will need to identify what roles would be particularly relevant, and useful, for the alumni to adopt and document a clear, transparent process for facilitating that.

- While Mowgli Mentoring's programmes are generating significant impact amongst entrepreneurs, Mowgli Mentoring have the potential to catalyse even greater impact. Specifically, the finding that seven entrepreneurs said they have tried to raise external financing but were unsuccessful, and nine entrepreneurs have said they would like to raise external financing but do not know how to highlights the opportunity that Mowgli Mentoring looks towards identifying other market players and facilitates



linkages between these players and its programme entrepreneurs. Mowgli Mentoring should specifically focus on building linkages with institutions offering access to finance and business incubators, which would help entrepreneurs that are unable to access this knowledge or services from their mentors.

- Given Mowgli Mentoring's successful implementation and delivery of the mentor training to the mentors from the online facilitated cohort, as well as the ease in which the organisation recruited mentors in to the programme, Mowgli Mentoring can develop and rollout a mentor training programme which can be provided to potential mentors, with the purpose of ensuring there exists a group of well-equipped mentors that can deliver effective, quality, impactful mentoring in the Kenyan entrepreneurial ecosystem. This is especially important given that mentorship is still very nascent in Kenya, especially outside of Nairobi. Mowgli Mentoring can also provide training to other organisations with the potential to train mentors and create overall ecosystem awareness of what mentorship looks like, and why giving back to budding entrepreneurs is important.

# ANNEX 1: DOCUMENTS AND DATA REVIEWED

Documents reviewed
Imarisha Mentoring Programme Proposal to Argidius Foundation
Imarisha Mentoring Programme Theory of Change
2018 Annual report
2019 mid-year report
2019 Annual report
NovoEd Post-Course Analysis report
Data reviewed
Entrepreneur baseline survey
Entrepreneur endline survey
Mentor baseline survey
Mentor endline survey
Mentor Post Workshop Assessment
Entrepreneur Post-Workshop Assessment
Mentors' Feedback (COVID-19)
Mowgli Mentoring cost data

## ANNEX 2: MOWGLI MENTORING STAFF INTERVIEWED

Key Individual	Position Held	Interview Status
<b>Teminah Musyoki</b>	Project Coordinator, Imarisha Mentoring Programme	● Completed
<b>Julie Billion-Grand</b>	Project & Development Manager, Imarisha Mentoring Programme	● Completed
<b>Richard Bellars</b>	Lead Facilitator, Imarisha Mentoring Programme	● Completed
<b>Alicja Turner</b>	Curriculum and QA Manager, Mowgli Mentoring	● Completed

## ANNEX 3: ENTREPRENEUR CASE STUDIES

**Tracey Shiundu** is an entrepreneur from Nairobi, Kenya, who runs an enterprise called FunKe Science, a company which aims to make Science fun for children. FunKe Science's main target clients are schools and individual children. Her business has four permanent employees who are mainly in charge of content, and she hires temporary staff as facilitators when required (but largely for face to face classes).

Prior to joining Mowgli Mentoring's Imarisha Mentoring Programme, Tracey faced challenges in the sales and marketing of her business.

***"It took her a lot to for me to go out there and tell people more about my business."***

**Tracey joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019.** The mentor she was matched with ran a school of her own and therefore she was very satisfied with this match, because she felt that her mentor had the experience and knowledge to give her a better sense of direction. Tracey's mentor was able to share her own experiences and challenges that she faced when running her school.

**Tracey worked closely with her mentor to put in place structures to sell more and better manage the business's cash flow.** Specifically, her mentors helped her come up with a bookkeeping system, which allowed her to understand that for each of her customers, how much money was she putting into following up with a client, and how much money was being made from each client.

Because schools across the country shut down during COVID-19, this meant that Tracey needed to pivot her services and to avoid her business shutting down. **Her mentor introduced her to digital platforms and provided her with guidance on using these platforms to continue providing classes to children.** With this help from her mentor, Tracey and her team shifted to facilitating online classes. Because of this shift, **Tracey was actually able to take on a larger number of clients, and subsequently experienced an improvement in her sales.**

**Had Tracey not joined the Imarisha Mentoring programme, she would still be struggling with the challenges she faced in running her business.** Without her mentors support, she would have been very lost in terms of not having someone to bounce of ideas, and would have not succeeded in transforming the businesses services digitally.



**Peru Alex Khaemba** is a 26 year-old photographer based in Mombasa, Kenya. He started his journey as a photographer eight years ago and started his photography business six years ago (in 2016). Peru Alex provided photography services to a range of customers, however he relied largely on referrals from past clients, repeat clients, and clients from aggressive social media that he undertook.

**Before joining Mowgli Mentoring's Imarisha Mentoring Programme, Peru struggled with**

**managing his money**, where he spent his money as he pleased. To deal with this, he adopted a policy that ensured he saved, invested, gave back and managed his expenses. However, Peru Alex struggled to practically implement this policy.

**Peru Alex joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019.** Peru Alex was matched with his mentor, Jackson Gevera, who happened to work for a financial institution, specifically a Savings and Credit Cooperative Organisation (SACCO). This was very beneficial for him, because prior to his mentoring relationship, Peru Alex did not trust financial institutions, which prevented him from saving in such institutions. His mentor was able to introduce him to the SACCO, and together, both the SACCO and his mentor built his discipline to save and overcome his fear in financial institutions.

***"This made it easier for me to save because I could no longer access the money."***

Even before his mentoring relationship, Peru Alex had considered venturing in to a new, niche, service line; videography and documentary photography. However he felt that he was not yet ready to get into this space, and wanted to specialise in photography. One of the very first things that Peru Alex's mentor challenged him to take on was videography and documentary photography.

