

EMPOWER PROJECT -ZAMBIA

BUSINESS MENTORSHIP TRAINING GUIDE

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REAL COURSE TRAINING PROGRAMME
WINROCK INTERNATIONAL CHIPATA, ZAMBIA

I. Background

The third part of the comprehensive REAL Course intervention consists of a 6-month follow-up period during which the REAL Course graduates are accompanied and guided through focused technical support to increase knowledge and skills application as well as sustain the initial training outcomes derived from the first two modules of the REAL Course. Types of follow-on support will vary according to the needs of technical/vocational courses undertaken by girls and women.

Because the REAL course is community-based and will involve harnessing local capacities, resources and talents from the community, much of the follow-up services after the six-month course will focus on mentoring between peers, consisting of participant adolescent girls and adult women participants from the same communities and networking among participating communities; and harnessing of business mentors from public/private partnerships and strategic stakeholders at hub and District levels.

The EMPOWER Business Mentorship training program aims at providing experienced individuals/role models/institutional experts in specific technical areas to be able to counsel, coach and accompany the REAL Course business groups (Adolescent girls and women) to develop and achieve their business goals and skills through a series of various time-limited learning activities. Specifically, the training objectives will enable participants to;

- Comprehensively describe the concepts of the EMPOWER project
- Acquaint themselves to the EMPOWER mentoring strategy
- Acquire a range of mentoring techniques and establishing a mentoring relationship
- Develop strategies to address mentorship needs based on participants skills gaps from the business plans
- Acquaint themselves on key Gender, Child Protection and Child labor concepts

By the end of the training, mentors will develop mentorship schedules for the various hubs in the districts to guide the mentorship process.

II. Training Module for EMPOWER Mentors

A. Introduction

Module 1: Becoming a Good Mentor for EMPOWER

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Becoming a good mentor takes time and experience. Some people may be naturally skilled at talking to young people and vulnerable women and motivating them to do well. However, most people need guidance and training before they become mentors.

Module 1 is designed for both new mentors and those with some experience. The sessions will help mentors understand their roles, their responsibilities, and the mentoring process. The activities also will provide mentors with an opportunity to share ideas about mentoring. Third, the activities and discussions will give mentors a chance to learn and practice specific mentoring skills, including how to facilitate good communication and provide support and guidance to girls and women. The last session in the module will allow mentors, and girls and women to come together to discuss their mentoring relationship and define expectations and roles.

*Note to facilitator: **Sessions 1-4** are two-hour sessions for mentors. If your group is able to meet for more than two hours, such as an entire day or on a weekend, all activities may be done consecutively. **Session 5** is designed for the first meeting between the mentors and the girls and women (mentees). While some activities are best done with a group or partner, individual mentors will also benefit from reading through the material and performing the exercises.*

Session 1: Understanding a mentor’s role

Time allotted: 2 hours

Objectives

- ✓ Facilitate networking and communication among mentors
- ✓ Define mentoring, mentoring goals, and a mentor’s role
- ✓ Identify the mentors’ skills and goals
- ✓ Identify characteristics of a good mentor
- ✓ Discuss a mentoring contract
- ✓ Exchange mentor contact information

- Handouts
 - 1: Sample Mentoring Agreement**
 - 2: Mentoring Guidelines**
 - 3. Handout: EMPOWER Mentoring Strategy**
- **Annex 2: Icebreakers**

Remember: During the session, make a sign-up sheet and ask each participant to write his or her contact information, including name, title/profession, home or work address, telephone numbers, and email address. Make copies of the contact information and distribute it to mentors so they can contact each other.

Introduction

Time allotted: 15 minutes

Facilitation Steps:

1. Conduct an icebreaker or energizer game with the group. (See **Annex 2** for ideas)
2. **Overview explanation for participants:** This session is designed to bring together both new and experienced mentors of EMPOWER adolescent girls and women who have completed the REAL course to discuss their mentoring roles. New mentors can ask questions, and the more experienced mentors can share ideas and information. The end goal is to have a shared understanding of the mentor's role (especially if the mentors will be working with girls and women from the same hub).
3. Conduct an icebreaker from **Annex 2** to get group members relaxed and to introduce people to each other.
4. Ask mentors what they hope to get out of this session. Record their expectations on a chalkboard or flipchart paper. Show participants the pre-determined objectives for the session. Make sure that you address the participants' objectives and that you come to an agreement about the objectives and expectations that will be addressed.

Activity 1: Orientation to EMPOWER and defining “mentoring” within the context of EMPOWER outcomes for REAL course graduates

Time allotted: 45 minutes

- Facilitation Steps:**
1. Orient the mentors to EMPOWER project, highlighting what have been the outcomes of the REAL course for participating girls and women. Provide an overview of the six-month follow-on period, specifically the target outcomes for the groups. Share a brief profile of

the girls and women, highlighting their major needs and expectations for continuing support in various areas of organizational skills development and leadership formation and growing specific business undertakings.

2. Discuss the questions below in small groups. Explain that the answers to the questions below may be different for each individual. Ask one person per group to report back on the group's answers. Allow each group 15 minutes to discuss the questions, and then two minutes per group to report back to the larger group.

- **How do you define mentoring?**
- **How do you define “mentor”?**
- **Who can be a mentor?**
- **Have you ever acted as mentor before? If yes, in what setting? What were the key outcomes of your mentoring role?**

2. Invite each group to share its answers with the large group.

3. Explain: For some people, a mentor is someone who has been successful or who is in a position of power who teaches others how to excel in a job or career. To others, a mentor is someone who provides advice and acts as a role model.

Fun Fact: The word “mentor” comes from Greek mythology. Mentor was the name of the person who cared for the child of the Greek hero Odysseus. According to legend, Mentor embodied both traditionally male and female qualities. But in the end, Mentor revealed herself to be the Greek goddess Athena in disguise!

Another group may think that a mentor is someone who helps people solve their problems. In reality, a mentor can be some or all of those things. A mentor may be a village elder, an expert from any organization, a religious leader, a friend or family member, or a schoolteacher. A mentor may be employed or unemployed, literate or unschooled. Of course, it would be difficult for someone who has not studied maths to mentor someone in physics, but not all mentoring skills are the same. For example, a girl can have several mentors, each with different experiences or skills. A teacher may mentor the girl in French; a midwife may serve as the girl's mentor on reproductive health issues; and the girl's aunt may be her role model for leadership.

