

# MENTORSHIP SUCCESS

## JOURNEYS & TRANSITIONS; THE AKAD WAY

“Capacity Building for Academics and Career Success”



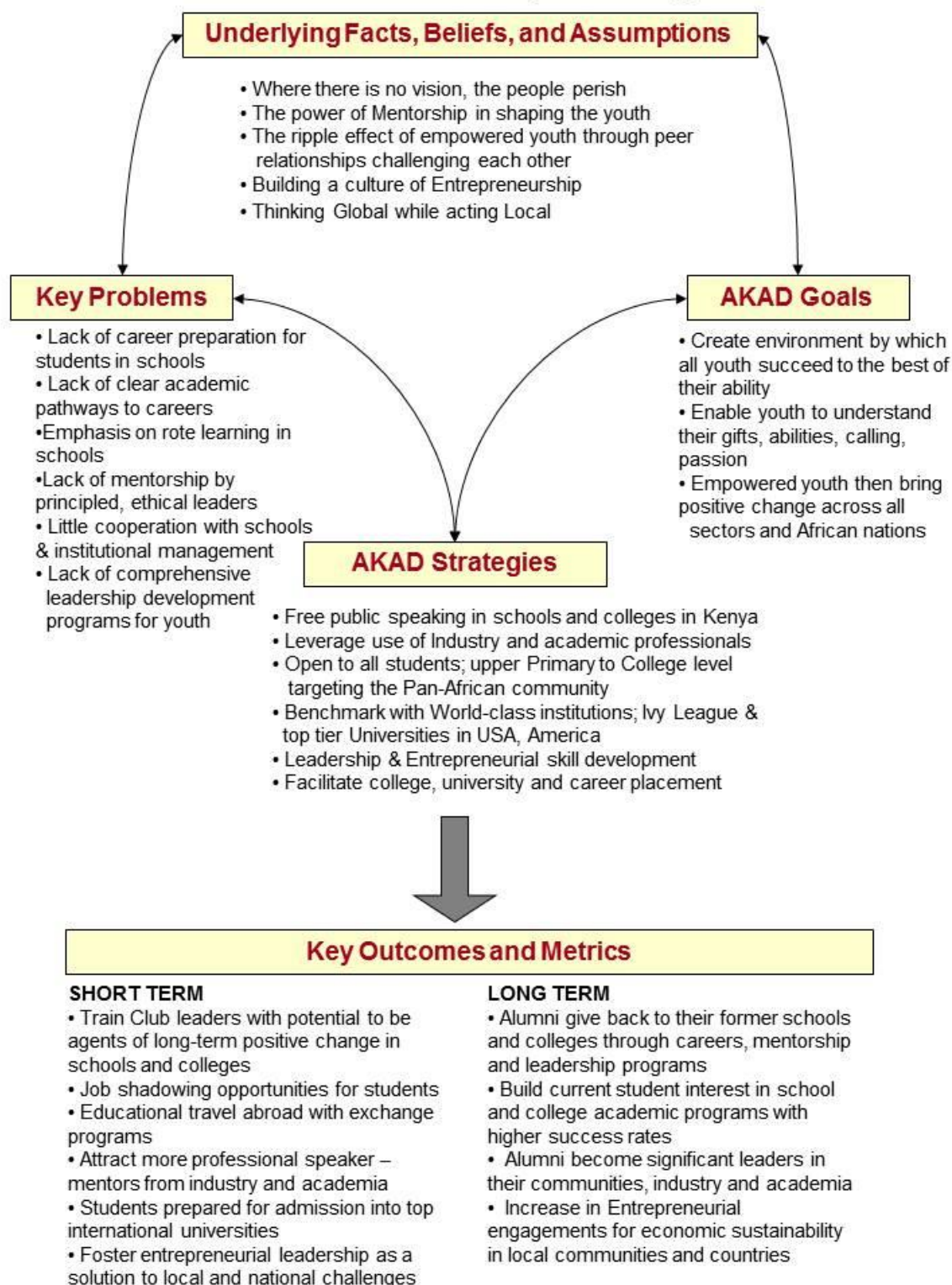
The “Secret sauce” that enable AKAD mentee youth to grow in confidence and Leadership, leading to academic excellence in preparation for career success.