***"My mentor got me thinking... why can't I specialise in more than one service?"***

Specifically, through the mentor's SACCO, Peru Alex was contracted to perform documentary photography. After completing this work, his confidence in his abilities and skills to perform good quality work grew. In addition to this, the money he earned from his mentors business also **allowed Peru Alex to invest in the necessary equipment to perform even larger documentary photography work.**

By expanding his services, Peru Alex has seen **growth in both the number of his customers as well as growth in his earnings.** Peru has been able to offer these services to a number clients; both local and international organizations.

***"Today I can confidently take videography and documentary photography work and deliver from scratch."***

Because Peru Alex was able to take on larger pieces of work, he needed to rely on subcontracting other photographers to perform work. He believed that through his mentor, he has been able to sit down and **rightly identify what skills he requires for each job. This was not something he put a lot of thought to in the past.** He has since put together a database of the different photographers and videographers he knows of, which he can easily draw on. Additionally, Peru Alex also takes time to sit down with the team prior to commencing his work so as to ensure that they understand the objectives from the client's

perspective and ensure that each team member is aware of their role. This ensures that his clients are satisfied with the work.

According to Peru Alex, his mentor was his **sounding board**, and he ran most ideas and ventures he was planning to pursue through him. The mentor would either encourage Peru Alex to pursue these, or challenge him to look out for possible loopholes and seal them before pursuing.

*“My mentor encouraged me to get into videography... I only mentioned it once and he started giving me videography work and this built my confidence to venture into that space, helped in increasing my revenue and raising resources to invest in equipment.”*

*“My mentor would pat my back whenever I was doing well, and call me out whenever I went astray.”*



**Josephine Onyango** is an entrepreneur from Kisumu, Kenya who is the owner of Journey Works Enterprises which she started in 2005. The business is currently run by her and a partner, who is also her sister.

Journey Work Enterprises has changed since its inception where it was a transport business with one truck and one employee. Today, the company runs a service station with National Oil Cooperation of Kenya and with this comes retail shops, a car wash, cafeteria, tire centres, and vehicle servicing. More recently, the company has been engaged as LPG distributors in Kisumu and the Nyanza region.

Journey Works Enterprises clients include drive-in and walk-in customers, NGO partners, and schools who fuel from them.

**Prior to joining Mowgli Mentoring's Imarisha Mentoring Programme**, Josephine was **stuck in her comfort zone**. In addition to this, Josephine never stopped to focus on a business plan and setting out goals for herself or her business. Together, this prevented her from venturing her business further and **stopped herself from developing and pursuing business goals**.

**Josephine joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019**. Josephine described her mentor as very knowledgeable and flexible. Her mentor always listened to her views, he was always there for her and he was eager to ensure that Josephine was working on her business plans. The flexibility that her mentoring relationship was an important aspect for Josephine, because in addition to running her own business, she is a mother.

Together, Josephine and her mentor developed an annual plan for her business where they developed both short-term and long-term goals, according to the SMART criteria- Specific, Measurable, Attainable, Realistic and Time-bound. **The development of the annual plan made Josephine become more ambitious, and enabled her to achieve her goals within a shorter time period than they set out**. Josephine had a goal of owning her own station by the end of one year which she achieved even earlier (she opened her own station within six months).

**Josephine's mentor also helped her to overcome her lack of drive and allow her to come out of her comfort zone**. The development of an annual plan was very helpful for Josephine to allow her to prioritise what was most important for her as an entrepreneur and for her business.

***"My mind was blocked. I was satisfied where I was... even with the thin margins."***

Through the mentoring relationship, Josephine also **gained the knowledge and skills to operate her business efficiently** and Journey Works Enterprises has begun providing **training and capacity building to members of staff** so as to ensure efficient customer service delivery, and consequently customer loyalty.

Apart from learning from her mentor, **Josephine was able to learn from other mentees** who were part of the Imarisha Mentoring programme. Particularly, she listened to their experiences and real-life experiences they shared when it came to their businesses, and the strategies they adopted to grow their business or diversify. **She was able to learn how to be resilient** from their stories and the importance of not giving up when circumstances become tough.

According to Josephine, **she would not have been able to achieve the current level of success in her business if she had not gained the advice and knowledge from her mentor**.





**Japheth Kimani** is an entrepreneur from Nairobi, Kenya, is the sole founder and owner of Automart Autofilters Ltd. The company deals with the sales and distribution of automotive service parts to auto shops, garages, and petrol stations across the country.

Automart Autofilters has transformed drastically from when Japheth first started the company in 2016; he started as the sole employee and he operated from his own home. Since then, he has grown the business, which now employs six people and his current sales have increased by 50 times per month from when he first started in 2016.

**Japheth joined Mowgli Mentoring's Imarisha Mentoring programme in 2019.** One of Japheth's motivations for joining the programme was for him to get access to someone who can hold him accountable to his goals. He also wanted to be able to learn from someone who was more experienced than him, so that they could also challenge his own thinking.

***"The entrepreneurship journey can be lonely... You are only accountable to yourself."***

According to Japheth, the structured sessions with his mentor did offer him what he was looking for. His mentor would ask him questions such as 'is there another way to go about this with fewer resources?', 'how can you achieve this in a shorter period of time'.

***"She challenged my thinking and my ideas and at the same time, made me accountable."***

His mentoring relationship played a very big role in changing his mindset on the way he looked at things.

***"As an entrepreneur you can have wild dreams as to what you want to achieve. But you forget what you need to do to achieve that particular vision."***

Japheth's mentoring relationship allowed him to unlock his potential, made him look at things differently, and really pushed him to achieve his vision. As a result of this, he put in place new strategies and systems for his business. One of the systems that Japheth put in place included purchasing a data system, which allowed him to easily undertake analysis of his sales data by client. Using this data, he has a better idea of the most popular products by type of client.

