Induction Training Programme for Volunteer Mentors

The Scottish Care Leavers Mentoring Project
Background to the Induction Training Programme

The Scottish Care Leavers Mentoring Project was funded by the Scottish Executive between 2002 and 2005 and hosted by the Fostering Network. Its task was to set up pilot volunteer mentoring projects in partnership with local authorities and voluntary organisations and to evaluate their impact. Conclusions have been drawn from this process about what constitutes good practice in using mentors recruited from the general public as a complement to existing forms of support for young people making, planning to make, or who have made the transition from being “looked after” by the local authority back into their community.

In our experience, mentors are able to complement other supports available to young people because of their perceived independence from Social Work Services and the fact that they devote their own time to the role. Mentees benefit from making links with role models from their own community, as it assists them to develop their personal identity, skills, knowledge, ability and talents within a safe, supportive relationship.

However, while we sought to encourage a broad range of people from the local community to become mentors, it was not appropriate to immediately allow them to work with a young person. Mentoring vulnerable young people on a one-to-one basis, within community settings, is a highly skilled task. We have a “duty of care” to ensure that the experience is as safe and positive as possible for both mentor and young person.

This responsibility was fulfilled, in part, through the provision of high quality induction training for mentors prior to matching them with a young person. We worked from the assumption that almost everyone has experience of being a mentor and of being mentored by others. Mentoring usually occurs in an informal, organic, way and is not likely to have been labeled by participants as “mentoring”. The task therefore was to connect people with the experience while placing it in a more structured, boundaried context.

This we achieved by offering people opportunities for personal development and increased self awareness - helping them to uncover their existing values, attitudes, beliefs, skills, knowledge, abilities and talents and relating these to the task we required them to undertake. At the same time we were able to assess their suitability for the role and ensure that they were adequately equipped to undertake the work.

The programme was run 7 times and completed by 74 members of the public with a motivation to mentor young people. The average satisfaction level with the course content and style of delivery was 95%.
The programme itself:
Although developed for work with “looked after” young people, the programme covers all the key areas for community based mentoring schemes and can be re-focused for work with other groups.

The roots of the programme can be traced back to the Mentor Training Pack produced by the Edinburgh Homeless Project. We sought to update the pack and supplemented it with materials from a variety of other sources. The most important change was that we re-structured the material with the explicit aim of maximising the opportunity for personal development for participants. In doing this we hoped to mirror in the induction process many of the features of a mentoring relationship - in an experiential way.

Given that the materials in the training programme had been drawn from a variety of sources and that we would not claim it to be completely original we have, wherever possible, attributed our sources, although some of the material is hard to attribute as it is used widely.

The support, guidance and feedback we have received from others has reinforced our desire to make the programme that we have developed freely available to others. It has evolved constantly as a result of feedback from course participants and ideas provided by colleagues. We encourage you to customise, develop and improve it as time goes on.

Style of training -
Although the word training has been used, the principles of adult education underpin a facilitative style of delivery. Our job was to facilitate active and self-directed learning by the participants, enabling them to take more responsibility for what they learned and how they learned it and for assessing what they have learned/gained from the experience.

Discussions and inputs centred on the experiences and perceptions of participants and started from an assumption that all the knowledge and skill required to be an effective mentor already existed within the group. The role of the facilitators was to create opportunities for the information to emerge and then be discussed in the light of the particular context in which the mentoring would be taking place.

Content -
The programme contains 30 hours of material divided into 10 sessions. Each session is between 2 hours 45 minutes and 3 hours 15 minutes long. The programme can be delivered over 5 full days (2 sessions per day) or 10 half days/evenings. If using half days/evenings then we have found it useful to start the course with a full day as this allows for better group bonding.
Delivering the training -
In our experience the programme works best with 8-12 participants. We have run it with as few as 6 and as many as 16. More than 12 participants can make it harder to assess the suitability of individuals. Less than 8 can affect the viability of the group if some participants are unable to make it to a particular session.

We recommend that there be 2 facilitators at all times. This allows for a greater focus on group process and the engagement level of individual participants, as well as programme content.

We worked to the guideline that participants had to be able to attend at least 8 out of the 10 sessions. This was based on the premise that much of the learning on the course was from fellow participants. It also reflected the time demand on facilitators/programme co-ordinators of meeting people individually. Catch up sessions were organised for people unable to attend a particular session or day.

Morag McDonald
Freelance Trainer
Straight Down The Line Training

Scott Telfer
Project Worker
Fostering Network
Scottish Care Leavers Mentoring Project.

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Special thanks go to the mentoring co-ordinators in the pilot projects and the volunteers drawn from the general public to become mentors to young people. They participated fully and enthusiastically in the training and provided invaluable feedback that helped identify what worked and how to improve the programme. They also reassured us that we were on the right track.

Initial work on developing the programme was made much easier as a result of Viola Lier and Wendy Ball giving permission for us to access and adapt the Edinburgh Homeless Project’s Mentor Training Pack.

Thanks to Gus Campbell for setting the content of the pack up for publication and for proof reading it in its entirety.
Session 1:
Introduction to the project and to the mentoring role

Introduction
This session is a relaxed, gentle introduction to the project, to the concept of mentoring and to working together as a group. You need to be sensitive, because it may be the first time in a while that course participants have been in a group situation. To take the pressure off, allow plenty of time for everyone to get to know each other. The exercises aim to increase people’s awareness of what’s involved in mentoring whilst helping to build up trust and encourage active participation.

Purpose
To encourage people to get to know one another, to initiate a positive and accepting learning culture within the group and to motivate participants towards the mentoring role within the context of the project.

Application
Introduces people to the experiential and self-directed learning which underpins the training and provides background information on the project and the mentoring role.

Overview

Total session running time: **3 hours 10 minutes**

objectives
By the end of this session you will be able to:
• Explain the aims and ethos of the mentoring scheme
• Explain the context of the mentoring scheme
• Describe the mentoring role and list the skills needed to mentor effectively
• Describe the learning and assessment processes used in the mentoring scheme

key issues
First impressions are important!
This first session sets the tone for the training course, so it’s important to create a warm, welcoming and accepting environment. Welcome people as they come in. [Remember that people will most probably not know each other, may not be familiar with the training venue and will be feeling shy and awkward].
materials
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking
Personal folders and journals
Name badges
Set of 3 juggling balls

OHP slides:
1. Mentor induction programme
2. The learning process
3. Experiential learning cycle
4. Session objectives
5. Definitions of mentoring
6. Mentoring skills /qualities
7. Overlaps and differences (Mentoring Circle)
8. Prepared overheads on project [not included]

handouts:
1. Mentor induction programme
2. The learning process
3. Experiential learning cycle
4. Session objectives
5. Definitions of mentoring
6. Mentoring skills/qualities
7. Overlaps and differences
8. Handouts on the project [not included]
9. Personal audit
10. Guide to keeping a personal journal
11. Individual learning goals
12. Volunteer Mentoring for Careleavers
13. Prince’s Trust Leaving Care Initiative Review
14. Evaluation sheet
Training session

1. Welcome

Welcome and explanation of domestic arrangements

What to do
- Introduce yourself and welcome everyone to the mentor induction training.
- Hand out name badges and personal folders. Explain that name badges are useful in the first session where people are new to each other. Folders are for participants to keep handouts and course materials.
- Tell people about the domestic arrangements - where the toilets are, what to do if the fire alarm sounds, whether smoking is allowed, when the tea breaks are etc.

2. Introductions

These first exercises are good for allowing everyone time to get to know each other and help create a relaxed atmosphere.

Name game with juggling balls

What to do
Get everyone (facilitators as well as participants) to sit in a large circle.
One facilitator throws a juggling ball to one person in the group calling out his/her name as the ball is thrown. On catching the ball this person then throws it to someone else calling out their name as the ball is thrown. The game continues in this way with the ball being passed each time to someone whose name has not yet been called until everybody in the group has received the ball at which point the same order of throwing and catching is repeated – and repeated. This means that each person begins to focus on on the person from whom they are catching the ball and the person to whom they are throwing the ball as the speed of the game increases. These are two names that will be remembered!
After a few minutes, when the ball is being passed quickly round the group, the same facilitator then introduces a second ball, which travels round the group in the same sequence as the first ball. After an interval a third ball is introduced in the same manner – people have to speed up their reactions!
After a few rounds with the three balls going round the group the facilitator gradually gathers each one in when it is passed to him/her and explains that this game shows us how we can manage to cope with an excess of information (ie remembering everyone’s names) by narrowing our focus and concentrating on a manageable chunk of information (ie remembering the names of those from whom we received the ball and to whom we passed the ball).
The game is a great icebreaker as everyone has fun and relaxes, forgetting the pressure of trying to remember everyone’s name! Participants are often surprised that a group of people who don’t know each other can achieve something as complex as keeping 3 juggling balls in motion at the same time. Imagine what they might be able to achieve as a group by the end of the induction training.

Paired introductions 20 minutes

What to do
- Ask people to pair up with the person sitting next to them.
  Tell people that they have 5 minutes each, to talk to their partner and find out a bit about them and why they want to be a mentor.
- After 10 minutes, ask each person to introduce their partner to the group and say what they have found out about them.

3. Group learning agreement 10 minutes
This activity helps people feel part of the group, gets them involved and gives them a sense of ownership in the development of the group.

What to do
- Explain that because everyone will be working together as a group during the course, it is important to agree a learning agreement, which will help to create a safe and positive learning culture.
- Explain that you would like people to consider what their expectations are of the trainers, of themselves and of their fellow course participants and to list their expectations on each of the three flipsheets displayed (you will have prepared these in advance with the headings “what I expect from the trainers” “what I expect from myself” and “what I expect from others on the course”)
- Hand out marker pens and encourage everyone to phrase their expectations positively rather than beginning with the word “Don’t”
- Once everyone has finished writing, go through each expectation and ask if everyone agrees to include it in the learning agreement.
- If the trainers feel that anything important has been left out (eg. Confidentiality) they should add it to the list.
- Explain how this group learning agreement mirrors the beginning of a mentoring relationship and say that the list can be added to during the course.

4. Mentor training programme and assessment processes
Here you explain what the training course will cover in the 10 sessions and describe the process, which will be used to assess mentors competence.
What to do

• Show slide ❶.

• Briefly explain each session and say how it fits into the training course as a whole.

• Explain a bit about the style of the training i.e. that it will be participative and involve discussions, case studies, role-plays, working in pairs and in small groups.

• Emphasise the importance of attending all sessions of the training course. Although catch-up sessions will be organised for people unable to attend particular sessions.

• Introduce the idea of participants keeping personal journals to record their learning. A handout on using journals will be made available at the end of the session. Hand out journals. Explain it is up to each individual how much or how little they write in their journals.

• Explain that this will form part of the assessment process and that these will be handed to the trainers at the end of the course.

• Explain that at the end of each session course participants will be given a home task to do which will help them consolidate their learning.

• Explain that at the end of the course assessment of mentors competence will be a two way process involving the participants themselves in identifying if they are ready to be a mentor and involving the co-ordinator/facilitator in meeting with each participant to discuss their suitability/readiness for the mentoring role. Any concerns or skills gaps will be raised with participants individually at the time they arise in order that extra input can be made available before the course ends.

5. **The learning process** [10 minutes]

Here you introduce 2 different theoretical frameworks for understanding how people learn. The key message here is that we all learn differently and at different paces. The course content is structured in such a way as to allow people to learn in a way that suits them.

What to do

Explain that you will now talk a bit about the process of learning as it will help everyone to understand what they might be experiencing as the training progresses.

• Show slide ❷.

• Give examples of different stages of this process e.g. as outlined in the handout.

• Link the process to the process of learning mentoring skills.

• Explain that at different times on the course people will be at varying stages of the learning process in relation to the various skills involved in mentoring.

   Each participant will encounter parts of the course with which they are confident and already possess skills/knowledge. Equally, they will encounter
new learning and may for a time feel deskillled or lacking in some way. It is important to remember that we will all share that experience at some point in the course

• Show slide ❸ and introduce the Experiential Learning Cycle as an alternative framework to looking at learning. Course material and style challenges participants to learn in a variety of ways, some of which may feel more ‘natural’ to them than others

• Check that everyone has understood what has been said and ask if there are any questions

Explain to participants that they will be actively involved in their own learning during the course in the following ways:

• by taking part in participative exercises during the course
• by keeping a personal journal to record their reflections on the course and their learning
• by completing a written home task after each session which will help them consolidate their learning
• by identifying their individual learning goals at the start of the course and reviewing these at regular intervals
• Tell participants that they should allow between 30 – 60 mins to write their journal and complete their hometask after each session

6. Session objectives 5 minutes
This exercise is designed to let everyone know what is going to be covered in the remainder of the session.

What to do

• Show slide ❹. Reveal and talk about each objective, one at a time.
• Ask if anyone has any questions or is unclear about anything.

Coffee Break 15 minutes

7. Mentoring overview 30 minutes
Introduction to mentoring: A presentation by an experienced mentor brings to life what mentoring is all about. Alternatively, there are short videos available which can be used.
What to do

- Have an experienced mentor (preferably one with experience of mentoring a young person who has been in care) attend this session to give a 15-minute talk/presentation on the reality of being a mentor and on what mentoring has meant to them.
- Show slide 5 and explain that there is no one universally agreed definition of mentoring. Each mentoring scheme develops its own definition to reflect its context and what it hopes to achieve. Everyone will now hear about the realities of mentoring.
- Introduce the experienced mentor to the group and explain that people can ask questions after the talk/presentation.
- After the talk, get everyone to ask their questions. [If people are shy, start by asking one or two questions yourself].
- Sum up on a positive note, and thank the mentor for attending.

8 (a) Mentoring skills

This exercise gets people thinking about the skills, attitudes and qualities they need to be an effective mentor.

Trainers notes: Make the point that mentoring is a natural activity and that most of us will have experienced being mentored/mentoring others in an informal way.

What to do

- Divide the group into small groups of 3 or 4 people.
- Give each group a flipsheet and marker pen.
- Ask each group to list the skills, attitudes and qualities important in mentoring.
- After 15 minutes, ask the small groups to return to the large group.
- Get someone from each group to put their flipsheet on the wall and talk through their group’s ideas.
- After the groups have finished, summarise the key mentoring skills and highlight any the groups have left out.
- Show slide 6 and refer people back to the person specification and task description they received in the information pack.

8(b) Overlaps and differences between mentoring and other roles

What to do

- Show slide 7
• Explain the overlaps and differences between mentoring, coaching, befriending and counselling.
• Give out prepared handout

9. The mentoring scheme in context 20 minutes
The aim here is to put this mentoring scheme in context.

What to do
• Show prepared overheads on the project detailing how the project will complement existing services and reflect organisational priorities.
• Talk through the aims and objectives of the project using prepared overheads.
• At the end, ask everyone if there are any questions.

10. Recap of session 5 minutes
This helps people reflect on what they have learned and recaps on the session objectives.

What to do
• Show slide ❹ again.
• Check that everyone is happy that each objective has been met.

11. Hometask 5 minutes
• Explain that this session’s hometask will link in to the process of self-assessment as people are asked to complete a “personal audit” rating their mentoring skills/knowledge and personal awareness and to fill in a sheet outlining their personal learning goals.
• Explain that they will be asked to complete the personal audit again at the end of the course in order to look at the learning they have achieved
• Encourage people to see their learning as a continuous ongoing process and explain that they can review their individual learning goals at regular intervals to check on progress towards achieving them
• Remind people that they are being asked to keep a personal journal during the training course and tell them that they will get a handout giving tips about keeping a personal journal
• Give out the relevant handouts, let people have a look at them and ask if there are any questions
12. Looking ahead  
Link forward to next session.

What to do
• Describe the content of the next training session and explain that it will build on/develop what was covered in this session.

13. Evaluation of session  
10 minutes

What to do
• Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

14. Handouts
Give out session handouts.
The Learning Process

When learning a skill of any sort we usually go through four stages:

1. **Unconscious incompetence.**
   At first we are unaware of our need to learn something – we probably feel fine, unconcerned about our ability in this area.

2. **Conscious incompetence.**
   We become aware that there is something we want (ought) to learn, and we may feel self-conscious, stupid, embarrassed, fearful, de-skilled, impatient and/or humiliated that we did not already know this.

3. **Conscious competence.**
   At this point we may begin to use the new skill/s we have learnt and yet probably feel quite cautious, still self-conscious, anxious, possibly tired (working hard at trying out new skills is energy consuming), excited, pleased with self. Some may describe this as the “eureka” stage. (Ah, I have found it! Announcing a discovery, etc)

4. **Unconscious competence.**
   We reach this point when the new learnt or developed skill/s become integrated into our actions. We are finally confident. However, at this stage, we might take the skill for granted, becoming blasé, possibly even impatient with the inability of others.

*Adapted from: Matches Mentoring Project (Glasgow Mentoring Network/The Big Step)*
The Experiential Learning Cycle

You Have An Experience

You Test Out the Conclusions

You Reflect On That Experience

You Draw New Conclusions

Adapted from:

David A Kolb, ‘On Management and The Learning Process’
Objectives

By the end of this session you will be able to:

• Explain the aims and ethos of the mentoring scheme

• Explain the context of the mentoring scheme

• Describe the mentoring role and list the skills needed to mentor effectively

• Describe the learning and assessment processes used in the mentoring scheme
Definitions of Mentoring

“Support, assistance, advocacy or guidance given by one person to another, in order to achieve an objective or several objectives over a period of time”
SOVA (quoted in NMN Quality Framework document)

“...being a mentor is about spending time with a child or young person, helping to release their full potential and at the same time having a laugh and discovering new interests and skills”
Big Brothers and Sisters

“A mentor is...someone who facilitates the growth and development of their mentee through offering an ear, support, advice and encouragement, enabling the mentee to draw upon their mentor’s life experience”
Matches Mentoring Project, Glasgow

“Mentoring is the offer and availability of one-to-one advice and encouragement at a time of transition and opportunity which focuses on the positive and future aspirations of the individual. Mentoring seeks to realise and fulfil potential, develop skills and promote new opportunities”
The Prince’s Trust

“Mentoring uses a relationship for the purposeful encouragement of a person’s all round development or that of some facet of their competence. It is likely to work best as a relationship when based on a shared enthusiasm for some common interest or activity. Mentoring is thus a two-way relationship”
Robbie Gilligan, Trinity College, Dublin

“A process by which an older and more experienced person takes a younger person under his/her wing, freely offering advice, support and encouragement. The older person (the mentor) becomes among other things, a role model who inspires the younger person (the mentee)”
North London College

“Someone who helps another person on a one to one basis, usually younger, through an important transition”
The DIVERT Trust
Mentoring Skills/Qualities

An effective mentor:

- Listens and communicates well
- Can form and sustain positive relationships
- Knows where you are coming from and accepts you for who you are
- Encourages your motivation
- Is interested in you
- Believes in you
- Sees the potential you have
- Picks the positives out of failed attempts ....doesn’t get despondent/cynical
- Sees solutions not problems
- Shares their own experience and stories
- Acts as a role model
- Respects and maintains boundaries - keeps things safe
- Does what they say they will do
- Is patient, honest and able to hold on to a sense of humour
Overlaps and Differences

MENTORING

COUNSELLING

BEFRIENDING

ROLE MODELLING

ADVOCACY

TEACHING

COACHING
Overlaps and Differences between Mentoring and other Roles

Although Mentoring has its own distinctive set of skills and processes for promoting the growth and development of another person, it shares things in common with other ways of influencing and assisting people to grow.

You will at times in your mentoring relationships find yourself taking on the roles highlighted below. This is to be expected as they each have something to offer as a way of encouraging someone to reach their potential.

Bear in mind though that if the young person you are mentoring wants you to play one particular role most of the time, then it may be that you will need to advise them to refer themselves to an agency specialising in that approach.

Counselling

The British Association for Counselling says that:

‘A counsellor is someone who assists people who wish to make changes in their lives by offering them the chance to reflect on their current situation and make sense of what it is about their individual circumstances that they wish to change. The counsellor then helps them identify options for change and supports them during their process of change. The end result leaves the person better equipped to cope for the future.’

As a mentor you will use counselling skills (for example, active listening/reflecting and asking open questions) and will follow a similar process to counselling. It is also important that your focus is to attempt to see the world from the young person’s point of view.

Counselling is generally though not as focussed on goals and tasks as mentoring and does not encourage the sharing of life experience and learning by the counsellor as part of the process.

Advocacy

The Community Housing Advocacy Project says that:

‘An advocate offers support to help a person, or group of people, to voice their opinions about issues which are important to them. Advocates work with people by supporting and advising them on how to have their views heard by people in authority.’

Advocacy in Action notes that this can include:

‘Finding out from the person what their views, needs, expectations and concerns are and voicing these as directed by the person.

Negotiating on behalf of the person as needed and directed by the client. Attending
meetings either with or on behalf of the person. Making phone calls/writing letters etc. on behalf of the person.
The process should result in the person feeling that they have greater power and influence over key areas of their life.’
The notion of boosting a person’s sense of control over the course their life is taking is an important part of a mentor’s role, as is challenging discrimination, prejudice, stereotyping or any type of injustice which is preventing a person from achieving their potential. However, as a mentor you would not be expected to intervene directly on behalf of a young person. A mentor would not ordinarily attend meetings with a young person or make phone calls/write letters on their behalf.

Coaching
The Coaching and Mentoring Network states that:
‘Coaches offer people a supportive and motivating environment to explore what they want in life and how they might achieve their aspirations and fulfil their needs. By assisting them to commit to actions and by listening to their experiences, coaching allows the individual the personal space and support they need to grow and develop. The coach’s key role is often to assist the person to maintain the motivation and commitment needed to achieve their goals.
Coaching is a process that enables learning and development to occur and thus performance to improve.’

Both coaching and mentoring are processes that enable individuals to achieve their full potential.
Coaching and mentoring share many similarities. They both:
- Encourage people to explore their needs, motivations, desires, skills and thought processes to assist them in making real, lasting change.
- Encourage people to think through and identify solutions and actions for themselves rather than direct them what to do.
- Support people in setting appropriate goals and methods of assessing progress in relation to these goals
- Rely on observation, listening and asking questions to understand the person’s situation
- Are supportive and non-judgemental of the person, their views, lifestyle and aspirations.
- Seek to avoid people becoming dependent on the person assisting them.
- Encourage people to develop supportive relationships and networks to achieve their goals.

However, a coach is usually focussed on assisting the person to develop skills and competencies and/or improve their performance. This assumes that the coach already possesses the skill and specific knowledge required in order to do this.
The same assumption can be made about mentors in work-based settings, but is not a general requirement for mentoring. In addition, the recipient of mentoring sets their own agenda, while in coaching the agenda is either set jointly or is set by the coaches. Coaching in sport is a good example of this.

**Teaching**
The Shorter English Dictionary defines teaching as “The imparting of instruction”. Teaching assumes that the teacher has skills or knowledge that the “learner” does not.
The role of the teacher is to present a pre-packaged body of knowledge in the hope that the recipient will learn from it. There is no guarantee though that what is taught will result in lasting change for the recipient.

This differs from mentoring in that the mentor assumes that the person they are mentoring already possesses much of the knowledge and skill that they require – although they may not be aware of it. The role of the mentor is to bring it out.

**Befriending**
Befriending Network Scotland note that:
“Befriending offers a supportive, reliable relationship to people who would otherwise be socially isolated.”
As with befriending the foundation for a positive outcome in most mentoring is the development of a supportive relationship. Without it the mentee is much less likely to set him/herself goals which take them out of their “comfort zone”. It is therefore important that mentors have the skills to be able to form positive, supportive relationships.
Unlike befriending the development of this relationship is not the goal. The relationship provides a springboard for the young person to identify and work towards goals and tasks that are important to them. The notion of support being goal or task focussed is a central feature of Mentoring. In befriending, goals and targets may develop naturally as the relationship progresses but this is a bonus.

