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PROJECT REPORT

**Name of the Course: INTERNATIONAL MASTER DIPLOMA IN GUIDANCE
& COUNSELING**

Conducting Organisation: International Institute of Influencers (III)

Title of the Project: Guidance-Coaching & Counselling (GCC)

**Criteria for doing the project: Structured Approach & Analytical Evaluation for
Workplace Through Guidance-Coaching & Counselling**

Submitted To: SHAMA Hussain, Founder & CEO of III

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Name of the Candidate: Mary Angelique R. Mate

Name of the Organization: Batasan Hills National High School



"Behind every great leader, at the base of every great tale of success, you will find an indispensable circle of trusted advisors, mentors, and colleagues."

MARY ANGELIQUE R. MATE
Batasan Hills National High School



Dr. Shama Hussain
*Founder and CEO of
International Institute of Influencers*

**Dr Shama
Hussain**
FOUNDER AND CEO OF
INTERNATIONAL INSTITUTE
OF INFLUENCERS
SHE TALKS ABOUT WHAT
INSPIRES HER



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While there are distinct differences between the roles of mentoring and student success coaching, they do share an overarching objective: to help individual students grow and develop, achieve their desired goals, and reach their full potential. Yet to understand how a coach and a mentor can enhance each other's efforts in supporting students, it's important to understand how their roles differ.



What is mentoring? It is about connection. In fact, creating an authentic connection in a climate of trust is critical to the success of the mentoring process and the personal growth of the student. Learners who feel connected to their mentors are more likely to turn to them for guidance in challenging or confusing situations, to communicate openly and honestly as the relationship grows, and to rely on that relationship to improve their self-esteem and self-confidence. We, the mentors, offer advice drawn from their own lives and serve more of a teaching function, with our “training” coming from personal and work experiences rather than a formal preparation program. Most of us are typically volunteers, serving as mentors in addition to schooling or work. Mentors are usually chosen for their specific experience – their position in a particular job or field – and may be able to introduce the student mentee to people of influence within an industry or organization. Many students view their mentors as role models who can help guide them toward and/or along a particular career path, especially when it's the same path traveled by the mentor. Mentoring tends to be more informal than coaching, and the meetings can happen in any number of settings.

While **Coaching** is also based on trust building and personal connection, it's an important student support role that tends to be more formal and structured than mentoring. Creating a collaborative, individually tailored approach to each student's needs, coaching typically takes a proactive approach and can be implemented separately from or alongside mentoring services. Unlike the comparative informality of mentoring sessions, coaching follows research-proven methodology that includes holistic assessment of potential risk factors and development of specific cognitive and non-cognitive skills to help students overcome barriers to short- and long-term success.

It is usually designed to support institutional goals, coaching carefully balances meeting the immediate needs of students and helping them solve problems as they arise with making sure students are aware of the various institutional resources



and how to engage with them effectively. Active listening is integral in fostering engagement, improving assessment and deepening relationships. Coaches also help nurture long-term personal growth and development through small, meaningful changes and the integration of new strategies, habits, and mindsets into learners' lives. And the insights coaches glean from working with students are compiled into reports for each institution, providing a window on issues that matter to their students.

Effective mentors possess a range of skills that are crucial in guiding adult learners towards their goals. These skills enable mentors to create a supportive and empowering environment for growth and development.

- ✓ *Motivation*: Mentors should have the ability to understand and tap into the learner's motivation. By identifying what drives and inspires the learner, mentors can tailor their approach to better support their goals and aspirations.
- ✓ *Insightful Questions*: Asking insightful questions is a skill that mentors should master. By posing thought-provoking questions, mentors stimulate critical thinking and encourage learners to explore new perspectives and possibilities.
- ✓ *Active Listening*: Active listening is an essential skill for mentors. It involves fully engaging in the conversation, paying attention to both verbal and nonverbal cues, and empathetically understanding the learner's needs and concerns.
- ✓ *Letting Go of Control*: Mentors must be willing to let go of control and allow the adult learner to take the lead in the learning process. This promotes autonomy and self-directed learning, empowering the learner to take ownership of their development.
- ✓ *Valuing Life Experience*: Mentors should recognize and value the unique life experiences and prior knowledge that adult learners bring to the table. By acknowledging and leveraging these experiences, mentors can create a more personalized and meaningful learning experience.
- ✓ *Flexibility*: Flexibility is a key skill for mentors. They need to adapt their mentoring approach to meet the diverse needs and learning styles of adult learners. Flexibility allows mentors to tailor their guidance and support to maximize the learner's growth and development.

By possessing these essential skills, mentors can create a nurturing and supportive learning environment that promotes the adult learner's personal and professional growth.





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