***Had Japheth not joined the mentoring programme, it would have taken a longer period of time to achieve what his business has achieved today.***



**Milka Muchiri** is a 37-year-old entrepreneur and a sole business owner of Brand House Solutions Ltd which is located in the industrial area, Nairobi, Kenya. Brand House Solutions provides branding and marketing services.

The company was started in 2010, and the business was incorporated in 2012. Some of her current and past clients include Airtel, Kenya Defense Forces, 748 Air Services, and Marie Stopes Kenya.

Since she has started Brand House Solutions, her annual turnover has increased by about seven times. While the number of people the business employs has not changed over time, she hires casual workers when it is required.

**Prior to joining Mowgli Mentoring's Imarisha Mentoring Programme, Milka lacked confidence;** being a sole entrepreneur, Milka was **unaware of whether she was making the right decisions in the day to day running of her business** as well as when dealing with clients, because she had no one to consult. **She therefore used to doubt her decisions frequently.**

**Milka joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019.** She was extremely satisfied with the mentor who she was matched with. According to Milka, her mentor was very experienced and skilled, a good listener, and always available when she needed her.

At the onset of the mentoring relationship, Milka and her mentor discussed this lack of confidence and Milka provided her with examples of when and why she used to doubt her decisions. While Brand House Solutions had business processes in place, some of Milka's clients would not stick to these processes. For example, some clients would ask Milka to begin the work without upfront payment.

Milka therefore doubted whether she was doing the right thing, or not treating her clients fairly, and how this could have an impact on her business. According to Milka, her mentor provided her with reassurance and encouraged her to continue making the decisions that would benefit her business. Additionally, when Milka used to face a challenge with a particular client, she has been able to call her mentor and get advice. Her mentor has therefore acted as a sounding board and allowed her to trust her instincts. Her mentor assured and encouraged her and helped her to overcome her self-doubt.

This is what Milka valued most about the mentoring relationship. **The mentoring relationship has therefore given Milka the confidence that she lacked prior, and she is now more assertive when dealing with her clients.**

During the mentoring relationship, Milka also spoke to her mentor about the desire to grow business. Her mentor provided her with valuable advice as to how to go about doing this. Specifically, before the mentorship programme, Brand House Solutions did not have any digital presence. **Her mentor provided her with advice** on the need and importance for an online presence, specifically to allow the company to attract more customers, making the business readily accessible, and to allow potential customers an easy way to find out more about what the business offers. Since then, Milka has realised the importance of being visible through these digital platforms including: a running website, a Facebook page, and an Instagram account. Currently, Milka has hired a consultant to set up a running website for her business. Milka stated that she is yet to see an increase in revenue and growth in customers resulting from this.

Her mentor also realised that Brand House Solutions did not have its own email domain. The mentor informed Milka about the importance of this, specifically for helping to imprint her business brand in the client's mind, but more importantly, for increasing the credibility of her business. Following this advice

from her mentor, Milka has created an email address for Brand House Solutions where clients can reach her, and she also uses this to communicate with clients.

According to Milka, the most significant change that has taken place in her business since she joined Imarisha Mentorship Programme has come about through her gaining confidence. **This confidence has allowed her to take advantage of new opportunities.** Specifically, Milka has **expanded her business** from the provision of branding and marketing services to being able to undertake small constructions such as classrooms and washrooms and she now holds a National Construction Authority Certificate. **The growth in her confidence has also enabled her to approach new and larger clients,** and she the United Nations recently signed on as a new client. She believes that this confidence will continue to help her gain new clients in future.

While Milka never interacted in-person with other peers from the Imarisha Mentoring Programme, she was able to benefit through the WhatsApp group that was created for the programme. Specifically, other entrepreneurs shared a lot of valuable information on this group, including application information for other business development programmes and information pertaining to running a business in Kenya. The platform was therefore helpful to allow entrepreneurs to remain “on top of their game”. Milka believes that she would have benefitted from in-person networking with other entrepreneurs, which would allow them to learn more from one another as well as gain potential customers from peers.

Milka believes that **if it were not for her participation in the Imarisha Mentorship Programme, she would still lack confidence and therefore, her business could not have made it this far.**



**Mercy Munene** is an entrepreneur from Nairobi, Kenya, and is the founder and owner of Shamba Connect.

Shamba Connect was started in 2017, when Mercy saw a gap in the market. While people were aware of the need to maintain healthy eating habits through consuming fresh, organically grown fruits and vegetables, they wanted to get their fruits and vegetables supplies with minimal inconvenience. Shamba Connect thus started by delivering fruits and vegetables to households and institutions in Nairobi. She registered the business in 2018, and her business begun operating on a larger scale. Over time, Shamba Connect has grown exponentially. Our anchor service is installing attractive gardens in homes and

institutions. We offer different client-based solutions for farmers; from green houses, training, farming starter-pack for the urban farmers new to farming, to actual farming. We are also involved in rabbit-farm training, construction of rabbit cages, and selling of rabbit meat.

**Prior to joining Mowgli Mentoring's Imarisha Mentoring Programme**, while running Shamba Connect as a side hustle, Mercy was in full-time employment. While Mercy **had thought about quitting her full-time job to give her business a chance to grow, she was fearful of being a full-time entrepreneur and feared the unknown**. Mercy did not know how she could scale her business, for example while utilizing minimal capital.

***"Employment gave me a sense of comfort... so I kept holding on to this."***

She joined Mowgli Mentoring's Imarisha Mentoring programme in 2019.

***"One of the questions in the programme handbook was 'if you had time to yourself and money was not a challenge, what would you do?' I really reflected on this question, and it made me realise I would be engaging my passions instead of seeking money through employment."***

**Her mentoring relationship made her overcome her fear that she had of being a full-time entrepreneur**. Her mentor listened to her, and explored her current situation then and her possible future. Her mentor asked her questions such as 'what would be your motivation for leaving your full-time job?', 'what are you afraid of?', 'do you have capital?'. By exploring the answers to these questions, Mercy was able to tackle her fears and realised the need to take a leap and concentrate on her business full-time.