This includes, but is not been limited to, admissions to top, world class universities like Harvard University in Boston, Massachusetts, USA.

Case Studies used with permission from AKAD mentees & statkeholders

By Rev. Dr. Julius Weche, BVM, MBA, PhD (candidate)

# AKAD Africa Theory of Change



# Introduction

## Why mentorship?

Many of my African colleagues argue that we do not need mentorship. That since our parents and they themselves grew up without mentorship, the whole concept is a waste of time. Children should be given food, clothing and shelter – loved – and allowed to grow as they deem fit. Mentorship is to them, a total waste of time, money and space.

But we at the Akad Education Group – Africa disagree.

## Mentorship Definition

The modern definition of mentoring is quite varied and has several characterizations in the literature. Joan Kaplowitz states that "A mentor is anyone who enhances, enriches, and encourages the professional development of another member of the profession." (Joan Kaplowitz, 1992). Nadine Klasen (2003) identifies the American sponsorship mentoring as pairing a younger, less experienced mentee with an older, more knowledgeable mentor, with main type of advice relating to career moves. The European model is called "development mentoring"; mentors have more experience in the area that interests the mentee, with emphasis on creating a self-managed learning experience.

The person mentored is called the "protégé", "mentee" and "mentoree", whereas the experience person who imparts wise and reliable advice is often referred to as a mentor (Klasen and Clutterbuck, 2002:1; Abrahams, 2009:46). The mentor will advise, guide, teach, inspire, challenge, correct and serves as a role model to another member for that individual's professional development (Klasen and Clutterbuck, 2002).



"Mentoring is the process by which one person (the mentor) encourages another individual (the mentee) to manage his or her own learning so that the



mentee becomes self-reliant in the acquisition of new knowledge, skills, and abilities, and develops a continuous motivation to do so. (Hass, V. 2005)

Mentorship is especially needed today in environments in which we have persistent absentee parents. Parents are too busy making ends meet – working to raise money – to then be available and specifically encourage others in their academic and career paths. This is especially when they have no idea what career path the other wishes to pursue.

Research has established that the consistent, enduring presence of a caring adult in a young person's life can be the difference between staying in school or dropping out, making healthy decisions or engaging in risky behaviors, and realizing one's potential or failing to achieve one's dreams.



Mentors can make a profound difference in the lives of their mentees — and in turn, strengthen communities, economy, and country (Bruce, Mary and Bridgeland, John. 2014). *Societies often leave mentoring relationships — powerful human connections — to chance*, creating a “mentoring gap” that needs to be closed for the good of young people, communities and countries.

With this in mind, what are the best case scenarios at global, regional and national level where mentorship is concerned? What are the best policies and managerial implications of choosing to engage in mentorship? How have corporate mentorship programs succeeded, and what lessons can be learned and inculcated for the benefit of the rest of the nation and mankind?

We begin to answer the above through the lives and experiences of select boys and girls; the boys being Brian Ngugi, Michael Mutie, Josphat Lowoi, Ernest Ochieng, Eric Fairweather and Boniface Omina. The girls being Catherine Njeri, Salome Maina and Christie Weche.

The testimonials of impact and influence are forever written in their hearts and minds, as well as in those of the persons they continue to meet, engage with and bless. A number of these are shared here

## Lifeskills training

Negotiations are an example of some of the lifeskills we help instill in our mentees.

Winning Negotiations training is offered in a one day program, facilitated by Rev. Dr. Julius Weche (AKAD) and Boniface Omina (Footprints Initiative & Lenana School). The peer mentors at this event are from both The Alliance High School and Lenana Schools.