**Role Modelling**
“*We all aspire to have the qualities exhibited by people we admire.*” Oxford Dictionary
There is no doubt that we all aspire to have the qualities exhibited by certain other people. This is an important part of motivating ourselves to grow and develop.
There is no doubt that if you are able to form a supportive relationship with a young person then they will be influenced by your values, attitudes, interests and experience of life.
Within the mentoring process you are not required to stand on a pedestal to be admired. Our expectation is that the mentee will learn from you but that equally you will learn from and be influenced by the young person you are mentoring.

We do expect you though to role model the attitudes and skills required to develop a positive supportive relationship. This includes valuing and respecting the other person, problem solving rather than blaming when difficulties arise, providing positive feedback and giving credit where it is due.
Personal Audit

Please read through the list of statements below and assess yourself by writing a number next to the statement using the sliding scale system which follows:

1 = I have no confidence in my ability/understanding in this area
2 = I have poor confidence in my ability/understanding in this area
3 = I have reasonable confidence in my ability/understanding in this area
4 = I am pretty confident in my ability/understanding in this area
5 = I am completely confident in my ability/understanding in this area

This form is to be completed at the beginning of the course and at the end of the course you will be asked to complete a similar form.
You are assessing your current skills/knowledge and personal awareness.

Theory

I understand the philosophy and ethos of the mentoring project that I am working with.

I am able to explain to young people what mentoring means.

I can state how mentoring differs from other helping activities/relationships.

I have a basic understanding of the stages of adolescence.

I am aware of the issues and feelings associated with adolescence.

I understand the terms “public care” and “leaving care”.

I understand about the transition young people leaving care face in their move from public care.

I understand what the terms “prejudice” and “discrimination” mean.

I understand how society’s prejudice can impact on young people leaving care.

I understand the different stages of mentoring as a process.

I can apply the framework of the mentoring process to my work with young people.
I understand about the learning process.

I understand the meaning and purpose of support and supervision as defined by the project.

**Skills**

I am able to use basic communication skills.

I am able to engage with young people.

I am able to assist young people to understand and explore their issues.

I am aware of how to use goal setting with young people.

I am able to assist young people to set/identify their targets.

I am able to assist young people to move towards identified outcomes.

I am able to start a mentoring relationship.

I am able to pace a mentoring relationship.

I am able to end a mentoring relationship.

I am able to challenge young people appropriately.

I am aware of my role and feel able to challenge prejudice.

I feel able to record my work with young people.

I feel able to use support and supervision effectively.
Self - awareness

I am aware of my qualities as a helper.

I can receive feedback appropriately.

I am aware of how I learn.

I can recognise my strengths.

I can recognise my areas for development.

I have identified people who I can use as support.

I am aware of any gaps in my support system, and the support I am expecting from the project.

I understand the need to be aware of feelings triggered in me during sessions with young people and to think about what may be going on.

I am able to recognise how issues in my personal life may adversely affect my work with young people.

*Adapted from: Princes Trust / NCB “Mentoring schemes for Young People”*
Guide to keeping a personal journal

What is a personal journal?
A written record by which you can become aware of your interactions, behaviour, thoughts, feelings and learning throughout the training course.
Please use the journal to focus on your:

- Thoughts (cognitive responses) – what you were thinking about during the course
- Behaviour – what you notice about how you were acting/behaving during the course
- Feeling/affects – how you are feeling about something/everything that occurred during the course
- Learning – what you have considered you have learned during the course
- Evaluation – what you have found helpful/unhelpful during the training course

Aim: To increase individual’s self-awareness.

Objective: To achieve awareness by reflecting on behaviour, feelings and thoughts.

Method: Start keeping a journal to record thoughts, feelings and responses/interactions to people and situations.
Aim to set aside 15 – 20 minutes each day of the course to reflect and record any emotional reactions and thoughts going on inside you (you can also record thoughts in your journal at other times)
Doing this over the course period can help you to identify issues or themes that may be worth exploring.
Rereading such material at a later date can help clarify significant patterns, feelings, attitudes and your own learning.
The facilitators will read your journal. Sharing your journal content with another person or people from the course is entirely up to you.

Adapted from: Princes Trust / NCB “Mentoring schemes for Young People”
Individual Learning Goals

Please take a short time to think about the following questions and note your answers.

What do you want to learn most from this course (your learning goals)?

What do you expect of:
  • Yourself
  • Your peers (other participants)
  • Your facilitators

At regular intervals please look again at this sheet to check if you are achieving or not achieving your learning goals and record your thoughts on the back of this sheet or in your personal journal. Notice if you have any new learning needs that arise during the course. If you do, please note them and, where appropriate, bring them to the attention of the facilitators.

Please return this form once completed to the facilitator.
Volunteer Mentoring For Careleavers
James Cathcart, The Prince's Trust

Introduction
Since 1998 over 50 new mentoring projects for careleavers have been set up in the UK. These use a mentoring model promoted and developed by The Prince’s Trust’s Leaving Care Initiative. By March 2002 over 1300 young people, leaving or left care, had chosen to have the support of a volunteer mentor in addition to statutory support.
This paper will introduce the ‘mentoring for careleavers’ model.

What is mentoring?
The word ‘mentor’ was used by Homer in his poem ‘The Odyssey’ which described the adventures of the Greek hero Odysseus. ‘Mentor’ was the name of the character he entrusted to be the guardian and tutor to his son.

Today there is no one universally accepted definition of ‘Mentoring’ although a dictionary will talk about a mentor as a ‘wise and trusted advisor’. Instead the phrase has become a broad tent, which includes a range of types of mentoring relationships wherein a transfer of advice, knowledge or skill, from one individual to another, takes place. Specific definitions are then qualified by the aims and context of the mentoring model in question.

The UK Mentoring Strategy Unit, the Active Community Unit, and National Mentoring Network share the definition that:
“Mentoring is a one-to-one, non-judgemental relationship in which an individual mentor voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee’s life, and lasts for a significant and sustained period.”

My own definition is that:
“Mentoring is the offer and availability of one-to-one advice and encouragement at a time of transition and opportunity”

Of course mentoring relationships in general can be both informal and formal and mentoring can be taking place in a variety of contexts as part of everyday professional and social relationships.
The development of ‘formal’ mentoring derives in part from an appreciation of the influence of informal mentoring. A range of mentoring schemes have been designed to respond to a community’s need to both seek and to pass on specific advice, knowledge or skills. These artificially constructed relationships aim to bring about a
change that is prescribed in advance. Success will still be dependent on the effectiveness of the interpersonal skills of the mentor. Their role and the skills required will also be pre-determined rather than left to chance. Success will be measured against a specific set of aims and objectives within a given context.

**Why Mentoring for careleavers?**

Careleavers are a disadvantaged group - both in terms of inequality of opportunity and negative outcomes. Causes of this disadvantage are either connected to the original reasons for their admission to care, the care experience itself, or both.

Whatever the causes, one of the consequences of an unsettled childhood is that those who leave care at 16 or over are less likely to have the naturally occurring support networks of family, friends and ‘significant others’. This is compounded by the fact that they leave care so young (between 16 and 18) compared to their peers leaving home (age 22). They miss out on a period of stability at home during a key stage of their transition to adulthood. This is perhaps when they would most need to have access to a natural source of ‘mentors’ from within their family and local community.

Although careleavers will identify key people in their care career whose advice was influential these people are often transient or tied to the care system which careleavers, by definition, will leave behind.

This deficit has been acknowledged by practitioners, policy makers and researchers, and of course expressed by the young people themselves.

‘It is plain from what young people say themselves that what they most lack is someone trustworthy and resourceful that they can turn to after they leave care.’ (Utting 1998)

**What is the mentoring model?**


The Think Tank workshop produced a report containing a specific definition:

‘A mentor for a young person leaving care is a committed supporter, a private helper, who will look on the positive side of the young persons agenda and will move at the young persons pace’ (1998)
With the backing of The Prince’s Trust four pilots were set up by The National Children’s Bureau where the model was refined and its core principles established. This version was subsequently developed into a set of Guidance and Standards by the National Children’s Bureau [Alexander 2000].

In the consultation phase careleavers told us that they wanted a scheme that gave them:

1. An element of choice - an advisor who was clearly theirs and not shared
2. Someone who did not know their complete care history or have low expectations of them
3. Someone who was a committed supporter and who cared for reasons other than statutory obligation or remuneration
4. Someone who was recruited from a broader community rather than the traditional circles of social work.

These views of careleavers influenced the ongoing development and definition of the mentoring model. The Prince’s Trust subsequently supported the rolling out of this model, funded by The Camelot Foundation and working in partnership with voluntary and statutory organisations. It also commissioned York University to evaluate the initiative.

Mentoring for careleavers is the offer and availability of one to-one advice and encouragement at a time of transition and opportunity, which focuses on the positive and future aspirations of the individual careleaver. Mentoring seeks to realise and fulfil potential, develop skills and promote new opportunities. [Prince’s Trust - Standards and Guidance Toolkit]

This model assumes that the encouragement, attention and advice of a trained volunteer mentor can best provide a unique form of support to young people leaving care - which is distinctive and complementary to statutory services.

**Characteristics**

1. It is delivered by local organisations who have a partnership agreement.
2. The mentors are volunteers
3. It does not duplicate other provision
4. Young people are encouraged to get involved in its development
5. There is a clear set of minimum standards underpinning its delivery

**Benefits to careleavers**

- Advice and encouragement
- Opportunities to learn new skills
• Sign-posting to other sources of support
• Increased self-esteem and self-confidence
• Reduced isolation
• Individual time and attention

Benefits to mentors
• Minimum of 24 hours training in mentoring skills
• Experience in voluntary work with young people
• Improved job and career prospects
• Personal development
• The satisfaction of making a difference

What are the themes and opportunities of mentoring?
Mentoring can reach some of the most disadvantaged of care leavers and help them to achieve their goals. It is a positive agenda that complements and goes beyond the goal of survival. It has brought benefits to the volunteers who participate and stirred the interest of social services departments who are not only able to access a fresh option for continuing support, but are also experiencing a fresh input of volunteers from a range of new and diverse backgrounds. Their skills training and voluntary experience puts mentors in a good position to successfully apply for posts in leaving care services.

Mentoring has been used to pilot the use of volunteers to enhance literacy and numeracy, parenting skills and peer mentoring. More public information about successes will provide role models that will influence and change the stereotype public perceptions of care leavers and reverse some of the negative expectations.

The ‘leaving care field’ is changing as a result of new and impending legislation. The role of the volunteer mentor needs to be distinctive to the role of Personal Advisor/Key Worker and the young person allowed to retain a choice of support. In this changing environment it is important to stay fresh and relevant and to still listen to care leavers.

One thing that mentoring has shown is that care leavers respond to encouragement. In this they are no different from their peers.

However, as confidence grows, the care leavers themselves, by becoming peer supporters, volunteers, staff and policy makers, will increasingly play an active part in providing the solutions to the challenges they face. This will not only help the individuals but will contribute to a climate where care leavers will ultimately feel more welcome in society.

Southampton, August 2002
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Social Services Inspectorate Inspection Report Standards In Leaving Care – HMSO

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Utting People Like Us HMSO
THE PRINCE’S TRUST LEAVING CARE INITIATIVE
REVIEW 1998-2002

Mentoring statistics (45 mentoring projects were surveyed)

- Age range of care leavers being mentored = 16 to 22.
  Average age = 17 [at referral], 18 when mentoring began.
- Age range of mentors = 17 to 66.
  Average age = 32.
  Nearly 4 in 5 of mentors were female.
- 60% of mentoring relationships lasted 6 months or longer.
- 58% had identified specific goals to work on.
  2 in 3 had achieved these after 6 months.
- Almost 9 in 10 young people said that having a mentor had been helpful.

What works in mentoring care leavers?

1. Mentors worked on self-confidence and self-esteem. Young people said that mentors helped in these areas by “being there”, listening to them and challenging them.
2. Mentors help young people to achieve personal goals, sometimes with goals developed during the relationship in response to current needs.
3. Mentors helped to raise aspirations by providing appropriate role models.
4. Mentors offered a range of support – practical in terms of the young people’s transitions to independence, and emotional support by spending time with them and listening to them.

These are some of the things that mentors and mentees have worked on:

- Hobbies and Interests
- Communication skills
- Decision making
- Self-confidence
- Goal setting
- Independent living skills
- Relationships
- The world of work
- Education
- Accommodation
- Training
What is mentoring?
Mentoring aims to offer non-judgemental advice and guidance, typically at a time of transition. Mentoring for care leavers offers support and encouragement during their transition to adult life, to agree positive goals, and to help them to achieve success in at least one area of their choice.

This can include:
- Practical independent living skills
- Social and personal skills
- Confidence building
- Use of leisure time
- Access to training, education and/or employment.

Relationships can last from a few weeks to over two years, with contact varying from weekly to monthly. Contact includes telephone, letter and text messages as well as face to face meetings. Each pair takes part voluntarily and negotiates their own goals and outcomes.

Conclusions
Research and government statistics have highlighted that care leavers are a particularly vulnerable group. It is well established that they are more likely to experience homelessness, unemployment, educational disadvantage and early parenthood than their peers. We also know that they have high levels of basic skills needs.

Despite all the adversity, we have found that care leavers remain positive about their lives. Like their peers, they look forward to a future where they are able to work, have children and establish a home. They still have an appetite for further education and the learning of new skills even though they have had a disrupted education.

Care leavers welcome the support of those who respect and encourage them – like volunteer mentors. They value the fact that they are from the broader community – independent of the care system – and that they give their time for free. Mentors raise aspirations and provide role models, giving practical and emotional support, improving confidence and self-esteem.

A disrupted childhood and early transition to the responsibility of adult life has not deterred these young people as they still struggle to shape their lives.
Evaluation Sheet

1. Rate today’s training session by circling one number

Not interesting  Very interesting

1  2  3  4  5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 2:
understanding adolescence and local authority care

Introduction
This is a thought provoking session and an opportunity for you to share your knowledge of adolescence and local authority care with the group. Before engaging in the mentoring relationship it is vital for mentors to understand the difficulties and issues faced by young people who have been in care in order to avoid unrealistic expectations.

Purpose
To give people a realistic insight into the experience of young people who have been looked after by the local authority.

Application
This provides a broad background picture for mentors of adolescence and the local authority care system.
Taking part in the experiential exercises will allow mentors to reflect on the realities of adolescence and increase their understanding of the experiences of young people in care and to bear in mind how these might impact the mentoring relationship.

Overview

objectives
By the end of this session you will:
• Have raised concerns you might have about mentoring young care leavers
• Have listed and discussed key features of adolescence
• Know the reasons young people enter local authority care
• Have discussed issues which affect young people leaving local authority care
• Have listed and discussed the similarities and differences between young people in care and young people generally
• Have a basic understanding of the legislative framework underpinning the Scottish local authority care system
key issues
Ensure that the material you present in this session is accurate and realistic so that people gain real insight into what mentees might have been through while in the care of the local authority. It can also be useful to invite a speaker from Who Cares Scotland to attend the session to give an overview of the situation for young people in care in Scotland (from the young peoples perspective) and to answer any questions mentors might have.

materials
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking
1 pack of Post-it's

OHP slides:
1. Session objectives
2. Socrates Quote
3. Peter the Hermit Quote
4. Adolescent Characteristics

handouts:
1. Session objectives
2. Group agreement (not included)
3. Adolescent Characteristics
4. Adolescence
5. Children's Hearing System (not included)
6. Children (Scotland) Act 1995 (not included)
7. Support and Assistance of Young People Leaving Care (Scotland) Regulation 2003 (not included)
8. Hometask: Leaving Home
9. Evaluation sheet
Training session

1. **Session objectives**
   Welcome and session objectives: This exercise is designed to let everyone know what is going to be covered in this session.

   **What to do**
   - Show slide ❶.
   - Reveal and talk about each objective, one at a time.
   - Ask if anyone has any questions or is unclear about anything.

2. **Ice breaker (character identification game)**
   This exercise is designed to get people loosened up and relaxed and having fun.

   **What to do**
   - Place pictures of a range of linked characters, (for example, Pooh, Piglet, Eeyore, Kanga, Roo, Owl, Tigger, Rabbit and Christopher Robin) in different parts of the room.
   - Ask people to go and stand by the picture that best represents an aspect of themselves.
   - Then ask each person to say a few words about why they have chosen that particular character.
   - Explain that this game illustrates a more creative approach to getting to know someone. This type of creative approach can be useful in the early stages of the mentoring relationship when getting to know your mentee e.g. if your mentee likes a particular film you could ask them which character they are most drawn to and why.
   - The exercise also highlights that peoples explanations of why they have made their decisions may well differ from your own perceptions of why they made their choice.

3. **Review of Group Agreement**
   This exercise reminds everyone of the group agreement made in session 1.

   **What to do**
   - Put up the flipsheet of the group agreement on the wall and ask everyone to read it through again.
   - Tell people that it has been typed up and will be given out as a handout at the end of the session.
4. Concerns about mentoring young care leavers

This exercise gives people the chance to identify things that concern them about mentoring young people who have been in the care of the local authority.

What to do

• Give everybody a few Post-it’s and ask them to take a few minutes to think of any worries they have about mentoring young care leavers, e.g. what if the young person does not turn up for meetings.
• Ask people to write each concern on a Post-it and to hand in their Post-it’s to the trainer once they have finished.
• Emphasise that the concerns will stay anonymous.
• Once all the completed Post-it’s have been handed in, sort them into themes, read them out to the group and deal with the concerns raised. Reinforce that anxieties/concerns/worries are a normal response to new situations, are to be expected and are better aired. Where possible, link each concern into the relevant section of training in which it will be explored further. This gives confidence/reduces anxieties.

5. Key features of adolescence

This exercise gets people to identify key features of adolescence by thinking back to their own experience of adolescence.

Explain that a young person leaving care is also going through adolescence and, therefore, it is important that mentors are aware of what adolescence means. A greater understanding of adolescence can give the mentor a stronger framework within which to undertake the mentoring relationship.

What to do

• Show slides ❷ and ❸. Ask people to date the quotes. Point out that the quotes show how the issue of youth being seen as a threat to adult authority is therefore not new although the concept of adolescence is relatively recent.
• Divide the group into pairs. Ask each pair to draw on their own memories of adolescence and to pull out from this discussion a list of the key features of adolescence, which they will write on a flipsheet. Allow 10 minutes for this.
• After 10 minutes, bring people back to the large group and hang up the flipsheets so that everyone can see them
• Review what has been listed and add any important features of adolescence which have been missed out
• Show slide ❹ and talk through the points.
• Ask people how it felt remembering their own adolescence? Has the experience of being an adolescent changed over the years? Ask if people feel
that doing this exercise has helped prepare them for their mentoring role with a young person?

• Give out Handouts: Adolescent Characteristics and Adolescence
• Emphasise the importance of recognising that although common themes exist everyone’s experience of adolescence is unique.

Coffee break 15 minutes

6. Young People in Care 20 minutes

Group exercise and discussion of similarities and differences between young people in care and those not in care, reasons why young people enter the care of the local authority and issues for young people leaving care.

What to do

Give a brief explanation of what being ‘in care’ means. Remember that it includes young people looked after at home. Divide the group into 3 smaller groups

• Give each group a pre-prepared flipsheet with the group task written on it
• Ask group 1 to make a list of the stereotypical characteristics of young people in care
• Ask group 2 to make a list of reasons why young people enter the care of the local authority
• Ask group 3 to make a list of issues affecting young people leaving local authority care
• Explain that group has 10 minutes to do this
• After 10 minutes bring people back into the large group
• Fix flipsheets to the wall and go through point raised. Pay particular attention to any stereotypes or myths that may need to be dispelled, or important points that have been missed out.
• Keep discussions brief as the speakers to follow will be able to provide factual information and answer questions

Note: The flipsheet information also provides a useful guide to the speakers on the views and level of knowledge within the group.

7. Presentation on the care system and the experience for those involved 60 minutes

This input introduces mentors to the work of the throughcare/aftercare service and gives them an insight into the experience of local authority care from a young person’s perspective. It also reinforces that they are part of a network of services/supports on offer to young people.
What to do

- Invite someone from the local authority through care and aftercare service team to give a 20-30 minute talk/presentation on the work of the service and the relevant legislation.
- Invite the local worker from Who Cares Scotland to give a 20-30 minute talk/presentation on the reality of life in care and of the role of Who Cares Scotland. (a video produced by Who Cares Scotland on the rights of the child may also be shown here)
- Introduce the speakers and explain that there is time built in for questions/discussion with the speakers both during their presentations and afterwards.
- After the speakers and questions round up the discussion and thank the speakers for their contributions
- Explain that the handouts for this session include background information on the Children’s Hearing System, the Children (Scotland) Act 1995 and the Support and Assistance of Young people Leaving Care (Scotland) Regulations 2003

8. Recap of session
5 minutes
This helps people reflect on what they have learned and recaps on the session objectives.

What to do

- Show slide 1 again.
- Check that everyone is happy that each objective has been met.

9. Hometask
5 minutes
Explain that this session’s hometask will ask mentors to reflect on their own leaving home/care experience and to relate that to the experience of mentees leaving local authority care. Ask people to take 10-15 minutes at home to complete the task on the Sheet provided.

10. Looking ahead
5 minutes
Link forward to next session.

What to do

- Tell everyone what the next training session will be about.
11. **Evaluation of session**  

**10 minutes**

**What to do**
- Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

12. **Handouts**

Give out session handouts.
Objectives

By the end of this session you will:

• Have raised concerns you might have about mentoring young care leavers

• Have listed and discussed key features of adolescence

• Know the reasons young people enter local authority care

• Have listed and discussed issues which affect young people leaving local authority care

• Have discussed the similarities and differences between young people in care and young people generally

• Have a basic understanding of the legislative framework underpinning the Scottish local authority care system
Food for thought ......

"The young people of today love luxury. They have bad manners, contempt for authority and disrespect for their elders. They no longer get up when old people enter the room, they contradict their parents and tyrannise their teachers."

Socrates 899 BC
The young people today think of nothing but themselves.. they have no reverence for their parents or old age."

Peter The Hermit 1274 AD
Adolescent Characteristics

A stands for AMBIVALENCE
Moody….unpredictable….inconsistent

D stands for DISTANCE
Aloof….will talk back….stress their independence

O stands for OTHERS
Movement towards peer group

L stands for LOVE & LONELINESS
Develop relationships outside family….boy/girl friends
Underdeveloped social skills

E stands for EGO-IDENTITY
Shopping time for roles (clown…professor…etc)

S stands for SEXUALITY
Changing bodies….not just biological change – strong
attraction to physical relationships

C stands for CONCEPTUALISATION
Ability to think abstractly….idealise…. will argue their point

E stands for EXPERIMENTING
Risk taking….alcohol….drugs….fashion

N stands for NARCISSISM
Pre-occupied with themselves/bodies-they feel themselves to
be on stage

C stands for COMMUNICATION
Problems with parents and adults here, will communicate
with significant other and peers

E stands for EVERYONE
All experience these issues either in adolescence or later on

Adapted by Barnardo’s Glasgow 16+ Project from the work of Erikson
Adolescence

Adolescence can be defined as a transitional period from childhood to adulthood. The transition may take place at any point between 10 and 21 years of age. Adolescents feel more akin to each other than they do to their families at this time of transition as they are experiencing many of the same feelings and thoughts. Each adolescent is unique, however, because the degree to which they experience this transition phase is individually determined.

Going through adolescence can be one of the most stressful periods of life as it is a time of great confusion – chaotic and scary one minute and exciting and stimulating the next.

Adolescence is a stage of development characterised by enormous physical, psychological and emotional changes.

Phases of adolescence

Phase 1: approximately 10-14 years

During this age range young people’s long bones are growing and there is a rapid growth spurt. Muscular development also takes place. These changes result in jerky spasmodic activity and clumsiness as young people are not in tune with their own bodies. Hormonal activity causes this growth and young people will experience surges of hormonal output resulting in them feeling high, followed by periods of total apathy. The development of sexual characteristics also takes place at this time; boys may have periods of acute tiredness, whilst girls will have spells of being very emotional.

For both sexes the senses will be heightened; colour and music will take on new dimensions. The young person will also have wildly swinging expectations, wanting to be treated as grown-up one day and then punishing their parents for not wanting them to stay as helpless children the next.