5. Share the following mentoring ideas with the participants. Encourage mentors to discuss the following points:

- Mentoring is a process in which one person guides, advises, supports, and/or acts as a role model for someone else. Usually there is a starting and end point in the mentoring relationship and a clearly defined outcome for the mentoring-mentee relationship. It is desirable to set a time frame within which these outcomes can happen.
- A mentoring relationship sometimes has aspects found in a professional relationship (such as that between a teacher and student, or a supervisor and her assistant), but it can also contain elements of a friendship.
- Usually, a mentor is older and more experienced than the mentee. However, the mentor, too, often learns from the mentee. Peer mentors who are close in age to their mentees can also provide valuable guidance and encouragement.
- A mentee and mentor have respect for each other and usually agree on certain guidelines for their relationship. Their relationship can last anywhere from a few months to several years. For purposes of the EMPOWER timeframe however, we have limited the mentoring to occur within six months after the completion of the REAL course.
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Activity 2: Why become a mentor?

Time allotted: 20 minutes

Facilitation Steps: **Overview:** It is important to understand why you want to become a mentor and what you hope to get out of a mentoring relationship. Usually, someone wants to be a mentor to help others—to share his or her expertise, experience, guidance, and advice.

1. Ask participants to write the numbers 1-5 on a piece of paper. They may want to keep this paper for future reference and inspiration when they are mentoring girls and women (*Note to facilitator: If you decide to have mentors write their answers, allow them some time to reflect on their answers individually.*)
2. Read the following questions and ask the participants to write their responses next to each number. Here are some possible answers you may use to guide your discussion:

1. Why is mentoring important?

Possible answers: Mentors act as role models, motivate girls and vulnerable women, provide advice to help girls and women succeed, serve as tutors or support girls academically, help girls understand puberty and adolescence, etc.

2. Why do you want to be a mentor? What are your mentoring goals?

Possible answers: To help girls and women to succeed, use my skills to help others, to mentor girls the way I was mentored while I was growing up, etc.

3. What skills and experiences do you have that make you a good mentor?

Possible answers: I like to motivate others, believe in the importance of girls' education and achievement, work well with youth, have experience as a teacher or working with administrators, can provide resources for girls and I am a role model in my community, have experience organizing activities such as career fairs, and/or am skilled in a particular subject (maths, language, etc.).

4. What would you like to learn about mentoring?

(Note to facilitator: Depending on what the mentors would like to learn, you may want to spend more time on certain sessions/activities than others. You may also want to organize additional sessions and/or invite someone with a particular skill to facilitate the session. Remember to be flexible!)

5. What personal or other rewards do you expect from being a mentor?

Possible answers: Help a girl or women gain business skills and sustainable income sources to improve household well-being; to help girls to overcome obstacles and have better work options that would lead them out of hazardous child labor, learn more about myself; gain skills in working with girls and vulnerable women; learn how to give advice and help others, etc.

3. After you have read all the questions, ask people to share their answers with the group.

4. Remind mentors that one benefit of being a mentor is that it gives them an opportunity to share their knowledge and experience with youth and women. It also keeps them “in touch” with today’s young people so they are better able to meet their needs. Most importantly, many mentors often find much personal satisfaction in helping another person succeed.

Activity 3: What does an EMPOWER mentor do – and why?

Time allotted: 20 minutes

Facilitation Steps: **Overview:** Now you will expand upon some of the issues the mentors may have raised about why they have chosen to mentor girls and women. Not all mentors play the same roles or have the same responsibilities. This session explores the various roles that mentors play.

1. Ask the group to think about what a mentor does. Individually, in partners, or as a large group, ask mentors to take five minutes to brainstorm and write a list of things they think a mentor should be or do. (You may write answer on flipchart paper, the chalkboard, or individually.) Since they have had an earlier orientation on the project and the profile of EMPOWER girls and women, their answers should now be contextualized to the needs of the EMPOWER participants.
2. Call on the mentors to share items from their list and to explain their answers. Invite other mentors to give their feedback to their colleagues before the lead facilitator gives his or hers.
3. Make a list of the mentoring tasks specific to EMPOWER participants on the chalkboard or flipchart paper. During the discussion, refer to the list of roles and tasks characteristics, and qualities commonly associated with mentors within the context of EMPOWER (use the approved TOR for mentors and complete the tasks column). This session should lead to a common agreement about the purpose and outcomes of EMPOWER mentors, detailed in the responsibilities and tasks chart.
 - Act as role models
 - Help girls cope with changes at school, at home, or with their personal or physical development
 - Serve as liaisons between mentees, teachers, parents, or caregivers
 - Assist girls and women in dealing with problems (with friends, with family, etc.)

- Encourage girls and women to strengthen their livelihoods and increase their chances for success in their efforts
- Provide advice in making decisions
- Organize activities for girls and women, such as a career day or an HIV/AIDS discussion
- Expose girls and women to new ideas, places, or people
- Advocate for gender equality

Activity 4: What does it take to be a good mentor for EMPOWER participants?

Time allotted: 25 minutes

Facilitation Steps: **Overview:** This activity will help define characteristics of a good mentor.

1. Refer back to the list of mentors' tasks or responsibilities. For each task or job listed, ask fellow mentors what they think a mentor could do, or what characteristics the mentor would need to have, to accomplish this task.

For example, how could a good mentor help the goat-raisers group composed of girls and women monitor their work schedule? How could a good mentor teach leadership and organizational skills? How could a good mentor support group savings? What mentor characteristics or skills are most important to people in your group?

