

Second  
**Chance**



# Leadership

## Sessions 3 and 4



Second  
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LEADERSHIP

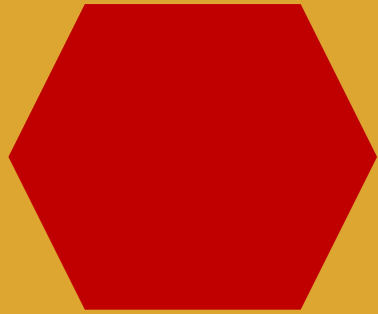
Session 1: What is leadership?

Session 2: Developing as a leader

**Session 3: Leadership in practice**

**Session 4: Mentoring**

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Session 3:  
Leadership in  
practice



# Recap on leadership qualities and barriers for women

Slide set 1

Session 3



Photo: UN Women/Priya Naresh and Aniket Kolkar



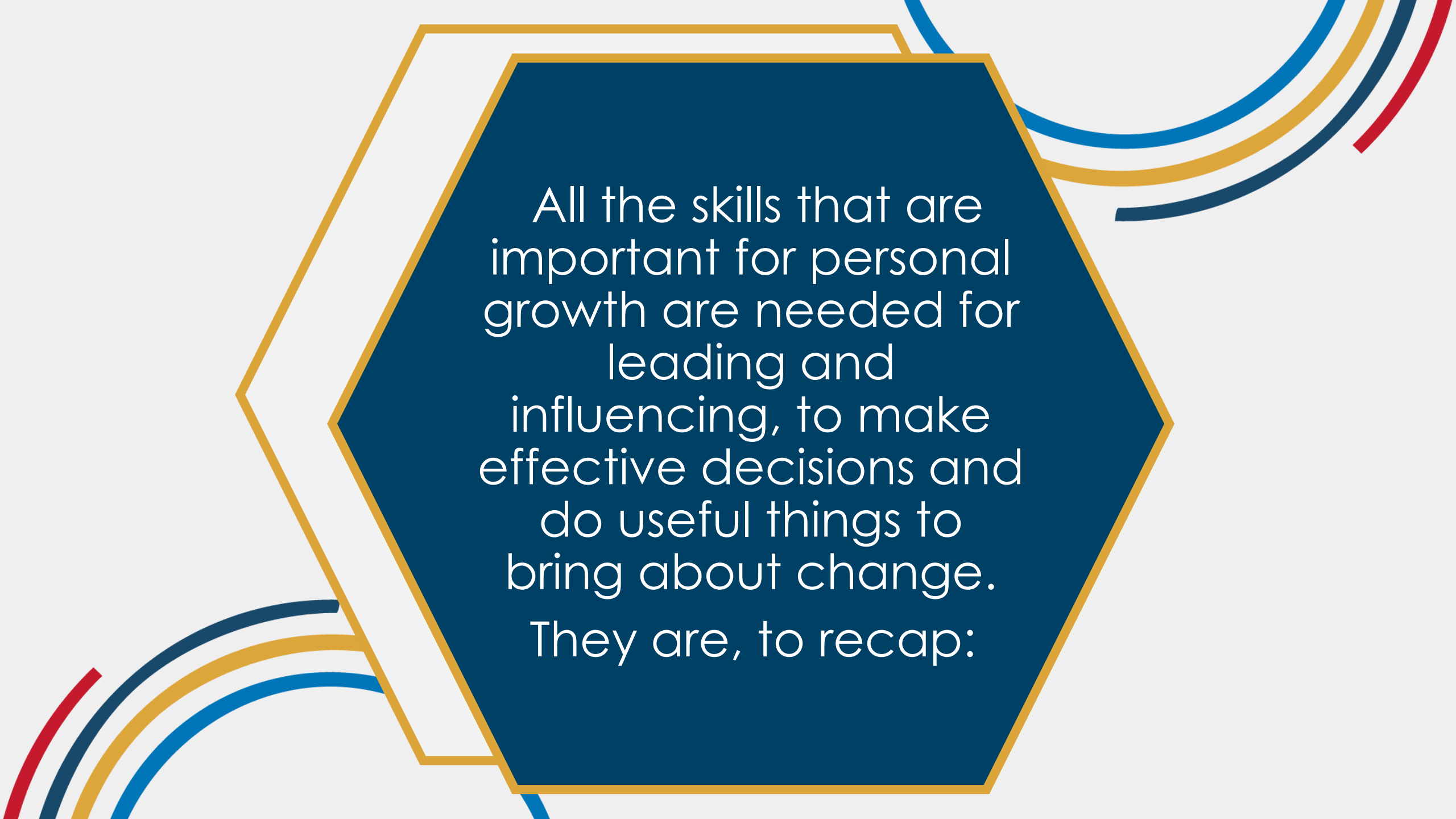
# BEING A LEADER

**Recap:** being a leader doesn't always mean being charismatic, very public and visible and loud.

Being a leader means being an **'agent of change'** – someone willing to step forward and try to change something.