Phase 2: approximately 14 – 17 years

During this age range young people may seem more or less an adult in appearance. They are often anxious, as their inner need to separate from the family is in conflict with their need to be cared for. Girls tend to have one special friend, whilst boys tend to get their support from peer groups. Glandular sexual activity will be established in both genders. There is a resurgence of childhood anxieties, which can result in rituals such as not stepping on cracks, washing hands or food fads. This is thought to be a second chance to resolve old problems of childhood.

Young people are seeing their parents and teachers with adult eyes. They sometimes look for a new role-model on whom they can base themselves. This may be the cause of young people having “crushes” on some adults close to them.
Phase 3: approximately 18 – 21 years

During this age young people may experience grieving because of the final letting go of childhood. It is a grief for loss of childhood and its dependent security, and marks the time for facing the responsibility of the unknown.

Parents need to adjust to being on their own, often when they themselves are going through a mid-life crisis. There may be a lot of ambivalence around towards young people. For instance, parents are torn between their belief that that young people should “grow up” but still need them.

Needs of adolescents

When young people are having a bad time, they need positive attention, patience, time, space and a way of negotiating their way through the bad times in a decent, respectful manner. They need tolerance, a minimum of enforceable boundaries, consistency and reliability.

Adapted from: Princes Trust / NCB “Mentoring schemes for Young People”
Hometask for session 2: Leaving Home/Care

This written exercise gives you an opportunity to reflect on your own leaving home/care experience and to connect that to the experience of mentees leaving local authority care.

Think about your own experience of leaving home or local authority care and make notes below of your experience. For example how old were you when you left home? What was your reason for leaving home? What factors helped you make the transition? Did you go back home to live for any period after leaving home the first time? Did you get help to move?

In what ways does your experience of leaving home differ from or resemble the experience of a mentee leaving the care of the local authority?
Evaluation Sheet

1. Rate today’s training session by circling one number

   Not interesting  
   1 2 3 4 5  
   Very interesting

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 3: values, discrimination and empowerment

Introduction
The existence of prejudice, stereotyping and discrimination places barriers in the way of people achieving their potential. The purpose of this session is to focus attention on examples of prejudice, stereotyping and discrimination and to begin the process of recognising the various ways in which these can be manifest, some subtly, some overtly, some individually, some institutionally. We then aim to heighten awareness of the impact discrimination can have on individuals and groups, not just at the time but also the longer term consequences. This session focuses on raising awareness of personal and societal prejudices and how these impact on individuals while also addressing the issue of power and powerlessness in the mentoring relationship. The exercises are experiential to allow people to examine their own attitudes and feelings.

Purpose
To give people awareness of their own attitudes and values, to highlight how discrimination operates and to promote respect for diversity and difference.

Application
Awareness of equality and diversity issues must underpin and inform the whole mentor induction course and form a corner stone of the mentoring relationship. Throughout the course trainers need to be able to identify and constructively challenge discriminatory behaviour and attitudes in themselves and others.

Overview

time

Total session running time: 3 hours

objectives
By the end of this session you will:

• Have discussed and explored your own values and attitudes
• Have considered the values that underpin mentoring relationships
• Know the difference between prejudice, stereotypes and discrimination
• Have reflected on and discussed the effects of discrimination, groups affected by discrimination and your own experience of discrimination
• Have considered how you might counter the effects of discrimination and empower the young person you are mentoring.
key issues
Trainers need to be aware that they are role models and must therefore be mindful of their own language, attitudes and behaviour.
Prior to delivering the course trainers should have identified their own value base and be aware of any hidden discrimination they might have.
You need to be aware that participants may feel anxious at revealing their own prejudices for fear of being judged. Also people might have started the course believing that they knew all about equality issues and may feel thrown off balance to realise that there are gaps in their knowledge and understanding which the course throws up.
For these reasons it is important to reassure people that it is OK not to know everything and to explain that like it or not we all stereotype others and have prejudices.

materials
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking
1 pack of Post-it’s

OHP slides:
1. Session objectives
2. 3 Levels of discrimination
3. Identity
4. 3 Levels of disempowerment
5. Valuing diversity
6. Values and mentoring

handouts:
1. Session objectives
2. 3 Levels of discrimination
3. Identity
4. 3 Levels of disempowerment
5. Valuing diversity
6. Values and mentoring
7. What is discrimination?
8. Promoting equality
9. Hometask and Hometask discussion sheet
10. Evaluation sheet
Training session

1. Session objectives  
Welcome and session objectives: This exercise is designed to let everyone know what is going to be covered in this session.

What to do
• Show slide 1.
• Reveal and talk about each objective, one at a time.
• Ask if anyone has any questions or is unclear about anything.

2. Ice breaker
This exercise is designed to encourage people to share a bit more about themselves with the whole group and links in with the focus of the training session on diversity and identity.

What to do
• Ask each person to take a minute to think about their name, where it comes from and what it means to them.
• When people are ready, ask them to share the information with the large group.
• Start with yourself and continue round the group.
• At the end of the round explain that this exercise has been chosen to highlight the diversity within the training group and to set the scene for the coming input on identity.

3. Prejudice, Stereotyping, Discrimination and Identity
Explain to the group that we are now going to look at these terms, their relationship to our identity (i.e. our sense of who we are) and to look at our own experience of and involvement in prejudice, stereotyping and discrimination.

Explain that people might find this exercise challenging as it can be uncomfortable to expose our vulnerabilities and prejudices to another person.

Emphasise that the nature of what is discussed in the pairs exercise does not have to be shared with the whole group.

What to do
• In small groups/pairs have people discuss their understanding of the terms ‘Prejudice’, ‘Stereotyping’ and ‘Discrimination’. Note feedback from the groups on a flipsheet, then explain the terms.
• Show slide 2 and talk through the three levels of discrimination – personal, cultural and structural and the fact that discrimination can be direct or indirect.
• Emphasise the importance of mentors being willing to critically examine and own any prejudices or stereotypes they hold and to be willing to revise their attitudes and assumptions
• Link discrimination to group membership or identity and show slide 3.
• Ask the group to quickly list examples of prejudice, stereotyping and discrimination in our society.

4. Assessing the effects of discrimination: case studies 45 minutes
• Divide the group up into pairs/small groups. Give them materials and ask them to create a tabloid front page with newspaper articles on a particular group affected by discrimination e.g. asylum seekers, young people. Ask people to discuss: where the discriminatory views originate, what perpetuates them, what the impact/consequences might be on the people affected and others who receive/need the information. What factors might influence the impact? Is there a link between discrimination and “power”? Show slide 4 and talk through the different levels
• Have groups feed their thoughts back to the whole group.
• Ask people to reflect on their own lives and experience of being discriminated against on the basis of a “label or membership of a group”
• Refer to the concepts of ‘self fulfilling prophecies’ and ‘internalised oppression’ and discuss how they apply in terms of how discrimination perpetuates itself.
• Make sure that people are fully debriefed after this exercise and that they are not left carrying any feelings of guilt or inadequacy.

Coffee Break 15 minutes

5. Values and attitudes

(a) This exercise is designed to help participants critically examine their personal value base.

What to do
Explain that mentors, like all people, will have their own values and beliefs and that to be an effective mentor it is necessary to know what your own values and beliefs are and to avoid imposing them on mentees
• Split the group into pairs.
• Explain that each person has 5 minutes in turn to ask their partner about the values by which they live their lives as well as the specific values that they will bring to the mentoring role.
After 10 minutes bring people back into the large group and get feedback from the pairs.

It is likely that within the training group differing values will be expressed. Highlight the importance of respecting diversity and difference both within the training group and within the mentoring relationship and emphasise the potential pitfall of trying to impose your own values and beliefs on mentees.

(b) Mentoring value base
Set the group the task of coming up with a list of mentoring values which are shared by everyone in the group

What to do
- Ask people to come up with suggestions for mentoring values, which they feel, are important to and shared by this training group
- List the suggestions on the flipchart
- Check that there is agreement on all points listed
- If any suggestions are disputed make sure that discussion allows for a consensus to be reached
- Show slides 5 & 6 and make the point that having thought through our value base is not enough. We need to put our values into action. Slide 6 shows how our values need to interact with the context of mentees lives, their opportunities for learning and development and a process that will enable them to achieve their goals.

6. Challenging discrimination
This exercise gives people the opportunity to think about ways that they can implement non-discriminatory practice in the mentoring relationship and asks people to identify how they can empower their mentee.

What to do
- Divide the group into 3 smaller groups.
- Give each group a flipsheet
- Ask each group to consider and list ways of implementing non-discriminatory practice in the mentoring relationship and to identify ways of empowering mentees
- Allow 10-15 minutes for this. Bring people back into the large group.
- Ask someone from each group to read out what their group has written.
- Expand on issues raised, as appropriate.
Issues you would want to see raised include:

- Power/disempowerment...how to equalise power in the mentoring relationship
- The role of policies and procedures
- Self awareness
- Promoting equal opportunities and valuing diversity
- Responding to behaviour/language which is discriminatory..... countering discriminatory views

7. Recap of session  5 minutes
This helps people reflect on what they have learned and recaps on the session objectives.

What to do
- Show slide 1 again.
- Check that everyone is happy that each objective has been met.

8. Hometask: Personal Shield  5 minutes
Explain that this session’s hometask will involve the completion of a personal shield outlining the individual’s values, attitudes, hopes and aspirations. Ask people to take a few minutes at home to complete the task on the worksheet provided.

9. Looking ahead
Link forward to next session.

What to do
- Tell everyone what the next training session will be about.

10. Evaluation of session  10 minutes

What to do
- Give out evaluation sheets and allow time for everyone to fill them in. Make sure you get them all back before everyone leaves!

11. Handouts
Give out session handouts.
Objectives

By the end of this session you will:

• Have discussed and explored your own values and attitudes

• Have considered the values that underpin mentoring relationships

• Know the difference between prejudice, stereotypes and discrimination

• Have reflected on and discussed the effects of discrimination, groups affected by discrimination and your own experience of discrimination

• Have considered how you might counter the effects of discrimination and empower the young person you are mentoring.
The 3 levels of discrimination

The diagram summarises the ideas about discrimination discussed in this section

- **personal**
  - the thoughts and actions of the individual
  - example: individual prejudice

- **cultural**
  - culture as a boundary marker that determines which groups are accepted and which groups are marginalised
  - example: racism, ethnocentricity

- **Structural**
  - Social, political and economic aspects of society that determine who holds power and who is marginalised
  - example: divisions between the sexes, unequal distribution of wealth

IDENTITY

"Who we believe ourselves to be. The sense we make of our experiences and the influences on our lives."

Telfer (2004)
## THE THREE LEVELS OF DISEMPOWERMENT

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL</strong></td>
<td>Concerned with people’s feelings, ideas and the power and resources they possess in order to make connections between their lived experience and the wider social world. May be characterised by self-limiting perceptions about what possibilities and opportunities exist.</td>
</tr>
<tr>
<td><strong>SOCIAL GROUP</strong></td>
<td>The sphere in which people are positioned within social, family and community contexts. The limiting perceptions will be ones shared by peers within the group.</td>
</tr>
<tr>
<td><strong>STRUCTURAL LEVEL</strong></td>
<td>The sphere in which people are positioned within wider social, cultural and political contexts and within which they may feel trapped. This is the level that equal opps policies address people cannot resolve this level individually people can often only challenge such limitations by involving themselves in group activities.</td>
</tr>
</tbody>
</table>

*Adapted from: Depaul Trust “Working Out! Mentoring homeless, unemployed people. A Training and Good Practice Guide”.*
We are not all the same, nor should we be treated as such.

We should:
- Recognise people’s differences
- Consider them as equal
- Behave in ways which demonstrate that diversity is valued

Anti-discriminatory practice is underpinned by the basic principle that people, simply because they are people, have the right to be treated fairly, equally and justly.
The mentoring value-base needs to connect with:

- The context of the mentee’s life
- The mentee’s opportunities for learning and development
- A process that will enable the mentee to achieve his or her goals

Adapted from: Depaul Trust “Working Out! Mentoring homeless, unemployed people. A Training and Good Practice Guide”.
Understanding the issues

What is discrimination?
Discrimination is felt and experienced by individuals but happens as the result of their group membership or identity. People are discriminated against because they are identified as a member of the group ‘gay people’ or ‘old people’ or ‘women’ or ‘disabled people’. In this sense, discrimination is not personal - and we can be prejudiced against gay people in general but at the same time have a friendship with a person who we know is gay.

Discrimination is carried out or ‘enacted’ at many different levels of social organisation:

- It is enacted by individuals - for example, a father telling his son not to invite his black friends home, or a brother telling his sister not to go out with a boy from a different religion, or an adult crossing the road to avoid meeting a group of young people.
- It is enacted by groups - for example, a group of young white men harassing a black man, or a group of schoolchildren picking on a disabled classmate.
- It is carried out by private and public organisations of all shapes and sizes - clubs that operate ‘men only’ membership, pubs refusing access to a blind person, employers discriminating between job applicants on the basis of postcode, gender, name or age.
- It is carried out by the State in laws that treat a whole group less favourably - for example laws on the age of consent for same-sex relationships; laws on the age at which a disabled foetus can be aborted; laws that deny civil rights to ethnic groups within a country, such as black Africans in South Africa during apartheid.

It is carried out in different ways:

- Official or unofficial - discrimination can be legitimised and condoned by the State; it can be seen as a private matter and not the business of the State; or it can be outlawed by the State but still be widespread in practice.
- Overt or covert - discrimination can be overt, “we don’t want you here” or it can be covert, people consciously discriminating behind the scenes but denying that they are doing it.
- Direct or indirect - it can be direct, “you can only work here if you are white” or indirect, where rules which initially appear neutral have the effect of discriminating unfairly against certain groups.

For example a rule which says, “you can only work here if you have a degree” will disadvantage disabled people and a rule which says, “you can only work here if you can work full-time” is likely to disadvantage people with family responsibilities and
in our society this still means mainly women. These rules may be convenient for employers but not at all necessary for the effective running of the business.

**What creates and maintains discrimination?**

When we do equality training, we come face to face with our own and other people’s beliefs, attitudes, assumptions and prejudices - both the conscious ones that people are easily able to articulate and the unconscious ones that people have to ‘dig’ a little bit to find.

These individual attitudes actively create discrimination: they influence which laws are made (for example, the repeal of anti-gay legislation in Scotland and the UK was the subject of intense public debate); and they allow us to collude in or even not notice the discrimination that goes on around us.

These attitudes are not accidental or indiscriminate. The way we understand and engage in the world is not a fixed or passive ‘state of mind’ but a continuous process of ‘reading and writing’ the world. We develop our own ‘story line’ about ourselves and about other groups such as ‘young people’ or ‘asylum seekers’ and tend to pick out information that continues rather than changes this story line.

The world we live in is not neutral, but is organised in ways which reinforce discrimination.

We belong to organisations whose rules, policies, procedures, custom and practice reflect discrimination - but we see these organisations as ‘normal’ - we don’t see in-built discrimination simply because it is ‘there’, part of the wallpaper.

We live in a society where physical space is organised to keep groups separate - for example, disabled and non-disabled people; separate housing for older people; housing schemes segregated on the basis of ethnicity or religion; schools where only young people go; shops for poor people and shops for rich people.

Our films, newspapers, books and news are enormously powerful carriers of culture. Again, we pick out from these the messages that fit our existing story-line - but we also learn from these media a great deal of what we know about the world beyond our immediate face to face experience. We can believe that our city is overrun with illegal immigrants even if we have never met one, because this is what the papers tell us.

We also use language and concepts that have discrimination built in. Language structures the world - so for example, when we use the term ‘ethnic minorities’ we create a world where the minority is defined in relation to this central majority.
Structure or culture
Many books have been written about whether culture leads to inequality or if economic structure determines culture, and it is easy to get into a ‘chicken and egg’ debate. Clearly the two reinforce each other: dominant groups shape society in their own image - they control the cultural means of production as well as the economic means of production. This means that patterns of inequality - because they are so pervasive - appear ‘natural’.

How does discrimination perpetuate itself?

Self-fulfilling prophecies
The views that we hold about the world shape the actions that we take; if they did not our lives would be very chaotic. Our views about other people, and the actions that we take on account of these views, impact on the world that we experience. For example, if we think that our neighbour is unfriendly we are less likely to invite her in, less likely to ask her to look out for a postal delivery, less likely to knock on her door if we get her mail delivered to us by mistake. In fact we are more likely to behave in an unfriendly way towards her, making it increasingly difficult for her to be friendly and so confirming our original belief.

Instead of testing our theory about her, we simply act as though it is true and the actions that we take because of this belief make it look as though our theory is true. This ‘closed loop’ can continue for ever unless it is ‘interrupted’ in some way - maybe there is a flood or a power cut and she offers to help us, or we meet someone who knows our neighbour in another context and gives us a new perspective on her. These ‘interruptions’ allow us to change our ‘theory in use’ about the neighbour.

It is not possible - and probably not desirable - to go through life with no ‘self-fulfilling prophecies’ about people or situations. Our theories about the world and the way that we see the world has to stand still some of the time. If we were always ‘revising our opinions’ we would struggle to do anything.

But self-fulfilling prophecies can be highly damaging when they are not about two individuals with equal power, but about two individuals with unequal power or about a powerful social group and a less powerful social group. For example, if a teacher thinks that a child is unable and unwilling to learn because he is from a travelling family, then he is likely to treat that child in a way that makes her unable and unwilling to work. If the military establishment promotes the view that gay soldiers will not be trusted by their colleagues and will let sexual orientation disrupt effective working, they will spread mistrust and make sexual orientation a disruptive issue. The self-fulfilling prophecy undergoes a process of confirmation and becomes ‘true’.
This process of confirmation is even more damaging when the powerful group has complete control over the less powerful group. In concentration camps, prisons, children’s homes and workhouses, uniforms were used as a way of de-individualising people and confirming the powerful groups’ view that ‘these people’ are all the same. The same patterns still exist in today’s welfare services and institutions, for example older people are often treated as children and given childish things to do. If they join in, the belief that they enjoy childish things is confirmed, if they don’t they are seen as difficult.

The cycle of self-fulfilling prophecies and confirmation occurs across society as a whole. For example, many groups who face discrimination have very negative stereotypes attached to them, which supply a whole host of damaging ‘prophecies’ about members of this group. Behaviour that appears to confirm these prophecies is used as ‘evidence’ that all people who belong to this group are the same.

**Internalised oppression**

Internalised oppression occurs when people from an oppressed group believe the negative and discriminatory representations of themselves. At one level an individual may believe what he is being told at an individual level - a disabled man may say “I could never do an ordinary job” or “I could never live in my own house” because of what has been said to him at an individual level. At another level an individual or group may start to see the world in the same way as the dominant groups in society - young people may say “Young people these days just aren’t interested” or a gay person may say “Only heterosexual couples should have children.” The internalisation of oppression is often an unconscious process that is very powerful because it means that oppressed groups adopt the same categories of reality and the same definitions of worth as the dominant group. This further empowers dominant groups whilst further disempowering oppressed groups.

*Adapted from: Scottish Human Services Trust publication.*
Promoting equality

Prejudice, Stereotype, Discrimination

What is discrimination?
To discriminate can be defined as “to make or constitute a difference in or between” (Shorter Oxford English Dictionary).

Discrimination also has a legal definition, which is given in the Sex Discrimination Act 1975 and the Race Relations Act 1976. This centres around treating an individual differently (favourably or unfavourably) from others on the grounds of gender or race. For example, discrimination at work would involve treating some people less favourably than others on the basis of characteristics that are irrelevant to their ability to do the job in question. These characteristics frequently are that the person is a woman or is from an ethnic minority group.

To be aware of the process by which discrimination can arise the inter-relationship between stereotypes, prejudice and discrimination needs to be examined.

Stereotypes
Stereotyping can occur as part of a process which labels people as having the same characteristics, often occurring on the basis of a superficial generality e.g.
- Arranged marriages occur in Pakistan
- Swedish people have blonde hair

A stereotype often occurs through experience of one person from a particular group, through hearsay or through lack of knowledge. Stereotypes can be positive or negative and often contain assumptions about a person or group of persons, which are incorrect.

When a negative label is attached to a person or group, or an assumption is made that is regarded as negative, it can result in an unfavourable opinion or prejudice formed as a result of a stereotype.

Prejudice
Prejudice is defined as an opinion formed without taking time and care to judge fairly. It is applied especially to an opinion or judgement, usually unfavourable, formed beforehand because of personal feelings or a fixed idea. A prejudice does not have to be an unfavourable opinion, as indeed not all stereotypes are seen as negative labels. A stereotype can form the basis of a prejudice e.g.
• Irish people are stupid. Therefore they are only good at manual work.
• Men have more commitment to do well in their employment than women. Therefore it would be better to employ a man.
• Homosexuals have effeminate mannerisms. Therefore they cannot be responsible/forceful like men. (Any characteristics generally associated with men could be denied them.)

Stereotypes and prejudices are often hard to distinguish as stereotypes themselves often contain assumptions or opinions within the labelling process. The stereotype “all Scottish people are mean” does contain an assumption or an opinion. However, the value you attach to that assumption can affect the type of prejudice and indeed the degree of prejudice you form. If you consider being mean is a negative characteristic you would form an unfavourable opinion (prejudice) of Scottish people. If you considered being mean was a positive characteristic you would form a favourable opinion (prejudice) of Scottish people. The problem with forming a prejudice (an opinion formed without taking time and care to judge fairly) is that you would be prejudiced for or against all Scottish people, no matter what they were like as individuals. When someone acts in response to a prejudice, which results in treating individuals or groups unequally, discrimination occurs.

Direct Discrimination
Direct discrimination, which occurs as a result of stereotypes and prejudices, can be defined as unequal treatment as a result of these assumptions.

An individual starts with a stereotype or assumption that men have more commitment than women to do well in their employment and forms the opinion that therefore it would be better to employ a man. This is a prejudice/opinion in favour of men but against women. If this prejudice results in a job being given to a man rather than a woman, even though they are equally qualified for the job in question, it would be discrimination.

The action you take as a result of the prejudice is discrimination. For example not giving a person a job because he/she is black, homosexual, lesbian, Scottish, Irish etc. would be discrimination; or not taking account of someone’s opinions because the person is old, young or disabled would be discrimination.

Indirect Discrimination
Indirect discrimination can be experienced when a requirement or condition applicable to all members of the community serves to disadvantage a smaller proportion of people. For example indirect discrimination can be seen in the design and building of premises where access is by stair only or through narrow doorways. People in wheelchairs or parents with prams cannot get into these premises easily and are therefore subject to indirect discrimination. Inadequate disabled toilet
facilities in social or leisure centres can be seen as a form of indirect discrimination preventing equal use of the premises by all groups.

These conditions or requirements are sometimes historical elements of the structure or organisation of our society and as such, their discriminatory character may be hidden.

Again this term has a legal definition. According to the Sex Discrimination Act 1975 and the Race Relations Act 1976 indirect discrimination occurs when a requirement or condition is set which applies to all members of society but which is such that the proportion of people of a different sex or racial group, who can fit these requirements is smaller. An example would be the condition that only full time employees are eligible for redundancy. This applies equally to men or women but as the proportion of women who are full time employees is considerably less than the proportion of men, the measure is of less benefit to women and this results in indirect discrimination. On this basis, it would also be unlawful to restrict access to promotion or training programmes to full time workers. A requirement that all staff wear uniforms can be seen as indirect discrimination against people from ethnic groups whose form of dress has a religious or spiritual significance.

Discrimination is often direct and forceful as in the case of racial attacks and harassment. Often, however, the experience of discrimination is not something that you can pin down in a concrete way, but it comes across as a feeling that somehow makes you feel inferior. When the idea that one group is superior to another is enforced by those in more powerful positions, oppression can occur. There are several historical examples of oppression such as apartheid in South Africa and slavery and colonisation in Africa and America.

Although for simplicity, the notion of stereotype - prejudice - discrimination has been explored as a casual relationship, in fact this can occur in any order. The fact that black people have been discriminated against through segregation can result in the stereotype and prejudice that black people are in some way unfit to mix with the white population. Often discrimination is perpetuated by events in history and indeed by the portrayal of these events by a powerful group.