The aim is to challenge youth to understand how to Negotiate, Persuade and Pitch professionally - appreciating skills of winning hard, difficult bargaining and negotiations.

Together with peers, mentees participate in interactive exercises and negotiation scenarios designed to put strategies into action. Developing skills needed to achieve better outcomes when bargaining and negotiating. Avoiding scenarios such as when faced with tough counterparts, becoming naturally competitive – creating more negative challenges. By learning how to collaborate, one creates and claims more value through Win-Win strategies. Working together enables all stakeholders achieve their expressed felt needs. Practice in our sessions, excel in the real world.



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## Chapter 1

### *“Give me a Scholarship!”*

90% of the telephone calls received at AKAD begin with this very same statement, ***“I want a scholarship”***.

This is what we are known for, rightly or wrongly.

Below is an example of how AKAD assist students that excel to succeed in obtaining admissions with scholarships for overseas opportunities.

For many people, this is all that counts – the opportunity to exit our own academic, economic and social environment. The opportunity to study overseas on scholarship is too hard to resist. Unfortunately many do not realise that this is a highly competitive process. As of April 2018, Harvard has admitted 1,962 students out of a record applicant pool of 42,749. Over 40,000 applications were rejected!

31<sup>st</sup> March 2018, 11:07am

From Charles - Parent:

Happy Easter Daktari & trust all well with you & family...

Salome continues to do well @ ALA - accepted for 3 x USA 2018 summer programs;

- YYGS (Yale),
- LBW (Leadership in the Business World - Wharton Biz Sch, UPENN) &
- iLED (International Leadership, Enrichment and Development progr - U of Notre Dame).

We humbly give thanks to God & your good work with our kids.

Have a lovely Easter

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The importance of Mentorship in the Scholarship process is simply because most African student scholarships are not very competitive – even our brightest. When it comes to the high international standards needed, our students are literally sub-standard because students do not know what is needed in order to prepare competitive applications. “People perish for lack of knowledge” (Hosea 4:6).

And yet the irony is that top international institutions are interested in, and keen on attracting top African talent due to their diversity policies. It is these policies that create opportunities for

and provide for international student admissions. So why is there a gap between interested African students and these admission opportunities? How can this gap best be filled, other than giving “token opportunities” to those that are of colour?

### Why Scholarships? Harvard University Example

At Harvard, more than half of students receive financial aid, and for 70 percent of those students, their grant covers the full cost of tuition. The majority of undergraduates receiving financial aid pay just **10 percent of annual family income**, with the average net cost to parents being about \$12,000 a year.

One in five Harvard undergraduates comes from a family earning less than \$65,000 a year, and the families pay nothing toward the cost of education. These students now also receive a \$2,000 start-up grant that helps with move-in costs and other expenses incurred in making the transition to the College.

The question is therefore simple; “How does one submit an internationally competitive scholarship application?” The mentorship process removes the **guesswork** out of the process – like throwing darts at a board in the dark, blindfolded. The process enables one to save time, hassle and grief by being able to know upfront, what is needed, how best to present yourself and what not to do. One is sharpened so that they are effective in demonstrating their capacity to meet the need.

Preparation helps candidates know how to avoid common application scholarship mistakes that are very expensive in terms of time, money, energy and frustration expended in the process – usually with little real success. Examples include knowing lists of available fully funded scholarships, in which country – so that one is better able to hone their efforts in the right direction. With this in mind, it is important to remember that;

- Many students allege they want scholarships, yet the probability of getting one is 0% when one does not apply.
- Application without guidance from mentors lower chances to below 50%
- Applying with a mentor for only one scholarship increases the chances to over 50% but due to the competitive nature of these scholarships, getting an offer may be a challenge
- Strategically applying to more than 5 scholarships with mentor support can increase chances from 50% to 90%

The next next question that is often asked is, “How do we get to know about these opportunities? Again, with reference to Harvard University from their website;

1. The Undergraduate Minority Recruitment Program, HFAI, the Harvard First Generation Program, the Harvard College Connection, and the Undergraduate Admissions Council all play crucial roles in recruitment efforts. Throughout the year, undergraduates reach out to prospective applicants by mail, social media, and hometown high school visits, and they provide hosting and tours for visitors.