# LEADERSHIP SKILLS



All the skills that are important for personal growth are needed for leading and influencing, to make effective decisions and do useful things to bring about change. They are, to recap:





## **KNOWING YOURSELF**

We need to understand ourselves and recognize our strengths and weaknesses. We can only develop if we recognize what we are not so good at – what we need to improve. We need to be self-confident and comfortable in who we are to be a good leader.

## **SELF-BELIEF**

We need to recognize our value and our potential to influence things, to make positive changes. This does not mean believing yourself to be perfect. But self-belief can bring a determination to get things done.





## **GOOD DECISION-MAKING**

Using your skills and experience to make sense of all the information you have. The information you have will never be perfect. You have to do the best you can do with what you've got.

## **BEING OPEN TO CHANGE**

We need to be open to change in ourselves, willing to change how we think or the ideas we may have.



## EMPATHY

You can put yourself in other people's shoes and understand their emotional needs

## SOCIAL SKILLS

to inspire, persuade, motivate and empower others. To do this you need to build rapport, find common ground and maintain good relationships. This makes it possible to work with and through others and to bring about change.



## COMMUNICATION SKILLS

Knowing how to get your ideas across clearly and persuasively in more formal situations like meetings is important for getting people on board and addressing questions and doubts.

## EMOTIONAL INTELLIGENCE

This means you are aware of how others are feeling and how your words or behaviour is likely to affect different people in different ways.

You can use this 'intelligence' to guide what you say and do.

It also means you are aware of what makes you feel proud, happy, motivated, insecure, angry or frustrated. This helps us regulate our emotions.



## DESIRE TO LEARN AND GROW

Leaders teach, including through being a good role model, but they also learn at the same time.

## TIME MANAGEMENT

Many of us have lots of things to do and we need to identify what's important.

We need to give those decisions and actions priority so that nothing important is delayed. This is an important attribute of leaders.

You may need to think about how your time is use in a typical day and how you might free up time such as by negotiating more sharing of domestic and childcare tasks.



## SELF-CARE

All of us need to look after our own wellbeing so that we are well enough and strong enough to continue doing what we do as well as we can, especially if we are leaders. It can be tough being a leader. You need to have physical and emotional resilience, which will help you pick yourself up after setbacks and carry on.

We as women do not always give priority to our own wellbeing because we are socialized into our roles as nurturers and carers.

We are expected to look after others ahead of ourselves.



## **BEING IN A LEADERSHIP ROLE OF WHATEVER SORT MUST BE SUSTAINABLE**

Sustainability is about being able to do the work we enjoy, while still feeling full and happy in every part of our lives.

It's about feeling safe, connected, recognized, respected and valued.

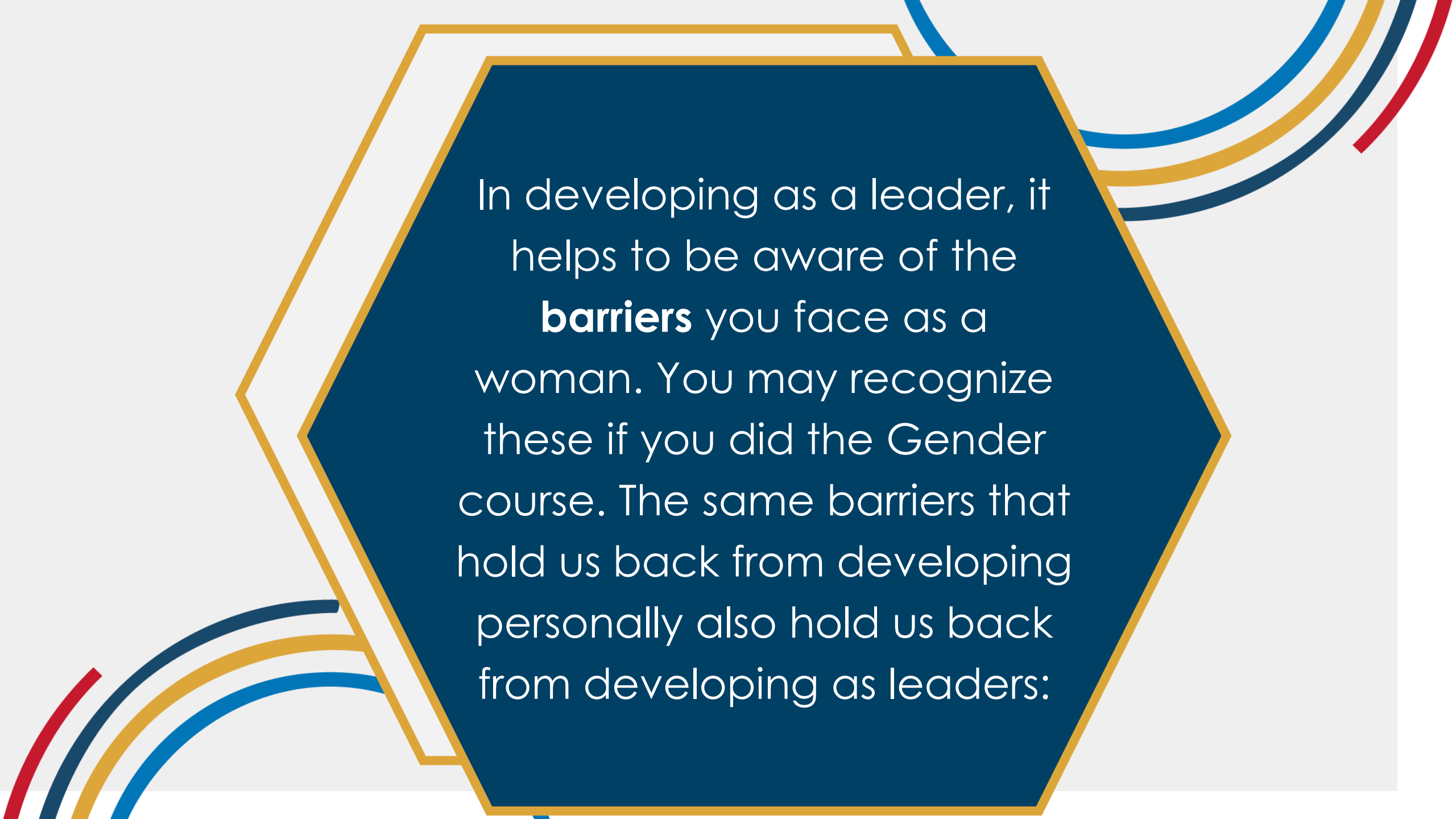
## **CONSTANCY, DETERMINATION, AND PATIENCE**