The relationship between power and discrimination is very strong. Individuals can internalise prejudice because of the way certain groups are treated by society in general. This is through institutionalised discrimination. Women being denied the vote is an example of discriminatory behaviour institutionalised through legal and parliamentary procedure which enforced the opinion of women as inferior.

If domestic violence, rape within marriage and child abuse are not subject to legal prosecution as criminal acts, discriminatory behaviour (and in these instances, violent and abusive behaviour) is legitimised as acceptable if it occurs in a family.
situation. This can then be internalised into other images suggesting that the use of force against women and children is acceptable. The Immigration Laws introduced in the United Kingdom, between 1960 and 1980 are examples of a power structure which institutionalised discrimination as regards individuals’ rights to enter and stay in the country. In effect, these laws discriminated against black people.

Discrimination can be specific to particular cultures. Though there are obviously others, the most commonly quoted example is the negative stereotyping of age in Western societies which leads to the exclusion of elderly people from responsible positions in society. Advancing years are often a source of veneration and respect in other societies.

Discrimination is a complex interactive process, which does not have a single cause and may often be manifested indirectly in a manner, which is hidden, subtle and insidious.

Adapted from: North Ayrshire Council “Anti-Discrimatory Practice” Staff Training Course.
Hometask for session 3

Personal Shield.
Create your own coat of arms by writing or drawing your answers to the following questions in the appropriate spaces on the attached shield.

Centre Circle
Something that represents you and your values

Top Right
A goal or a vision you have - something you are striving to become

Top left
Why you exist/what is your purpose

Middle Left
An achievement you are proud of (2 or 3)

Middle Bottom
Three things you would most like people/customers/suppliers to say about you

Middle Right
The benefits others gain by dealing with or knowing you

Top Ribbon
What your individual or company motto would be
1. Rate today’s training session by circling one number

Not interesting 1 2 3 4 5 Very interesting

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 4: 
listening | communication skills and the mentoring process

Introduction
Effective communication is at the heart of good mentoring and influences all stages of the mentoring process, helping to build up a relationship of trust.

Mentors need to be aware of how they communicate and have to develop skills that will overcome communication barriers. The experiential exercises in this session give people the opportunity to practise and reflect on the skills of verbal communication, giving feedback and active listening. This session is one where people gain more self-awareness and explore more open communication with each other as they express their emotions in response to the exercises.

It is vital that mentors can transfer these skills in order to be able to empathise with young care leavers who may feel that they have not been listened to as they have gone through the care system.

Purpose
To demonstrate why good communication is extremely important, especially in building up a relationship of trust with a young person who may not have felt listened to in care or who may be carrying issues of abandonment and loss.

Application
All the time in a mentoring role.

Overview

time

Total session running time: 3 hours

objectives
By the end of this session you will:

• Have explored communicating with others, particularly young people
• Have practised active listening skills
• Be able to list the factors important in active listening
• Be able to identify barriers to communication and good listening
• Have practised giving effective feedback
• Have listed skills involved in giving and receiving feedback
**key issues**
Link each exercise to the mentoring role.
Link each exercise to issues relating to young care leavers and their experience.

**materials**
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking

**OHP slides:**
1. Session objectives
2. Things to consider and remember when talking with young people
3. Sometimes young people make it difficult to relate to them
4. Do’s and don’ts of active listening
5. Key skills of active listening

**handouts:**
1. Session objectives
2. Fly and “F” cards
3. Communicating and listening
4. Barriers to effective listening
5. Do’s and don’ts of active listening
6. Key skills in active listening
7. Giving and Receiving Feedback
8. Home task: Listening Assessment Questionnaire
9. Evaluation sheet
Training session

1. Session objectives [5 minutes]
This exercise is designed to let everyone know what is going to be covered in this session.

What to do
• Show slide ❶.
• Reveal and talk about each objective, one at a time.
• Ask if anyone has any questions or is unclear about anything.

2. Communication Eye Openers [10 minutes]
These exercises are designed to highlight how limited our perception can be and how we can habitually block off key information which does not accord with the world as we perceive it to be.

What to do
• Hand each person a card with the statement “Finished files are the result of years of scientific study combined with the experience of many years” and ask the person to count the number of times the letter F appears in the sentence.
• After a minute go round each person asking how many F’s they see in the sentence. Invariably the number of F’s people see will differ. Ask people to swap cards. Does this make a difference?
• Point out that the reason some people are missing some is because they are processing the information by sounding it out to themselves and therefore miss the F’s in “of” where the F sounds like a V.
• Highlight this as an example of how we filter communication unconsciously and thereby miss a lot.
• Hand each person a FLY card - containing black images on a white background (See appendices for a copy) and ask them to tell you what they see on the card. We are so used to reading words as black print on a white background that they become invisible to us when presented as white print. This is most easily demonstrated to the group by blocking off the borders on the longer sides of the rectangular piece of card and hey presto the word “fly” is clearly visible.

Again this exercise reveals how we are locked into habitual patterns of perceiving information. Widening our perception can have dramatic results!
3. **Communication with adolescents/young people**  
This exercise gets people working in groups to consider some of the ways in which adolescents/young people may communicate.

**What to do:**
- Divide the large group into smaller groups of three or four people.
- Give each group a flipsheet to make notes.
- Ask each group to list ways in which adolescents may choose to communicate (emphasise that this includes non-verbal means)
- Ask each group to jot down what to bear in mind when communicating with young people.
- After 15 minutes bring the whole group back together.
- Fix the flipsheets to the wall and discuss the points made.
- Flag up any points that have been missed out eg. Importance of body language and tone of voice, understanding language young people use.
- Show slide ❷ – Things to consider and remember when talking with young people.
- Lastly show slide ❸: “Sometimes young people make it difficult to relate to them – the more difficult it is the more the young person actually needs it” and invite discussion.

4. **Barriers to effective listening**  
This exercise is designed to let everyone experience what gets in the way of effective listening.

**What to do**
- Tell the group that the focus of the next two exercises is on listening skills and that they will be working in small groups of three. First of all they are going to take part in an exercise, which shows how it can sometimes be difficult to listen effectively.
- Ask the group to split into 3’s.
- Person 1 chooses a topic that is really important to them.
- The other two then spend 3 minutes discussing this topic.
- The person who has chosen the topic must not take part in the discussion and can merely listen.
- After 3 minutes discussion is over, Person 1 briefly summarises his/her understanding of the main points of the discussion in a couple of minutes.
- The other two have 3 minutes to give their perspective on how accurate this summary was, supplying any points which were missed.
• After 8 minutes of the triad working together, tell people to shift roles and repeat the process.
• Continue this until everyone has had their turn, and then bring everyone back into the large group.
• Discuss the feedback from this exercise and write points relating to barriers to effective listening on a flip sheet. Give handout.

Trainers notes:
It is important to keep people to time during this exercise. Let the groups know when 8 minutes are up and it is time for people to change roles.

Coffee break

5. Active listening
This exercise is designed to identify what active listening skills are and to let everyone practise them.

What to do
• Ask people to take a minute or two to think of a time when they needed to talk to someone and felt really listened to.
• Ask them how they felt and then ask them to identify what happened when they were actively listened to.
• Allow 15 minutes for the quick think to identify active listening skills.
• If people are slow to come up with ideas, prompt them or start them off.
• Write peoples suggestions on a flipsheet.
• Ask the group to pick out the most important skills and ask them why they are important.
• Reinforce the points and show slide 4 and slide 5.
• Explain to the group that this exercise focuses on practising active listening skills.
• Ask the group to split into 3’s, and for each person to take a turn at being speaker, listener, or observer.
• Give people 3 minutes for each role and 2 minutes at the end to talk about how they felt.
• Speaker to talk about something that interests them or that is important to them.
• Listener to actively listen.
• Observer to take notes on what is happening.
• Keep groups to time.
• After 15 minutes get everyone back into the large group and ask them to talk about what they have learned.
• Note everything on a flip sheet.

6. **(i) Identifying feedback skills**

This flipchart activity gets people to summarise the key skills involved in giving and receiving feedback

**What to do**

- On flipchart paper write the headings “Points to bear in mind when giving feedback” and “Points to bear in mind when receiving feedback”
- Explain to the group that you now want them to come up with two lists under these headings based on what they have learned and experienced in the previous exercise
- Add any points which you feel the group has missed out
- Give out handout “Giving and Receiving Feedback”

7. **(ii) Feedback exercise in pairs**

This exercise gives people practice in both giving feedback to and receiving feedback from another person in the group

**What to do**

- Introduce this exercise by emphasising the importance of effective feedback to the mentoring process and tell people they will now have the opportunity to practise this in the group
- Ask people to get into pairs and to each take 5mins in turn to give the following two items of feedback to their partner “Two things I have noticed about you on the course so far, one thing which is positive and one area for development.” Explain that a degree of discomfort is common here given the early stage in the development of relationships within the group. Relate this to early stages of the mentoring relationship
- Emphasise that the content of what is said will remain confidential within the pair and that feedback to the large group after the exercise will focus on what taking part in this exercise felt like and the difficulties that people experienced with the exercise
- After 10 minutes bring the whole group back together and discuss peoples experiences of taking part in the exercise. Ask people how much more difficult it was to give constructive criticism than positive feedback and what was it like to receive constructive criticism?
8. **Recap of session**  
5 minutes  
This helps people reflect on what they have learned and recaps on the session objectives.

**What to do**
- Show slide ❶ again.
- Check that everyone is happy that each objective has been met.

9. **Home task: Listening Assessment Questionnaire**  
5 minutes  
Explain to people that this session’s home task is a questionnaire about their listening habits that they are asked to fill out at home and score themselves on. The purpose of the exercise is for everyone to become more aware of their listening habits and to identify one or two areas where they might benefit from doing things differently.

9. **Looking ahead**
Link forward to next session.

**What to do**
- Tell everyone what the next training session will be about.

11. **Evaluation of session**  
10 minutes  
**What to do**
- Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

12. **Handouts**
Give out session handouts.
Objectives

By the end of this session you will:

- Have explored communicating with others, particularly young people
- Have practised active listening skills
- Be able to list the factors important in active listening
- Be able to identify barriers to communication and good listening
- Have practised giving effective feedback
- Have listed skills involved in giving and receiving feedback
Finished files are the result of years of scientific study combined with the experience of many years.
Things to Consider and Remember when Talking with Young People

1. Watch and listen to the young person. Young people use language and interpret language literally.

2. All young people are not the same. What they experience, their environment and social upbringing, shapes their language use and understanding.

3. Do not presume or take for granted that you will immediately know and understand what young people mean when they use certain words and language or that the young person understands or knows what you mean.

4. People learn and acquire language over time.
Last message

"Sometimes young people make it difficult to relate to them – the more difficult it is the more the young person actually needs it."

Communicating & Listening

Introduction
Many of us in a variety of roles or life experiences will come into contact with adolescents and young adults (e.g. as a parent, family member).
Not all of us are experts or claim to know everything about how adolescents think and how they reason, communicate, learn and utilise language.
As adults there are many hidden messages in what we say to each other. Sometimes our body stance, actions, or facial expressions can mask what we are actually trying to say.
We often use humour to hide from embarrassment or criticism; as a result, the messages we give out are not the messages, which are being received.
E.g. “that’s really good work, for you”

Does the person interpret that to mean ?
“ I’m really impressed by your work”
“I really did not expect much from you, you’ve done better that I thought you would”

By encouraging adolescents to give clear messages and to question ambiguity, we can reduce confusion and hurt that may be caused unnecessarily.

Language
We all use language in different ways.
The young people that you are going to be working with may have limited vocabulary and may use slang words.
• There is a need for clear communication - watch and listen.
• They can interpret language literally! Use humour sparingly initially and, when you do, use it against yourself e.g. does my bum look big in this.
• What is important is that you call them what they wish to be called so ask them? If they give you their nickname, this is what you call them, e.g. spike. If you are offended by what they call you (e.g. big man) - say so.
• It is not helpful to call them any pet names e.g. son, pet - you don’t know what this will mean to them.
• Do not presume or take for granted that you will immediately know and understand what young people mean when they use certain words and language or that the young person understands or knows what you mean.

All young people are not the same. What they experience, their environment and social upbringing, shapes their language use and understanding.
How Do We Communicate?
The face and body, not the voice is the major organ of communication. Only a fraction of the Brain is dedicated to verbal communication. The vast majority of communication with other people is non-verbal.
A large percentage of what we pick up from other people focuses (without us being aware of it) on non-verbal signals:
• Eye movements
• Facial gestures/expressions
• Tone of the voice
• Speed of response to a question
• The move of a hand (e.g. speak to the hand not the face)
• Tip of the head etc
• Silence

As one part of the brain processes the words, the other areas are processing and responding to all the non-verbal actions and signals that accompany the words.

Non-verbal communication dominates our lives, words will fail us if they are ALL that we use to communicate, they are a complement to our non-verbal actions.

Putting meaning into words
• Most effective communication involves verbal and non-verbal combinations of words and matching actions
• Facial expressions are the most important form of communication, when the words do not match the expressions, trust the expression!
• To really communicate, use your eyes, smile, touch (if appropriate), watch the tone of your voice and be consistent in your actions.
• Eye contact is important, but remember that it can make some people feel very uncomfortable. If you can make eye contact it will add meaning to what you say.

Client Group
Their experience will be very individual and personal – this group’s basic survival instinct is finely tuned. They will have met many people in their lives, maybe had many moves, and sadly been let down by many people in their lives.
Then you arrive – they might challenge you!

These young people are very intuitive
They can use other ways of communicating that you might not be too familiar with
- poor eye contact (wearing of baseball caps)
- might not even acknowledge that you are there
- might invade your body space (sit right down beside you, approach you face on)

**Tips**

**Be yourself**
Take it slowly; be aware of what messages that you are sending out
Listen to what they are saying

**Last message**
“Sometimes young people make it difficult to relate to them – the more difficult it is
the more the young person actually needs it”

Jackie Dougall
Leap Project
Dept. of Child Health
Ayrshire Central Hospital
Listening, Questioning & Understanding

Barriers to Effective Listening

1. The person’s views are different from yours.

2. The person’s culture, education or work experience deviate from yours.

3. It is not easy to follow the thoughts expressed because the vocabulary is not known to you.

4. The person speaks with a dialect or accent.

5. The accent or appearance of the speaker is extreme in some way.

6. You have heard the discourse before by the speaker or someone else.

7. The thoughts or feelings being expressed shock you or cause you to feel anxious.

8. You realise that you are out of your depth.

9. The person is telling you something you do not want to hear.

10. The environment is noisy or frequent interruptions occur.

11. You are experiencing stress or discomfort to any degree (physical, emotional, social).

12. The words of the speaker belie his or her actions or true feelings.

13. Your emotions are getting in the way.

14. You have to admit an error.

15. Your realise an apology should be forthcoming from you.

16. The values you support are under attack.

17. You are very self-centred and only hear your own voice.

18. The news or outcome of a situation is not good.

19. The needs of others will demand a commitment or involvement from you.

20. You decide you dislike the person.
**Listening Skills**

Listening is a key skill, yet it is apparently in short supply. This handout explores some of the reasons why we tend to be poor listeners.

1. We tend to listen least well to the middle of a statement.
2. Our previous knowledge and expectations may lead to our hearing only what we expect, or want, to hear.
3. Also, due to previous knowledge or existing attitude, we frequently reduce a message by eliminating detail - in other words, we listen selectively.
4. Before the speaker has finished delivering his/her message, we are already formulating an answer, this means that we do not listen to the end of the message, and may even finish the sentence for him/her.

**Common errors**

There are a number of interventions which do not encourage the talker, but which many listeners find themselves using. Among the most frequent are:

1. Inappropriate Probing - "Why exactly do you feel this way ?"
2. Excessive Assurance - “Everything is going to be okay”.
3. Avoidance - “Please don’t be upset”.
4. Evaluation/judgement - “You must feel upset, but just think how your wife feels”.
5. Hostility/judgement - “Your behaviour is stupid and foolish”.

**Effective Listening**

The aim of effective listening is to allow the individual to explore his or her own feelings in depth. Only by coming to terms with emotions will he/she be able to cope with and understand the personal consequences of new information and experience and thus formulate a plan of action.

*Adapted from: Matches Mentoring Project (Glasgow Mentoring Network/The Big Step)*
Active listening: do’s; don’ts

DO:
• respond to the mentee, by nodding, making eye contact and showing that you are interested
• express empathy
• be aware of the mentee’s body language
• say if you don’t understand
• use your own words to repeat back to the person what you think you have heard, to check if you have understood them [or to show that you have]
• allow the mentee to finish what they are saying
• let silences happen, as they are a natural part of communicating
• accept that it’s OK to have a different opinion, but don’t force your opinion onto the mentee
• try and keep focused on what is being talked about

DON’T:
• interrupt the mentee, or finish their sentences
• look distracted or continually stare at the mentee
• be judgmental
• feel that you have to give advice or solutions to problems
• get into arguments over what is being said
• use the time to sort out your own problems, past or present
Active listening: key skills

- **Reflecting**: both meanings and feelings
- **Paraphrasing**: do this occasionally to describe the meanings and feelings you perceive. The mentee will correct you if you are wrong.
- **Summarising**: the ability to summarise the mentee’s feelings and concerns from their perspective
- **Good questioning**: use of prompts, open ended questions, and probing where necessary
- **Remaining focused**: meetings should not be distracted by environmental factors or by straying from objectives
- Allowing **silences**
- Creating a safe, friendly, unthreatening **environment**
- Building **rapport**
- Maintaining good **eye contact**
- **Congruent body language**: i.e. the way you look is consistent with what you are doing
- **Empathy**: tuning into what the mentee is feeling and having some understanding from their point of view
Giving and Receiving Feedback
The giving and receiving of effective feedback is essential in any mentoring relationship. It is the only way that the relationship can grow and begin to address developmental goals. Feedback, even negative feedback, should always be an activity aimed at helping the other person to change or modify some limitation that is hindering them and it should always be empowering.

On giving feedback:
- There has to be an existing relationship of reciprocal trust and appreciation between the two people. If this is not the case, positive feedback will often not be believed and critical feedback will only be resented.
- We cannot force feedback on someone who has not asked for it and does not want it. If we do, it cannot help the other person because they will not recognise its legitimacy.
- Feedback should be about something that the other person can realistically change. Therefore, it should always also include perceptions about how they may change.
- We should not assume that we know why the other person did what they did. No one can ever really know another person’s motivation, so we should give feedback on the consequences of what they did and what it felt like for us.
- Everyone giving feedback is only speaking for him or herself. We need to ‘own’ our feedback and not assume that all ‘right-thinking people’ think the same way. If they do, they will have to say so for themselves.

On receiving feedback:
- We must listen attentively and not interrupt. We must give the other person the space in which to express their point.
- We should not be defensive about what the other person is saying and start giving reasons why. If there really is a misunderstanding, we can address that later.
- We must respect the legitimacy of the feelings and perceptions that the other person is expressing. People’s feelings and perceptions are a ‘fact of life’ and it is pointless arguing against them.
- We have the right to evaluate the feedback. The person giving us the feedback is only speaking for him or herself and we may wish to check it out by soliciting feedback from other people as well.
- We have the right not to hear the feedback. Likewise, we may decide that we have heard enough for the time being and would prefer to return to it later.

*Taken from: Depaul Trust “Working Out”*
**Hometask for Session 4**  
**Listening, Questioning and Understanding**

**LISTENING ASSESSMENT**  
(Taken from “Listening : The forgotten Skill” by Madelyn Burley-Allen; published by John Wiley and Sons Inc.)

To help you start to be more aware of your listening habits, complete the following listening self-evaluation. It will give you an idea of which listening habits you can be happy about and which ones you might want to re-shape. Answer each question thoughtfully.

<table>
<thead>
<tr>
<th>Put an X in the appropriate column</th>
<th>Most of the time</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you :</td>
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</tr>
<tr>
<td>1. Tune out people who say something you don’t agree with or don’t want to hear?</td>
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<tr>
<td>2. Concentrate on what is being said even if you are not really interested?</td>
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<tr>
<td>3. Assume you know what the talker is going to say and stop listening?</td>
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<td>4. Repeat in your own words what the talker has just said?</td>
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<td>5. Listen to the other person’s viewpoint even if it differs from yours?</td>
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<td>6. Learn something from each person you meet, even if it something ever so slight?</td>
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<td>7. Find out what words mean when they are used in ways that are not familiar to you?</td>
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<td>8. Form a rebuttal in your head while the speaker is talking?</td>
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<td>9. Give the appearance of listening when you aren’t ?</td>
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<td>10. Daydream when the speaker is talking ?</td>
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<td>Most of the time</td>
<td>Frequently</td>
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<tr>
<td>11.</td>
<td>Listen to the whole message - what the talker is saying verbally and non-verbally?</td>
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<td>12.</td>
<td>Recognise that words don’t mean exactly the same thing to different people?</td>
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<td>13.</td>
<td>Look at the person who is talking?</td>
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<td>14.</td>
<td>Concentrate on the talker’s meaning rather than how he or she looks?</td>
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<tr>
<td>15.</td>
<td>Know which words and phrases you respond emotionally to?</td>
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<td>16.</td>
<td>Think about what you want to accomplish with your communication?</td>
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<td>17.</td>
<td>Plan the best time to say what you want to say</td>
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<td>18.</td>
<td>Think about how the other person might react to what you say?</td>
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<td>19.</td>
<td>Re-state instructions and messages to be sure you understand correctly?</td>
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<td>20.</td>
<td>Paraphrase what you believe the talker is feeling?</td>
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<tr>
<td>21.</td>
<td>Consider the best way to make your communication (written, spoken, phone, bulletin board, memo etc.) work?</td>
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<td>22.</td>
<td>Think about what kind of person you are talking to (worried, hostile, disinterested, rushed, shy, stubborn impatient etc.?)</td>
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<td>23.</td>
<td>Interrupt the talker while he or she is still talking?</td>
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<td>24.</td>
<td>Think “I assumed he or she would know that”?</td>
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<td>25.</td>
<td>Allow the talker to vent negative feelings towards you without becoming defensive?</td>
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<tr>
<td>26.</td>
<td>Practise regularly to increase your listening efficiency?</td>
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<td>27.</td>
<td>Take notes when necessary?</td>
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<tr>
<td>28.</td>
<td>Hear noises without being distracted by them?</td>
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<tr>
<td>29.</td>
<td>Listen to the talker without judging or criticising?</td>
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</tbody>
</table>
EVALUATION SHEET

1. Rate today’s training session by circling one number

Not interesting                          Very interesting

1  2  3  4  5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 5: boundaries and personal safety

Introduction
Boundaries are the limits, which define our relationships. In any relationship boundaries are constantly tested. In mentoring situations it is vitally important that mentors work to the boundaries set by the mentoring project in order to create a safe framework for the mentoring relationship to develop.

Equally important is an awareness of one’s own personal boundaries when getting involved in a mentoring relationship.

In this session participative exercises help people to examine their own boundaries and to identify the limits of the mentoring relationship.

Purpose
To assist mentors to identify and set appropriate limits in their mentoring relationship.

Application
Effective and appropriate boundaries have to be examined and applied on an ongoing basis throughout a mentoring relationship.

Overview

time
Total session running time: 3 hours

objectives
By the end of this session you will:
• Have identified your own personal boundaries as a volunteer mentor
• Be able to list and explain the boundary issues from the Guidelines on Boundary Issues
• Be able to outline the project’s policy on personal safety
• Have identified your own response to situations involving boundary issues
• Have carried out a risk assessment regarding safety within the mentoring relationship

key issues
This is an important session because of the nature of the subject. It is important to give volunteers a clear understanding of the limits of their role, to avoid any misunderstandings once mentoring is underway and to ensure the safety of both the mentor and the young person.
materials
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking

OHP slides:
1. Session objectives
2. Guidelines on boundary issues
3. Pointers on personal safety

handouts:
1. Session objectives
2. Guidelines on boundary issues and project policy on boundaries (policy not included)
3. Pointers on personal safety and project policy on personal safety (policy not included)
4. Boundaries
5. Emergency Contact List (not included)
6. Home task
7. Evaluation sheet
Training session

1. Session objectives [5 minutes]
This exercise is designed to let everyone know what is going to be covered in this session.

