Mentoring activity, which should be considered as a system of relationships, in which one person (mentor) provides support for new knowledge, development and progress of another person (student, mentee), has been studied. The practice of using mentoring in the system of education and science, pedagogy, the field of personnel policy of state authorities, entrepreneurial activity, sociological research is considered and its characteristic features are determined. The importance of mentoring in the conditions of innovative development of enterprises is indicated, which ensures strategic partnership, stimulation of creative activity of innovators, development of their professional skills, acquisition of new knowledge, increase in the level of loyalty of employees and their dedication to the enterprise; improvement of interpersonal interaction; acquisition by mentors of experience in management and training of employees, transfer of strategic knowledge, etc. The sequence of mentoring at enterprises was studied. The conceptual principles of mentoring development in the system of innovative activity of the enterprise are outlined, for which the means of modeling business processes of the enterprise (Process Modeler (BPwin) with the support of IDEF0 functional modeling methodology) are used. The defining concept of mentoring is substantiated by its functional disposition in the following directions: detailing the order of mentoring to 4 stages of its implementation at the enterprise ("to tell", "to show", "to make", review stages); specifying the necessary administrative documents that ensure managerial influence on the process of mentoring at the enterprise (innovative strategy and tactics of the enterprise and mentoring regulations); specifications for mentoring resource provision when carrying out innovative activities (participants of mentoring are mentors, mentees and other employees of the enterprise if necessary, to implement their functions, interviews, workshops, online meetings should be held, which are recommended to be carried out offline and by MS Teams, Zoom, Google meet, etc.) and its results (theoretical knowledge or practical skills of the mentor and mentee, etc.). The results are displayed on the context diagram (global model) and with the help of the functional decomposition of mentoring in the system of innovative activity of the enterprise. The article is empirical. 

Key words: strategy; tactics; innovative development; mentoring; modeling; business processes; concept.
INTRODUCTION

Well known that mentoring is «a system of unique relationships in which one person (mentor) provides support for new knowledge, development and progress of another person (student, mentee)» [1]. From this definition, we can see that the participants of the mentoring relationship are the mentor (mentor) and the mentee (one or more students), who interact with each other, exchange information necessary to realize the aim and achieve the goals of mentoring. This forms a strategic partnership and a system of cooperation between mentoring participants.

The practice of using mentoring in the system of education and science, pedagogy, the field of personnel policy of state authorities, entrepreneurial activity, and sociological research has established the following. Mentoring activity has features of the form of support of gifted and talented individuals, competence mentoring, model of pedagogical assistance to gifted students or development of social interaction of individual groups [2-8].

However, in the conditions of the innovative development of enterprises, mentoring should also be used as one of the methods of personnel formation, because the mentoring institute, due to its complex nature, provides for personnel management, the development of social and labor relations, the formation and use of a system of knowledge and experience transfer, information exchange, etc. The increased interest in mentoring and its popularity is due to the following factors: lack of moral values, such as discipline, thrift, honesty, professional responsibility for work results and the level of consciousness and creative attitude to the performance of tasks; the need to transfer knowledge and the best traditions of the company's corporate culture, which young personnel need; lack of commitment to corporate values of the company; a decrease in the ability to independently and effectively perform assigned tasks [9]. Characterizing the innovative processes of domestic enterprises, we note following. The share of innovatively active enterprises in the studied period of 2012-2017 in Ukraine does not exceed 20% (in 2017 it is 16.2%). In 2015-2023, a decrease in the innovative activity of enterprises in the entrepreneurial, state, and educational sectors was recorded. At the same time, the entrepreneurial sector of scientific research and development has decreased the most [10].

In the analysed period, the domestic economic system received many challenges. However, in the conditions of overcoming the military aggression of the Russian Federation, the functioning of the investment-innovation model of economic development should be ensured, which provides for the cooperation of domestic and EU enterprises in the innovative sphere, the formation (reconstruction) of innovative infrastructure, the formation of an innovative business environment, etc.
to which mentoring should be carried out. Let's consider them carefully.

According Hussain Shah, M., bin Othman, A. R., & bin Mansor, M. N., mentoring at the enterprise should be carried out according to the following order: Initiation (formation of mentoring), Cultivation (strengthening the relationship between mentor and mentee), Separation (breakup of relationship), and Redefinition (termination of the mentoring relationship) [11]. At the same time, we will point out the general nature of the stages identified by the researcher. They did not pay attention to the issues of methodical and normative support of the mentoring process, which may consist in the need to develop and transfer educational materials, etc. The specified aspects are coordinated in the mentoring program, the management of which can also be divided into a number of stages: program formation (definition of goals, identification of criteria for selecting a mentor and evaluation of the program, formation of a system of motivational measures, selection of the format of mentoring sessions), program management (appointment of managers, development of a communication system and control, staff development strategies), program implementation (selection of mentors and mentees, conducting mentoring sessions, monitoring, etc.), and program evaluation [12]. In this case, it would be more appropriate to consider the process of managing the mentoring program from the standpoint of a functional approach, because the author proposes to move from the formation of the mentoring activity program, which involves planning, to its management. As you know, management of the mentoring activity program as a specific management function is implemented through functions of planning, organizing, motivation, control and compliance, which will involve duplication of planning processes at the first and second stages, etc. In addition, economic evaluation processes are provided for the implementation of each of the general functions and are not the final stage of the management process, as recommended by Brusenko N. V. [12].