2. “The 10,000 Harvard alumni who attend college nights, interview candidates, host admit parties, and telephone admitted students devote countless hours each year to our efforts,” said Marlyn E. McGrath, director of admissions. “They are critical to our success in enrolling such outstanding classes each year and often forge lifetime friendships and mentorships with students in the process.”
3. Members of the teaching faculty, admissions and financial aid officers, and students will write personal notes, make phone calls, employ social media, and meet with admitted students as part of Harvard’s comprehensive recruitment efforts.

And what are the results of all these recruitment efforts? For year 2018, these look like this below;

- Women constitute 50.1 percent of the admitted students, compared with 49.3 percent last year.
- African-Americans constitute 15.5 percent of the class
- Asian-Americans 22.7 percent
- Latinos 12.2 percent
- Native Americans 2 percent
- Native Hawaiians 0.4 percent.
- First-generation students are 17.3 percent of the class
- International citizens are 12 percent of the class, from 90 countries.

To get to the above situation, our potential AKAD scholars need to FIRST match their own capacity to available viable opportunities. At AKAD AFRICA this begins understanding your own Vision, Mission, Goals, Values, Purpose, Passion and Calling.

The potential candidate needs to better appreciate that admitting institutions and those granting scholarships need to see what legacy you currently have, as an indicator of what legacy you will leave in the world as a result of benefitting from their training, especially if through a scholarship.

The best way to gauge this potential is by looking closely at what a potential candidate is currently doing; how are you adding value to the world right now, if at all? Value addition right where you are? How is this demonstrated through your leadership, community service, solutions to society and your personal place in the world?

This is the essence of this book on Mentorship Success Journeys, and sadly where most of our students fail; they live for themselves only. They only do what makes them happy – usually entertaining themselves – at the expense of others and without a care for the world. Their attitude is that after all, parents, society and world owes them! These are the majority of those who call on us; seeking to get maximum personal benefit from admission and scholarship opportunities for themselves alone – without a care for, or giving anything back in the first place! The phone calls are usually a demand for us to give them a scholarship, irrespective of all

these background issues we have discussed. Demands are made for a scholarship within the first minute of a phone call with a total stranger, most of whom will not have the courtesy to introduce themselves by name, because after all – we ought to know who they are. After all, the entire world and universe, rotates around them.

To succeed in obtaining merit based scholarships (not for sports or other), one should first have proved themselves as a scholar in their academics. According to the *National Commission on Excellence in Education* (1984), many students are unsuccessful in school because they lack effective study skills. To counter this, the commission recommends that study skills be introduced to students very early in the schooling process and continue throughout a student's educational career.



If one does not have success in their academics in the first place – they will not be a successful candidate for academic based scholarships.

Various foundations in Kenya are known to run excellent mentorship programs. These include commercial banks, such as Equity Bank, and specifically The Equity Group Foundation. The “Wings to Fly” program, launched in year 2011 with the aim of granting over 10,000 comprehensive secondary school scholarships and leadership training to academically gifted yet economically and socially marginalized young Kenyans. The Program benefits include better educational outcomes, improved chances of success in life, increased gender equality in secondary education, new opportunities for students from rural areas to access education and greater social integration among students.

The Equity program focuses on academic excellence and achievement, skills development and networks to help students succeed in secondary school and beyond. Successful students

become part of an alumni program that hosts annual conferences and facilitates networking with industry leaders (Equity Group Foundation, Wings to Fly).