What to do
• Show slide 1. Reveal and talk about each objective, one at a time.
• Ask if anyone has any questions or is unclear about anything.

2. Ice breaker [15 minutes]
This exercise gives people the opportunity to examine their own personal boundaries as regards disclosure of personal information about themselves to others in the group. How revealing or personal people are, will depend on the level of trust which has built up within the group by this stage of the training.

What to do
• Ask everyone to think of one piece of personal information, which they would find very easy to share with the group.
• Then ask everyone to think of one piece of information about themselves which involves taking a bit more of a risk to share (as it may lead to others making a judgement) but which they are prepared to reveal to the group.
• Emphasise that each person is free to determine their level of disclosure. Don’t insist that everyone participates by sharing information. People will make important discoveries about their own and others level of comfort/discomfort in relation to personal disclosure even if they don’t actively contribute.
• Give everyone a minute to think about it.
• Start with yourself, then continue round the group. No discussion is allowed. Simply thank the contributor for their input.
• At the end of the round, thank everyone for sharing their information.

3. Boundaries [25 minutes]
This exercise gets everyone thinking about why boundaries are important in their volunteer role.

What to do
• Ask the group to quick think why boundaries are important in the mentor/mentee relationship. Note ideas on a flipsheet.
• Remember the rules - write down all ideas, no feedback while you’re doing this. [Building on or developing other peoples ideas is OK though].
• Allow 10 minutes to get everyone’s suggestions and to write them down.
• At the end of the 10 minutes [or earlier if ideas have dried up], go through each idea and discuss it with the group. Allow 15 minutes for this.

Trainers’ notes:
Emphasise the importance of volunteers knowing clearly what the limits of their role are.

4. Personal boundaries [continuum exercise] 40 minutes
This exercise is a very dynamic and fun way of exploring group members’ personal boundaries in mentoring situations. It also shows that different people have different personal boundaries.

What to do
• Ask group members to stand up.
• Tell people that you will read out a list of situations that they might be faced with when mentoring. Read out each situation and ask everyone to place themselves along an imaginary line on the floor, depending on whether they find the situation acceptable [at one end of the line] or unacceptable [at other end of line].
• Read out these situations, one at a time.
• Allow people a minute to position themselves on the line.
• Ask people at random why they have chosen to stand where they are.
• Discuss each boundary issue in depth, and explain where the project stands on each issue. There may be some leeway in certain situations.
• Summarise by emphasising the variations in personal boundaries found within the group. Highlight the importance of knowing your own personal boundaries and how these equate to/differ from the boundaries expected of you as a mentor.

Trainers’ notes:
If discussions get involved, you may have to limit the number of situations you read out for time reasons. Below are suggested situations:

mentoring dilemmas:
1. Your mentee tells you that it is her birthday and asks if you would like to join her in the pub for a drink.
2. While speaking to your mentee you casually mention that you are looking for a gardener as your garden is a bit out of control. Your mentee says
that he is keen to earn a bit extra on top of his giro and offers to do gardening work for you for £5 an hour.

3. Your mentee says that his giro [benefit cheque] did not turn up today. He tells you that he has no food in the house, no money for bus fares and asks if you would lend him £5.

4. Your mentee asks if you are in a committed relationship.

5. Your mentee asks if you have ever smoked cannabis.

6. Your mentee arrives for an appointment with her wee sister, explaining that there was no-one else to look after her.

7. Your mentee would like to increase the mentoring meetings to two a week.

8. You have met with your mentee for two sessions. She asks if you could provide a written reference for her.

9. Your mentee has recently moved in to a new flat and asks if you will give him a hand painting and decorating.

10. Your mentee asks if she could visit you at your workplace.

Coffee break

5. Guidelines on boundary issues

Here you give some Do’s and Don’ts to help volunteers know where they stand with the limits to the mentoring relationship and you introduce people to the relevant project policy (briefly at this point).

What to do
• Show slide ❷.
• Go through each point, one at a time and discuss.
• Hand out project policy on boundaries and make sure everyone understands everything, answering any questions that may arise.

6. Personal safety and risk assessment exercise

This exercise invites people to discuss and identify factors important for ensuring their own personal safety and that of their mentee.

What to do
• Divide the group up into small groups of 3 or 4 people.
• Give each group a flipsheet and a pen.
• Ask each group to choose a note-taker.
• Ask each group to discuss the following question and to list their suggestions “What steps can I take to ensure my own safety and that of my mentee while mentoring?”
• After 15 minutes, tell the small groups to return to the large group.
• Get each group to stick their flipsheets up on the wall.
• Then ask one person from each group to feed back on their discussion.
• Allow up to 15 minutes for feedback from the small groups.
• Ensure that all aspects of safety in connection with mentoring are covered eg travel to and from the mentoring meetings, location of the meetings and safety during the meeting

7. **Project policy on personal safety and list of emergency contacts**

Here you flag up points concerning personal safety, explain the project’s policy on personal safety and hand out a list of emergency contacts for mentors use. It is important to note here that the mentoring service has legal responsibilities for the health and safety of both mentors and young people – but that mentors also have responsibilities towards their own safety and that of the young person.

**What to do**
• Show slide ❸.
• Go through each point answering any questions that might arise
• Hand out the project’s policy on personal safety and go over the main points making sure that everyone understands everything.
• Emphasise that personal safety is an important consideration at all times and reiterate that if anyone is in any doubt over an issue to seek advice and guidance from project staff
• Explain that mentors are not expected to be able to deal with all situations that may arise on their own and can use their judgement about where to refer their mentee to specialist services.
• Hand out the emergency contact list and inform people that this is a resource that they can use to refer to if their mentee requires specialist help or urgent assistance with a problem
• Ask if anyone has any questions about anything regarding personal safety

8. **Recap of session**

This helps people reflect on what they have learned and recaps on the session objectives.
What to do
• Show slide ❶ again.
• Check that everyone is happy that each objective has been met.

9. Hometask 5 minutes
Explain that this session’s hometask will involve each person in reflecting on the boundaries they have within a range of relationships both personal and professional. Ask people to take 15 minutes at home to complete the task on the worksheet provided. Explain that the purpose of this exercise is to highlight how we consciously or unconsciously deploy boundaries in all our relationships.

10. Looking ahead
What to do
• Link this session to the next one. Tell the group what the next training session will be about.

11. Evaluation of session 10 minutes
What to do
• Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

12. Handouts
Give out session handouts.
Objectives

By the end of this session you will:

• Have identified your own personal boundaries as a volunteer mentor

• Be able to list and explain the boundary issues from the Guidelines on Boundary Issues

• Have identified your own response to situations involving boundary issues

• Have carried out a risk assessment regarding safety within the mentoring relationship
Guidelines on boundary issues

DO

• Be aware of your own personal boundaries

• Avoid getting into situations that could be misinterpreted

• Think before you say, “Yes”

• Remember that the main focus of the mentoring relationship is the needs and progress of the mentee in relation to personal development goals

DON’T

• Give out your home telephone number or address to your mentee

• Take your mentee to your own home or meet in their home

• Get involved in a sexual relationship with your mentee

• Get emotionally over-involved with your mentee

• Give or lend your mentee money

If you are ever in doubt about a boundary issue, speak to the project co-ordinator about it.
Pointers on Personal Safety

• Meet your mentee in a meeting place approved by the project

• Do not go ahead with the mentoring meeting if your mentee is under the influence of drugs or alcohol

• Always leave word of where you are going, who you are meeting and when you expect to be back

• Do not transport your mentee in your car unless you have been authorised to do so.
Boundaries

Boundaries are limits we set ourselves in everyday relationships: what we share of ourselves, and how we manage our relationships with different people at home, at work and socially.

Boundaries are often unconscious - that is, we instinctively decide how we act in a situation, or they may have come in to our consciousness at some stage.
Clear and stated boundaries are essential in mentoring work: firstly for the protection and safety of both the mentor and mentee; and secondly in order to create a safe and dependable setting in which the mentoring relationship can develop.

By the nature of the work, and the vulnerability of the mentee, mentors are in a position of trust. Mentors therefore need to be very careful with their contact with the mentee in order to create and maintain safe and dependable boundaries in the mentoring relationship.

For example, time boundaries: mentors need to be reliable and consistent about timing, frequency and regularity of meetings to show their mentee respect and to set a good example. Appropriate personal boundaries also need to be observed.

Mentors need to be aware at all times of the boundaries they are establishing and maintaining in the mentoring relationship.

We have put together guidelines and policies on boundaries, personal safety and confidentiality, which help define the framework of mentoring relationships.

Volunteers must agree to work within these guidelines and policies, so that they can be part of the project. Where there is a lack of clarity, the mentoring relationship can suffer or even break down.

Boundaries are a fundamental, integral part of mentoring. They help the mentor know exactly where they stand on issues of confidentiality, conduct and working limits, thus avoiding confusion, which could cloud the development of the relationship.

Adapted from: Edinburgh Homeless Project
Hometask for Session 5

Please take a few minutes to reflect on the different boundaries or limits that you have in place in the following relationships (miss out any that are not applicable to your own situation) Jot down any key features of what personal information you will share/not share, what your personal space is around each person and any limits that apply around where you meet.

How fixed or flexible are the boundaries in each relationship?

Your partner:

Your doctor:

Your next door neighbour:

Your work colleagues:

Your ex-partner:

Your children:

Your parents:

Your bank manager:

And finally note down anything you feel you have learned about yourself from doing this exercise!
Evaluation Sheet

1. Rate today’s training session by circling one number

Not interesting                          Very interesting

1       2       3       4       5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 6: 
confidentiality and child protection

Introduction
In a mentoring relationship it is vital that both mentor and mentee understand that confidentiality lies between the mentee and the project rather than between the mentee and their mentor. This is to ensure that child protection issues are not compromised and means that any potential misunderstandings about the passing on of information can be avoided.

Purpose
To assist mentors to clarify what information it is necessary to divulge to project staff and to reassure mentors that they are not expected to make decisions about confidentiality on their own.

Application
Issues of confidentiality are liable to arise on an ongoing basis throughout the mentoring relationship.

Overview

3 Hours

Total session running time:

objectives
By the end of this session you will:
• Be able to explain what confidentiality means within the mentoring scheme
• Be able to list and explain the Do’s and Don’ts of Confidentiality
• Have identified your own response to situations involving boundary issues and confidentiality
• Have identified & discussed situations where you should seek support
• Be clear about child protection issues which require to be disclosed to project staff
**key issues**

It is important that volunteers are clear at the end of this session who they approach regarding any concerns they might have about information shared by their mentee and that they have a clear understanding of child protection guidelines.

The training session should allow volunteers ample opportunity to explore and discuss any worries they might have about confidentiality with regard to mentoring.

A clearly set out confidentiality policy helps project staff, volunteers and mentees know their rights and responsibilities regarding the sharing of information.

**materials**

Flipchart stand, pad and marker pens, Blu-Tack

Paper and pens for note taking

**OHP slides:**

1. Session objectives
2. Do’s and don’ts of confidentiality

**handouts:**

1. Session objectives
2. Do’s and don’ts of confidentiality
3. Case studies [John; Jane; Brian]
4. Confidentiality policy (not included)
5. Home task
6. Evaluation sheet
Training session

1. Session objectives  
   5 minutes
   This exercise is designed to let everyone know what is going to be covered in this session.

   What to do
   • Show slide ❶. Reveal and talk about each objective, one at a time.
   • Ask if anyone has any questions or is unclear about anything.

2. Ice breaker: mirroring actions  
   10 minutes
   This exercise is designed to show how difficult accurate communication really is.

   What to do
   • Ask trainees to stand in two lines.
   • Explain that a mimed communication will be passed down each line.
   • The mime can only be relayed once by each person to the next in line.
   • The person at the head of each line mimes a series of movements to the next in line.
   • The others in the line all face forward so that they cannot see what is being passed on.
   • Having received the mimed communication this person now asks the next in line to turn and face him/her and repeats the series of movements.
   • This continues until the last person in the line receives the mimed communication and repeats it back to the whole group.
   • The end result invariably barely resembles the original mime

   Trainers’ notes:
   Make the point that this exercise highlights how we often unknowingly delete or distort information. Information being distorted as it is passed between workers and agencies is an experience commonly reported by young people.

3. Confidentiality exercise  
   30 minutes
   This exercise gets people to talk about what confidentiality really means and to talk about potential difficulties to do with confidentiality.
What to do
• Divide the group up into small groups of 3 or 4 people.
• Give each group a flip sheet and a pen.
• Ask each group to choose a note-taker.
• Ask each group to discuss these two questions and note their concerns:
  - What do we mean by confidentiality?
  - What difficulties may arise over confidentiality within the mentoring relationship?
• After 15 minutes, tell the small groups to return to the large group.
• Get each group to stick their flip sheets up on the wall.
• Then ask one person from each group to feed back on their discussion.
• Allow up to 15 minutes for feedback from the small groups and for discussion.

Trainers’ notes:
It is important to explain the project’s procedures for dealing with disclosure so that people clearly know what information must be passed on to project staff. Clarify that confidentiality is between the mentee and the project rather than between the mentee and the mentor.

4. Do’s and don’ts of confidentiality 10 minutes
Here you give practical guidance to help volunteers respect confidentiality.

What to do
• Show slide ❷
• Go through each point, one at a time.
• Give everyone a copy of the project’s Confidentiality Policy.
• Ask everyone to read it over at home.
• Emphasise that volunteers can discuss confidentiality with project staff at any time.

5. Child Protection 45 minutes
Here a training input on Child Protection issues is facilitated by an experienced Child Protection trainer so that volunteers know what is legally required of them regarding disclosure of information. Time should be built in for questions and discussion.

It is important that this input is tailored to the task to be undertaken and takes into account the likely knowledge base of mentors and acknowledges their volunteer status. An inappropriate presentation may leave participants feeling overwhelmed.
Participants need to be reminded that any information shared by them which gives rise to concerns about Child Protection will need to be passed on to the relevant Social Work Department personnel for investigation and assessment.

**Trainers’ notes:**
Be aware that this input may well arouse feelings of distress and or discomfort. This should be acknowledged with the group.

Coffee break  
15 minutes

6. **Case studies**  
45 minutes
Case studies highlighting issues of boundaries and confidentiality: The case studies let everyone consider their responses to real situations, which staff in projects come across.

**What to do**
- Divide the group up into small groups of 3 or 4 people.
- Give each group a different case study to discuss.
- Ask each group to use a flip sheet to make notes.
- After 20 minutes bring people back together into the large group.
- Ask someone from each group to say what their situation is and say how the group would deal with it. Discuss and clarify the issues that are raised with the whole group.

**Trainers’ notes:**
This exercise is likely to work best if a facilitator could sit in with each group.

7. **Recap of session**  
5 minutes
This helps people reflect on what they have learned and recaps on the session objectives.

**What to do**
- Show slide ❶ again.
- Check that everyone is happy that each objective has been met.
8. **Home task:** 5 minutes

Explain that this session’s home task involves completing a worksheet about confidentiality.

**What to do**

Give out the home task handout and allow people to read through it. Check that everyone is clear about what is being asked. Ask people to take 15 mins at home to complete the task of reflecting on personal experience of dealing with issues of confidentiality.

9. **Looking ahead**

Link forward to next session.

**What to do**

- Tell the group what the next training session will be about.

10. **Evaluation of session** 10 minutes

**What to do**

- Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

11. **Handouts**

Give out session handouts.
Objectives

By the end of this session you will:

- Be able to explain what confidentiality means within the mentoring scheme

- Be able to list and explain the Do’s and Don’ts of Confidentiality

- Have identified your own response to situations involving boundary issues and confidentiality

- Have identified & discussed situations where you should seek support

- Be clear about child protection issues which require to be disclosed to project staff
Do’s and don’ts of confidentiality

**DO**

- Share with project staff any concerns you might have about anything your mentee has disclosed
- Be very careful what you talk about so that you don’t break any confidentiality
- Ensure that any information about your work as a mentor, which you share with family, friends or colleagues, is restricted to general information only
- Maintain a safe system for recording confidential information about your mentee
- Be aware of your own needs and limits about what you disclose to your mentee

**DON’T**

- Promise your mentee to keep a secret
- Reveal personal information about your mentee to anyone outside the project
- Disclose confidential information about your mentee to anyone without his/her consent
Case study: John
Your mentee, John, who is 16, tells you that he is going to start a work placement at a youth club where he will be helping to coach the junior football team and going on a couple of residential youth camps with under 14’s.
He has boasted to you about what a hard man he is and how he spends his Saturday nights getting high on drink and drugs and going “Paki bashing”

What are the limits of your boundaries and confidentiality within this relationship?

Case study: Jane
Your mentee, Jane, is 17 years old and tells you that she has just applied to get a job in a children’s nursery and is being supported by her careers adviser in this. She has confided in you that her own childhood was brutal and that she suffers from bouts of depression and sometimes self-harms.
She has just begun a sexual relationship with a young man of 19 who is living in a hostel having just come out of prison. When she tells you the name of the hostel you flinch as you know that the hostel offers accommodation and rehabilitation only to convicted sex offenders.

What are the limits of your boundaries and confidentiality within this relationship?

Case study: Brian
Your mentee, Brian, aged 16, has a fascination with cars and has several convictions for joyriding. You have been working with him for a few months seeking to motivate him to find challenge and excitement elsewhere. You have built up quite a bit of trust and succeeded in encouraging Brian to take part in a 12 week personal development programme with the Prince’s Trust which he is about to complete successfully.
He turns up for his mentoring meeting visibly shaken and confides in you that last night he was out joyriding with his pals when one of them, who was driving the car, hit a cyclist, panicked and didn’t stop.
The story of a hit and run accident which left a cyclist in hospital was in today’s daily paper – Brian is very scared and begs you not to tell anyone

What are the limits of your boundaries and confidentiality within this relationship?
Home Task for Session 6: Confidentiality in action

Think of a time when you were involved in having to make a decision about sharing information. This could be either in a personal or professional situation.

How did you handle any difficulties or breach of trust issues that emerged? What skills did you use? Can you transfer the learning to the mentoring situation?

Make a few notes below:
EVALUATION SHEET

1. Rate today’s training session by circling one number

Not interesting ................................................................................................................................. Very interesting

1 2 3 4 5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 7:
mentoring skills and processes 1 - problem solving/goal setting/action planning/managing change

Introduction
Mentoring is about development and growth, which also implies change and transition. Mentors need to have an understanding of the process of change to be able to effectively help their mentee move forward in their development. This session, while focusing on the process of change and on developing problem solving skills, also gives mentors tools to help mentees set goals and make realistic action plans based on small manageable steps.

Purpose
Trainee mentors learn experientially about the process of change and practise skills needed to assist the mentee move forward in their development.

Application
Once the introductory stage of the mentoring relationship has been worked through, action planning and goal setting are main components and core skills of mentoring. Mentors will be required to help their mentees manage change and solve problems on an ongoing basis throughout the mentoring relationship.

Overview
This session focuses on how people deal with change. For any individual, change can be difficult and threatening, although it can also be exciting, and it is even more so.

Objectives:
By the end of this session you will:
- Have acquired knowledge of techniques used to set SMART goals and develop action plans
- Have identified driving and restraining forces involved in making changes
- Have reflected on your own experience of managing change
- Have creatively depicted your own personal vision for your life

Key issues
This session focuses on how people deal with change. For any individual, change can be difficult and threatening, although it can also be exciting, and it is even more so.

Time:
Total session running time: 3 hours 10 minutes
for someone who has been in care and gone through a lot of experiences, which have felt out of their control.
Recognising how an individual deals with change is very important when it comes to setting achievable goals and developing an action plan with a mentee.

**materials**
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking
Coloured felt tip pens and crayons

**OHP slides:**
1. Session objectives
2. The mentoring way
3. The Mentoring Process
4. Transition and change
5. Self Talk Cycle
6. SMART Goals
7. Action plan [slides 1 - 5]

**Handouts:**
1. Session objectives
2. The mentoring way
3. The Mentoring Process
4. Changes handout pack containing the following handouts
   - Change is inevitable
   - Exercise for change 1
   - Exercise for change 2
5. Transition and change
6. Some factors which hinder our growth and development (self talk, comfort zones, habit and routine)
7. Force Field Analysis worksheet
8. Goal setting : Creative methods of responding to challenges
9. Action plan [5 handouts]
10. Home task
Training session

1. Session objectives

This exercise is designed to let everyone know what is going to be covered in this session.

What to do

- Show slide ❶. Reveal and talk about each objective, one at a time.
- Ask if anyone has any questions or is unclear about anything.
- Explain that goal setting and action planning with young people who have been in care are most effectively addressed through small manageable steps and involve the willingness/ability to adapt to change.
- Explain that in order to understand the process of change, people will be asked to take part in exercises focusing on their own experiences of change.

2. Ice breaker

This introductory exercise is a light-hearted way of introducing the idea of goal setting.

What to do

- Explain that each person will be asked in turn to state a goal for themselves, which they will try and achieve before the next session.
- Explain that goals needn’t necessarily be serious – they could also be light hearted – eg. be back on time from the tea break, find out everyone’s star sign. There is an opportunity though for people to commit to something they have been avoiding/not quite got round to.
- Start with yourself and say what your goal is.
- Go round the group until everyone has shared their goal.

3. The mentoring process

Here we look at mentoring as a process and identify the different stages which the mentoring relationship goes through. The importance of setting goals and making an action plan are highlighted in stage 3 of the mentoring process.

What to do

- Show slide ❷ "the mentoring way" and go through each of the stages in the mentoring process.
• Explain that setting goals and working towards them are integral tasks of stage 3 of the mentoring process
• Show slide ❸ that summarises the mentoring process. Explain that the stages identified will form the basis of this session and the following one.

4. Creating a Vision  
45 minutes

This exercise gives people a chance to creatively represent what they wish to bring into their lives. This is a crucial first stage in the mentoring process; if there is no vision of life in the future improving as a result of something in it being changed, then there is no motivation to change the way life currently is. The stronger the vision is the more likely it is to sustain the person’s motivation through the process of making it a reality.

what to do
• Invite people to creatively depict their vision of how they would like their life to be
• Explain that people can be as creative as they like using the materials provided and tell them that they have 20 minutes for the task (Beforehand set out paper, paints and brushes, crayons, glitter, glue, magazines and coloured fabric on a table)
• Explain that there is no “right way” of doing this exercise and that it is about having fun and being creative
• After 20 mins ask people to get into small groups of 3-4 people and share their vision with others in the group (If the whole group is fairly small in number and time allows, it may be preferable to let the sharing of peoples work take place in the whole group)
• Remind people that each element of their vision can form the basis for a more detailed vision in its own right.

Coffee break  
15 minutes

5. Managing change  
30 minutes

Explain that mentoring focuses both on helping the mentee cope with change and also on helping him/her effect change.

Explain that the next 2 exercises give people the opportunity to look at how they manage change in their own lives so as to be better able to understand the process of change from the mentee’s perspective.
**What to do**

- Give everyone a pack containing the following handouts:
  - Change is inevitable
  - Exercise for change 1
  - Exercise for change 2
- Introduce this part of the session by talking about how inevitable change is in everyone’s lives.
- Allow people 10 minutes to fill in the worksheets on their own.
- Then ask everyone to get into pairs and discuss their experience of change with their partner.

**Trainers’ notes:**

It is up to each individual to decide if they want to share what the actual changes were, with their partner. The focus of the discussion is more about the process of change, than the events themselves.

- After 10 minutes, ask everyone to come back into the large group.
- Ask everyone to say how they found the exercises and what they learned about the process of making changes.
- Write the examples of learning on a flipsheet
- Show slide 4 "transition and change” and explain that this is a simple model of how we often experience the process of transition and change.
- Explain that young people who have been in care have often experienced significant loss, trauma and chaos in their lives and, for that reason, are likely to find the process of change more difficult to manage
- Make the point that it is important when helping the mentee through a period of transition that mentors responses should reflect what stage the person is at in the process of transition

**6. What stops you doing things? 30 minutes**

This exercise is designed to get people to understand why they avoid making changes and to assist people to work out strategies to overcome these barriers to change.

