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# **SUSTAINABLE LIVELIHOODS AND TRANSPARENT LOCAL AUTHORITIES**

## **SLATLA PROJECT**

# **MENTORING AND PERSONAL BRANDING TRAINING MANUAL**



**September 2019**



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## Acknowledgement

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The development of this manual is an integral part of the Sustainable Livelihoods and Transparent Local Authorities (SLATLA) Project. The project is geared towards providing environmentally sustainable livelihoods to the youth, women and persons living with disabilities (PWDs) within the two districts.

Our gratitude goes to the management of the La Nkwantanang - Madina Municipal Assembly, the Sunyani West District Assembly and Global Platform for the diverse roles they played in the development of this manual.

In addition, we are indebted to all those we had the pleasure of working with at various stages of the project implementation namely; the National Vocational Training Institute, the NewEdge Infotech Ghana Limited, the SLATLA Project Management Team, the Project Accountability Team and the District SLATLA Steering Committees of both La Nkwantanang–Madina Municipality and the Sunyani West District Assemblies as well as the project beneficiaries. Your active participation, reviews and technical support towards the development of this manual is hereby duly acknowledged.

This manual will serve as a resource to equipping various categories of persons especially the youth with the requisite skills on sustainable livelihoods to enable them to live a dignified life and contribute their quota to the development of their communities and the nation at large. We indeed encourage other organisations to take advantage of this resource for the stated purpose in similar engagements.

We, subsequently, wish to acknowledge everyone!

## MENTORING AND COACHING



**TIME**

*3hrs*



**OBJECTIVE**

*Describe and demonstrate effective mentoring skills and values*

*Identify and develop personal goals for a mentoring process*

*Set up a mentoring process and follow through to build a good relationship*



**PREPARATION & MATERIALS:**

*Projector, flip charts, markers, papers  
Volunteers for role plays, and energizers to stimulate discussions*



**STEP-BY-STEP PROCESS**

*This session discusses mentoring, setting the difference between coaching and role models and how mentoring can help them as young entrepreneurs. Participants share their own experiences of mentoring or what they would like to have in a mentoring relationship. Mentorship could be a great resource to complement what is learnt in formal settings to informal, yet a structure way to grow the personal and professional competences. It also educates participants on the qualities and techniques of a good mentorship through role plays, peer mentoring and open conversations to acquire the skills to mentor other people in their communities to help their growth.*

## Introduction/Definition

Mentoring is a professional relationship where a more experienced person (mentor) helps a less experienced person (mentee) to develop a skill and enhance the mentee's personal and professional growth. This means mentoring is agreed on by two people (there can be more), is a learning process and long term in nature.

## Word associations



## Activity

Participants reflect and share experiences in pairs of a mentoring relationship they have experienced. If a participant has not experienced having a mentor yet, they can share they would like to have in a mentor

Now let participants share what they discussed, how they feel they benefitted from the mentors and why they think they liked the experience. This activity builds up to the discussing the qualities of a mentor.

## Qualities of a Mentor

Listener: shows interest by actively listening to what is not even said by mentees

Experience: walked the path of the mentee, better relate and suggest options

Questions: asks the right questions that helps mentees find answers within

Belief: sees beyond mentee's ability and inspires them to succeed

Feedback: constructively criticizes and offer suggestion to promote growth

Accountability: follow through mentee's progress and keep the focus

Creative, open minded: explores new and better ways of doing things

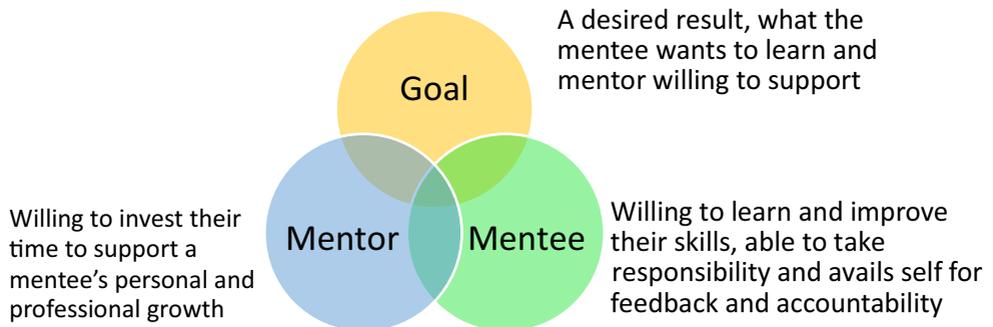
Allows calculated risks: identifies opportunities and allows mentees to explore

Patience: understand that learning is a process and allow incremental progress

*One of the greatest values of mentors is to see ahead what others cannot see and to help them navigate a course to their destination.*