***"My mentor made me realise that my fear had no basis."***

Mercy's mentor also took her through her own life experiences of how she transitioned from employment to self-employment, which enabled her to make an informed decision.

Mercy's mentor also linked her up with two other entrepreneurs who were operating the same business as her. She had in-depth conversations where they painted the real picture of the opportunities and challenges they face in running their businesses.

Mercy's mentor also coached her to accumulate savings so that when she left her full-time job, she had a fall-back plan. Specifically, Mercy used to have only one account for her money from her full-time job and her business. Her mentor advised her to open separate accounts.

***"Having a focus on how my business was performing financially was very important for me. This has allowed me to track the income I was making from my business, which further informed my decision to leave my full-time job."***

**Mercy left her full-time job to concentrate on the business in December 2020.**

**Mercy's relationship with her mentor allowed her to be more objective in her decision making.**

This made her realise that she was not taking her business seriously or giving it the attention it deserved. In future, should Mercy face challenges with running her business, she will remember the conversations with her mentor, and *why* she started the business.

**The most significant change that Mercy experienced from her mentoring relationship is a change in her mindset.**

***"I am very excited as I design my life's path actively, while coaching others to do the same."***

**If it were not for her mentoring relationship, Mercy would still be in employment,** trying to juggle between her 8-5 and the side-hustle. She would have not taken her business to the state it is at today.



**Justine Owino** is an entrepreneur from Kisumu, Kenya, who is the owner of Rhoi Creations, an interior decoration company that deals with soft furnishing, such as curtains, pillows, cushions, beddings, mosquito nets etc.

Rhoi Creations was started in 2017 and was registered in 2019. Justine currently employs one staff.

**Before joining Mowgli Mentoring's Imarisha Mentoring programme, Justine was considering closing down her business.** One of the main reasons for this was that in order to continue running her business, she needed financing. However, she was unable to access financing because of the lack of collateral.

**Justine joined Mowgli Mentoring's Imarisha Mentorship programme in 2019.** She was very happy with the mentor she was matched with, who had a lot of experience running his own business, which allowed him to share his knowledge with her. Additionally, because he was older than Justine, she believed his age furthered his general experience.

***"When I joined Mowgli the future of my business was looking bleak. I was going to close my business. But I worked with my mentor who helped me identify the key pain points ...."***

When she was matched with her mentor, their interactions made her **more tenacious and better placed to cope with rejection from financial providers and disappointment in the day to day running of her business.** This therefore forced Justine not to give up and close Rhoi Creations.

Justine's mentor also helped her to **look for solutions instead of run away from problems.** In order to ensure Justine had financing to continue running her business, instead of accessing external financing (which she was unable to), her mentor **encouraged her to look for ways to improve marketing and to think about approaching new and potential clients,** those she had never considered in the past.

By implementing the advice of her mentor, **Justine's business has experienced an increase in revenue and has also gained new customers.** Because of COVID-19 and people working from home, a lot of customers needed Justine's services and products to make their homes more comfortable. She has therefore seen a large growth in her business that can be attributed to this. Justine is now looking at employing more personnel and providing mentoring support to others.

***"Today, I have achieved way more than what I set out to achieve when I started my business in 2017... I couldn't have done it without the support of him [my mentor]."***

**If it were not for mentoring programme, Justine would have closed her business a long time ago, and would have never reopened.**





**Laban Okeyo** is a 34-year-old entrepreneur from Kisumu, Kenya, who runs an enterprise firm called Kleen Ventures Ltd which he started in 2016.

Kleen Ventures operates in the energy sector and provides consulting advice on, and installation of, Biogas Systems, including the provision of after sales services when required. Kleen Ventures initially targeted farmers in rural areas across Kenya, since they have the raw materials needed for biogas, including livestock.

**Prior to Mowgli Mentoring's Imarisha Mentoring Programme**, Laban faced a host of challenges as an entrepreneur. Specifically, **Laban struggled to manage his finances; he did not separate his personal and business finances, and nor did he keep financial records**. Laban also did not know how to increase his potential clients.

**Laban joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019**. Laban described his mentor as very committed, flexible and always available for meetings. Additionally, Laban had a lot in common with his mentor, including both of them having a background in engineering. This allowed him to not only learn from his mentor, but also allowed them to form a friendship.

During initial conversations with his mentor, Laban shared information about the running of his enterprise and the challenges he faced. As a result of his mentoring relationship, Laban has made several changes to the operations of his business.

Firstly, when Laban's mentor learnt that he had only one bank account, **his mentor provided him with advice on creating two accounts and separating his finances from his business and his personal finances**. Having realised how the growth of his business has been affected by having only one bank account, Laban has since created separate accounts.

In the past, **Laban had ignored or avoided compliance of government regulations. His mentor helped him to realise that this has worked against him**, and has in fact caused him to lose opportunities. As a result, Laban took steps to comply with the necessary government regulations including registering the company, and as such, he can now provide his services to a range of organisations, including government institutions.

Additionally, having recognised that Kleen Ventures only targets farmers, who are often financially unstable, and therefore given that the installation of biogas systems is capital intensive, the demand for Laban's services amongst his target market is limited, his mentor inspired him to target new clients, such as institutions and cooperatives. These clients have more money to install larger units of biogas systems, which can lead to an increase in his businesses revenue.

The biggest change that Laban has witnessed in his business as a result of his mentoring relationship is **he has experienced a growth in his network**. The nature of Laban's business is such that it is capital intensive and targets a niche number of customers. Therefore, **he is optimistic that the number of clients that will engage him for his services in future will increase, and in turn, so will his revenue**.

Covid-19 negatively impacted Laban's business, given that he travels to meet his clients and the installation of biogas takes place at the location of his clients. The travel ban that was issued by the government meant that for a period of time, Laban could no longer travel to meet his clients. As such, he lost some potential clients and he had to refer them to the services of others so as to avoid disappointment. **With advice from his mentor, Laban developed an online marketing presence**.