Frolova S.V., Bazarnova N.D., Goryacheva N.A. offer different stages of mentoring, depending on the model used in the enterprise: reflective or «meeting on Friday» model. According to the first (reflexive model), mentoring is carried out in the following order:

1. Training of mentors. The phase includes the development of competencies regarding the implementation of mentoring sessions, the implementation of the main phases of mentoring, approaches to interaction with the mentee at the enterprise; designing a mentor development plan. An important task in this phase is to create conditions for the development of a mentor's sustainable motivation.

2. Support of the mentee, involves diagnosis of crises and barriers in the mentee's professional sphere of activity, assistance in overcoming existing crises, drawing up a plan for the mentee's development.

3. Feedback as a process involves evaluating the effectiveness of the mentors' sessions and the mentee's reflection.

The model involves monthly meetings of the mentoring pair in person or online for two years.

The «meeting on Friday» model includes the following stages: familiarization with professional functions in practical activities carried out together with a mentor; demonstration of professional style and leadership as a prerequisite for the development of professional and leadership qualities in the mentee; question-answer conversation. The model provides for weekly traditional meetings between the mentor and the mentee lasting 1.5-2 hours [13]. The models can be applied in the practice of enterprise activity in the conditions of innovative development. However, to ensure the effectiveness of the «meeting on Friday» model, the training of mentors, which is provided by the first reflective model, should also be carried out.

The consulting company «European Coaching University» offers the following stages of the mentoring process: define the request (determine which coaching techniques require deep practical examination), send request (at the end of the site, in the form, leave contact information and write about the need), set a date for the meeting (in communication with the mentor to agree on all the issues and the number of meetings required), take a mentoring session (complete a mentor-coaching session and receive detailed feedback during and after the session) [14].

The International Professional Coaching Center (ICP) offers different stages of mentoring activity depending on the type of mentoring used in the enterprise. Individual mentoring involves the implementation of the following stages: agreement of the schedule of classes between the mentor and the mentee; conducting classes online (Skype); conclusion of a contract between the mentor and the mentee at the beginning of the meeting, which specifies the questions to which the mentee wants to receive answers, 2-3 competences of the mentee that must be acquired; feedback from the mentor according to the declared competences; summarizing individual mentoring. For group mentoring, other stages of implementation are provided: setting the schedule of the group classes at the ICP center; conducting classes on the zoom.us website; conclusion of a contract between the mentor and the group at the beginning of the meeting, which specifies the questions to which the group wants to receive answers, 2-3 competences of the mentee, which must be acquired by the group; mentor feedback;
group feedback; summary of mentoring [15]. In this context, we consider it appropriate to differentiate the stages of mentoring activity depending on its types. However, if more than two types of mentoring are used in the enterprise (there are also formal and informal, direct and reverse, fast, shadow, cascade mentoring, etc.), the process of its implementation will be complex and time-consuming, since each type of mentoring will have its own implementation procedure.

Based on the study of the latest researches and publications on the problem, we note the insufficiency of scientific studies devoted to determining the place of mentoring in the system of business processes of innovative activity of the enterprise. The influence of the strategy and tactics of innovative development of the enterprise on its mentoring activity requires a separate study.

AIMS AND OBJECTIVES
In accordance with the outlined issues, the article should outline the defining ideas of mentoring, summarized in its conceptual foundations in the system of innovative activity of the enterprise by means of modelling business processes of enterprises.

METHODOLOGY AND RESEARCH METHODS
To highlight the conceptual foundations of the development of mentoring in the system of innovative activity of the enterprise, we will use the means of modelling the enterprise’s business processes. To do this, we will use Process Modeler (BPwin), which provides a representation of the flow of mentoring work in the formal model consisting of interconnected operations. To do this, we will apply the IDEF0 functional modelling methodology. Well known, that the functional modelling of IDEF0 required a disposition in the following areas:
- detailing the sequence of mentoring;
- specification of the necessary administrative documents that ensure the process of mentoring at the enterprise;
- specification of resource support for mentoring in the implementation of innovative activities and its results.

DATA ANALYSIS AND RESULTS
The functional model of mentoring in the system of innovative activity of the enterprise is shown in fig. 1.