Change can be slow! But we need to take one step at a time and keep going.



BARRIERS FOR  
WOMEN  
LEADERS





In developing as a leader, it helps to be aware of the **barriers** you face as a woman. You may recognize these if you did the Gender course. The same barriers that hold us back from developing personally also hold us back from developing as leaders:

# BARRIERS FOR WOMEN LEADERS

- **GENDER NORMS ABOUT COMMUNICATION:**

how women should communicate **less vocally and assertively** than men, should **reassure** and **please** others, respect others' opinions **more than their own**, avoid arguing, **not disagree** and **not interrupt**.

- Women's lack of **CONFIDENCE** in a male-dominated environment.

# BARRIERS FOR WOMEN LEADERS

- **GENDER ROLES**

social attitudes towards women as 'belonging in the home' rather than going out to work and leading people, projects and organizations.

- **GENDER UPBRINGING AND SOCIALIZATION**

How girls are treated growing up compared to boys, with boys assumed/encouraged to be active, outgoing and loud, girls assumed/encouraged to be passive, nice, 'people pleasers' who do not disagree or argue

# BARRIERS FOR WOMEN LEADERS

- **ECONOMIC CONSTRAINTS**

that lead to girls/women missing out on education or training

e.g. if families can't afford it for all the children)

- **GENDER DISCRIMINATION**

and social norms which can mean young women are not expected or encouraged to take up training.

# Landmarks in feminist organizing

Slide set 2

*Session 3*

*Photo: UN Women/Priya Naresh and Aniket Kolkar*



This presentation shows just a few of the really important things that women have achieved through their own organizing over the past 180 years or so.

It's important to be aware of these changes as they were not inevitable. Women had to fight for them, organize themselves, use their own funding and resources, use their own time, skills, and energy, often with little help from the men in positions of authority.

**You will notice: none of this was achieved by one woman on her own but by women talking to each other, sharing their problems, organizing and using each other's skills and strengths to bring about change.**





# HISTORY OF FEMINIST ORGANIZING



1848

- Protest against women's exclusion from anti-slavery convention; public mocks women's voting rights.

1873

- Petition for women's suffrage; NZ first to allow women to vote.

1911

- First International Women's Day on 8 March; WWI protests, Russian 'Bread and peace!' demonstrations.

1920s

- Awareness of female genital mutilation health effects.

1929

- Igbo women's protests against social standing and unfair taxes.

1945

- Dublin laundry workers' strike leads to better wages and leave.



# HISTORY OF FEMINIST ORGANIZING



1945

- United Nations formed, enshrines gender equality.

1946

- Commission on the Status of Women established.

1948

- Universal Declaration of Human Rights includes gender equality.

1960

- Murder of three sisters inspires International Day for the Elimination of Violence against Women.

1975

- Women's strike in Reykjavik against economic inequality.

2006

- Gulabi Gang fights domestic abuse and social injustices.

# Activity 2

Slide set 3

Session 3



# QUESTIONS FOR DISCUSSION

- What was the problem the women wanted to address?
- How did they get together? Was there a particular woman who started the action and was the leader?
- What did they do?
- Did they achieve their goal?