Given that Laban used to rely on referrals, he believes his online presence will continue to benefit him in future, even post the COVID-19 pandemic. His mentor also provided him with information on forums where his potential clients were the majority, and organised talks with them to win them over.

**Had Laban not participated in mentorship programme**, his business would have maintained the status quo prior to the mentoring relationship; **he would still be implementing poor financial management practices, and he would not have created the network he has now**, and he would still be targeting the same clients.



**Ephantus Kang'ara** is an entrepreneur from Nairobi, Kenya. Ephantus and his wife own a family business that operates in the events industry known as Ahava Holdings Ltd.

Ahava Holdings was started more than 10 years ago. The company deals with tents, tables and chairs for hire. They also bake cakes for occasions such as birthdays, graduations, and weddings. Ahava Holdings currently has five permanent employees and hires a large number of casual/temporary staff when required.

**Before joining Mowgli Mentoring's Imarisha Mentoring Programme, Ephantus faced a range of challenges.** He faced challenges in **financial management, managing in his staff, and marketing his business.**

***"I did not have an accountant and so my financial records were not in order."***

**Ephantus joined Mowgli Mentoring's Imarisha Mentoring Programme in 2019.** He was paired with an experienced mentor who encouraged him to seek out the areas where he felt he was lagging behind in and challenged him to operate his business efficiently.

Ephantus's mentor **put in motion structures and processes** that **have enabled him to run his businesses smoothly and profitably**, by connecting him to **an accountant who Ephantus hired on a contract basis** to check his books and balance sheets.

***"This was very positive for me because it allowed me to understand the profitability of my business and also ensured that my business is meeting regulatory compliance."***

COVID-19 affected his business negatively because there were little to no events taking place and the demand for Ahava Holdings products and services declined significantly. He **was contemplating closing down his business to avoid making losses**. He spoke to his mentor about this, who **encouraged him to continue operate while simultaneously reducing his costs instead of shutting down altogether**. He advised him to **consider laying off his staff**, and instead provide internship opportunities or take advantage of casual labour when needed, so as to reduce his costs. Through implementing this, Ephantus has managed to keep his business afloat.

Through his mentor, **Ephantus was also able to get new clients from his mentors circle, who have purchased cakes from him for example.**

Ephantus believes that if it were not for Mowgli Mentorship programme, **he would not have made the steps and the progress in his business that he has made so far.**

## ANNEX 4: QUESTIONS FOR SCALES

### TORONTO EMPATHY QUESTIONNAIRE SCORE

			<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
Positive phrasing	1	When someone else is feeling excited, I tend to get excited too	0	1	2	3	4
Negative phrasing	2	Other people's misfortunes do not disturb me a great deal	4	3	2	1	0
Positive phrasing	3	It upsets me to see someone being treated disrespectfully	0	1	2	3	4
Negative phrasing	4	I remain unaffected when someone close to me is happy	4	3	2	1	0
Positive phrasing	5	I enjoy making other people feel better	0	1	2	3	4
Positive phrasing	6	I have tender, concerned feelings for people less fortunate than me	0	1	2	3	4
Negative phrasing	7	When a friend starts to talk about his\her problems, I try to steer the conversation towards something else	4	3	2	1	0
Positive phrasing	8	I can tell when others are sad even when they do not say anything	0	1	2	3	4
Positive phrasing	9	I find that I am "in tune" with other people's moods	0	1	2	3	4
Negative phrasing	10	I do not feel sympathy for people who cause their own serious illnesses	4	3	2	1	0
Negative phrasing	11	I become irritated when someone cries	4	3	2	1	0
Negative phrasing	12	I am not really interested in how other people feel	4	3	2	1	0
Positive phrasing	13	I get a strong urge to help when I see someone who is upset	0	1	2	3	4
Negative phrasing	14	When I see someone being treated unfairly, I do not feel very much pity for them	4	3	2	1	0
Negative phrasing	15	I find it silly for people to cry out of happiness	4	3	2	1	0
Positive phrasing	16	When I see someone being taken advantage of, I feel protective towards them	0	1	2	3	4

## LEADERSHIP SELF-EFFICACY SCALE

<i>Dimension</i>	<i>Q</i>	<i>Item</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
Starting and leading change processes in groups	1	I am able to set a new direction for a group, if the one currently taken doesn't seem correct to me	0	1	2	3	4
	2	I can usually change the attitudes and behaviors of group members if they don't meet group objectives	0	1	2	3	4
	3	I am able to change things in a group even if they are not completely under my control	0	1	2	3	4
Choosing effective team members and delegating responsibility	4	I am confident in my ability to choose group members in order to build up an effective and efficient team	0	1	2	3	4
	5	I am able to optimally share out the work between the members of a group to get the best results	0	1	2	3	4
	6	I would be able to delegate the task of accomplishing specific goals to other group members	0	1	2	3	4
	7	I am usually able to understand to whom, within a group, it is better to delegate specific tasks	0	1	2	3	4
Building and managing interpersonal relationships within the group	8	Usually, I can establish very good relationships with the people I work with	0	1	2	3	4
	9	I am sure I can communicate with others, going straight to the heart of the matter	0	1	2	3	4
	10	I can successfully manage relationships with all the members of a group	0	1	2	3	4
Showing self-awareness and self-confidence	11	I can identify my strengths and weaknesses	0	1	2	3	4
	12	I am confident in my ability to get things done	0	1	2	3	4
	13	I always know how to get the best out of the situations I find myself in	0	1	2	3	4
	14	With my experience and competence I can help group members to reach the group's targets	0	1	2	3	4
	15	As a leader, I am usually able to affirm my beliefs and values	0	1	2	3	4
Motivating people	16	With my example, I am sure I can motivate the members of a group	0	1	2	3	4