2. Refer to the list below while leading the discussion:

Characteristics of a good mentor (expand as needed based on EMPOWER context)

- Listens to mentee's concerns and doesn't do all the talking
- Asks questions (but doesn't pry)
- Doesn't judge (but provides constructive feedback or advice)
- Encourages mentee in her business goals
- Empowers mentee to make good decisions and supports her
- Helps mentee find solutions to her problems, but doesn't tell her the answers
- Respects the mentee's decisions
- Helps develop mentee's strengths and skills
- Refers mentee to outside resources when necessary
- Acts as a positive role model
- Shows interest in the mentee's life, activities, and thoughts

- Shares experiences with mentee and develops a plan for checking in on how the mentee has applied appropriate business experiences
 - Advocates for the mentee at home and in the community
3. After mentors have brainstormed their own list, distribute **Handout 2: Mentoring Guidelines**. Discuss the items on the handout.

“If you find it in your heart to care for somebody else, you will have succeeded.”
Maya Angelou, American author

Activity 5: Creating a mentoring agreement for EMPOWER

Time allotted: 20 minutes

Facilitation Steps: **Overview:** This activity trains mentors how to develop a mentoring agreement.

1. To help manage expectations on all sides, it usually helps to record the terms of the mentoring relationship in writing. A mentor and the mentee should discuss their individual expectations for the relationship using the participants’ business development plan as the main reference document for the mentoring plan. (see Session 5: Establishing the mentoring relationship). As they come to a conclusion about the mentoring relationship, they should write up the terms in a mentoring agreement. This will clarify the relationship’s goals and terms.
2. Writing a mentoring agreement will ensure that both parties clearly understand their responsibilities and expectations. Mentors should be sure to share the mentoring agreement with their mentee’s parents and ask them to read and sign the agreement as well.
3. As a group, review and comment on the mentoring agreement in **Handout 1**. Discuss how you would adapt it to your particular community or situation.

Remember: Mentoring is a two-way street. Both mentors and mentees must understand each other’s expectations to make the relationship beneficial, fun, and positive!

Activity 6: Closing and questions

Time allotted: 5 minutes

- Facilitation Steps:**
1. Ask mentors for their feedback on the discussion.
 - Did the session meet their expectations?
 - Were all the objectives met?
 - Are there any topics that participants would like to discuss in further detail at another time?
 - Would they like to continue meeting regularly to share mentoring experiences and ideas?
 2. Establish the next meeting date and time. Ask for someone to be the next meeting organizer/facilitator.
 3. Thank the participants for their contributions and participation.

Session 2: Communicating with your mentee

Time allotted: 2 hours

Objective

- ✓ Learn and practice good listening and communication skills

Key Terms

- ❖ **Communication:** Transmission or exchange of ideas through talking, writing, listening, and nonverbal behavior.
- ❖ **Nonverbal behavior:** Actions used to communicate without using words. This might include someone's facial expressions or gestures.
- ❖ **Empathy:** Understanding a person's feelings or thoughts from his or her perspective.
- ❖ **Active listening:** Listening to someone in a way that *demonstrates* that you understand the person's feelings, thoughts, or ideas.

Materials Needed

- Location with sufficient space for small-group discussions
- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes
- Small pieces of paper to write examples of mentoring scenarios

Preparation

1. Gather materials.
2. Write key terms (but not definitions) on chalkboard.
3. Write lines from mentoring scenarios for Activity 1 on small pieces of paper.
4. Review activities and discussion points.

Introduction

Time allotted: 5 minutes

Facilitation steps:

1. Conduct an icebreaker or energizer game with the group. (See **Annex 2** for ideas)
2. Ask participants if they have any questions from the last session. Answer any questions.
3. **Overview explanation for participants:** This session is designed to give mentors the tools and strategies needed to communicate well with their mentees.

Sometimes mentors do not always know how to communicate well with mentees. This might be because people of different generations do not usually speak to each other about problems or personal issues. However, the mentor needs to know how to communicate because good communication is essential to fostering an open and relaxed relationship with their mentee. Good communication, however, is not always easy to achieve because different people communicate in different ways, depending on their culture, age, or gender.

Activity 1: Communication and listening skills

Time allotted: 1 hour

Facilitation steps:

1. Lead a discussion using the following questions as guidelines. Depending on the group's size, you may want to conduct the activity in small groups. Write the main part of each question on a chalkboard so groups can refer to the questions during discussion time.
2. Sample questions:
 - How do people communicate in your community? (For example, do women often gather at certain times or places? Is information exchanged through speaking, writing, songs, dance, and/or other ways?)
 - What type of information is acceptable and not acceptable to communicate with others? Will this affect your mentoring relationship? If so, what strategies might mentors use for overcoming this barrier to communication? (for example, in the context of women, men and children)
 - What are acceptable forms of communication *among* and *between* people of various groups? (For example, how do girls and women generally communicate with each other? How do women communicate with men in their family and with both men and women in the community? How do girls communicate with parents? Are there certain expectations or taboos against various forms of communication between groups?)
 - How are girls and women expected to communicate with mentors? Will certain expectations or taboos affect communication between girls and women and their mentors? How do mentors expect to communicate with girls and women?

2. Explain that learning to be a good listener is at the heart of good communication. Good listening skills are not something everyone is born with. It takes time to learn how to be an empathetic listener—that is, someone who pays careful attention to another person's words and seeks to understand that person's feelings. But being a good listener will help you be a good mentor. You are the girl's and women's audience for expressing themselves. Your role as a mentor is to listen, help your mentees focus their thoughts and hopes, and discuss possible solutions. In addition, you will help support and empower your mentees to reach their own decisions.

A few communication tools will help you demonstrate openness to the thoughts and experiences of your mentees, including nonverbal behavior, empathy, and active listening:

A) Nonverbal behavior. Ask mentors if they can define the term “nonverbal behavior.” Refer to the *Key Terms* list for a precise definition.

Explain to mentors that awareness of nonverbal behavior will allow them to interpret messages that mentees may share. As a mentor, you can also use nonverbal behavior to demonstrate that you are listening, that you understand, and that you are committed to providing support.

Nonverbal behavior includes gestures, eye contact, body position, facial expressions, voice intonation, and other sounds.

Ask mentors to demonstrate some good and bad examples of these nonverbal behaviors. Make sure to point out that expressions of nonverbal behavior and emotions differ across cultures and individuals. For example, in some cultures, it is very important to look someone directly in the eyes to demonstrate that you are listening to him or her. In other cultures, this is considered rude. Ask mentors in the group:

- **How is this nonverbal behavior interpreted in your culture?**
- **How do you show your mentee that you are listening without using words?** Use the examples listed below to explain the concepts.