Photo: UN Women/J.D. Mikone

# Women supporting women: organizing for change

Slide set 4

*Session 3*

Photo: UN Women/J.D. Mikone





**EXAMPLES OF ISSUES WOMEN HAVE ORGANIZED AROUND**





# HARASSMENT AND VIOLENCE IN AND OUTSIDE THE HOME

- **Sexual harassment** – Mexico's female delivery drivers
- **Violence, justice** – Shanti Mohila
- **Safety**: advocating for clean, safe public toilets, women-only toilets,
- **Domestic violence**: engaging men and boys; seeking justice



Photo: UN Women/SEPICJ

# WOMEN'S HEALTHCARE AND REPRODUCTIVE RIGHTS

- **Access to contraception, reproductive control:** the right to make our own decisions about when and how many children to have.
- **Access to midwifery services** to ensure safe births and post-birth support e.g. with fistulas



Photo: UN Women/SEPICJ



# WOMEN'S HEALTHCARE AND REPRODUCTIVE RIGHTS

- **Access to menstrual pads**
- **Education about menstruation** – teenage girls in Nepal educating older adults and campaigning against menstrual huts.
- FGM (female genital mutilation)



Photo: UN Women/SEPICJ

# ECONOMIC AND FINANCIAL

- Training, credit and childcare for earning money
- Awareness raising with community leaders and men to show the benefits to them of women earning
- Campaigns for recognition of, and greater equality in, care work



Photo: UN Women

# SANITATION

- **Clean water** supply nearer to homes



*Photo: UN Women/Ryan Brown*



# SOCIAL SPACES

- **Access to a safe, non-judgemental space** for women
- **Sharing culinary practices**
- **Rights** for single women



Photo: UN Women/Ryan Brown



EXAMPLES

# MEXICO'S FEMALE DELIVERY DRIVERS



Female food delivery drivers in Mexico face daily harassment.



Harassment from male drivers, customers, and restaurant staff.



Women join unions for action against gendered violence.



App companies do little to protect women; police are not helpful.



Shaira Garduño organized 'punto naranja' for female drivers to rest and get help.



More 'punto naranja' centers opened for support and safety.



Union urges app companies to set up monitored hubs.



In Merida, 'violet circle' drivers track each other for safety.



# MEXICO'S FEMALE DELIVERY DRIVERS



“In the face of the discrimination and violence faced by women workers, a support and companionship network becomes fundamental”.

# SHANTI MOHILA

A video about this group is in the EdApp course.

They are a group of Rohingya women who did not have access to education, cannot read or write, and were displaced from their country. They suffered extensive sexual violence and trauma.





# SHANTI MOHILA

They have come together and created their own women's group without any funding or external support. They do not even have a physical space to meet. However, they have managed to raise their situation and the need for justice for their community to the International Criminal Court.

This is an example of 'ordinary' women who, despite extreme trauma and challenging circumstances, still achieve incredible things.



# EDITAR OCHIENG, SEXUAL VIOLENCE SURVIVOR, KENYA

She grew up in a settlement in Nairobi with endemic sexual violence. She founded an organization supporting survivors of sexual violence and other forms of violence.

She helps GBV survivors report to police and access psychosocial medical services and safe houses.



# EDITAR OCHIENG, SEXUAL VIOLENCE SURVIVOR, KENYA

*“When you’re a leader, you’re changing the narrative. We need to train our girls on the importance of education.”*





## KEBELE BURIE, MOTHER OF FIVE, ETHIOPIA

Had to drop out of school as a teenager when her father left the family for another wife. But she got training and a loan through a UNW programme and became a 'model farmer'. And then became a community leader.



# KEBELE BURIE, MOTHER OF FIVE, ETHIOPIA



*“What I believe benefited the women the most is my coaching to know their rights and be decision-makers on their income through constructive dialogue with their husbands.”*



# MUNIRA BAKALI, COUNCILLOR, MALAWI

She was encouraged to stand by women market sellers, members of women's groups, women farmers. She set up women's groups to help women start small businesses and offer welfare programmes.



# MUNIRA BAKALI, COUNCILLOR, MALAWI

She lobbied to turn the 3km dirt road to the hospital into a tarmac road, so that pregnant women and babies can get healthcare in the rainy season. Her lobbying was successful.

***“I’ve learnt that a major way of bringing change is when we women empower each other. Standing together we can achieve anything.”***



Source: <https://africa.unwomen.org/en/news-and-events/stories/2021/03/feature-story-grass-roots-women-leaders-create-change-across-africa>



## KEBBEH MONGER, LIBERIA

President of a grassroots organization for women's economic empowerment.

***“When you are a leader, you have to show love and concern to the plight of the people. You must listen and be able to involve people in decision-making. Networking, sharing information and being creative is very important.”***



# REBECCA CHEPKATEKE, UGANDA

Helps women experiencing GBV and provides link with justice and health services.

She helps women report their attacker, and ensuring the case is not dismissed by police, and helps women in isolated places to give birth safely by connecting them with a village health team nurse.



# KELSANG TSHOMO, BUS CONDUCTOR, BHUTAN



Harassment and abuse in public spaces including public transport is common in South Asia and other regions.

Kelsang was brought up with gender norms that say girls take care of the household and boys take up opportunities outside the home. Harassment and GBV was considered normal.



# KELSANG TSHOMO, BUS CONDUCTOR, BHUTAN

She dropped out of school to support her family and so that her three younger siblings could complete their education. She became a bus conductor and took on the role of peer counsellor.



# KELSANG TSHOMO, BUS CONDUCTOR, BHUTAN



Kelsang attended a session by UNFPA and a local NGO on GBV.

She was trained in spotting issues like verbal abuse or inappropriate touching, confronting perpetrators, giving victims a helpline number and in some cases contacting protection services.