Fig. 1. The functional model of mentoring in the system of innovative activity of the enterprise
Source: IDEF0 diagram built by Process Modeler (BPwin)

Let's describe the global functional model of the context diagram (Fig. 1), which describes the main process of mentoring activity. The input elements of mentoring in the system of innovative activity of the enterprise are defined as: theoretical principles of mentoring (material for future training); communication channels operating at the enterprise, which will be used to achieve the goals of mentoring interaction; incentives provided for mentoring participants; psychological assistance as a separate function implemented in the process of mentoring and a set of diagnostic tools that provide evaluation of the obtained results. We have not detailed the results of mentoring at the exit from the system, because depending on its purpose, a number of positive effects and benefits can be obtained. In the process of mentoring can be achieved: a decrease in personnel turnover at enterprises; increasing the level of employee loyalty and their dedication to the enterprise; improving the performance of employees.
under the guidance of mentors; improvement of interpersonal interaction; faster adaptation of new specialists at the workplace on the one hand, and optimization of time spent on training and evaluation by managers of new employees - on the other; acquisition by mentors of experience in managing and training employees, etc. [16].

Based on the order of mentoring activity, its participants are the mentor, the mentee and other employees of the enterprise if necessary. To implement their functions, interviews, workshops, online meetings and meetings should be held, which is recommended to be carried out using MS Teams, Zoom, Google meet, etc. This is reflected in the lower part of the functional model, which contains the mechanisms for implementing the global processes of the context diagram.

The managerial influence, which is displayed at the top of the context diagram (functional model, Fig. 1), involves taking into account the innovative strategy and tactics of the enterprise and the mentoring regulations operating in the enterprise. The participants of the mentoring process should be guided by them in the system of innovative activity of the enterprise, which we will consider in detail.

To justify the defining idea of mentoring in the system of innovative activity of the enterprise, we will carry out its disposition. To do this, we will decompose the context diagram (level A0). Taking into account the recommendations for using business process modeling tools (Process Modeler (BPwin), we will consider the mentoring process, which consists of four stages («to tell», «to show», «to make», review). At the same time, the preparatory stages, which related to the formation of mentoring pairs, drawing up its program, drawing up mentoring programs, etc., are missed. This number of stages (4) is optimal in the process of using the BPwin software.

Each of the sub-processes of the context diagram (the four stages of mentoring formed in the disposition process) has its own inputs and outputs. The inputs are the resources for implementation, and the outputs are the results. At the same time, to ensure the expected effectiveness, it’s necessary to implement the mechanisms defined in the context diagram, which takes place on the basis of managerial influence. Let’s consider it in detail.

At the first stage (“to tell”), theoretical knowledge is transferred from the mentor to the mentee, which must be evaluated in the future, for which it is recommended to use online diagnostical toolkit. The second stage (“to show”) involves the mentee observing the work of the mentor and other employees of the enterprise if necessary, which is implemented in the process of personal meetings. The next stage (“to make”) describes the mentee’s independent work, which should be accompanied by the mentor’s psychological support and stimulation.

At the final stage (“review”), a comprehensive evaluation of the results of mentoring, the work of the mentor and the success of the mentee is provided, for which more employees of the enterprise are involved. Such stages are a simplified understanding of the mentoring procedure, but they clearly outline the functional field of its participants, the implemented mechanisms and the nature of the managerial influence on the participants of the mentoring process in the system of innovative activity of the enterprise (Fig. 2).

![Fig. 2. Functional disposition of mentoring in the system of innovative activity of the enterprise](https://reicst.com.ua/pmt/issue/view/issue_11_2024)
When implementing each of the stages of mentoring, you should follow the appropriate administrative procedures and the rules of mentoring. The innovative strategy and tactics of the enterprise should be guided at the initial stage of mentoring in the process of theoretical training and when evaluating its results (stage 4). This will ensure strategic awareness of employees with plans for the future development of the enterprise in the conditions of innovative activity and the connection of operational processes with them.

At the same time, the mentee receives individual results of mentoring (theoretical knowledge or practical skills), starting from the first stage of functional disposition. Further, they are deepened in the process of the mentee’s independent activity (stage 3 “to make” on the functional disposition model) and checked in the evaluation process (the last stage of mentoring, Fig. 2).

**DISCUSSION AND CONCLUSIONS**

Mentoring activity should be considered as a system of relationships in which one person (mentor) provides support for new knowledge, development and progress of another person (student, mentee). As a method of personalized training, mentoring activities can be applied at enterprises. In the conditions of innovative development, this will provide stimulation of creative activity of innovators, development of their professional skills, acquisition of new knowledge, etc. In order to achieve the outlined goals, the appropriate order of mentoring activities should be followed, which should contain a program of mentoring activities, correspond to the chosen method of mentoring, provide for preparatory work and feedback.

The conceptual foundations of the development of mentoring in the system of innovative activity of the enterprise are outlined with the help of modelling tools of the enterprise’s business processes (Process Modeler (BPwin) with the support of the IDEF0 functional modelling methodology). This made it possible to substantiate the defining idea of mentoring through its functional disposition, which involves detailing its sequence, elements of administration at the enterprise and resource provision in the implementation of innovative activities.

In further research on the problem, a generalization of domestic and foreign experience in building strategies and tactics for the development of innovative activities of enterprises on the basis of the activation of mentoring should be carried out.

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