John C. Maxwell

## What is Needed in a Mentoring Relationship

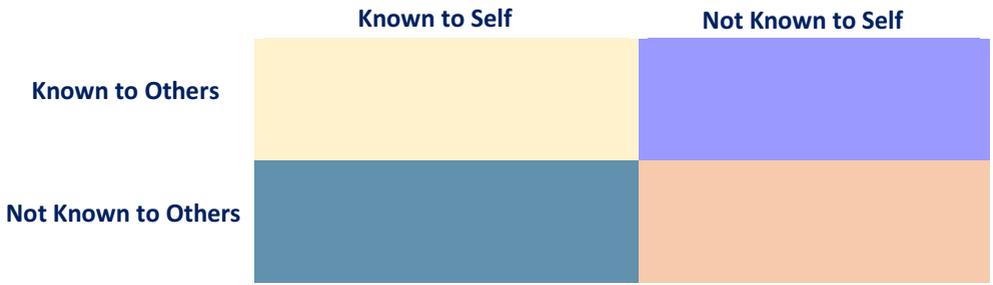


## Difference between a Mentor, Coach and Role Model

<b>Mentor</b>	<b>Coach</b>	<b>Role Model</b>
<b>Agenda is set by mentee</b>	Agenda is set by coach	Inspires achievement based on their popularity
<b>Usually a long - term relationship</b>	Happens within a short period of time	No form of accountability for their followers
<b>Open for the mentee's personal and professional improvement</b>	Has structured module/approach to be followed	Both may not know each other
<b>Informal even though boundaries are set</b>	More formal in nature	Informal, not structured, driven by admiration
<b>Usually a one-to-one</b>	Could be individual/groups	Several followers admiring different things about an icon

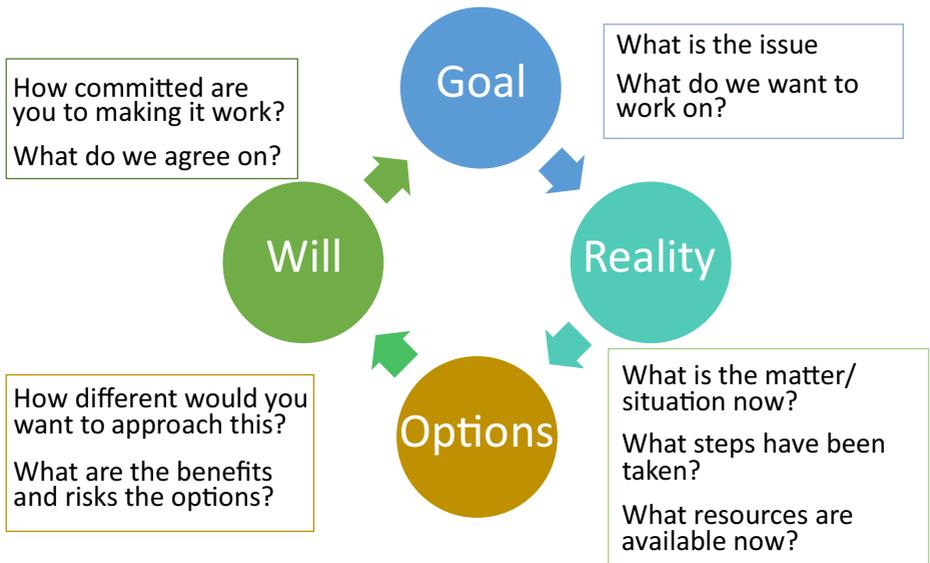
## Knowing self and Providing Feedback: Johari Window Activity

Using the speed feedback, let participants sit in two rows facing each other. One row remains seated while those on the other row move to the next seat each minute. In one minute (30 seconds each), participants tell their partner one good thing they've observed about them. Do this until everyone gives and receives a feedback



Reflection: Because mentorship is a long-term journey and relationship, feedback is important for the development of the mentee. Along the way, the mentee might hear things from the mentor about their own self that may not be known to them. These could open new frontiers to mentees and challenge mentees to improve their personal and professional skills.

### The GROW Model for Mentoring Process



The GROW Model is an example of how mentors could guide the process by asking mentees the right questions so they bring out options and solutions themselves rather than by offering quick fixes or imposing solutions on mentees. Without limiting the model to the question, several questions could emerge based on the conversation with the core aim of providing mentee with options and empowering them to make decisions to build themselves in the process.