# KELSANG TSHOMO, BUS CONDUCTOR, BHUTAN



*“The training made me realize that any form of abuse – verbal, emotional, sexual or physical – is not acceptable.*

*[Gender-based violence] was considered a taboo. It took some time to convince colleagues that GBV affects both men and women and that participation by everyone is required to end it.”*





## KELSANG TSHOMO, BUS CONDUCTOR, BHUTAN

As a counsellor, she speaks up at work meetings to educate colleagues about GBV and how to report cases and access psychosocial support.

***“Colleagues, some of whom had lived subdued lives in fear of their husbands, are now confident and engage in discussions during these meetings.”***

# NAFISA AND IMANE, DJIBOUTI

Nafisa became aware of the problems that sex workers in particular were facing after talking to her neighbour.

A small, informal group formed where women felt safe to express themselves without judgement.





# NAFISA AND IMANE, DJIBOUTI

The group now provides support for survivors of female genital mutilation and gender-based violence, and advice on other sexual and reproductive health issues. It became Djibouti's first and only shelter for survivors of GBV that provides refuge, advice, food and clothing.

***“Thanks to our outreach, many more mothers are aware of their daughters’ suffering and many more girls are being saved.”***



Source: <https://www.unfpa.org/news/women-leaders-djibouti-speak-out-against-gender-based-violence-and-harmful-practices>

# NAFISA AND IMANE, DJIBOUTI

Because her mother had died, Imane had to talk to her father about the pain arising from FGM. He now lobbies to end FGM. They hope to create a coalition of men and boys against harmful practices.

***“I’d like to create more men like my father. Too few men speak out, so my mission is to give them courage. To save girls, we must reach their fathers.”***



# NAFISA AND IMANE, DJIBOUTI

*“I learned to distinguish between the positive aspects of our culture and the darker areas that must be brought to light.*

*Men must understand that FGM is not just a woman’s burden. Violence is never just a women’s issue.”*

*“My story, once shrouded in silence, has become my symbol of hope and resilience.”*



# ORGANIZING AGAINST CHILD MARRIAGE AND FGM

*“By providing them with education, healthcare, and safe spaces, we equip girls with the knowledge, confidence, and resources to challenge harmful norms and advocate for their own rights.”*

Aminata Kamara, Sierra Leone

# ORGANIZING AGAINST CHILD MARRIAGE AND FEMALE GENITAL MUTILATION (FGM)

*“Girls can play a huge role in ending FGM: the practice needs girls as victims. Without girls and women, there will be no FGM. Amplifying their voices is crucial to ending the practice against them.*

*“But girls’ voices are alienated in most discourse, and FGM is no exception.*

*“At Purposeful, we create spaces for them to learn about the impacts of FGM and unpack the trauma relating to it which can serve as a springboard to ending it.*



# ORGANIZING AGAINST CHILD MARRIAGE AND FGM

*“Starting with girls as young as eight too will help them understand the impact of the practice on the health and well-being of other girls and women.*”

*“It will also be a great way to bust myths around why they should practice FGM (Female Genital Mutilation), which they are exposed to at this age.”*

Sadia Hussein, Kenya

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# Session 4: Mentoring





# What is mentoring?

Slide set 1

Session 4



Photo: UN Women/Maria Fernanda Novelo Duarte





# WHAT IS MENTORING?

A mentor:

- encourages and enables another person's personal or professional development.
- shares their experience, knowledge, and skills to help another person achieve their goals.

These can be in relation to personal development, entrepreneurship or employment.

In SCE, mentors are women who have an impact on the lives of SCE participants by:



- Offering themselves as a more experienced **companion or ‘buddy’** who will accompany participants throughout their SCE journey.
- Contributing to the development of their **confidence, self-esteem and self-worth.**



In SCE, mentors are women who have an impact on the lives of SCE participants by:



- **Revitalizing** their energy, dreams, goals, and projects.
- Promoting an attitude of **self-help**, supporting and motivating participants in the process of change.
- Helping them clarify their **goals and aspirations** whether personal or financial, whether at home, work or in the community.

In SCE, mentors are women who have an impact on the lives of SCE participants by:



- Helping them **internalize new knowledge**, organize new ideas, and consolidate their learning.
- Providing **technical advice** if needed.
- For newly arrived migrant, refugee or displaced women, helping them to **adapt to the new culture** and way of life.

In SCE, mentors are women who have an impact on the lives of SCE participants by:



- Strengthening attitudes and skills in **decision-making, self-knowledge, social relationships, and communication**. This can include relationships in the home and outside.
- Supporting them with **time management**, such as making sure they get to appointments or SCE sessions on time.

In SCE, mentors are women who have an impact on the lives of SCE participants by:


- **Creating an environment of trust** that gives confidence to participants and fosters a horizontal relationship of **mutual learning**.
- Where needed and in consultation with SCE staff, referring women to **complementary services**, including **support for gender-based violence**.





In sum, a mentor can be:

- A **buddy** or **friend**
- A source of **practical help**
- A **sounding board**, who provides a listening ear
- Someone with whom to **share problems** or concerns
- A source of **information** or guidance.