**What to do**

- Explain that a mentor’s role is often to help their mentee work towards making a change that they are anxious about.
- Explain that in any change there are both factors which push people towards change as well as factors which hold people back from change. (At this point input on negative self-talk, comfort zones and habits and attitudes can be usefully introduced to the group.) Show slide 5
• On a pre-prepared flipsheet show a diagram of Lewin’s Force Field analysis and give examples of driving and restraining forces connected with some aspect of change eg starting a new job
• Give out a copy of the handout ‘Force Field Analysis Worksheet’
• Ask everyone to select one change that they want to make, but which they keep putting off.
• Ask people to list the driving and restraining forces involved in their desired change on the handout. Key here is the balance between driving and restraining forces. If restraining forces are stronger than we will struggle to change/act. Our goal as mentors is therefore to explore ways of maximising the driving forces and minimising the restraining forces
• Ask everyone to get into pairs and discuss with their partner the reasons why the change needs to take place and what will happen if the change does not take place.
• After 10 minutes ask everyone to return to the large group.
• Ask people how useful they found this technique and whether they intend to use it
• Mention creative ways of approaching challenges and give out handout on Problem Solving Techniques.

7. Goal setting  
**15 minutes**

This exercise is designed to give everyone experience in setting realistic goals in their own lives and teaches the skills to make goals measurable by making them SMART. The exercise also allows people to develop their mentoring skills.

**What to do**

• Ask each person to take a minute or two to write down one goal that they want to achieve in their lives in the next few months, which will help them move towards their vision.
• Emphasise that the goal should be small, realistic, manageable and within their control.
• Once everyone has finished ask for a few examples of goals, which people have chosen. Some of the goals are likely to be fairly unspecific e.g. lose weight, go on holiday.
• Explain that breaking goals down into specific objectives makes it easier to monitor and assess progress
• Show slide “SMART goals” and talk through each point in turn.
• Take one example of a goal that someone has given and make it SMART to give an example of how this process works
• Now ask people to get into pairs and explain that one person will tell their partner their goal while their partner’s role is to discuss it with them and help them make it SMART.
• After a few minutes people swap roles so that each person has a turn in each role.
• Bring the whole group back together and invite feedback on whether people felt this exercise was useful in practising goal setting skills necessary for mentoring.

8. Action planning [10 minutes]
This outline of a simple action plan can be used as a tool to help people identify and move forward their goals.

What to do
• Show slides of Action plan: slide 7 (5 slides in total).
• Talk through the process of thinking up an action plan with someone who is vulnerable.
• Highlight how important it is to break down one goal into small manageable steps.
• Emphasise the importance of steps 4 and 5, which are about reviewing the action plan and note that Session 9 of the training looks at reviewing in more depth.

9. Recap of session [5 minutes]
This helps people reflect on what they have learned and recaps on the session objectives.

What to do
• Show slide 1 again.
• Ask everyone if they are happy that each objective has been met.

10. Hometask [5 minutes]
Explain that this session’s hometask is in 2 parts:
- Reviewing a personal goal which has been achieved, and
- Setting a personal goal and completing an action plan for working towards it.
11. Looking ahead
Link forward to next session

What to do
• Tell everyone what the next training session will be about.

12. Evaluation of session

What to do
• Give out evaluation sheets and allow 10 minutes for everyone to fill them in.
  Make sure you get them all back before everyone leaves!

13. Handouts
Give out session handouts.
Objectives

By the end of this session you will:

- Have acquired knowledge of techniques used to set SMART goals and develop action plans
- Have identified driving and restraining forces involved in making changes
- Have reflected on your own experience of managing change
- Have creatively depicted your own personal vision for your life
The Mentoring Way
There are four stages in the Mentoring Way.

STAGE 1 - Commitment and Involvement
The mentor’s role in this stage is to take the lead. To become committed and involved in mentoring we must understand the positive effect mentoring has on other people and ourselves. To influence people and gain their interest requires the mentor to:
• Gain commitment by showing the mentee the benefits of mentoring and gaining their support for the process
• Getting involved by encouraging others to accept the principles of mentoring
• Getting together with and providing support for the mentee whilst building a mentor/mentee relationship

Getting Involved
The skills for both giving and receiving feedback are fundamental to the success of the mentoring process. If feedback is given effectively it has the effect of making the mentee want to improve and grow and communicates that you value the contribution they have made. The opposite is destructive criticism and this can affect the self-esteem of the mentee. Involvement and commitment are both paramount to the success of the mentoring process.

STAGE 2 - Familiarisation and Understanding
Your role at this point is one of support. This stage is about:
• Setting the agenda and location for the first few meetings
• Establishing ground rules
• Agreeing a personal contract

Getting to know one another
This is an important stage because, as the mentor, you should get to know:
• How the mentee thinks
• How the mentee perceives different situations
• How much they know
• What they wish to achieve from being mentored
• What previous experience they may have

As the relationship between the mentor and the mentee develops, an element of trust is established, and feelings and thoughts expressed freely. This, of course, is a two-way process and as a mentor you can provide the mentee with an insight into your previous experiences and knowledge to encourage openness and participation,
commitment and co-operation. The mentee, is of course, the most important person in the whole process. Active listening is essential here by both parties.

**STAGE 3 - Working and Learning Together**

Your role here is to coach and facilitate. To assist in the measurement of goals we use a mnemonic SMART. All goals should satisfy certain basic criteria, namely - Smart, Measurable, Agreed, Realistic and Time focused.

**Specific**

The purpose should be clear about what you want to achieve. It is handy to write it down and avoid being general.

**Measurable**

You need to be able to measure progress towards a goal as it is important to know when you have achieved something. That achievement should also be celebrated, no matter how small.

**Agreed**

It goes without saying that commitment to fulfilling objectives starts from both party’s agreement to the objective set.

**Realistic**

There is nothing so demoralising as to set out objectives, which you cannot see yourself achieving. You should try to break the learning into activities and steps and ensure the expectations of you and your mentee are realistic, to allow you to achieve what you want.

**Time Focused**

Setting a time frame is a good idea and times should also be realistic.

**Learning Together**

At this stage the relationship between you and your mentee is based on mutual respect and trust. You as a mentor should be :-

- Someone with whom your mentee can review progress and bounce ideas off
- Introducing your mentee to activities, contacts, longer term objectives etc
- Assisting in clarifying actions you need to take and the reason for these actions
- Assisting in identifying barriers to progress
STAGE 4 - Review and Evaluation

The mentor’s role is one of Counsellor, Facilitator and Supporter. The review should look back at the initial purpose and objectives of the mentoring relationship, including the original contract, and review what has actually been achieved.

- What were your mentees objectives?
- What has been achieved?
- What problems did they have?
- What surprises did they have?
- What have they learned?

The review process is by no means the end of the personal development process.

After the review look to the future by:

- Revisiting the Mentoring Contract
- Setting new goals and targets together
- Thinking of where they want to be
- Looking at how they are going to get there
- Looking at the support they need on the way
- Make an action plan together
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<td>Stage Two</td>
<td>Support</td>
<td>• Agree Personal contract</td>
<td>• Active listening</td>
</tr>
<tr>
<td>Familiarisation &amp; Understanding</td>
<td></td>
<td>• Set Agenda</td>
<td>• Clarifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Get to know each other</td>
<td>• Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Help mentee explore developmental needs</td>
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</tr>
<tr>
<td>Stage Three</td>
<td>Coaching Facilitator</td>
<td>Set goals</td>
<td>• Sharing experience</td>
</tr>
<tr>
<td>Working &amp; Learning Together</td>
<td></td>
<td>• Specific</td>
<td>• Giving information and advice</td>
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<td></td>
<td></td>
<td>• Measurable</td>
<td>• Ask open questions</td>
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<td></td>
<td>• Achievable</td>
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<td></td>
<td>• Realistic</td>
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<td></td>
<td></td>
<td>• Time Focused</td>
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<td></td>
<td></td>
<td>• Action plan for next period</td>
<td></td>
</tr>
<tr>
<td>Stage Four</td>
<td>Counsellor</td>
<td>• Look at goals</td>
<td>• Creative thinking</td>
</tr>
<tr>
<td>Review and evaluation</td>
<td></td>
<td>• What has been achieved ?</td>
<td>• Problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Set new goals/targets</td>
<td>• Monitoring and evaluating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Look at support</td>
<td>• Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Action plan for next period of time</td>
<td>• Making decisions/arrangements</td>
</tr>
</tbody>
</table>

*Adapted from: Matches Mentoring Project (Glasgow Mentoring Network/The Big Step)*
The Scottish Care Leavers Mentoring Project

* Was the step too big? Did it take the person too far out of their comfort zone?
* Was the goal "SMART" enough?
* Has the person lost sight of the "VISION"?
change is inevitable

The following exercises aim to demystify and take the fear out of change. This is really important to think about. It’s all very well to sit and think, “I want to be different. Things have to change. It’s time for a change.” But what are the implications of change?

Many of us are frightened to change because we are afraid of the unknown. This fear can have a crippling effect and hold us back from exciting and thrilling opportunities. The important thing to remember is, whether we are frightened or not, change will happen.

Believe it or not, change is probably the most constant aspect of our lives.

OK, not all change feels good. However, if we can deal with change in a positive way, our lives will be much healthier and happier.

You may feel like you are stuck in a rut and that nothing is changing in your life. What we need to be aware of is that change happens in lots of different ways. Some changes are sudden, like death or redundancy. Some changes are gradual like ageing. All change affects us in one way or another.
# Exercise for change 1

Think about times in your life when change has occurred. Choose one change, which was a good experience.

<table>
<thead>
<tr>
<th>My good experience of change was:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you responsible for this change?</td>
<td></td>
</tr>
<tr>
<td>How did you incorporate this change into your life?</td>
<td></td>
</tr>
<tr>
<td>What did you learn about yourself because of this change?</td>
<td></td>
</tr>
<tr>
<td>Are you glad that the change happened?</td>
<td></td>
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<tr>
<td>Could you have done anything to prevent the change?</td>
<td></td>
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<tr>
<td>Would you change anything if you could?</td>
<td></td>
</tr>
<tr>
<td>Is there any unfinished business that you need to deal with concerning this change?</td>
<td></td>
</tr>
<tr>
<td>Can you do anything about this now?</td>
<td></td>
</tr>
<tr>
<td>If you were advising a dear friend, what would you say about the way they dealt with this change?</td>
<td></td>
</tr>
</tbody>
</table>
**Exercise for change 2**

Think about times in your life when change has occurred. Choose one change, which was not a good experience.

<table>
<thead>
<tr>
<th>My not so good experience of change was:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you responsible for this change?</td>
<td></td>
</tr>
<tr>
<td>How did you incorporate this change into your life?</td>
<td></td>
</tr>
<tr>
<td>What did you learn about yourself because of this change?</td>
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<td>Are you glad that the change happened?</td>
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<td>Can you do anything about this now?</td>
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</tr>
<tr>
<td>If you were advising a dear friend, what would you say about the way they dealt with this change?</td>
<td></td>
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</tbody>
</table>
**TRANSITION AND CHANGE**

**Shock of the new.** An event impinges upon us, leaving us feeling immediately disempowered and resourceless.

**Denial.** This leads us into denying that anything has really changed and we try to go on as normal.

**Crisis.** Can often be the first stage of acceptance, but feelings of powerlessness and resourcelessness still persist. We may still be mourning some of the things that we felt safe with, but which have now gone forever.

**Acceptance.** Increasing acceptance of the need for the change and growth in self-confidence. We may still feel a sense of loss, however.

**Enthusiasm.** An acquisition of a more optimistic vision of the change and increasing focus on the opportunities it gives, rather than on the loss.

**Completion.** Not only have our circumstances changed, but we also have changed in order to meet them.

*Taken from: Depaul Trust “Working Out”*
SELF TALK CYCLE

Self talk
What I say to myself when I react to my own opinions or others’ opinions of my performance

Performance
How I behave based on my present image of myself

Self Image
The sum total of all the attitudes and opinions I have about myself, which form a subconscious picture of who I believe myself to be and what I believe I am capable of

Controls
Gives rise to either positive or negative conversations with myself

Reinforces
Some factors which hinder our growth and development.

Self-talk
Psychologists teach that all human beings think in three dimensions. We think in words, which trigger pictures, the pictures, very importantly, create emotions. This three-dimensional form of thought is what is called “self-talk”.

Self-talk is simply the conversation that each of us is carrying on with ourselves all day long. While you are reading this you are speaking to yourself. It is estimated that about 50,000 thoughts go through our minds each day. Each one of these thoughts is being recorded in the neuron structure of the cells of our brains. They are recorded regardless of whether they relate to something we have actually experienced or something we have visualised.

The impact of self-talk depends on: the frequency or particular discussions, the strength of emotion created, and our image of ourselves.

**SELF TALK CYCLE**

![Self Talk Cycle Diagram]

- **Self talk**: What I say to myself when I react to my own opinions or others’ opinions of my performance.
- **Performance**: How I behave based on my present image of myself.
- **Self Image**: The sum total of all the attitudes and opinions I have about myself, which form a subconscious picture of who I believe myself to be and what I believe I am capable of.
- **Controls**: Gives rise to either positive or negative conversations with myself.
- **Reinforces**: Gives rise to either positive or negative conversations with myself.
The opinions of us that we give credibility to, whether positive or negative, have an impact on us. Whose opinions do we listen to? Why do their opinions matter more to us than the opinions of others?

Our self-image is not set. We can choose to change it, but it is easier to look for evidence that reinforces our current self-image.

**Comfort zones**

All of us, at some time or another, feel out of place, uncomfortable. At other times we feel good, at our best and we perform well. Why? There is a simple answer: we are self-regulated by comfort zones.

Comfort zones correspond with our current self-image in any particular area of our lives. How we perform is determined by our self-image and the comfort zone that matches this picture.

The higher and more positive our self-image the broader and more productive our comfort zones will be.

Moving out of our comfort zones causes anxiety, and a range of physical symptoms, and we do not think or act at our best. Knowing that we are out of place makes us act creatively to get back into that zone where we feel comfortable.

Our comfort zones exist in relation to our current dominant self-image, not what we are capable of.

**Habits**

Habits enable us to save conscious effort by making something “second nature” to us through repeating it to the point where we don’t have to think about it anymore. Habits enable us to do complicated things, like driving a car, more easily - but they also have their disadvantages. Once we have acquired a habit, if we are asked to change it, it upsets us. We resent having to acquire new habits.

*Adapted from the work of the Pacific Institute*
Force Field Analysis Worksheet

Thinking about the course work we have done in this session so far and the problem you have identified for this exercise, list below the driving and restraining forces for change in the appropriate columns below:

- **Current Position**
  - A
  - Driving Forces
- **Desired Position**
  - B
  - Restraining Forces

*Adapted from: Depaul Trust "Working Out!"*
Goal setting: 
creative methods of responding to challenges

All too often, we are limited by our culture and only look for obvious methods of solving issues and responding to challenges. Obvious methods usually involve sitting alone, or around a table with others, attempting to solve a problem using 'conventional' techniques. Conventional techniques involve gathering data, seeking expert advice or simply going for a quick fix to the problem by adopting the solution which is suggested by the most respected or loudest person present. Sometimes this works, sometimes it doesn’t.

As adults, we have generally been conditioned to stop using our imaginations, since our culture demands that facts should be the basis of all adult thinking and decision-making. In doing so, we are denying ourselves the ability to use a very powerful tool in solving issues.

In looking only for the obvious solution based on sound facts or known techniques, we are failing to use techniques used by Einstein, Edison, Carnegie and many other successful people to solve problems or to stimulate new ideas or thinking. Each of the above named have gone on record to claim that imagination was as important to them in their achievement of success as scientific fact or research.

Let’s not be afraid to daydream. Some of the following techniques may just provide the answer to a challenge/issue you have been grappling with, or which may be waiting around the corner for you.

**Quick thinking.** Give yourself a time limit, say 5 minutes. Use the time to write as many possible solutions as you can think of on a piece of paper. Don’t limit/censor yourself, just write down whatever comes into your mind. Go through what you have written afterwards and pick what you think are the best solutions.

**Metaphors.** Select an everyday object. Select an issue. Use your imagination to link the two. Say to yourself, “Problem is like object because ………” and fill in the blanks by imagining that this is the case. For example, “communication is like this bottle of water because when the top is on, no water can flow out, but releasing the top allows the water to flow.” In making the mind-shift from the usual or the ordinary, creative solutions can spring to mind.

**Visioning.** This is really daydreaming. In relaxing, and letting your imagination think of what an ideal situation might be, you are creating what Mohammed Ali called a ‘future history’. From a very early age, Ali had a future history of himself being crowned heavyweight boxing champion of the world. In his imagination, he could see
himself in the ring, hear the cheers of the crowd, see the flashbulbs of ringside cameras going off, feel the perspiration running off his body etc. etc. In imagining himself in this ideal state, and constantly living this in his mind’s eye, he was able to take the necessary action to achieve his dream.

**Visualisation.** Draw your challenge on a piece of paper describing the situation as you see it, using your imagination. Popular metaphors drawn include animals, cars, famous people etc. On completion of your drawing, invite questions and non-negative comment from other people. The questions asked or comments made cause you to reflect further on the issues and possible solutions.

**The Japanese.** Take your problem and say to other people. “The Japanese have done (give desired end result). Use your imagination to think of possible ways in which the task has been achieved, or the issue solved, by people from another culture. Can you do the same, or think of ways of getting to the next stage?

**The Expert.** Imagine that you have been lucky enough to obtain the world expert (free of charge) to help you to solve your particular issue. What does he/she say? What advice do you think would be given to you?

It may be difficult to use techniques to begin with, but they can be effective. Remember that Einstein claimed that his imagination was more important to him than all the books and expertise available to him.

Even if you don’t use all the techniques, next time you are caught daydreaming, you can say, “I’m creatively solving all our problems”.

*Adapted from: Matches Mentoring Project (Glasgow Mentoring Network/The Big Step)*
Smart Goals

SPECIFIC
Be clear about what you want to achieve

MEASURABLE
You need to be able to measure the progress you are making towards a goal

ACHIEVABLE
The goal must be one that you can see yourself achieving

REALISTIC
You must have or be able to get the resources needed to achieve the goal

TIME FOCUSED
Set a time frame within which you want to achieve your goal
### action plan (1)

<table>
<thead>
<tr>
<th>What do I want to do? Why do I want to do this?</th>
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</thead>
<tbody>
<tr>
<td>I would like to be able to:</td>
</tr>
<tr>
<td>Because:</td>
</tr>
<tr>
<td>This will involve:</td>
</tr>
<tr>
<td>(break your aim into smaller steps)</td>
</tr>
<tr>
<td>Difficulties which might slow me down:</td>
</tr>
</tbody>
</table>
### action plan (2)

#### What do I need to do this?

<table>
<thead>
<tr>
<th>Skills that I need:</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Skills that I already have:</th>
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<table>
<thead>
<tr>
<th>Activities that might be useful:</th>
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</table>

<table>
<thead>
<tr>
<th>Resources that I need:</th>
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</table>

<table>
<thead>
<tr>
<th>Resources I can already get hold of:</th>
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<table>
<thead>
<tr>
<th>Places I might find other resources:</th>
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<td></td>
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</table>
### action plan (3)

How am I going to do this?

<table>
<thead>
<tr>
<th>Date</th>
<th>action</th>
</tr>
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<tbody>
<tr>
<td>8</td>
<td>8</td>
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<tr>
<td>7</td>
<td>7</td>
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<td>6</td>
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<td>2</td>
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<td>1</td>
<td>1</td>
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<tr>
<td><strong>action plan (4)</strong></td>
<td></td>
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<tr>
<td>-------------------</td>
<td></td>
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<tr>
<td><strong>How far have I got?</strong></td>
<td></td>
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<tr>
<td><strong>What is going according to plan?</strong></td>
<td></td>
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<tr>
<td><strong>What has been unexpected?</strong></td>
<td></td>
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<tr>
<td><strong>Will anything need to be changed?</strong></td>
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<tr>
<td><strong>What have I learned?</strong></td>
<td></td>
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<tr>
<td><strong>What am I still unsure about?</strong></td>
<td></td>
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<tr>
<td><strong>What do I feel more confident about?</strong></td>
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<tr>
<td>action plan (5)</td>
<td></td>
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<td>----------------</td>
<td></td>
</tr>
<tr>
<td>How did my plan work out</td>
<td></td>
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<tr>
<td>My comments :</td>
<td></td>
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<tr>
<td>Other comments :</td>
<td></td>
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<tr>
<td>What next ?</td>
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</tr>
</tbody>
</table>
**Hometask for session 7**

1) Take some time to think of a personal goal, which you have worked towards and achieved in your life – it can be big or small!

   Who or what helped motivate you to achieve your goal? How did you feel when you had achieved it?

   Jot down some notes on your what your goal was and how you achieved it.

   Did you find it difficult to think of a goal you had achieved?

   Remember that young people who have been in care often have a poor sense of self-esteem and might well find it very difficult if not impossible to think of anything they feel they have achieved.

2) Take some time to think of a goal that you want to achieve (it could be the same goal that you discussed in the SMART objectives experience) or a different one.

   **Complete Action Plan worksheets 1, 2 & 3**
**EVALUATION SHEET**

1. Rate today’s training session by circling one number

<table>
<thead>
<tr>
<th>Not interesting</th>
<th>Very interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 8: mentoring skills and processes 2 - motivation and dealing with challenging mentoring situations

Introduction
Motivation in the mentoring context is about increasing mentees readiness for change. Although motivating is a key mentoring skill, nobody can control the motivation of another person. An effective mentor therefore does not seek to control or persuade their mentee but allows the mentee the freedom to explore choice in a climate of acceptance, where he/she can move forward at their own pace.
This session looks at the goals and rewards that motivate people. Motivation leads to a sense of inner satisfaction. While most people will have achieved something in life and will have enjoyed the sense of satisfaction experienced when a goal is achieved, it is important to remember that not everyone will have had this experience.
It is possible that mentees will find it hard to remember a time when they achieved a goal: mentors should be aware of this when dealing with challenging situations.

Purpose
To explain factors of motivation and emphasise how these affect mentees.

Application
Mentors to motivate mentees to take an active role in their own ongoing development.

Overview

3 hrs
Total session running time:

objectives
By the end of this session you will:

• Have identified and listed what motivates you
• Have listed some of the things that affect the motivation of young people engaging with mentoring
• Have discussed a case study and identified successful motivation strategies
• Have taken part in a role play of a challenging mentoring meeting

key issues
Motivation is determined by basic needs. Mentees will often want things instantly. Mentors need to be able to deal realistically and sensitively with the demands of their mentee.
**materials**
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking
6-8ft long bamboo cane

**OHP slides**
1. Session objectives
2. Maslow’s hierarchy of needs
3. Values and Mentoring

**handouts:**
1. Session objectives
2. Maslow’s hierarchy of needs
3. Motivation
4. Self efficacy
5. Resilience
6. Case study
7. How you can make a difference as a mentor
8. Role play scripts
9. Hometask
10. Evaluation sheet
Training session

1. Session objectives

This exercise is designed to let everyone know what is going to be covered in this session.

What to do

• Show slide 1. Reveal and talk about each objective, one at a time.
• Ask if anyone has any questions or is unclear about anything.
• Explain that the experience of being in care and of having very little control over so many aspects of their lives often leaves young people with reduced motivation. In order to assist young care leavers to make progress in their lives, it is important to address motivation. Mentors can play a crucial role in encouraging their mentees and helping to maintain their motivation.

2. Ice breaker: lowering cane exercise

This exercise is designed to highlight the importance of working together effectively as a team to achieve a desired outcome.

What to do:

• Ask participants to stand side by side in a line with their arms outstretched at chest height and index finger of each hand extended.
• The trainer places a 6-8ft cane so that it rests on the outstretched index fingers of everyone in the group.
• The trainer instructs the group that the task is to lower the cane to the floor.
• Emphasise that at all times everyone’s index fingers must be in contact with the cane. Fingers should not be curled round the cane!
• While the group are carrying out the task the trainer should not intervene other than to remind participants of the rules.