Some common traps of the mentoring process: Activity

Get two set of volunteers (two each). The first pair acts out a bad mentor and a good mentee. The second pair acts a good mentor and bad mentee. pair acts a good mentor and bad mentee. Let participants discuss what Let participants discuss what was acted and lessons learnt

Mentor	Mentee	Ideal
Teach mentors what to do or force options	Not open to mentor for options	Discuss with participants on how they think should be the ideal way to go about of them
Portray self as the wisest and with no faults	Get stuck to own opinions	
Always provide answers	Ask close ended questions	
Ignore mentees' challenges and assume they are petty	Lack the confidence to discuss issues with mentor	
Betray mentee by discussing their personal issues with third parties	Disclose sensitive information about mentor to others	
Blame mentee when they don't choose your option	Fails to assume responsibilities	
Compete with your mentee or become a business partner	Beg mentors for financial support	
Remind mentee of busy schedule	Do not avail self for discussions	
Get personal with issues around mentees	Takes feedback personally	

## Setting up a Mentoring Process

1. Set a goal; what can be achieved
2. Find a mentor and discuss goal to agree to the support with the goal
3. Commit to the process
4. Agree on meeting schedules; location, medium, time
5. Set limitations on what should not be discussed
6. Decide on feedback and reporting intervals

### PERSONAL BRANDING AND DEVELOPMENT



#### TIME

2hr 30 minutes



#### OBJECTIVES

*Explain Personal Branding and Development  
Develop and sustain successful personal brands  
Understand the linkage between personal branding and company/product branding and apply  
Identify ways by which one can develop*



#### PREPARATION & MATERIALS:

*Organise materials, ice breakers and team building exercises  
Projector, Flip charts, markers, papers  
Watch videos and discuss some branding flaws and techniques*



#### STEP-BY-STEP PROCESS

*This session discusses what personal branding is and other related concepts. The participants identify some key personalities and how they have branded themselves. The facilitator will go through the notes and personal branding, its importance and how one can brand himself or herself. Also, the facilitator will establish ways by which an individual can develop him/herself.*

ACTIVITY	WHO
<ol style="list-style-type: none"> <li>1. <b>Introduction:</b> Introduce the session and learning objectives</li> <li>2. Defining concepts – brands, branding, personal branding</li> <li>3. Activity</li> <li>4. Discussion - Importance of personal branding</li> <li>5. How to develop a successful personal brand &amp; Rebranding</li> <li>6. Explain personal development and identify ways one can develop him/herself</li> <li>7. Debriefing and Sum up</li> </ol>	

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### FACILITATION PROCESS

Introduce the session and learning objectives

Defining concepts a. Brands? b. Branding? c. Personal Branding?

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Take a few explanations and definitions from participants in plenary. Sum up by presenting the various definitions of brands, branding, personal branding and explain what the concepts mean. The facilitator must highlight the uniqueness of each concept.

**A Brand** is the "name, term, design, symbol, or any other feature that identifies one seller's product distinct from those of other sellers." Brands are used in business, marketing, and advertising

**Personal branding** is the practice of people marketing themselves and their careers as brands.

**Personal Branding** is essentially the ongoing process of establishing a prescribed image or impression in the mind of others about an individual, group or organisation. Personal branding often involves the application of one's name to various products. For example, the celebrity real-estate mogul Donald Trump uses his last name extensively on his buildings and on products he endorses (e.g. Trump Steaks)

### **Activity**

Group participants into 3/4 groups and ask each group to identify 5 things that can be branded

The facilitator will mention some well-known personalities and ask participants to mention the first thing that comes to mind when they heard the name

Why did participants write what they wrote about the personalities?

What informed their choice to settle on those qualities or attributes?

How have the personalities demonstrated what was written by the participants?

Ask participants how others will describe them or how they would want to be associated.

Reflection: Now how those attributes affect or influence their businesses?

### Discussion – Importance of Personal Branding

The facilitator must allow trainees to come up with some points on the importance of personal branding

Some of the points include, but are not limited to:

Assists you distinguish yourself from the competition

It assists you connect with your target audiences

It helps you leave your mark

It grants you permission to be yourself  
You build credibility

## Building a successful brand

The facilitator must explain the steps that will enable an individual to build a successful brand.

Some points to consider include:

Know who you are and are not – values, passions, personal brand attributes

Identify your target audience

Get feedback from those who know you best – home, work, anywhere

Do a SWOT analysis of yourself; what are you best at and weak at?  
Identify what distinguishes you from the competition

Communicate your brand and be consistent across all media

**NB: if anything goes wrong or your personal focus changes, there is the option of rebranding**

## Personal Development

The facilitator must explain personal development to the participants and highlight its importance to their personal brand

Identify ways to develop oneself

The trainer should ask 3-5 trainees to volunteer and share their experiences on how they have developed themselves in the past year.

Other participants must listen attentively as it will be discussed into detail

Some ways to develop oneself include, but are not limited to:

Attend trainings to acquire skills, learn and unlearn

Acquire soft skills, digital literacy to increase competitiveness

Pursue a hobby to develop personal interests and emotional

Volunteer in community events to contribute to a cause and meet like-minded people

Attend networking events, meet and talk to new people, practice pitching informally

Self-learning through Google, YouTube and other online courses

Read wide and practice writing

Debriefing and sum up

### **NOTES TO FACILITATOR (OPTIONAL):**

Some TED talks

Watch videos of Carol Kinsey Goman and Amy Cudy on body language and personal branding



Reflection and evaluation

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