B) Empathy: When you show empathy, you show that you accept what the person is saying. When you try to understand a situation from her viewpoint, the mentee will feel like she is understood and may be willing to share more of her thoughts and feelings. You can show that you are listening and understand your mentee’s feelings, emotions, and thoughts by using the basic expression, “I understand that you feel this way, given your experiences.” This communication tool is useful because it does not force your mentee to think or feel a certain way. In practicing empathy, you recognize what the person is saying given *his or her* experiences, not your own.

Share the following example with mentors. Call on a volunteer to pretend to be the mentee.

Example: Your mentee tells a story about being afraid that she might not meet her income expectations from her poultry business.

Showing empathy: “I understand that you are nervous about your business despite the time you have spent attending the full REAL course. Would you like to talk some more about this?”

Not showing empathy: “You shouldn’t worry about that. It is very simple to realize your income goal.”

When the mentor shows empathy, he or she shows understanding for the mentee’s feelings. By asking a follow-up question, the mentor gives the mentee an opportunity to continue to share her concerns. In the second example, although the mentor shows that she is listening, her words tell the mentee that she doesn’t take the concerns seriously. She does not allow the mentee to continue to express her concerns or help her find a solution.

When exploring feelings or emotions with your mentee, it is important to remember that:

- **Silence can be important!** Sometimes, the mentee might find it difficult to share something. Give her time to collect her thoughts. Don't pressure her to speak before she is ready.
- **One feeling or emotion can cover up another one.** For example, a girl may be angry at her best friend (or even her mentor), but is really afraid of rejection. It is important to try to identify the real feeling and assist on how they could address it.
- **People may have mixed feelings about a situation.** For example, a girl can be afraid of someone she admires.
- **You sometimes may be hurt, angry, or frustrated by what the mentee says.** Be aware of how these feelings could affect your support of the mentee.

Empathetic expressions should only be used when you really understand what the person is saying. If you don't understand, it is better to ask for more information than to tell the person you do understand.

C) Active listening: Active listening uses both nonverbal and verbal communication to show interest and concern for a person. One active listening tool is to try to summarize the person's situation or feelings to check for understanding. For example, you might comment, **"If I understand you well, you are saying..."** This technique will make you pay attention to the speaker so you can summarize correctly.

Example: "My little sister is driving me crazy! I caught her trying to steal my favorite dress the other day. She always wants to use it when she is out with friends. She's such a pest."

Summarizing (good focus): "So if I understand you correctly, you are frustrated when your little sister uses your dress. ."

Summarizing (poor focus): "So I understand you do not take care of your dress and allow other people use it?"

Some additional questions might be used to explore and facilitate the expression of feelings and emotions. Open-ended questions are those with many different answers and often begin with **what, why, could, would, and how**. On the other hand, closed questions require short answers, such as "yes" or "no." Open-ended questions are often more useful to gather information because they allow the person to express themselves more freely than by just giving a short answer.

Note to facilitator: Be careful when asking questions using "why." It might make the person feel like you are asking them to justify their feelings or thoughts.

Share the following example with the mentors in your group. To make the activity more interesting, invite a volunteer to be the “mentee.” Before the session, write what the mentee should say on a piece of paper and give it to the volunteer.

Ask mentors to discuss the differences in the three different responses. After you have listened to their responses, provide the following information to summarize the example:

Mentee: “It is nice to have a project with the group, but sometimes it is difficult.”
Exploring question: “You mention good and bad things about having a group project for goat-raising. Can you give me examples of those good and bad things?”
Exploring question (open): “Could you tell me more about your situation?”
Exploring question (closed): “Why is it nice to have a group project?”

- 1) The first exploring question addresses the mentee’s first statement that having a group project is desirable but sometimes difficult. It allows the mentor to better understand what the mentee means when she says that it is nice and difficult to have a group project.
 - 2) The second exploring question tries to get the mentee to explain why she brought up this topic. Is it because she’s happy with her future project with the group, or perhaps because she has experienced difficult times with group projects? The mentor won’t know unless he or she asks an open-ended question.
 - 3) The third example doesn’t allow for the mentee to freely explain the positive or negative aspects of undertaking a group project. Instead, the mentor has “led” her to talk about the positive points, when she might have really wanted to discuss her problems with joining groups to undertake a business project.
3. Explain to the mentors that sometimes your mentee may simply want to share her story or feelings with someone she trusts. However, she may also approach you to help find a solution to a problem or concern. After you have **listened, identified, and explored** the concern with your mentee, you may want to find out if she would like to discuss **possible solutions or outcomes**.

The following questions may help this exploration:

- What solutions can you think of to this problem/issue?
- What might happen as a result of these different solutions?
- Given what you’ve told me, what would you like to have happen now?
- What would you like me (your mentor) to do to help ease your situation?

After you have discussed one or several solutions and possible outcomes, it may be useful to help your mentee determine what steps might be taken to reach those solutions and identify potential resource people to help her.

Activity 2: Role-play

Time allotted: 1 hour

- Facilitation Steps:**
1. Divide participants into groups of three. Explain that each group will conduct a role-play. A role-play is a short drama in which people pretend to take on the roles of other people. In this role-play, one person in the group plays the mentee, another person is the mentor, and the third person is the observer.
 2. Assign each group one or two of the situations listed below, depending on the number of groups. Ask them to dramatize the following:
 - a. Your mentee recently learned of her mother's death.
 - b. Your mentee recently learned that she has been selected as the chairperson of her goat-raising group.
 - c. Your mentee is angry with her best friend, who is also an EMPOWER participant, because she does not want to join the group project and wants to drop out from the EMPOWER project.
 - d. Your mentee learned that her best friend and fellow classmate is pregnant and is no longer interested to pursue their group business plan
 - e. Your mentee learned that her husband does not approve of her joining the poultry raisers group and instead wants her to just stay at home with the children.
 - f. Your mentee can no longer continue with the EMPOWER Project activities due to a heavy load of chores at home.
 - g. Your mentee wants to drop out of the group project because she is being harassed or intimidated by one of the group members or facilitator.
 - h. A husband is violent towards his spouse because he is jealous that she might get involved in a relationship with the mentor. (Alternatively, a woman EMPOWER participant could be jealous if her husband is participating in EMPOWER activities.).