Trainers’ notes:

Although this task sounds easy, in fact, it is deceptively difficult and often results in the cane actually rising higher instead of being lowered, as people try to overcompensate. Frustration levels increase and blame can be apportioned in order to make sense of why such a simple sounding task is not being achieved. After a time if the group is still struggling, the trainer can step in as leader or coach until the task is successfully completed.
The teaching points here are the importance of teamwork and the ability of people to go the extra mile with support and encouragement. This exercise also highlights the importance of positive self-talk: you have to tell yourself that you CAN do the task despite frustrations. It also highlights the fact that we may assume, on the face of it, that tasks are simple and may not be able to find a simple, obvious explanation as to why they are proving difficult.

3. What motivates you? 30 minutes

This exercise aims to make everyone aware of how they motivate themselves by asking them to consider their motivation for becoming a mentor. Sometimes participants discover that their motivation has changed.

What to do

- Ask people to get into pairs.
- Ask one person to discuss with their partner their motivation for joining the mentoring project and training to be a mentor.
- Has their motivation changed since getting actively involved in the training? What has helped maintain their motivation?
- The role of the partner is to actively listen, and assist the person to identify factors which affected their motivation, either positively or negatively.
- After 7 minutes swap roles and repeat the exercise.
- After 15 or 20 minutes, ask everyone to return to the large group.
- Ask people for feedback on their discussion. Write points on a flipsheet.
- Point out the value of examining factors that inhibit motivation so that people can gain a fuller understanding of the whole issue of motivation.
- Review everything that has been said and add any other motivation factors you know of.
- Talk through extrinsic/intrinsic factors. Give out handout 3. The motivation of participants will initially have been ‘extrinsic’, but through engaging with the learning process may have become, at least in part, ‘intrinsic’.

4. Factors of motivation for young people 10 minutes

The purpose of this input is to make everyone aware that a variety of factors can influence the motivation of young people engaging with mentoring.

What to do

- Show slide ❷ and talk through Maslow’s hierarchy of needs.
- Explain that young people in crisis or who are going through periods of uncertainty/change will prioritise meeting lower level/basic needs over self-actualisation, (including engaging with mentoring).
Some young people who have been in care may have a sense of goals and rewards based on immediate gratification, e.g. food and money. Their experience of being in care may have led them automatically to expect things: cupboards full of food at all times, clothing grants, money for outings, a leaving care grant. However lack of continuity in their lives often results in these young people having no awareness of or experience of long term planning.

- Young people with considerable experience of the care system can become institutionalised with possible feelings of powerlessness/low self-efficacy and dependency
- Draw on real-life examples of the needs of young people who have been in care, which are likely to directly affect their motivation.
- Show slide 3 “Values and Mentoring” which highlights the importance of bearing in mind the context of the young person’s life and the opportunities available to them. We need to deal with the “reality” of young people’s lives.

5. Strategies for motivating

This case study is designed to let everyone identify the motivational skills they’ll need as a mentor.

What to do

- Explain to everyone that they will now look at a case study, handout 6, which focuses on developing motivational skills.
- Ask people to get into small groups and spread themselves around the room so they can’t hear what other people are saying.
- Ask each group to use a flip sheet to make notes.
- After 15 minutes, bring the whole group back together.
- Ask someone from each group to say how their group would deal with the situation presented. Discuss and clarify the issues that are raised with the whole group. There is an opportunity here for the concepts of Resilience and Self-Efficacy to be introduced. More information is contained in Handouts 4 and 5.
- Give out handout 7 entitled ‘How you can make a difference as a mentor’ Go through the points on the handout and link them to material covered in Sessions 7 and 8.
6. Role plays dealing with challenging situations [50 minutes]

These role-plays give people an opportunity to practise skills in dealing with more challenging mentoring situations. Remind people that the most challenging behaviour they are likely to encounter is a young person not turning up for meetings.

What to do

- Ask people to split into groups of three. Explain that people are now going to get the opportunity to practise their skills through taking part in role plays.
- Ask each trio to decide which of them will play the mentee, who will play the mentor and who will take the role of observer in this first role play (explaining that they will switch roles so that each person will take a turn in each role).
- Brief all the mentees and the mentors on their roles by giving each of them a typed brief.
- Tell the observers that their role is to observe and take notes of their observations.
- Tell everyone that they have 5 minutes for each role-play and a further 5 minutes for sharing feedback in the small group.
- Keep the group to time.
- After 10 minutes ask the group to switch roles and role play a new situation.
- After 30 minutes, bring everyone back to the large group.
- Ask the mentors how they approached their mentoring role in the light of their brief.
- Ask the mentees how they experienced what their mentor did.
- Ask the observers to give feedback on what they observed.

Trainers’ notes:

At this point it may be useful for you to remind the trainee mentors of the support which the project provides to assist them in their mentoring. Make the point that mentors can always refer to project staff for advice and assistance with mentoring issues. They would not be expected to handle difficult situations on their own. This exercise works best if a facilitator/trainer is able to provide feedback to each group along with the observer.

7. Recap of session [5 minutes]

This will help people reflect on what they have learned and recaps on the session objectives.
What to do

- Show slide ❶ again.
- Ask everyone if they are happy that each objective has been met.

8. Home task  

Explain to people that today’s home task is to carry out a “Force Field Analysis” in relation to a sticking point/problem in achieving a goal in their lives. A worksheet and instructions are provided.

9. looking ahead

Link forward to next session.

What to do

- Tell everyone what the next training session will be about.

10. Evaluation of Session  

What to do

- Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

11. Handouts

Give out session handouts.
Objectives

By the end of this session you will:

• Have identified and discussed what motivates you

• Have listed some of the things that affect the motivation of young people engaging with mentoring

• Have discussed a case study and identified successful motivation strategies

• Have taken part in a role play of a challenging mentoring meeting
MASLOW’S HIERARCHY OF NEEDS

- **Self-Actualisation**
  - fulfilment

- **Esteem Needs**
  - self-value/self respect

- **Social Needs**
  - love/belonging/acceptance

- **Safety Needs**
  - security/stability

- **Physiological Needs**
  - food/water/oxygen
The mentoring value-base needs to connect with:

- The context of the mentee’s life
- The mentee’s opportunities for learning and development
- A process that will enable the mentee to achieve his or her goals

*Adapted from: Depaul Trust “Working Out!”*
Motivation

**Motive** = That which makes a person act in a particular way
Ambition, desire, drive, hunger, inspiration, interest, wish (Thesaurus)
“What makes life dreary is want of motive”

**Motivation depends on:**
- The level of expectation …..aspiration - self/others
- The need to achieve
- The need for social approval
- The level of anxiety
- The need to avoid failure or the limelight of success
- The individual goals of the person
- The degree to which you feel that you are in control

**Extrinsic/Intrinsic sources**
- Intrinsic - Motivated to do something for the sake of the activity itself ….. you get something out of it.
- Extrinsic - Motivated for the material gain to be received from it.
- Level of arousal - tasks that are either too easy or too difficult are not motivational
- Past experience - If you are used to success then you are motivated to perform well. If you are used to failure you expect to fail.

**Your level of motivation influences:**
- Your selection of and preference for an activity.
- Your persistence at the activity
- How much effort you put in
- How well you perform relative to your ability

**What motivates you?**
- Praise
- Comparison
- Competition
- Reward
- Goals
- Enjoyment
- Challenge
- Team success
• Responsibility
• Love
• To make a difference
• Good leadership

Grant Blair. Fife Council Education Department
Self-Efficacy

Self-Efficacy = the belief in your ability to act in/manage a situation in a way that exercises an influence over its effect on your life.

Strong self-efficacy =
• Your assurance in your own capabilities means that you approach difficult tasks as challenges to be mastered rather than as threats to be avoided.
• You are likely to get engrossed in things you are doing.
• You set yourself challenging goals and maintain a strong commitment to them.
• You try harder and hang in there in the face of failure.
• You quickly recover your belief in your own abilities after failures or setbacks.
• You attribute failure to a lack of effort or insufficient knowledge or skills on your part. You believe that this can be remedied.
• You approach threatening situations with an assurance that you can exercise control over them.
• Your positive outlook promotes successful outcomes, reduces stress and makes depression less likely.

Weak self-efficacy =
• You doubt your capabilities and shy away from difficult tasks that you view as personal threats.
• You have low aspirations for yourself and a weak commitment to any goals you set.
• When faced with difficult tasks you dwell on personal deficiencies, obstacles you will encounter and all kind of adverse outcomes.
• You put out less effort and give up quickly in the face of difficulties.
• Your belief in yourself takes a real knock following failure or setbacks.
• You are more likely to feel stressed and depressed.

Our level of self-efficacy affects:
• The choices we make
• The effort we put into things
• How long we keep going/persist in the face of failure
• How we feel
How do we develop our feelings of self-efficacy?

- **Mastery Experience**
  
  This is the most effective way of building self-efficacy. Successes build your belief in yourself; failures undermine it (particularly if you have a low belief in your abilities to start with).
  
  Easy successes though can lead to discouragement when obstacles appear. The best kinds of successes are ones that have required perseverance to overcome obstacles, setbacks and difficulties. By sticking it out through tough times we learn that we can emerge stronger from adverse situations.

- **Vicarious Experience**
  
  Seeing people similar to you succeed by sustained effort increases your belief that you could succeed in similar things to them. The opposite is also true if people similar to you fail despite putting in a lot of effort. How much other people’s successes and failures impact on your self-belief depends on how much you identify with them i.e. how similar you perceive them to be to you. We also choose “role-models” against whom we judge our own capabilities. Often we look to them for answers (through their knowledge, skills, strategies etc) as to how to manage situations.

- **Social Persuasion**
  
  People who are persuaded verbally that they possess the capabilities to master particular activities are likely to put in more effort and sustain it longer than if they have doubts and dwell on their own shortcomings when problems arise. Boosting people’s perception of their self-efficacy often leads to them developing new skills, trying new things and achieving unexpected results and, through this, viewing their capabilities differently.
  
  Unrealistic boosts are quickly wiped out by disappointing results. It is important to structure situations in ways that are likely to lead to success rather than set someone up to fail. It is also more difficult to instil high efficacy in someone by persuasion alone than it is to undermine their sense of efficacy by talking him or her down.

- **Physiological States**
  
  People also rely on how they feel emotionally and bodily to gauge their capabilities. Stress reactions, fatigue, tension, mood etc. can all impact on perceived levels of efficacy.
  
  It is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted. People with high efficacy levels are likely to view stress as an energiser, whereas people beset by self-doubt will view it as debilitating.
  
  Positive mood enhances efficacy while despondency reduces it.
Cognitive Processes and Self-Efficacy:

Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them.

Most courses of action are thought about in advance. People with a high sense of efficacy visualise success scenarios and get guidance from them about how to succeed, as well as increased motivation. Those with low efficacy visualise failure scenarios and dwell on the many things that can go wrong. They find it difficult to succeed while fighting self-doubt.

Drawing in information from various sources, using it to generate options, predicting their outcomes and revising judgements in the light of new evidence are essential skills if people are to predict events and to develop effective ways to control those that affect their lives. When faced with the need to stay task focused in the face of lots of demands or difficult circumstances, people with self-doubt become more and more erratic in their thinking, lower their goals and the quality of their performance drops.

Adapted from work of Albert Bandura, Contained on the website www.emory.edu
"Information on Self Efficacy: A Community of Scholars"
Resilience

Resilience in individuals is a combination of “internal factors” (skills, behaviours and/or competencies) and “external factors” (caring relationships, high expectations, opportunities).

Resilience develops through the interaction between these. For example, caring relationships can trigger a positive cycle in which a person gains a sense of connection and confidence, which increases their motivation to try, which attracts more positive attention.

The most important part of a strength-based approach is believing that every one of us has strengths and can act on them. Sometimes holding on to this belief is difficult.

Resilience should not be equated with the end points of success. It is a process of struggling with hardship. That process progresses by accumulating small successes that occur side by side with failures, setbacks and disappointments.

The well deserved feeling of accomplishment that results from persisting in the face of hardship or adversity = “survivor’s pride”.

By identifying and acknowledging this, we can connect more effectively and constructively with people than by focusing on their pathology and attempting to “fix” their problems.

We can motivate positive change most effectively by:

- Conveying respect and honouring people’s struggle i.e. seeing their behaviour and the choices they make in the context of the difficulties, challenges and past experiences in their lives.
- Shifting an individual’s self-image from “damaged goods” to “one who prevails...a survivor”.
- Providing evidence that a person has been capable of meeting challenges in the past and can do so again.
- Uncovering a person’s methods for succeeding in the past that they can use again in the present/future.

Resilience is the process of persisting in the face of adversity. Evidence of resilience can be found in the small details of people’s lives as they try to deal constructively with the daily challenges/hardships that life brings.

Resilience encompasses both the psychological damage and the enduring strength that can result from struggling with hardship.

Troubles present a danger to people but also an opportunity. We are vulnerable to the damaging influence of hardship, but we are also challenged to rebound from
harm by experimenting, branching out and developing our own resources. Over time, these self-protective behaviours develop into lasting clusters of strength called “resiliences”.

“Resiliences” describes 7 clusters of strength that are mobilised in the struggle with hardship:

- **Insight** – an understanding of yourself and others, empathy for others, an ability to tolerate ambiguity and complexity in things.
- **Independence** – being able to create emotional and physical distance from the sources of pain and distress in life.
- **Relationships** – developing mutually gratifying connections with others (with a balance of give and take).
- **Initiative** – taking charge of problems, setting goals and tackling challenging situations.
- **Creativity** – using imagination to express feelings and thoughts and to create a vision of the world as you see it/would like to see it.
- **Humour** – the capacity to laugh at yourself and situations you find yourself in.
- **Morality** – acting on the basis of values and principles that include a sense of obligation to contribute to the well-being of others.

**Re-framing**

The technique of re-framing capitalises on the subjective nature of personal stories to emphasise potentially helpful learning/themes rather than disabling themes. This opens up the opportunity for people to shift from seeing themselves as damaged goods, to telling a re-framed story that is more constructive. A story with pride as a theme, revolving around the bravery, resourcefulness and determination shown by them as well as all they had done to help themselves. The result is that people who consider themselves bad, helpless or damaged can change by becoming aware of their own strengths and resources to help themselves. In doing so, they will begin to act accordingly.

**Talking about strengths**

This applies not only to people who have mastered their troubles. It applies equally to people who are faltering in their struggle and/or who are in crisis. Remember that:

- All people have a right to dignity and the potential for resilience.
- It is important to be respectful.
- Do not dwell on problems, symptoms and deficiencies.
- Do not establish a power imbalanced relationship ie one where you are “healthy” and the other person is somehow “sick”.
• Do your best to meet others who are asking for your help on their own terms by finding and talking about the positives, no matter how small.

Talking to people about their strengths can foster a powerful bond. To understand why, think about the difference in your own reaction when someone tells you about your deficiencies in contrast to your accomplishments.

In the safety of a relationship where they know they are respected for their achievements, people can come around to recognizing the areas of their lives that need work and find the motivation to do that work. They can change a victim image of themselves to a picture of someone who is resilient, who can and will prevail. While we can usually do little to change the overwhelming circumstances that burden so many people, talking about strengths is something we can do that matters.

Mind-set = your habitual way of seeing and thinking about things.
An “at-risk/deficient” mind-set can easily shape work with young people into a search for problems. Its hallmarks are diagnoses, labels and fix-it interventions. Dwelling on the negative it induces despair and burnout in workers/helpers, biases their understanding of the young people they serve, and promotes low expectations. For young people this mind-set also has negative consequences. Regarded as clients or victims rather than as resources in their own lives, young people can experience services as uncaring, disrespectful and even threatening.

By contrast, a “Resilience/challenge” mind-set credits young people with the power to help themselves. It also casts adults not as directors or authorities in the lives of young people but as partners in their struggle to prevail. A Resilience/challenge mind-set also encourages helping professionals to be hopeful and to hold high expectations for the young people in their care.

Adapted from : “Project Resilience” website www.projectresilience.com
case study: mentee

You are a young person aged 17 who has recently left care and is living in shared supported accommodation. You are attending college doing a course in social care as you want to work with children. Although your attendance at first was good you have recently had a few days off sick and tend to arrive late for class as the other people in your flat are often up late playing their music loud. Your class tutor is ticking you off for your attendance and your attitude and doesn’t seem to have any time for you.

When you were off sick people were allocated placements for the following term and you discover that you have been allocated a 4-week placement in a nursing home for the elderly in your absence. You have no interest at all in this kind of work and are really fed up with both the course and the tutor and decide you might as well give up the course.

You tell your mentor that you are thinking of leaving the course.
How you can make a difference as a mentor

Self Esteem = Your sense of your own worth
Self Efficacy = Your sense of control/influence over events in your life
Resilience = Your ability to bounce back from adversity

What can you do to build these?

• Focus on successes, no matter how small.
  Remember that nothing worth achieving is handed to you on a plate.
• Respect people’s struggle. Don’t minimize it.
• Re-frame discussions. Talk about strengths. Self talk.
• Has anyone else succeeded in what you are attempting?
  Their example might act as a spur or they may be seen as a role model.
• I believe you can achieve this. Here’s why...
• Stress and self-doubt are normal when you step out of your comfort zone. The greater the challenge you take on the stronger the feelings might be. It means you are trying to grow and develop towards your potential.
• “Just do it” Nike slogan. “Impossible is nothing” Adidas slogan. Your mind set can give or drain energy/motivation from you.
• Visualise what success will feel/look like. Remember the power of this as it imprints on your memory.
Role Play Case Studies

Information for mentee
1. You have been meeting with your mentor for around 2 months. For the first few meetings you have turned up on time and been keen to participate in the discussion, often talking animatedly about your future plans.

You have arrived very late for this meeting. Your Throughcare worker, who you felt very close to, has just left for a new job and you are now questioning in your head whether it’s worth getting close to your mentor when they could leave you at any time. You don’t feel much like talking.

Information for mentor
1. Your mentee has been meeting with you for around 2 months. For the first few meetings they turned up on time and were keen to participate in the discussion, often talking animatedly about their future plans.

However, they have turned up very late for this meeting. They are unkempt and appear “vacant”. How do you respond?
Role Play Case Studies

Information for mentee
2. You have been getting on extremely well with your mentor. You seem to have lots in common and lots to talk about. You have never got on so well with anyone in your life. You know that you have fallen head over heels in love with your mentor and have decided to tell them how you feel.

Information for mentor
2. You have been getting on extremely well with your mentee. You seem to have lots in common and lots to talk about. There has also been a lot of positive feedback between the two of you. You are really looking forward to this session.
Role Play Case Studies

Information for mentee
3. You have been receiving sexual come-on’s from a residential worker in your children’s unit. It frightens you but also makes you very angry. You want it to stop but don’t know what to do about it. You decide to tell your mentor.

Information for mentor
3. You have been having an issue with your mentee invading your personal space and making comments that could be interpreted as flirting with you. You have not been sure whether to say anything about this or how to raise it.
Hometask for Session 8

Thinking about the course work we have done in this session so far and the problem you have identified for this exercise, list below the driving and restraining forces for change in the appropriate columns below:

<table>
<thead>
<tr>
<th>Current Position</th>
<th>Desired Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
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</tbody>
</table>

Driving Forces

Restraining Forces

*Adapted from: Depaul Trust “Working Out!”*
EVALUATION SHEET

1. Rate today’s training session by circling one number

Not interesting  Very interesting

1  2  3  4  5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 9: reviewing and evaluating

Introduction
Reviewing and evaluating goals relating to the experiences of vulnerable people can be a challenging task. It requires understanding of the mentee and the ability to identify progress. It is a vital part of the mentoring process, as it provides the required feedback mentees need about their achievements.

Recording is an essential tool used in monitoring progress in the mentoring relationship as well as providing evidence to the mentor of their own personal and professional development.

Purpose
A fundamental part of the process that provides feedback to the mentee, the project managers and funders, about the progress that has been made.

Application
Ongoing throughout the mentoring relationship. Reviewing also involves the mentee, mentor and the project worker at prescribed intervals.

Overview

Total session running time **2 hours 45 minutes**

objectives
By the end of this session you will:

- Have defined what is meant by review and evaluation
- Have practised reviewing and evaluating a personal goal
- Be able to evaluate a goal related to the mentor/mentee relationship
- Be able to explain why evaluation is an important part of any project

key issues
Highlight the importance for the mentee, mentor and for the credibility of the project, of regularly reviewing and evaluating progress in the mentoring relationship.

materials
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking
2 sets of 3 juggling balls
OHP slides:
1. Session objectives
2. The mentoring way
3. Recording the mentoring relationship

handouts:
1. Session objectives
2. Reviewing my achievements
3. Case studies [Paul, Jill]
4. Recording the mentoring relationship
5. Sample mentoring contract, sample mentoring diary
6. Introduction to the mentors diary
7. Summary of Contact sheet
8. Guide to filling in Summary of Contact sheet
9. Record of Meetings
10. Home task
11. Evaluation sheet
Training session

1. Session objectives [5 minutes]
   This exercise is designed to let everyone know what is going to be covered in this session.

   What to do
   - Show slide 1. Reveal and talk about each objective, one at a time.
   - Ask if anyone has any questions or is unclear about anything.

2. Icebreaker: Juggling Ball Game Revisited [15 minutes]
   In this exercise, people re-experience the name game with the juggling balls which they took part in on the first session.

   What to do
   - Get everyone (facilitators as well as trainees) to sit in a large circle.
   - One facilitator throws a juggling ball to one person in the group calling out his/her name as the ball is thrown. On catching the ball this person then throws it to someone else calling out their name as the ball is thrown. The game continues in this way with the ball being thrown each time to someone whose name has not yet been called until everybody in the group has received the ball at which point the same order of throwing and catching is repeated – and repeated. This means that each person begins to focus in on the person from whom they are catching the ball and the person to whom they are throwing the ball as the speed of the game increases. These are two names that will be remembered!
   - After a few minutes when the ball is being passed quickly round the group, the same facilitator then introduces a second ball, which travels round the group in the same sequence as the first ball. After an interval a third ball is introduced in the same manner – people have to speed up their reactions!
   - Continue to add an additional juggling ball at intervals until 6 balls are circulating round the group (this only works in a group of at least 10-12 people. If the group is smaller keep the number of juggling balls to 5. After a few rounds with the 6 balls going round the group the facilitator gradually gathers each one in when it passed to him/her and reminds the group that on Day 1 of the training they would have never have believed they could have successfully managed to pass 6 balls round the group at such speed.
   - Make the point that this highlights that we are all capable of more than we think we are and emphasises that one approach to a task that seems impossible or very challenging is to break it down into small manageable chunks.
3. **Why review and evaluate?** *(20 minutes)*

The purpose of this input is to make everyone clear about what “review” and “evaluate” mean and to clarify why we review and evaluate the mentoring relationship.

**What to do**
- Ask people what they think the differences are between review and evaluation.
- Write up people’s suggestions on a flipsheet.
- Clarify by reading out dictionary definitions of each term:
  - **Evaluate**: to judge or set the worth of, to appraise
  - **Review**: to look at or examine again, to look back upon
- Ask the group why they think regular reviewing and evaluating are important in the mentoring relationship.
- Write up people’s ideas on the flipsheet.
- Explain that in a mentoring relationship, review is the process of revisiting original goals or targets, including the original contract, with the mentee in order to look at progress and identify what has actually been achieved.
- Show slide 2 “The mentoring way” and explain that reviewing and evaluating can be viewed as Stage 4 in the mentoring process, although it is in fact an ongoing task.
- Explain that part of the purpose of the review is to look forward and to set new goals and targets together with the mentee.

4. **Reviewing and evaluation: exercise** *(20 minutes)*

This exercise gives everyone the chance to practise reviewing and evaluating skills by looking back at a personal goal and the process by which the goal was achieved.