	17	I can usually motivate group members and arouse their enthusiasm when I start a new project	0	1	2	3	4
	18	I am able to motivate and give opportunities to any group member in the exercise of their tasks or functions	0	1	2	3	4
Gaining consensus of group members	19	I can usually make the people I work with appreciate me	0	1	2	3	4
	20	I am sure I can gain the consensus of group members	0	1	2	3	4
	21	I can usually lead a group with the consensus of all members	0	1	2	3	4

## ROSENBERG SELF-ESTEEM SCALE

			<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
Positive phrasing	1	I feel that I am a person of worth, at least on an equal plane with others.	1	2	3	4
Positive phrasing	2	I feel that I have a number of good qualities.	1	2	3	4
Negative phrasing	3	All in all, I am inclined to feel that I am a failure.	4	3	2	1
Positive phrasing	4	I am able to do things as well as most other people.	1	2	3	4
Negative phrasing	5	I feel I do not have much to be proud of.	4	3	2	1
Positive phrasing	6	I take a positive attitude toward myself.	1	2	3	4
Positive phrasing	7	On the whole, I am satisfied with myself.	1	2	3	4
Negative phrasing	8	I wish I could have more respect for myself.	4	3	2	1
Negative phrasing	9	I certainly feel useless at times.	4	3	2	1
Negative phrasing	10	At times I think I am no good at all.	4	3	2	1

## ANNEX 5: ANALYSIS OF ENTREPRENEURS DATA

Table 6: Changes in entrepreneurs TEQ scores from baseline to endline

Cohort	Overall drop in scores	No change	Overall Increase	Total
In-person	6	20	5	31
Online	3	6	4	13
Total	9	26	9	44

Table 7: Changes in entrepreneurs LSE scores from baseline to endline

Cohort	Overall drop in scores to below 60	No change	Overall increase to 60 and above
In-person	2	26	3
Online	2	10	1
Total	4	36	4

Table 8: Number of entrepreneurs still operating their business at the endline by their location

Cohort	Response	Kisumu	Mombasa	Nairobi
In-person	No longer in operation	2	-	-
	In operation	8	11	10
Online	No longer in operation	-	-	1
	In operation	2	-	10
Total		12	11	21

Table 9: Number of entrepreneurs that have accessed finance by type of finance and by their location

Location	Loan from formal financial institution	Loan from family and/or friends	Total
Kisumu	3	1	4
Mombasa	2		2
Nairobi	2	2	4
Total		3	10



## ANNEX 6: ANALYSIS OF MENTORS DATA

Table 10: Changes in mentors TEQ scores from baseline to endline

Cohort	Overall drop in scores to below 45	No change in scores	Overall increase in scores to above 45
In-person	4	23	4
Online	5	14	2
<b>Total</b>	<b>9</b>	<b>37</b>	<b>6</b>

Table 11: Changes in mentors LSE scores from baseline to endline

Cohort	Overall decrease in scores	No change in scores	Overall increase in scores
In-person	2	26	3
Online	2	10	1
<b>Total</b>	<b>4</b>	<b>36</b>	<b>4</b>

# ANNEX 7: COST PER ENTREPRENEUR

## ACTUAL AND FUTURE PROJECTED COSTS

The table below presents the actual and future projected implementation costs for the delivery of the Imarisha Mentoring Programme across both the online facilitated and in-person cohorts.

**Table 12: Costs in British Pounds (£) for the actual and future expected costs of the implementation of the Imarisha Mentoring Programme**

	In-person cohort		Online facilitated cohort	
	Actual Costs	Future Costs	Actual Costs	Future Costs
<b>Technology Cost</b>				
Other future cost		11,081		1,800
NovoEd	0	0	7,856 <sup>1</sup>	
Chronus	11,081	0	11,081 <sup>1</sup>	0
Communications	2,743	2,743	2,743	2,743
<b>Project Delivery</b>				
MAS	4,972.66	4,972.66	4,972.66	2,000
KWS	15,668.59	15,668.59	0	8,000
Refresher	4,967.44	4,967.44	1,500	2,000
Graduation	1,314.49	4,150	1,314.49	2,000
Accelerated Matching				10,000
Well-being webinar	400	0	400	0
Facilitator costs	17,728	17,728	3,000	0
<b>HR Costs</b>				
2 delivery staff (Project Manager & Coordinator)	83,930	67,144 <sup>3</sup>	57,770	40,439 <sup>2</sup>
Other team staff	19,265	19,265	19,265	13,485
<b>Total costs</b>	<b>162,070.175</b>	<b>147,719.69</b>	<b>109,902.15</b>	<b>82,467</b>

<sup>1</sup> Technology cost for the online facilitated cohort includes both Chronus and NovoEd costs. For the In-person cohort, this is half of the Chronus cost due to utilisation of the platform by the cohort once the COVID-19 pandemic broke out.

For both cohorts, it is expected that Chronus will not be used hence the drop to zero for future costs.

<sup>2</sup> Staff costs are estimated to decrease for future costs by 20% for the in-person cohort and 30% for the online facilitated cohort. In the future, Mowgli Mentoring will not spend time for: the development of the ToC and of the new data collection tools, the online course design, the development of online content and creating videos for NovoEd, staff and facilitator training on NovoEd, testing the platform, adapting Mowgli Mentoring's reflection Books to an African audience, setting up Chronus and creating all the data collections tools therein. It is also anticipated that there will be less logistics and time in organising the Mentoring Awareness Sessions for online MAS and meetings in the ecosystem.