Have the mentee approach the mentor for support and feedback on the assigned issue(s) and explore possible solutions/actions to be taken. For each scenario, the mentors should practice using nonverbal behavior, empathy, and questioning to talk about the issue with the mentee. The mentees should add details to make the role-play interesting.

3. Discuss the following questions as a group:

- What did the observer see?
- What communication methods were used (active listening, empathy, etc.)?
- What would you recommend doing differently?
- What did it feel like to be the mentee? The mentor?

4. Invite each group to enact its role-play for the large group, if time permits. Share observations, feelings, and recommendations with the larger group.

Activity 3: Closing

Time allotted: 5 minutes

- Facilitation Steps:**
1. Ask mentors for their feedback on the discussion.
 - Were all the objectives accomplished?
 - Are there any topics that participants would like to discuss in further detail at another time?
 3. Establish the next meeting date and time. Ask for a volunteer to organize/facilitate the meeting.
 3. Thank the participants for their contributions and participation.

Session 3: Empowering girls and women

Time allotted: 1 ½ hours

Objectives

- ✓ Understand self-esteem and self-confidence

Key Terms

- ❖ **Empower:** To enable another person to accomplish something
- ❖ **Self-confidence:** Feeling confident in oneself or competent in one's abilities. This can also include being able to speak out on matters that affect oneself.
- ❖ **Self-esteem:** Pride in oneself and recognizing one's self worth

Materials Needed

- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes

Preparation

1. Gather materials.
2. Review activities and discussion points.

Introduction

Time allotted: 5 minutes

- Facilitation Steps:**
1. Conduct an icebreaker or energizer game with the group. (See **Annex 2** for ideas.)
 2. Ask participants if they have any questions from the last session. Answer any questions.
 3. **Overview explanation for participants:** This session will help them understand their role in motivating girls and acting as a role model.

Activity 1: What does it mean to empower someone?

Time allotted: 15 minutes

- Facilitation Steps:**
1. Ask participants if they have ever heard the term “empower.” What does “empower” mean to them? Discuss some possibilities.
 2. “Empowering” someone means to enable him or her to accomplish something. Empowerment can happen in many different ways. For example, a lead farmer can empower EMPOWER participants to ask questions in a training session if they do not understand something, to negotiate the best price for their livestock or to be paid adequately for work they have done, or to stick to their goals and plans even if others are casting doubt on them, etc.
 3. Ask participants to share other examples of a mentor, parent, or other experts from organizations empowering girls and women. Ask them for examples of things that adults can say or do to girls and women to empower them. Write answers on the chalkboard or flipchart paper.

Activity 2: Why is it important to empower girls and women?

Time allotted: 15 minutes

Facilitation Steps:

1. Introduce the topic by explaining that girls and women are often not encouraged to go after their dreams. In many cultures, for example, girls learn from an early age that their needs and wants are second to those of their parents, brothers, and husbands. Instead of hearing positive messages, they are often discouraged against “dreaming too big.” They also grow up knowing and believing that they are inferior to boys and men; hence they have to be submissive even to their sons and young uncles, etc.
2. Explain that mentors play an important role in encouraging girls and women to have goals and helping them achieve them. Mentors can also sensitize the men and boys in mentees’ lives on the importance of gender equity.
3. Read the following example:

A girl tells her aunt she wants to attend university. Her aunt tells her that she is being silly— no girl in the family has ever gone to university. Besides, the aunt says, there’s no way the family could ever afford it. She reminds her niece that a woman will never use her education, anyway, because she will only spend most of her time taking care of her husband and children.

4. Ask the group: How could the aunt have responded differently?

Possible responses:

- Instead of telling her niece that going to university had *never* been done and what would *never* be done by a girl in the family, she could have encouraged her niece to study hard and get good grades so she could maybe earn a scholarship.
- She could have told her niece that she would talk to the girl’s parents about the importance of her education. She could have explained that a girl can use her education in many ways, even if she is married and has children. She can be a role model for her family, community, and society at large.

By acknowledging or recognizing the importance of the girl’s dream, the aunt would help give her niece the self-confidence to achieve it. She would have validated, or reaffirmed, the girl’s goal of attending university.

Acknowledging and validating a mentee’s goals and dreams is a first step in helping to empower girls to accomplish their goals. When mentors empower their mentees, they instill self-confidence and self-esteem in them.

5. Ask participants to define “self-confidence” and “self-esteem.” Refer to the definitions in the *Key Terms* box. Ask them how people show their self-confidence or self-esteem.

Activity 3: Motivating messages

Time allotted: 30 minutes

- Facilitation Steps:**
1. Ask mentors to think of a person in their life who empowered or gave self-confidence to them. Who was that person? What was the person’s motivating message? What effect did it have on you?
 2. Give mentors 10 minutes to write their memories of the person who motivated them and the “motivating message.”
 3. Then ask mentors to share their motivating messages and how they affected their lives.
 4. Ask mentors to write a motivating message to a young girl or woman mentee. After 10 minutes, ask the mentors to share their messages.
 5. Ask each mentor the following questions:
 - Why did the mentor select that message?
 - Did the mentor receive that message from someone when he or she was young?
 - Is the message the mentor wrote one that the community as a whole sends to young and older women? Why or why not?
 - How would the mentor re-enforce that message with actions? (Remember, actions often “speak louder” than words!)

Activity 4: The look of self-confidence

Time allotted: 25 minutes

- Facilitation Steps:**
1. We define a self-confident person as someone who is empowered and motivated to do well and accomplish his/her goals. They believe in their abilities.
 2. **What does a self-confident person look like?** Ask the participants this question. Ask a mentor to come to the chalkboard or flipchart paper and draw their idea of a self-confident person. Ask another volunteer to add to the picture.
 3. Ask the group to discuss the following questions:
 - How does a self-confidence person walk? Talk?
 - What kind of expression does the person have on his or her face?
 - How does the person interact with others?
 - What are some of the feelings the person may have?
 4. Raise these discussion points:
 - A self-confident person feels she can accomplish her goals (although she can still experience doubts or ask for assistance!).
 - She is confident of her abilities and isn't afraid to meet new people or try new things.
 - A self-confident person is also confident enough to ask for help when she needs it.
 5. Summarize the session by reviewing how mentors will assist their mentees in becoming self-confident.

