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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.

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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

Intentional  Goal  Willingness  Experience
Long term  Learning  Results  Patience

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

A desired result, what the mentee wants to learn and mentor willing to support
Willing to invest their time to support a mentee’s personal and professional growth
Willing to learn and improve their skills, able to take responsibility and avails self for feedback and accountability
## Difference between a Mentor, Coach and Role Model

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

- How committed are you to making it work?
- What do we agree on?
- Goal: What is the issue
  - What do we want to work on?
- Reality: What is the matter/situation now?
  - What steps have been taken?
  - What resources are available now?
- Options: What are the benefits and risks the options?
- How different would you want to approach this?
- Will: How committed are you to making it work?
The GROW Model is an example of how mentors could guide the process by asking mentees the right questions so they bring out option 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. Let participants discuss what was acted and lessons learnt.

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


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