# ANNEX 8: DATA COLLECTION GUIDES

## MOWGLI STAFF

*Hi, my name is \_\_\_\_\_. Thank you for taking the time to speak to us. As you know, Genesis Analytics is conducting an endline evaluation of Mowgli Mentoring's Imarisha Mentoring programme with the objective of unpacking the Imarisha Mentoring program's contribution to key outcomes of interest, and understanding the rollout of the Imarisha Mentoring programme from you, as a staff within the organisation. We will also discuss the benefits experienced by Mowgli as a result of the Imarisha Mentoring program, areas of success, challenges that were encountered, avenues for improvement, and approaches that worked well. The evaluation will also provide recommendations to inform Mowgli's strategy going forward.*

*We would like to speak to you given your role in the Imarisha Mentoring programme and the insights that you have. There are no right or wrong answers and nothing you say will be attributed to you in the evaluation. All responses will be aggregated and reported anonymously.*

*Do you have any questions for us? Are you happy for us to proceed?*

### Introduction

1. Please can you introduce yourself and your role within Mowgli Mentoring?

### Imarisha Mentoring programme design and Implementation

2. What are the objectives of Mowgli, and the Imarisha Mentoring program?
3. Why is this appropriate in the Kenyan context?
4. Were there delays in the Imarisha Mentoring programme implementation?
  - a. What were the causes of these delays?
  - b. Was adequate course correction and/or rescheduling of activities taken place to ensure that the Mowgli Imarisha Mentoring programme could still be delivered?

### Achievement of Objectives

5. What factors contributed to the achievement of objectives? (internal and external)
6. What factors or challenges hindered the achievement of objectives? (internal and external)
7. How did the Mowgli Imarisha Mentoring programme adapt to addresses these?

### Mentor - Mentee relationship and COVID

8. What would you describe as the key components of a successful mentor-mentee relationship?
9. What were some of the challenges experienced by Mowgli Mentoring through use of the online mentoring platform?
10. What are the benefits of being able to deliver mentoring online?
11. What aspects of the offline delivery model are most effective at supporting enterprises to address challenges or opportunities? How do they translate to Imarisha Mentoring programme costs?
12. What aspects of the online delivery model are most effective at supporting enterprises to address challenges or opportunities? How do they translate to Imarisha Mentoring programme costs?
13. To the best of your understanding, how has their participation in Mowgli enabled enterprises to overcome challenges?
14. In the context of the COVID-19 crisis:
  - a. To what extent has mentoring improved the resilience of the participating enterprises?

15. Are there needs of current and potential mentees and enterprises that you believe should be part of the Imarisha Mentoring programme for the future?
16. Are there ways in which the i) online, and ii) face to face mentorship Imarisha Mentoring programs could be improved?

### **Impact**

17. *[Ask if respondent in questions 13/14 did not touch on the behavioural changes]* What evidence is there of changes in behaviour, practices and performance of the enterprises considering the different delivery modes?
  - a. What is the contribution of the different approaches to changing business performance?
18. Overall, what are the best practices from the Mowgli Imarisha Mentoring program?
19. What can be done to maximise the positive impacts of the Mowgli Imarisha Mentoring program? What can be done to minimise any negative impacts?

### **Sustainability**

20. To what extent do you believe the changes that have occurred at the personal and enterprise level are sustainable over time?
21. To what extent do the different Imarisha Mentoring programme channels, online and face-to-face, contribute to or detract from the financial sustainability of Mowgli? *[ Probe on potential for attracting and securing additional funds]*
22. Are Imarisha Mentoring programme learnings shared with other stakeholders in the mentorship ecosystem? If so, how? How have the learnings been received?
23. Are there market actors that are intending to or have implemented Mowgli Mentoring's 360-degree approach to mentoring?
24. Looking ahead, what would you do or implement differently in the Imarisha Mentoring program?

### **Exit questions**

25. Is there anything you would change if you could run the Imarisha Mentoring programme again?
26. Is there anything else you would like to tell us?

# MENTORS

*Hi, my name is \_\_\_\_\_. Thank you for taking the time to speak to us. As you know, Genesis Analytics is conducting an endline evaluation of Mowgli Mentoring with the objective of unpacking the Imarisha Mentoring program's contribution to key outcomes of interest, and the benefits experienced by the participants as a result of the Imarisha Mentoring program, areas of success, challenges that were encountered, avenues for improvement, and approaches that worked well. The evaluation will also provide recommendations to inform Mowgli's strategy going forward.*

*We would like to speak to you given your role in the Imarisha Mentoring programme and the insights that you have as a mentor. There are no right or wrong answers and nothing you say will be attributed to you in the evaluation. All responses will be aggregated and reported anonymously.*

*Do you have any questions for us? Are you happy for us to proceed?*

## Introduction

1. Please can you introduce yourself and your role within Mowgli Mentoring?

## Imarisha Mentoring programme implementation

2. What are the objectives of Mowgli, and are these appropriate to the Kenyan context?
3. What do you think makes the Mowgli Imarisha Mentoring programme successful?
4. How can this success be augmented in subsequent years?
5. Were the refresher training sessions useful for you? Please elaborate on your answer.

## Mentor - Mentee relationship

6. Would you agree that you were adequately matched with your mentee? Please provide a reason for your answer?
7. How if at all do you think the mentor-mentee matching process could have been improved?
8. What would you describe as the key components of a successful mentor-mentee relationship?
9. *[For online mentors]* Did you have the necessary equipment to participate in the online mentorship?
  - a. How was your engagement with the online platform during the 8-10 weeks of training?
  - b. Did the training you receive adequately provided you with the capacity needed for the relationship with your mentee?
  - c. In what way, if at all, do you think your experience of mentor training would be different if it were face to face?
10. What are the key constraints cited by mentees in achieving growth and expansion for their enterprises?
11. How did your *[online or offline]* interaction with the mentee supporting enterprises to address challenges or opportunities?
12. To the best of your understanding, how has their participation in Mowgli enabled enterprises to overcome challenges described above? *[probe on personal and professional capabilities/attributes which would result in better leaders]*
13. In the context of the COVID-19 crisis:
  - a. *[for face to face mentors]* How did you react to the switch to online mentoring, once the health crisis started?
  - b. Were the businesses of mentees you mentor impacted in any way? How? *[probe on behavioural change, personal and business-level, because of COVID]*
  - c. To what extent has mentoring improved the resilience of the enterprises?
14. Are there needs of current and potential mentees and enterprises that you believe should be part of the Imarisha Mentoring programme for the future?