Remember: Self-confidence comes from the inside and radiates on the outside!

Activity 5: Closing

Time allotted: 5 minutes

- Facilitation Steps:**
1. Ask mentors for their feedback on the discussion.
 - Were all the objectives accomplished?
 - Are there any topics that participants would like to discuss in further detail at another time?
 2. Establish the next meeting date and time. Decide on a meeting organizer/facilitator.
 3. Thank the participants for their contributions and participation.

Session 4: Mentoring techniques**Time allotted: 2 hours****Objectives**

- ✓ Practice good listening and communication skills
- ✓ Practice empowering others
- ✓ Share mentoring experiences with other mentors

Materials Needed

- Notebook paper for participants
- Several sheets of paper for Activity 2.
- Pens or pencils
- Scenarios
- **Annex 3: Practice Mentoring Scenarios**

Preparation

1. Gather materials.
2. Prepare Activity 2. Write scenarios from **Annex 3** on separate pieces of paper.
3. Review activities and discussion points.

Introduction**Time allotted: 5 minutes**

- Facilitation Steps:**
1. Conduct an icebreaker or energizer game with the group. (See **Annex 2** for ideas.)
 2. Ask participants if they have any questions from the last session and answer them.
 3. **Overview explanation for participants:** As with any skill, mentoring requires practice and dedication. The activities in this session will allow them to practice what they learned in previous sessions and to improve their mentoring techniques.

Activity 1: The “Dos and Don’ts” of mentoring

Time allotted: 30 minutes

- Facilitation Steps:**
1. Explain that being a good mentor involves more than being a good and empathetic listener. Review **Handout 2: Mentoring Guidelines** and discuss the guidelines as a group.
 2. Ask participants if there are any items with which they strongly agree or disagree. Are there any items mentors think should be added to the list?
 3. Discuss the importance of **setting limits or boundaries with mentees**. Remind them that being a good mentor does **not** mean you have to do whatever your mentee asks. You do not have to give her money (in fact, you probably should not) or do anything that you are not comfortable doing. On the other hand, mentors should understand that they are not a mentee’s parent and must respect other relationships in the girl’s or woman’s life. Mentors are not supposed to tell a girl or woman what to do. Rather, they are supposed to help her navigate the relationships in her life and make good decisions.
 4. **Important reminder:** In cultures where men and girls do not normally interact, male mentors should be especially careful to ensure that their actions and intentions are not misunderstood. For example, they should meet with their mentee only in appropriate settings and not in a bedroom or other personal space.
 5. **A final note:** Respecting confidentiality is critical to establishing and maintaining trust with your mentee. Confidentiality means that the mentor does not share private information about the mentee with others unless the mentee’s health or well-being is at risk.

Activity 2: Putting concepts into practice

Time allotted: 70 minutes

- Facilitation Steps:**
1. Discuss issues that may be raised the first time a mentee comes to a mentor with a problem. This experience can be nerve-wracking for both people. The mentee may be nervous about sharing personal information with the mentor. The mentor might not know how to respond or may be afraid of giving the girl bad advice.
 2. The scenarios in **Annex 3** describe situations that a mentor might face; they are designed to help mentors practice good listening techniques and

communication skills, and to help them ease into their role. Using these situations or “scenarios,” participants dramatize, or act out, a possible outcome. Afterwards, mentors discuss how the mentor in the scenario handled the issue or tried to solve a particular problem. (*Note to facilitator: Before this activity, copy each scenario onto a piece of paper.*)

1) Divide the group into pairs and hand out a slip of paper with a role-playing situation written on it. Each pair of mentors should decide who will play the “mentor” role and who will be the “mentee.” The mentors and mentees have 10-15 minutes to come up with a dialogue and proposed outcome to the assigned scenario. Remind mentors to use the communication and listening skills from Activity 2 and to refer to the list of mentoring “Dos and Don’ts.”

2) After 15 minutes, each pair takes turns acting out the situation for the rest of the group. The group comments on the role-play and lists advantages or disadvantages of the solution that each pair proposed.

3. See the facilitation notes, below, and discuss the following questions in relation to each scenario:

- How did the mentor assist the mentee in resolving the problem?
- What was the result?
- What would you have done differently, if anything?
- What is some advice for mentors who might experience this same issue?

4. After you have finished discussing the sample situations, ask participants to share any other mentoring experiences or difficulties they have experienced or think they might experience, being sure to maintain the confidentiality of mentees.

Facilitator’s Notes for Annex 3 Scenarios

- **Scenario 1: An adult in a position of power, such as a headman, step-father/biological father or uncle, is pressuring a girl to have sex.**
This scenario addresses an issue that is all too common for girls. During the discussion, the facilitator should emphasize that the mentor’s priority should be the girl’s safety and health. Girls should be able to live their lives without being harassed or pressured into a relationship out of fear.

By coming to the mentor, the girl has shown that she trusts the mentor and needs help with the situation. The mentor should discuss the importance of reporting this person's behavior to authorities. If an adult has assaulted or harassed a girl, the mentor also should discuss the possibility of filing a report or talking to someone who is an influential figure in the community. The mentor also may want to advise the girl to tell her parents/guardians or other close relative and to assist her in doing so. If the mentor feels that reporting someone may jeopardize his or her job, he or she may consider the following options: 1) asking someone else to assist the girl; 2) reporting the incident anonymously; 3) contacting an "ally" or confidante who will not seek retribution; or 4) by encouraging the girl to contact the Victim Support Unit (VSU) or Child Protection Committee, an elder in a church, or any other authority directly. However, the mentor should remember that if she or he does not intervene, the girl may feel abandoned and think the mentor does not care about her well-being.