**What to do**
- Give everyone a copy of Handout 2: ‘Reviewing my achievements’
- Ask the group when was the last time anyone reflected on something they had achieved?
- Explain that everyone will now do this in an exercise.
- Ask everyone to read the instructions on the handout and to spend a few minutes thinking about what they want to write about.
- Emphasise that what each person writes is confidential, unless they really want to share it.
- After 15 minutes [or earlier if everyone has finished writing], ask everyone to come back to the large group.
- Ask everyone to feed back how they found the process of doing this exercise.
Trainers' notes:
We found that undertaking this exercise stimulated a range of feelings in people. Don’t assume that this will be a positive experience for everyone!

5. Reviewing and evaluating: mentees responses

This exercise looks at how mentees might feel during the process of reviewing and evaluating. It is useful for people to consider the process of review from the mentees point of view.

What to do
- Ask everyone to consider what difficulties mentees with experience of the care system might have, when they have their progress evaluated.
- List all suggestions on a flipsheet.
- Invite general discussion on this topic.

Trainers' notes:
If people are slow to come up with ideas, you could prompt them with these examples: Feeling judged, Unfamiliar with measuring progress, Unrealistic self-image, Past record of goals not being met.

Coffee break

6. Case studies on reviewing

This exercise gives everyone the chance to plan how they would review and evaluate progress.

What to do
- Explain that the Case Study format allows us to consider the process of reviewing and evaluating within a mentoring context.
- Ask everyone to get into pairs and to spread themselves throughout the room, so each pair can’t hear what anyone else is saying.
- Give each pair a copy of either Case Study [Paul] or [Jill] and flipsheet and pen.
- Ask each pair to read through the case study and to write down their approach to structuring the mentoring meeting given the information provided.
- Tell everyone that they have 20 minutes for the case study.
- After 20 minutes, ask everyone to return to the large group and invite each pair to blu-tack their flipsheet to the wall.
- Ask each pair in turn to give their feedback on how they decided to approach the mentoring meeting.
• Clarify any points which people might have missed or offer an alternative way of looking at the situation if appropriate

**Trainers’ note:**
The focus should be on positives/progress wherever it exists. Where attempts have not succeeded it is about drawing out the learning and re-planning/focussing. There is no obligation on the mentor to focus on offending/problematic behaviour as other agencies/workers will pick up on issues arising from this. The exception is if the young person raises it.

7. **Recording**  **10 minutes**
This input looks at the importance of recording the mentoring relationship and gives examples of recording pro-formas that can be used.

What to do
- Show slide 3 “Recording the mentoring relationship” and talk through each point.
- Hand out sample mentoring contract, mentoring diary and contact sheets to each person and explain that the mentoring contract would be agreed and completed in the first 3-4 mentoring sessions while subsequent mentoring sessions could be recorded on the mentoring contact sheet.
- Emphasise that each mentors match should find a way of recording what is useful to them which could include their feelings as well as the content and process of a session.

8. **Recap of session**  **5 minutes**
This helps people reflect on what they have learned and recaps on the session objectives.

What to do
- Show slide 1 again.
- Ask everyone if they are happy that each objective has been met.

9. **Home task**  **5 minutes**
Explain that everybody will be asked to complete a worksheet, which asks people to review the progress they have made since beginning the mentor induction training.

10. **Looking ahead**
Link forward to next session.
What to do
• Tell everyone what the next training session will be about.

11. Evaluation of Session 10 minutes

What to do
• Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

12. Handouts
Give out session handouts.
objectives

By the end of this session you will:

- Have defined what is meant by review and evaluation
- Have practised reviewing and evaluating a personal goal
- Be able to evaluate a goal related to the mentor/mentee relationship
- Be able to explain why evaluation is an important part of any project
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<th>Objectives</th>
<th>Methods</th>
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<td>• Give attention</td>
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<td>• Show mentee benefits of mentoring and gain support from them</td>
<td>• Listen</td>
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<td>• Provide support for mentee</td>
<td>• Ask open questions</td>
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<td>• Agree agenda</td>
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<td>Familiarisation &amp; Understanding</td>
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<td>• Set Agenda</td>
<td>• Clarifying</td>
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<td>• Get to know each other</td>
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<td>• Help mentee explore developmental needs</td>
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<td>• Look at support</td>
<td>• Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Action plan for next period of time</td>
<td>• Making decisions/arrangements</td>
</tr>
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</table>
Reviewing my achievements

Write about one achievement you have made in your life, of which you are particularly proud.
You could include the following parts:

• Your goal (what you wanted to accomplish)

• Some kind of hurdle or restraint you faced

• What you did, step-by-step

• Description of the result

• Any measure to prove your achievement

• What you have learned about yourself as a result of this process
Case study: paul

Your mentee, Paul, is having a weekly meeting with you.

Since you last met Paul who is 16 has:
- Moved out of a young peoples unit into temporary supported accommodation
- Applied to join the army
- Been charged with a breach of the peace while out drinking with pals
- Did not attend army cadets.

Paul’s goals are:
- To join the army
- To attend army cadets every week
- To learn independent living skills
- To improve his fitness levels

Assume that you are aware of this information in advance of the meeting. Draw up a plan for the session detailing how you would review and evaluate Paul’s goals with him.
Case study: Jill

Your mentee, Jill, is having a weekly meeting with you.

Since you last met Jill who is 17 has:
- Lost half a stone in weight
- Been to a session at a young person’s health project
- Started to pay off her rent arrears
- Attended a project which helps young people who have been in care to move towards employment
- Had a couple of warnings from the hostel she is staying in for bullying other residents

Her goals set when Jill was a couple of stones overweight, unemployed and threatened with eviction for non-payment of rent were:
- Learn to look after myself, eat healthily and lose weight
- Learn to manage my money
- Pay my rent each week and £2 a week towards arrears
- Get a job working with animals

Assume that you are aware of this information in advance of the meeting. Draw up a plan for the session detailing how you would review and evaluate Jill’s goals with her.
There are 4 main reasons why mentors record their work in the mentoring relationship

- To enable the mentor to consider the progress of their relationship with their mentee (as this relates to the mentee’s goals)

- To enable volunteers to track their personal and professional development as mentors

- To be accountable to the project by enabling the co-ordinator and/or supervisor to track the mentoring relationship

- To build up evidence useful for the project’s monitoring and evaluation procedures
YOUNG PEOPLE’S MENTORING PROJECT

MENTORING CONTRACT

Name of Mentee: 

Name of Mentor: 

MEETINGS
How regularly we will meet: 
(e.g. weekly)

Where we will meet 

How long will each meeting last: 
(e.g. 1-2 hrs)

Relationship ground rules
How will we know where we stand and stay safe? (e.g. confidentiality, respect, notification of non-attendance, contact outwith arrangements etc.)
OBJECTIVES
What we want to achieve

How often we will stop and look at our progress:

How we will check that everything is going well between us:

What we will do if things are not going well:

Mentee signature: .................................................................

Mentor signature: .................................................................

Date of agreement: .................................................................
Introduction to the Mentors Diary

Now that you are embarking on your role as a mentor, you may like to use this diary to review and reflect on your experiences as part of your own development. There may be particular skills or insights that would be of use to other mentors, which you can pass on. Having a record of what has happened at the time will make it much easier to do this.

This is also a good time to reflect on what the purpose of your mentoring relationship is, what you expect from it and to compare this against what actually happens. You will then be able to assess whether you believe the relationship is as productive as possible and how to address any areas that do not meet your original objectives. The maximum benefit will come from this being an outward looking process that focuses on moving ahead. (Obviously you would wish to avoid dwelling on unimportant or irrelevant detail.)

Getting the most from Mentoring

As a mentor you will have your own ideas about your role. It is important that you genuinely believe your mentee can develop and that you are a good person to help them. This process will be easier if you get on well and you are both able to handle differences, and maybe even conflict, within your mentoring relationship.

You may also wish to consider how you interpret the feedback you get from the young person. Why do you think they have chosen to continue working with you? What does s/he get from being mentored by you that they might not get from someone else? In what ways has being a mentor changed your relationship with your own family, friends and colleagues? If you were being honest with yourself, do you think you would both still choose to form this mentoring relationship, knowing what you now know? If not what could each of you do so that you would?

Completing your diary

There are many questions you could consider, and as many different aspects, when completing your diary. Clearly you will want to select particular events or discussions which you feel are significant about your experience as a mentor. To help you do this, you may like to ask yourself the following main questions:

- Why is this event important to our mentoring relationship?
- What did I learn?
- What development need, if any, does this suggest for myself?
- How else could I have acted to achieve the same or better results?

These will give you some insights into developing a range of mentoring skills and this will help you to be of growing use to your mentee and others. Having answered
these questions, there would be different ways in which you could add to your mentoring repertoire, for example:

- Asking other mentors who already have, or would like to develop, this ability.
- Joining a mentors forum.
- Resource centres/open learning centres.
- Discussion with your own mentor or other colleagues. (Remembering to maintain your commitment to your mentee’s confidentiality)
- Training courses.
- Practising your new skill in a non-work, low-risk environment.
- Include it in your own objectives within your personal development plan.

Finally, mentoring is about continuous learning and this applies as much to skilled mentors as to their mentees. It should also be, and usually is, something that’s stimulating, rewarding and even fun.

Adapted from: Hertfordshire TEC “Mentor’s Diary”
Mentors Diary

Meeting/experience : How the session left you feeling, what feelings were expressed by or evident in the mentee :

Description of what happened in the session: Was the content as you anticipated ? How did the session go ? What behaviour was demonstrated at different times during the session ?

Conclusion/What you learned from it ?

Who can assist/what resources are needed ?

Plan of action/next time I will .....
YOUNG PEOPLE’S MENTORING PROJECT

SUMMARY OF CONTACT

Date:

Venue:

Progress since our last meeting /any problems or challenges which have come up

Discussions / points made

Further action agreed
MENTOR / MENTEE MEETINGS

Recording Form for Contact with your mentee
This form must be filled in every time you have contact with your mentee. (Remember to photocopy it - you’ll need to use the form again !)
Either you or the mentee can complete it. Ideally the process should involve you both.

- Record any achievements, no matter how small
  Note anything which has blocked progress

- Give a flavour of main points and discussion, but don’t go into too much detail

- What are we going to achieve before our next meeting
YOUNG PEOPLE’S MENTORING PROJECT
RECORD OF MEETINGS BETWEEN ………………………………………………………………………………………………

<table>
<thead>
<tr>
<th>Meeting No.</th>
<th>Date</th>
<th>Time From</th>
<th>Time To</th>
<th>Venue</th>
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NOTE: If a meeting was planned and then cancelled or didn’t take place for any reason, please record it and the reasons why the meeting did not go ahead.
Home task for Session 9

Review of personal progress made since the start of the mentor induction training

Take a few minutes to think about and write down examples of progress you have made in your learning and development since you started the training.

• How have you changed?

• What new things have you learned?

• How has taking part in the training affected you?

• Have you achieved the learning objectives that you set out to achieve?

• How do you feel about your progress?
1. Rate today’s training session by circling one number

Not interesting 1 2 3 4 5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
Session 10: beginning and ending the mentoring relationship

Introduction
This session focuses on the ending of the mentor induction course and the progression to starting the mentoring relationship.

In the exercises facilitators will be role modelling the importance and value of endings.

This involves allowing people the space to express how they feel about the ending, and supporting them in an appropriate manner. The session content ties in well as it reflects upon the ending of the mentoring relationship, as well as dealing with its beginning. People are encouraged to examine what makes a good ending in a relationship, and to apply this to the mentoring situation.

Although the induction course is ending, people are now ready to move on to the next step- to step into their mentoring role and to consolidate their learning by continuing to meet as an ongoing mentor support group. This reflects that endings are also new beginnings!

Purpose
To focus people on the importance of getting off to a good start at the beginning of the mentoring relationship and to get people to think about the importance of the ending of the mentoring relationship.

Application
The beginning and ending of the mentoring relationship.

Overview

time
Total session running time: 3 hours 15 minutes

objectives
By the end of this session you will:
- Have reviewed the training programme to date
- Have identified important factors in beginning a mentoring relationship
- Have listed a range of factors which make endings helpful and unhelpful
- Have worked out a strategy to end a mentoring relationship in a planned way
- Have discussed the next steps to become a mentor after the training is finished
**key issues**
Endings are important! This session should round off the training course in a positive way.
Allow enough time for people to say what they’ve liked, for goodbyes, and for everyone to feel valued for their participation.
Make sure that everyone knows what is the next step after the training finishes.

**materials**
Flipchart stand, pad and marker pens, Blu-Tack
Paper and pens for note taking

**OHP slides:**
1. Session objectives
2. 10 sessions of the induction programme
3. Ending a mentoring relationship

**handouts:**
1. Session objectives
2. Ending a mentoring relationship
3. Training course evaluation sheets
4. Home task – Personal Audit
5. Session evaluation sheet
Training session

1. Session objectives [5 minutes]
This exercise is designed to let everyone know what is going to be covered in this session.

What to do
• Welcome everyone to this final training session.
• Show slide ❶. Reveal and talk about each objective, one at a time.
• Ask if anyone has any questions or is unclear about anything.

2. Review of the training programme [40 minutes]
This focuses everyone on what they have covered in the training programme as a whole.

What to do
• Show Slide ❷
Allocate each person one of the training sessions to summarise and present to the group. The format of this presentation is entirely up to the individual, but should last no longer than 2 minutes. Examples have included: lists of main points, poems, drawings, cartoons.
• Allow 15-20 minutes for people to work on their presentations. Offer assistance as required.
• Allow 20 minutes for the presentations themselves.
• Thank participants and note the level of knowledge in the group. Also note that we have deliberately taken people out of their comfort zones by changing their role in the group. Their experience should have been that this was done in an encouraging and supportive manner by both the trainers and fellow participants.

3. Beginning the mentoring relationship [20 minutes]
This exercise focuses on how important the first stages in the mentoring relationship are.

What to do
• Explain that paying attention to details in the first meeting is very important so that you get the mentoring relationship off to a good start.
• Ask people to divide into small groups of 3 or 4 people.
• Give each group a flip sheet and pen.
• Ask everyone to take some time to think of what things might be important, for both mentor and mentee, at the start of their mentoring relationship. Ask people to discuss this and to note down suggestions on the flip sheet.
• After 10 minutes, or whenever people are finished, ask everyone to return to the large group.
• Ask someone from each group to stick their flip sheet on the wall and talk through each suggestion made.
• Summarise, raising any points the group did not suggest. e.g. establishing rapport, setting boundaries, checking out what the mentee wants from a mentoring relationship, making arrangements for further meetings

4. **Endings: personal experiences**  
20 minutes
Before people consider what endings are like in mentoring, they will first consider their own experience.

**What to do**
• Ask everyone to divide into pairs.
• Then ask them to take a couple of minutes to think of a personal experience of an ending which has been positive for them and one which has been negative.

**Trainers’ notes:**
Tell people to avoid thinking about anything which is too distressing.
• Ask everyone to spend a few minutes each, to share and discuss these experiences of endings with their partner.
• Explain that you will ask them to give feedback on the exercise but that they do not have to say what they were talking about, unless they want to.
• After 15 minutes, tell people to return to the large group.
• Ask everyone to suggest what can make endings helpful, and then what can make endings unhelpful.
• Write up their suggestions on a flip sheet.
• Summarise the discussion and highlight how endings can be difficult for all of us, but can be especially difficult for vulnerable people because they have experienced a lot of loss in their lives. This leads into the next exercise.

5. **Ending the mentoring relationship**  
20 minutes
As a mentoring relationship is usually for a limited time, it is important to think about how to end it, even before it has begun!
**What to do**

- Introduce the importance of a planned ending in the mentoring relationship.
- In the large group quick think ideas about planning an ending strategy in the mentoring relationship.
- Write up everyone’s ideas on a flip sheet.
- When the ideas have dried up, go through and comment on each suggestion, one at a time.
- Show slide ❸ “Ending a mentoring relationship” to reinforce points made during this exercise.

**Trainers’ notes:**

It is important to point out that it is likely some mentoring relationships will end in an unplanned way, because the lives of young people who have recently left care are often unpredictable.

This can be distressing for mentors, who should be made aware that they can contact a project worker to talk through their feelings, if this happens.

---

**6. Interactive evaluation of the training course**  [20 minutes]

This exercise involves people in actively participating in an evaluation of the training course as a whole.

**What to do**

1. Invite people to get themselves a tea/coffee etc and add their comments on the training to a series of flipchart sheets placed either on a table or on the walls and pre-prepared with the following headings:
   - How could the training be improved?
   - How well prepared do you feel to begin mentoring?
   - High points
   - Low points
   - Which parts of the training contributed most significantly to your learning?
   - Comments on the organisation and delivery of the training
   - Any other comments/feedback
   (To be effective this task should be completed outwith the presence of the trainers and anonymously.)

2. Also place a series of flipchart sheets with the names of course participants on them. Ask everyone to place one post-it on each sheet with a comment/memory of the person named. This should be a positive comment related to something about the person and/or their contribution to the course.
that was appreciated. Participants then get their sheet to take away with them at the end of the session.

After 20 minutes bring everyone back to the large group and thank them for their participation in the course evaluation.

7. Saying goodbye  15 minutes

Allowing space for everyone to say what the training has meant to them and how they feel about the training course ending, is a powerful, moving and sometimes funny way to bring the training to a close.

What to do

- Ask everybody to make a personal statement of closure relating to this being the final session of the induction training programme.
- Give everyone a few moments to think about what they want to say.
- Start with yourself, and then go round each person in the group. It is important that you listen without interrupting, that you thank each person and tell them how you value their feedback.

Trainers’ notes:

Let everyone make their statements as long or as short as they want to make them. This gives a good opportunity for you to acknowledge and value the unique qualities of your particular training group.

If anybody does not feel like contributing, respect that, and don’t insist that they do.

8. Next steps  15 minutes

Here you let people know what the next steps in the process of becoming a mentor are.

- Explain that each person will be asked to finish their personal journal and complete a further personal audit and hand them in to the local co-ordinator. A meeting will then be scheduled between the individual and the co-ordinator where both parties will look at the readiness of the volunteer to continue further with the mentoring project, based on the competencies evidenced both within the written work and their participation in the training.
- Explain that on acceptance as a mentor, the matching process will be explained in detail by the co-ordinator.
- Explain that for those continuing with the mentoring scheme, an ongoing mentor support group will be set up so that additional training inputs can be arranged as required and so that experiences can be shared and motivation maintained. If possible, set the first date for the group meeting.
• Emphasise that once individuals are engaged in a mentoring relationship, that they will have regular support and supervision sessions from a member of project staff.
• Ask if there are any questions, which people have about what happens after the induction training ends.

9. Recap of session  
This helps people reflect on what they have learned and recaps on the session objectives.

What to do
• Show slide ❶ again.
• Ask everyone if they are happy that each objective has been met.

10. Home task  
Ask people to complete the same Personal Audit that they did at the start of the course. This allows us and them to evaluate the distance they have travelled in terms of the skills and knowledge required to be an effective mentor.

11. Evaluation of the session  
What to do
• Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

12. Handouts  
Give out session handouts.

13. Presentations and certificates  
Invite someone from the Local Authority/Agency, preferably a manager, to express appreciation for people volunteering their time and to present certificates. This reinforces the commitment of the organisation to the mentoring scheme.

Note: We also have experience of a young person handing out certificates. This was very well received and was very powerful in its impact.
Wish everyone all the best for the future and thank them for their commitment to and active participation in the mentor induction training. Celebrating with a cake and non-alcoholic wine goes down well with participants.
Objectives

By the end of this session you will:

• Have reviewed the training programme to date

• Have identified important factors in beginning a mentoring relationship

• Have listed a range of factors which make endings helpful and unhelpful

• Have worked out a strategy to end a mentoring relationship in a planned way

• Have discussed the next steps to become a mentor after the training is finished
Mentor induction programme

1. introduction to the project and to the mentoring role
2. understanding adolescence and local authority care
3. values, discrimination and empowerment
4. listening/communication skills and the mentoring process
5. boundaries and personal safety
6. confidentiality and child protection
7. mentoring skills and processes 1 - problem solving/goal setting/ action planning / managing change
8. mentoring skills and processes 2 - motivation and dealing with challenging mentoring situations
9. reviewing and evaluating
10. beginning and ending the mentoring relationship
Ending a mentoring relationship

Mentors should consider the five points listed below when planning to end a mentoring relationship.
Mentors and mentees both need to be aware of the ending.
It is the mentor’s responsibility to ensure that the ending is openly talked about.

1. Think about and talk about the relationship ending several weeks before it does.
2. Ensure ending is appropriate (through supervision and checking with the mentee)
3. Invite the mentee to think about how they would like to end the relationship.
4. Evaluate the relationship, both from mentee’s and mentor’s perspective.
5. Decide together what you will do to end the relationship.
EVALUATION OF MENTOR TRAINING

To conclude please circle 5 words that best describe the course for you:

interesting interactive well tutored helpful

professional exhausting participative

refreshing thought provoking motivating

exciting challenging boring hard work

practical too long well presented valuable

fun intellectual rushed thorough informative

waste of time basic disorganised

indifferent nothing new

stimulating

Thank you for completing this form
OVERALL COURSE EVALUATION
- Single sheet involving circling most relevant words
- Flipchart sheets headed:
  - “How could the training be improved?”
  - “How well prepared do you feel to begin mentoring?”

- “High points”
- “Low points”
- “Which parts of the training contributed most significantly to your learning”
- “Comments on the organisation and delivery of the training”
- “Any other comments/feedback”
Personal Audit

Please read through the list of statements below and assess yourself by writing a number next to the statement using the sliding scale system which follows:

1 = I have no confidence in my ability/understanding in this area
2 = I have poor confidence in my ability/understanding in this area
3 = I have reasonable confidence in my ability/understanding in this area
4 = I am pretty confident in my ability/understanding in this area
5 = I am completely confident in my ability/understanding in this area

This form is to be completed at the beginning of the course and at the end of the course you will be asked to complete a similar form.
You are assessing your current skills/knowledge and personal awareness.

Theory
I understand the philosophy and ethos of the mentoring project that I am working with.

I am able to explain to young people what mentoring means.

I can state how mentoring differs from other helping activities/relationships.

I have a basic understanding of the stages of adolescence.

I am aware of the issues and feelings associated with adolescence.

I understand the terms “public care” and “leaving care”.

I understand about the transition young people leaving care face in their move from public care.

I understand what the terms “prejudice” and “discrimination” mean.

I understand how society’s prejudice can impact on young people leaving care.

I understand the different stages of mentoring as a process.

I can apply the framework of the mentoring process to my work with young people.
I understand about the learning process.

I understand the meaning and purpose of support and supervision as defined by the project.

**Skills**
I am able to use basic communication skills.

I am able to engage with young people.

I am able to assist young people to understand and explore their issues.

I am aware of how to use goal setting with young people.

I am able to assist young people to set/identify their targets.

I am able to assist young people to move towards identified outcomes.

I am able to start a mentoring relationship.

I am able to pace a mentoring relationship.

I am able to end a mentoring relationship.

I am able to challenge young people appropriately.

I am aware of my role and feel able to challenge prejudice.

I feel able to record my work with young people.

I feel able to use support and supervision effectively.

**Self - awareness**

I am aware of my qualities as a helper.

I can receive feedback appropriately.
I am aware of how I learn.

I can recognise my strengths.

I can recognise my areas for development.

I have identified people who I can use as support.

I am aware of any gaps in my support system, and the support I am expecting from the project.

I understand the need to be aware of feelings triggered in me during sessions with young people and to think about what may be going on.

I am able to recognise how issues in my personal life may adversely affect my work with young people.

**Practicalities**

I am aware of the policies and procedures of the mentoring project I am training with, especially (please tick as appropriate)

- supervision
- recording
- safety
- acceptable behaviour
- confidentiality
- disciplinary and grievance procedures
- user feedback and complaints
- health and safety
- expenses

*Adapted from: Princes Trust / NCB “Mentoring schemes for Young People”*
EVALUATION SHEET

1. Rate today’s training session by circling one number

Not interesting  Very interesting

1 2 3 4 5

2. How will today’s training session help you carry out your role as a mentor?

3. What did you enjoy most about today’s training session?

4. Anything you didn’t enjoy or didn’t feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form