- a. Are there ways in which the [*online/face to face*] mentorship Imarisha Mentoring programs could be improved?

### **Impact**

15. Overall, what are the best practices from the Mowgli Imarisha Mentoring program?
16. What can be done to maximise the positive impacts of the Mowgli Imarisha Mentoring program? What can be done to minimise any negative impacts?
17. What are the learnings, if any, you have gained from your mentor-mentee relationship?

### **Sustainability**

18. To what extent do you believe the changes that have occurred at the personal and enterprise level are sustainable over time?
19. Do you see yourself engaging with more enterprises as a mentor in the future? Why?
20. What is the likelihood that you would recommend Mowgli to other professionals interested in mentorship? Why?
21. Looking ahead, what would you do differently in the Mowgli Mentoring Imarisha Mentoring program?

### **Exit question**

22. Is there anything else you would like to tell us?

## MENTEES

The focus group discussions with mentees should be held with between 8 and 12 participants. The purpose of these discussions is to gain consensus from the groups on a number of topics. Thus, to ensure that adequate time is provided to gain consensus, the number of topics for discussion are limited.

### PROCEDURE

Firstly, try ensuring that the participants are seated in a circle. Once all the participants are all settled, you will be introduced by one of Mowgli staff, after which you will begin by explaining the purpose of your visit:

“Hi, my name is \_\_\_\_\_. Thank you for taking the time to speak to us. As you know, Genesis Analytics is conducting an endline evaluation of Mowgli Mentoring with the objective of unpacking the Imarisha Mentoring program’s contribution to key outcomes of interest, and the benefits experienced by the Imarisha Mentoring programme mentees, areas of success, challenges that were encountered, avenues for improvement, and approaches that worked well. The evaluation will also provide recommendations to inform Mowgli’s strategy going forward. We have asked you to interview here today because we are interested in your particular perspective. So, before we get started there are a few rules we all need to agree on:

- It’s very important that your answers reflect your own experience and not just what everyone else in the group is saying.
- There are no right or wrong answers here.
- We all respect each other and each other’s opinions.
- Everyone agrees to be honest.
- Only one person can speak at a time.
- What is said here, stays here: i.e. no one should share information or opinions discussed here today with anyone else outside the group.”

### QUESTIONS

Explicitly ask the participants to bear in mind what they have put in their envelopes when answering these questions: “bearing in mind what you have just put in your envelopes we can now start our discussion”

Remind the participants that this is going to be a discussion and you are only there to facilitate the discussion.

#### Engagement questions

1. What are the biggest challenges you face as an individual, and an enterprise, in your growth process?
2. Are you satisfied with the level of, and how you conduct your current business operations? Elaborate.

#### Imarisha Mentoring programme questions

3. Why did you decide to sign up for the Mowgli mentoring Imarisha Mentoring program?
4. What were your expectations of Mowgli when you signed up to the Imarisha Mentoring program?
5. In what ways did the mentorship Imarisha Mentoring programme help to overcome the challenges you spoke about?

#### Mentor mentee relationship

6. Would you agree that you were adequately matched with your mentor? Please provide a reason for your answer?
7. How if at all do you think the mentor-mentee matching process could have been improved?
8. How many times were you able to meet your mentor in the past year? Was the level of contact sufficient to your liking?
9. *[For online participants]*



- a. Did you have the necessary equipment to participate in the online mentorship?
  - b. How was your engagement with the online platform?
  - c. In what way, if at all, do you think your engagement with your mentor would be different if it were face to face?
10. *[For face to face]* How would you describe your engagement with your mentors?
- a. In light of COVID-19, how was your experience of the transition to online mentorship? *[probe on availability of equipment, internet, accessibility of mentor and mentee online.]*
11. *[All]* In what way, if any, has the COVID-19 crisis affected your business? How? *[probe on behavioural change, personal and business-level, because of COVID]*
- a. Was your relationship with your mentor helpful in this regard?
12. In what way, if any, has mentoring improved the resilience of your enterprise during the crisis? Did anything change regarding your ability to access your mentor and engage with them during the restrictions? *[probe on the engagement during restriction]*

### **Impact**

13. What has been the most beneficial element of the mentorship Imarisha Mentoring program?
- a. Can you provide examples of how you have utilised knowledge or information received from your mentor?
14. Thinking back to the start of the Imarisha Mentoring program, what personal skills have you gained from your participation in the mentorship Imarisha Mentoring program?
- a. Would you have been able to achieve these alone? Elaborate.
15. Thinking back to the start of the Imarisha Mentoring program, how has your business changed, if at all, to incorporate learnings from the mentorship? *[Probe on expansion of geography, launch of new products and service offering, hiring of key staff]*
- a. Would your enterprise have been able to achieve these alone? Elaborate.
16. How, if at all, has Mowgli Mentoring influenced your enterprises' approach to enterprise management?
17. What did you see as being the least valuable aspect of the mentorship Imarisha Mentoring program?

### **Close out**

18. Looking back to your engagement with your mentor, was there anything you would wish subsequent mentees could have *[which you didn't access or weren't able to tap into]*?
19. Do you think your relationship with your mentor will continue post the Imarisha Mentoring program? Why/why not?
20. If Mowgli were a paid Imarisha Mentoring program, what would have been your willingness to pay for the mentorship you received?
21. What is the likelihood that you would recommend Mowgli to other entrepreneurs interested in mentorship? Why?
22. Is there anything else you would like to add?