Sometimes, girls seek out relationships with older men (including teachers), called "sugar daddies." A girl may think the relationship will provide her with financial support or material goods or love and attention that she may not receive at home. This may be particularly important if the girl comes from a very poor family. If you think your mentee is involved with an older man, be sure to talk to her about this relationship. Although the girl may be happy to receive gifts or money, such a relationship can be extremely dangerous. An older man is more likely to take advantage of the girl and to expose the girl to risks such as HIV/AIDS or other STIs.

- **Scenario 2: Families may wish to marry a girl off by force or before she is of legal age.** Many mentors may be hesitant to get involved in a family issue such as forced marriage or early marriage. Remind them that their role is to support and encourage girls' rights, something that early/forced marriage can severely— and negatively— impact. First, at the beginning of a mentoring relationship, mentors should take time to meet with a girl's parents. This will make it easier to talk to them later if a difficult situation arises. Mentors should try to talk to their mentees' parents about the benefits of education and delayed marriage. If necessary, a mentor may want to ask another mentor, or a religious or community leader, for support.
- **Scenario 3: Getting tested for HIV.** If a mentor suspects that a girl or woman may be at risk for HIV/AIDS, he or she should immediately find out what community resources are available to assist her. Intervening in such a case requires specialized training in counseling, so a mentor should know where to seek assistance from organizations providing counseling that are operating in the same or nearby communities. The counselor will be able to speak to the girl or woman to see if there is a sympathetic and sensitive family member or guardian who can help provide support. If a mentee asks the mentor about HIV testing, the mentor could refer her to a testing center in the area, if one is available. If it is not possible to be tested in the area, the mentor should

find the location for the nearest health clinic. The mentor may be able to assist the girl or woman in arranging transportation. Some HIV testing centers require parental consent for children under 18, although others do not. Find out what the rules are at the center in your area. Testing is often free or is offered at a reduced price for youth. Most importantly, the mentor should realize that the girl or woman has reached out for help and the mentor's intervention could have life-changing results for her. The mentor should not judge the girl or woman negatively and should always remember to keep information confidential.

- **Scenario 4: A mentee wishes to withdraw from the REAL Course to seek money to feed her child.**

Providing financial assistance to mentees will always be a personal decision based on a mentor's relationship with the girl, cultural ideas about giving, and particular circumstances. While it should be made clear from the beginning that a mentoring relationship does not necessarily include financial assistance, mentors may find themselves in a situation where they are expected to provide monetary support. The mentor should think about the consequences (both positive and negative) of giving money and whether providing financial support will be expected to continue. There may be an expectation that the mentor will continue to give money, jealousy from other girls who need financial support as well, and a devaluation of the relationship's mentoring aspect. The mentor may wish to discuss with the mentee other possible sources of income such as savings groups or using available resources to start a small business. The mentor can also encourage the girl that she now belongs to a business group where she will be able to earn money.

- **Scenario 5: Jealousy erupts over EMPOWER participation or benefits that girls/women may receive.**

Girls who are in EMPOWER may find that other youth are jealous. Moreover, the girls may feel pressured to give some of their income from their savings or income-generating activity to others. You should first ask your mentee how she feels about the situation. She may want to give money to her friends because it is culturally expected or because she is afraid of losing friends. You should remind your mentee that she has worked hard in the program and that she is not obligated to use any income for anything other than growing her business and thereby strengthening her and her family's livelihood. You could suggest that she tell her friends how important her new income is to her because she wants to save and succeed in business. You may want to help her budget her funds. Through this exercise, your mentee may realize she will not have enough money to save in her savings group or invest in her business if she gives money to friends. You may also want to emphasize that true friends will understand if she needs the income for strengthening her livelihood.

- **Scenario 6: A woman's husband tries to use her savings or income for drinking and physically abuses her when she tries to refuse.**

The EMPOWER program aims to educate husbands about supporting their wives' financial activities. However, in some cases, husbands or other male relatives may try to spend their

wives' savings or income on drinking or other non-productive activities. There may even be cases of violence. If you find that a family member is using your mentee's funds inappropriately or if threats are occurring, you may first consider bringing the groups' husbands together at a meeting to reinforce the importance of letting women save, manage, and invest their funds for the growth of their businesses and the health and welfare of the whole family. If you suspect there is violence, speak with the other mentors and EMPOWER program staff who can refer you to the appropriate authorities (Victim Support Unit [VSU] or an elder in a church, or any other authority) who are trained and know how to handle such scenarios sensitively and professionally.

- **Scenario 7: Mentor suspects a girl is having sex.**

Sometimes, a mentor may not agree with a girl's beliefs or actions, especially with regards to sex. Even though mentors play an extremely important role in acting as role models and providing guidance, they should not allow their personal beliefs to affect the support they give to their mentees. If a girl trusts you enough to talk about a relationship or sexual matters, you should recognize how highly she views your advice. Talk to her about the risks of having sex, such as pregnancy and HIV infection. Tell her the importance of being emotionally mature enough for sex. Think about the consequences if the mentor does **not** talk to the girl about sex. For example, a mentee might decide to have sex without a condom and contract an STI. Remind the girl that she has her entire life ahead of her and that even one sexual encounter can negatively impact her life.

- **Scenario 8: EMPOWER Woman wishes to withdraw from the business group and wants to run her own business using her start-up kit**

Working in a group may be challenging at times as group members may struggle to deal with leadership and trust issues. Some beneficiaries may think it is more viable for them to run an individual business as opposed to being part of the group business. It is important as a mentor to ask the mentee to openly talk about the foreseen challenges of working in a group. The mentor can discuss with the mentee the Pros and Cons of working in a group business as well as an individual business. The mentor should also highlight some key benefits of the group business model and how it fits into the overall project design and what impact this would have on the mentee's community. Proposals on how to address the mentee's additional business concerns should be discussed with the mentee mentioning any other resources on further capacity building strategies available.

Activity 3: Closing

Time allotted: 5 minutes

- Facilitation Steps:**
1. Ask mentors for their feedback on the discussion.
 - Were all the objectives accomplished?
 - Are there any topics that participants would like to discuss in further detail at another time?