## Scholarship Preparation: SAT

### International students and the SAT

The SAT® Program tests is taken in over 175 countries outside the U.S. by over 200,000 students. The SAT and SAT Subject Tests™ are offered overseas six times a year: in **October, November, December, January, May, and June.**

### What is the SAT?

The **SAT Reasoning Test** (formerly **Scholastic Aptitude Test** and **Scholastic Assessment Test**) is a [standardized test](#) for [college admissions](#) in the [United States](#), testing Writing, Critical Reading and Mathematics. It is an admission requirement to most colleges and universities in the United States of America and Canada. Over 1.7 million candidates took the test in year 2017.

The SAT is owned, published, and developed by the [College Board](#), a [non-profit organization](#) in the United States. It was formerly developed, published, and scored by the [Educational Testing Service](#) which still administers the exam.

Our SAT preparation does not include the cost of booking for and taking the actual test. These are subject to SAT test center schedules in different regions and countries.

### SAT Benchmarking

The Harvard 2009 undergraduate applicant pool was similar to the previous year's with the following scores;

- 56 percent scored 1400 or higher on SATs;
- Almost 2,150 scored a perfect 800 on SAT verbal test;
- More than 3,200 scored an 800 on the SAT math;
- Nearly 3,200 were valedictorians of their high school classes

Valedictorian is an academic title conferred upon the highest ranked student among those graduating from an educational institution

The SAT is offered seven times a year in the United States and six times at international sites.

The current SAT, introduced in 2016, takes 3 hours to complete plus 50 minutes for the SAT with essay. **SAT Scores** range from 400 to 1600; combining test results from two 800-point sections: mathematics, and critical reading and writing

## Why should students take the SAT?

Students and parents often ask why it is important to take the SAT. Reasons include:

- All colleges accept the SAT as an objective measurement of students' college readiness.
- Used with GPAs and high school transcripts, SAT scores allow colleges to fairly compare applicants.
- Taking the SAT gives students access to scholarship opportunities.
- Most colleges require an admission test like the SAT.
- The SAT provides students with the most comprehensive performance feedback of any admission test.

The following is taken from actual correspondence regarding opportunity of offering select student training in SAT.

Our current Peer Mentee scored an “A” with 83 points from Alliance High School (2013) and did the SAT in year 2014. The result is he has been admitted to Washington University in St. Louis to study Architecture on scholarship worth USD 72,000 per year. His SAT 1 scores were as below;

<b>SAT 1</b>	<b>Mark</b>	<b>Out of</b>	<b>Percentile score</b>
Maths	620	800	84%
Writing	660	800	92%
Critical Reading	720	800	97%
<b>Total</b>	<b>2000</b>	<b>2400</b>	

The Percentile Score above means that – in the SAT 2014 exams;

- He scored better than 84% of those taking the Mathematics test
- Better than 92% of those doing the Writing test
- Better than 97% of those who took the Critical Reading test

He got a total of 2000 points out of a maximum 2400 for the three sections.

The above is in keeping with the Akad youth mentorship, by which students have obtained admission and scholarships to top world class institutions over the years. These include the African Leadership Academy, South Africa (Wambui Mburu, 2011 & Brian Ngugi 2013), Harvard University (Martha Obasi, 2011), Carnegie Mellon University (Esther Ndanu, 2011), Wageningen University and Research Centre, The Netherlands (Susan Moenga, 2011), University of California, Davis (Susan Moenga, 2014 research), University of Bath (Nyamawih Charo, 2014), University College London (Eric Hongo, 2015) and Washington University in St. Louis (George Gathiani, 2015).

The SAT training would AT BEST include the following;

1. Training for 2 hours per session, twice a week
2. Training over a 3 month period

3. Homework that needs to be done in between the above sessions
4. Understanding of the test scoring based on target USA universities for admission
5. Co-curricular activities that help students better understand the SAT and include;
  - a. Sources of extra reading materials
  - b. Sample tour activities to further motivate the students
  - c. Experiential training with role-play that bring out aspects of critical thinking
6. Sample tests to help students gauge themselves

We at AKAD negotiate costs with our clients based on the student capacity, time-lines, resources and budget.