Mentoring can make a huge difference to someone who, on their own, **may struggle to continue her participation** in the programme or **may lack the confidence** to advance in her chosen pathway.

**Mentoring also helps to guide SCE implementing staff to know about participants who need particular attention and connections to complementary services.**






LEADERSHIP AND  
MENTORING



Mentoring is a form of leadership because it **facilitates change.**

Mentoring supports the mentee in becoming someone who can **make decisions and act on her own, and achieve her goals.**





Mentors can have a great **influence** on their mentees, not by telling them what to do but through **empathy, active listening, encouragement,** and being a **role model.**



Photo: UN Women/J.D. Mikone


## ARE YOU WONDERING IF YOU WOULD MAKE A GOOD MENTOR?

- Are you **aware of the difficulties women face** in trying to develop themselves economically or personally?
- Do you think **your knowledge and experiences** would be useful for other women?
- Are you aware that mentors not only **give** but **receive**?

# What makes a good mentor?

Someone who:

- **Has empathy** with her mentees, can relate to them and is **willing to share her knowledge and experiences.**

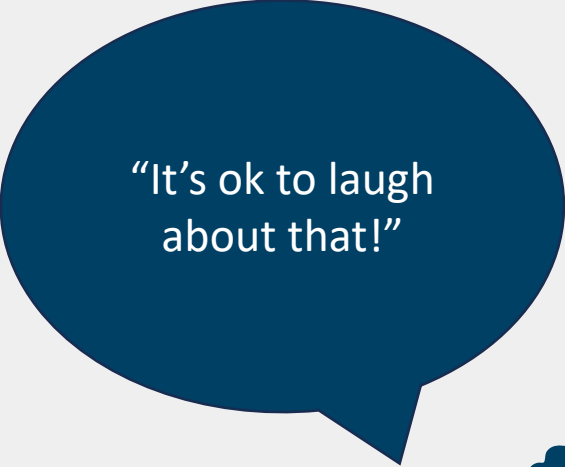
A line-art illustration of a woman with short hair and a flower in it, wearing a necklace. A large orange speech bubble is positioned above her head, containing text. In the top right corner of the slide, there are several thick, curved lines in blue, yellow, and red.

“I understand, I also had a similar experience with this...”

# What makes a good mentor?

Someone who:

- Has a **sense of humour** and a **positive attitude** in support of the participants.



"It's ok to laugh about that!"



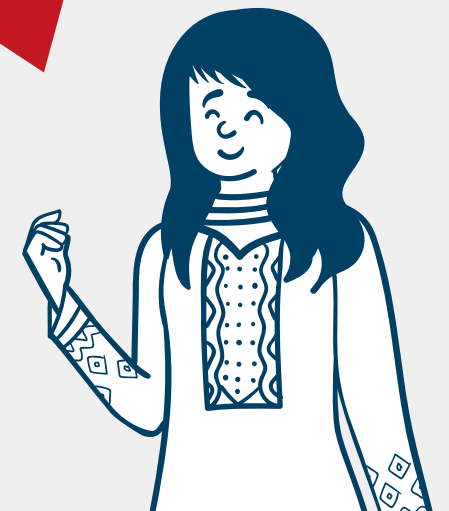
# What makes a good mentor?

Someone who:

- Has empathy and is able to build rapport; **is good at communicating and active listening.**



“Mhm... tell me more about this”






# What makes a good mentor?

Someone who:

- Is **not negative or judgmental** and is **neutral** with other women regardless of their socioeconomic, cultural or ethnic background.



“I see you as your own person and I respect your background”

# What makes a good mentor?

Someone who:



- Is **honest** and **respectful, reliable** and **trustworthy**.




- Is **patient** and **caring**.



# What makes a good mentor?

Someone who:

- Wants to **help others to help themselves**. She wants to feel that she is an essential part of supporting, accessing, and promoting women's economic empowerment.



"I want to help you learn how to grow on your own"

# What makes a good mentor?

Someone who:

- Is able to maintain appropriate **boundaries** with her mentees.

“I can help guide you, but I cannot make decisions for you”




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- Wants to **keep learning**.

“Being your mentor helps me become a better person”





It is helpful to  
understand what a  
mentor is **not**.



## A MENTOR IS NOT:

- a personal counsellor or a career advisor
- expected to carry burdens that will impact on their own contribution and success
- expected to do something they are not comfortable doing
- a specialist that is expected to provide expert or professional advice
- responsible for the mentee's career choices or personal wellbeing.





What are the **benefits for mentors**? What do you gain as a mentor?

Mentoring has clear benefits to the people being mentored. But what about the mentors themselves?



**Is it a one-way exercise where they give but do not receive anything back?**





No. There are many  
benefits for mentors  
themselves.





You practise and develop your interpersonal and leadership skills: you learn how to listen, support, inspire and motivate others.





You know you are making a difference by supporting women as they change their lives and become agents of change and leaders themselves.




You develop your emotional intelligence and empathy.





It shows your value in a tangible way – to others and to yourself.



It builds your self-confidence.



You have opportunities for self-reflection.



You consolidate what you have learned by teaching others.



You can put it on your CV!