2. Establish the next meeting date and time. Appoint a meeting organizer/facilitator.
3. Thank the participants for their contributions and participation.

Session 5: Establishing a mentoring relationship**Time allotted: 1½ hours**

Note: The following activity can be done one-on-one with your mentee, or with a group of mentees.

Objectives

- ✓ Define the mentee's and mentor's roles
- ✓ Identify the mentee's expectations of the mentor
- ✓ Establish the mentor's expectations of the mentee

Key Terms

- ❖ **Mentor**
 - Verb: To advise or counsel someone.
 - Noun: An adviser or role model.
- ❖ **Mentee:** Someone who receives guidance or instruction from someone else.
- ❖ **Mentoring:** A process through which one person acts as a role model and offers guidance and support to another person.

Materials Needed

- Chalkboard and chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes
- **Annex 4: Planning an Event and Facilitating Discussion**
- **Handout 1: Sample Mentoring Agreement**
- **EMPOWER participants' business plans**

Preparation

1. Gather materials.
2. Write objectives on chalkboard or flipchart paper.
3. Review **Annex 4**.
4. Make copies of **Handout 1: Sample Mentoring Agreement**.
5. Review activities and discussion points.

Introduction**Time allotted: 20 minutes**

Facilitation Steps: 1. Conduct an icebreaker or energizer game with the group. (See **Annex 2** for ideas.)

2. **Overview explanation for participants:** They have all been asked to participate in the meeting because of their involvement in the EMPOWER program. The meeting is to give them a chance to meet each other and to meet the mentors with whom they will be meeting throughout the year. They will be discussing their expectations of the mentoring relationship with their mentors.

3. Assign one student to be the record keeper and write down the answers on the chalkboard or flipchart paper.

Activity 1: What is mentoring?

Time allotted: 35 minutes

Facilitation Steps: 1. Ask how many participants have ever heard of the terms mentor, mentee, or mentoring. Ask them to define the following terms:

- **Mentor**
- **Mentee**
- **Mentoring**

(Refer to definitions in Session 1, Activity 1 to guide the discussion.)

2. Explain that mentoring is the process of counseling or advising someone else. A mentoring relationship sometimes embodies characteristics found in a professional relationship (for example, between a teacher and student, or a boss and her assistant). However, it also can contain elements of a friendship. A mentee and mentor have respect for each other and usually agree on certain guidelines for their relationship.

3. Ask the girls and women to name someone who acts as a mentor.

- Why do the girls and women consider the person to be a mentor?
- What activities do the girls and women do with their mentors?

4. Ask each girl and woman to take out a piece of notebook paper. Write the questions below on the chalkboard or read them from your notes. Ask each girl or woman to write a short response. Once the girls and women are finished, call on volunteers to share their answers. (*Note to facilitator: Depending on the time you have for this session, you may decide to simply ask girls and women to discuss the answers in small groups or as one large group rather than writing.*)

- Why is having a mentor important to you?
 - What expectations do you have for your mentor? (Example: Do you want your mentor to assist you with your business project? Are you looking for advice on how to grow your group savings and form your group?)
 - What topics would you like to discuss with your mentor?
 - How often would you like to meet with or talk to your mentor?
 - What expectations do you have for yourself, the mentee?
5. **Be sure to bring up the following issues during your discussion:**
- **Expectation of confidentiality.** The mentor will not share private information unless the mentee's health or well-being is at risk.
 - **Maintaining boundaries.** Both the mentor and mentee will maintain appropriate boundaries. For example, a mentor who is not qualified to counsel a mentee on a topic such as pregnancy or a psychosocial issue will refer the mentee to a health professional. Mentees, too, will not abuse the relationship by expecting financial assistance or other support not clearly stated in the mentor/mentee contract.
 - **Remind the participants that if they feel their mentor is doing anything inappropriate, they should tell a parent, teacher, or another trusted adult immediately.**
 - **Honoring expectations.** Both mentors and mentees will be expected to meet the mentor/mentee contract obligations. If a mentor or mentee is not able to fulfill his or her obligations, he or she will let the other know in advance.
 - **Encountering difficulties.** If the relationship between the mentor and mentee is not working, someone else may be contacted to mediate. If a problem cannot be solved, the mentee or mentor may request that the relationship be severed or that another mentor/mentee be assigned.

Activity 2: The mentoring agreement

Time allotted: 35 minutes

- Facilitation Steps:**
1. The EMPOWER group of participants should review first their business plan and working as a group should make a list of their expectations for their mentors. (If there is not enough time to do this

during the group discussion, the mixed groups should be asked to complete the list on their own time.)

2. Following a discussion of the groups' business plans, the mentors should review the list and discuss each point with the group members and give them a list of his/her expectations. The list of expectations should be very clear based on the expectations and outcomes of the groups' business plans.¹ For example, if the mentee expects to meet with her mentor often, the number of days per week or month and the length of each visit should be specified. Since mentees and mentors may not live in the same area or town, they should discuss where they will meet and how they will arrange transportation.

3. Explain that each group and their mentors will write their expectations into a formal agreement to ensure that both sides have the same understanding of the relationship. Both parties should agree on each expectation before signing the contract. The groups' business plan should be attached to the mentoring 'contract.'

Activity 3: Closing

Time allotted: 5 minutes

- Facilitation Steps:**
1. Ask mentors and the groups for their feedback on the discussion.
 - Were all the objectives accomplished?
 - Are there any topics that participants would like to discuss in further detail at another time?
 2. Establish the next meeting date and time (either for the whole group or between individual mentors and mentees).
 3. Thank the participants for their contributions and participation.

Additional Mentor Activities:

- ❑ Mentors may want to discuss with the EMPOWER staff the organization of a simple symbolic activity between mentors and mentees to signify commitment to their mentoring agreement. EMPOWER can help design that activity.
- ❑ Arrange regular mentor meetings so mentors can meet and share experiences. Refer to the mentoring strategy and hub manual on how EMPOWER can track mentor activities with their mentees

¹ EMPOWER technical staff should be present to help facilitate this session on mentoring agreement. Please consult the hub manual on what are expected in the mentoring agreement between mentors and mentees.