The mentor can **develop new perspectives, ask new questions, learn about other concerns and broaden her personal and professional vision.**

This creates a virtuous cycle of learning and development for both parties.





A smiling woman wearing a blue headscarf and a blue patterned top is holding a large, fluffy bundle of white cotton wool. She is standing outdoors, with a wooden railing and green foliage in the background. The image is partially overlaid by a dark blue geometric shape on the left side, which contains white text.

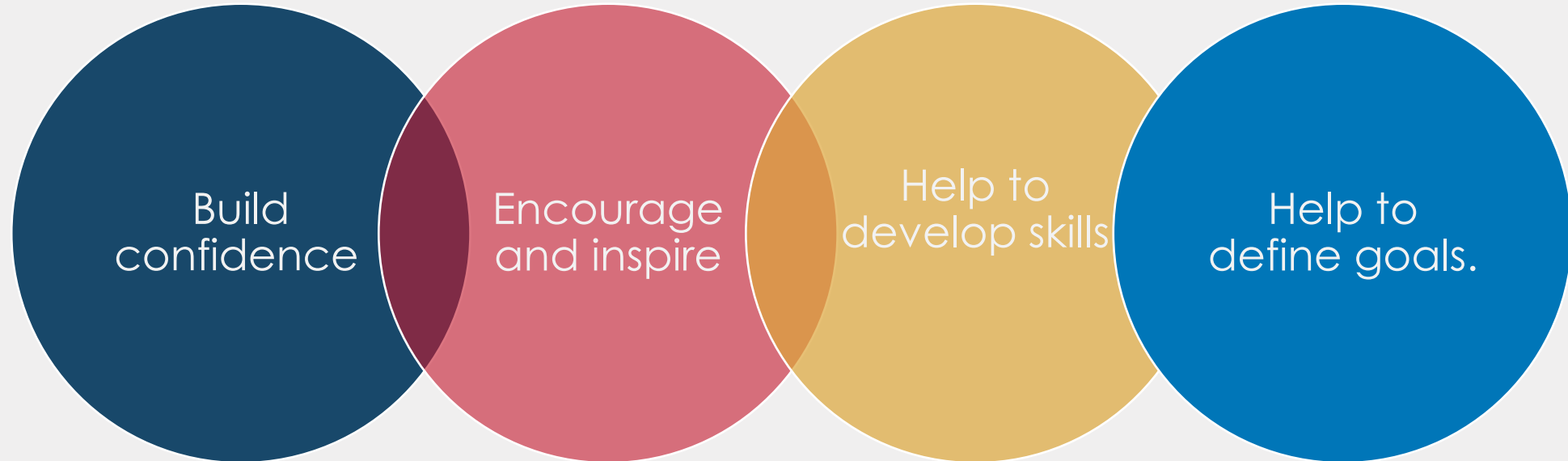
# The attributes and skills of a mentor

Slide set 2

Session 4

The mentoring programmes of different SCE programmes may have slightly different aims, but the

## **KEY AIMS OF MENTORS ARE USUALLY TO:**



To achieve these things, mentors need the following **attributes and skills**.

You are **empathetic**

You can put yourself in another person's shoes.

You have **good listening skills**

People who talk to you feel they have your attention and that you understand and empathize with them.

You can **communicate well**

You can talk to people in an open, personal way, sharing your own experiences where helpful with humility and (where appropriate!) humour.



# EMPATHY

Empathy means understanding how the other person feels **without criticizing**.

Empathy is often confused with compassion or pity – feeling sorry for someone. But people don't need to be pitied. **They need to be understood.**

To demonstrate empathy, a mentor needs to be a good listener – to have good active listening skills.



# ACTIVE LISTENING

Listening sounds easy – we all do it! – but not everyone is a good listener. Active listening techniques will help you develop good listening skills.

- **Focus on what the other person says so that you hear what she says, not what you think she's going to say.**  
When she is talking about herself, she is the expert! Check your understanding by paraphrasing or summarizing what you think she said.
- Keep **eye contact** and use open **body language**.
- As well as listening to the words, **try to pick up the hidden underlying feelings that come through the tone of voice, facial expression and body language.**  
These can give insight into how she really feels, which may not always be what she expresses in words.



# ACTIVE LISTENING

- **Reflect her feelings and values back to her.**  
Show that you understand, that you sympathise with things that have not gone well, and that you share her delight with things that are a source of happiness or pride for her.
- **Recognize personal values and personal history that are revealed in the conversation.**  
This can include the type of family she was raised in, what is important to her, her world view, how she treats and talks about other people, and how she thinks about herself.
- **Summarize the important issues** and feelings you have heard.

# GOOD COMMUNIC- ATION

Instead of listing what makes for good communication – here is what NOT to do!

- **Interrupt** your mentee when she is talking.
- Constantly **question or oppose** her point of view.
- **Blame** her for how you feel as a mentor.  
For example, if you feel too overwhelmed by her problems, not equipped to deal with them; or even if her personality or life story makes you feel inferior or insecure
- **Be judgmental.**  
Your mentee has a right to her own opinions and decisions, and to live her life the way she chooses, even if you disagree with those choices.

# GOOD COMMUNIC- ATION

Instead of listing what makes for good communication – here is what NOT to do!

- Require your mentee to **behave in a certain way.**
- **Give advice instead of working together** to consider the available options.
- **Jump to conclusions.**  
pay attention to what she says and make sure you understand a situation fully.
- **Pressure her to reveal information** about herself before she is ready.
- **Share confidential information** with anyone else.

To achieve these things, mentors need the following **attributes and skills**.

You are **willing to learn**

You know there is always a lot to learn from another person, whatever their background. You have values and principles but you want to learn from other people's experiences to grow yourself, as well as supporting your mentees to grow.

You have a **positive and optimistic outlook** on people

You see the best in people; you can recognize what is good in them, their talents, abilities and potential; and you can see the whole person, not just one aspect of them.

You are **adaptable**

You can see things from different perspectives. You can adapt the way you communicate and support according to what works best for different people.

To achieve these things, mentors need the following **attributes and skills**.

You see things through a **gender lens**

You understand the social norms, stereotypes, gender norms and attitudes towards women that your mentees have to deal with.

You can work in a **team**

In a mentoring programme, you often work with other mentors and share experiences and challenges.

You have **life experiences**

that are relevant to your mentees and which you can share with them in order to encourage and motivate.





WHAT ARE SOME  
GOOD PRACTICES OF  
A MENTOR?

# WHAT ARE SOME GOOD PRACTICES OF A MENTOR?



Think of yourself as a **'learning facilitator'** rather than a person who has all the answers.



**Try to ask questions,** rather than giving advice or answers.



**Emphasize how your experiences may be different from your mentee's** - it is important to use your experience as a mere example.



**Avoid the temptation to control the course of change of your mentee** and to guide the way forward. Your mentee is responsible for her own growth.



**Support your mentee in seeking alternative interpretations** and diverse approaches to how to approach situations.

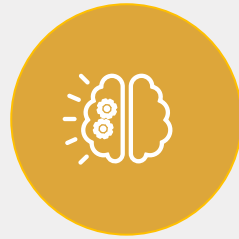
# WHAT ARE SOME GOOD PRACTICES OF A MENTOR?



**Build your mentee's confidence** and motivation through positive feedback and constructive criticism.



**Inspire, encourage and challenge** your mentee to achieve their own objectives and goals.



**Support** your mentee to reflect on successful strategies, which she herself has used in the past and that she could adapt to new challenges.



**Give your mentee time to build trust** with you. Trust doesn't happen overnight, it builds over time. It is something that must be earned.



**Consult with other mentors** or with other people involved in the program, ask for feedback, you too can continue to learn and grow.

# PLANNING FOR ACTION

- Mentors play an important role in supporting their mentee in developing and carrying out their action plan – whether that is to do with personal development, developing a business, getting a job or something else.
- Again, this is discussed in the Personal Growth course but here we give a quick recap.
- Your mentee will first identify her goal. Then, it's time to develop an action plan. A good action plan will help her recognize the steps she needs to take to reach her goal. It also helps her prepare for the difficulties she may face.



Photos: UN Women/SEPICJ;  
UN Women/Christopher Herwig;  
UN Women/Adrián Ibáñez

# PLANNING FOR ACTION

## You will need to discuss:

- **What** actions are needed to reach the goal.
- **Who** will carry out these actions (in case someone other than the participant is involved)
- **When** the actions will take place.
- The **resources** needed to promote action.
- The **difficulties** that she may face and the possible solutions.
- The **people** she should talk to about their plans.







## Final tip

Work with your mentee as if you are going to be their mentor forever.

That mindset will make it easier for you to provide long-term guidance and help your mentee to make decisions that will work for her beyond the period of your mentorship.



# SCE mentorship

Slide set 3

*Session 4*



# OVERVIEW ON MENTORSHIP





“ How many mentees does a mentor have?”

“ Do mentors give social or technical support or both?”

“ What communication channels are used between mentors and mentees? ”





““

*How often does a mentor meet their mentees and where? Are meetings individual or in a group?”*

““

*How quickly are mentors expected to respond when a mentee contacts them?”*

““

*How many hours of the day and days of the week are mentors expected to be available?”*

““

*How long does the mentorship last?”*





““ What training do mentors receive?”

““ What support do mentors receive while in the role?

““ What contact do mentors have with the SCE team and other SCE mentors?”

““ Do mentors receive a certificate at the end of their mentoring?



# Course wrap-up

1. You have the potential to be an **agent of change in your own life** and to **influence** the lives of others.
2. The essence of leadership is the ability to influence and **bring about change**.

# Course wrap-up



3. You may **already** be an agent of change in some areas of your life without even realizing it. You show leadership any time you put yourself forward to take responsibility for something, for making something happen.
4. To be agents of change, we have to first be open to change in ourselves. **The way we think and act is not set in stone.** By taking small, manageable steps, and with the support of others, **we can develop** aspects of ourselves where we feel the least confident.

# Course wrap-up



5. Your SCE programme is likely to have **opportunities** for developing your leadership skills – ask about them!
6. **Organizing as a group** with other women can give you more power to bring about change than you have as an individual.



**THANK YOU**