

Facilitator/Tutor Notes on ‘Training Workshop for the Peer Mentors’

Workshop Session 1: Time 3 hours

Unit 1: What is mentoring?

The aims of this session are:

- To introduce university students to mentoring
- To explore the context of mentoring
- To contrast and compare mentoring with friendship
- To explore which skills are important as a mentor

Exercise	Tutor Notes
1.1 Who is your mentor? (time: 10 minutes)	Use Handout 1.1 in the training manual to explore if the student can identify someone who may already be an unofficial mentor for them. i.e. friend, relative, teacher, youth worker. <i>NB. This exercise must not be confused with identifying a role model, as this can often be someone who they do not have a relationship with.</i>
1.2 What is a mentor? (5 minutes)	Handout 1.2 highlights some of the contexts in which mentoring can happen. All of these roles can come within the context of mentoring at some point. This handout facilitates a discussion about the role of a mentor; there is no right or wrong answers, just areas for discussion. <i>See Tutor Handout for further guidance on use of this handout.</i>
1.3 Mentoring vs. Friendship (10 minutes)	This handout allows for further exploration about the differences and similarities of mentoring and friendship. It allows for the discussion of boundaries within a mentoring relationship.
1.4 Helping skills inventory (10 minutes)	This is a useful exercise to consolidate which skills are identified as being important in mentoring, and identify personal development targets for the students. <i>NB. Always mention that this sheet is for their information only, and the purpose of the rest of the course is to help them address or improve on all of these skills. You may also want to cross out any you think are not appropriate for your scheme.</i>

Unit 2: Differences, values and attitudes

The aims of this session are:

To raise awareness of different values and attitudes

To look at how people make assumptions often based on differences

To discuss how remaining non-judgmental and open minded is an important mentoring quality

Exercise	Tutor notes
<p>2.1 Exploring differences (15 minutes)</p>	<p>Ask the whole group to walk in a clockwise circle. Give a variety of statements which could elicit a difference of opinion such as:</p> <p><i>Vece sa Ivanom Ivanovicem is better than Red</i> <i>Djokovic is not as good as Federer</i></p> <p>If the mentors agree with these statements they carry on walking clockwise. If the mentors disagree with these statements they turn around and walk anti-clockwise. When you have finished the walking — convene the group and introduce Handout 2.1 and work through issues mentioned.</p> <p>The purpose of this exercise is to draw out:</p> <p>How hard it was to walk in the opposite direction? (i.e. to think differently). What did others think of you when you walked a particular way (i.e. did it bother you?)</p> <p><i>Link this exercise into how many different values and attitudes there are in society.</i></p>
<p>2.2 What are values? (10 minutes)</p>	<p>Whole group. Try to get some definitions from them or use power point presentation and discuss. (refer to the power point presentation) <i>NB Time or age of group may make it desirable to give some definitions of values rather than seek ideas from the students.</i></p>
<p>2.3 Value cards (10 minutes)</p>	<p>As individuals, students identify their top five 'values' in order. There is no right or wrong answers. This gives the opportunity to look at other peoples' values and why they are similar/different from yours. <i>NB Placing cards around the room means that answers are anonymous.</i></p> <p>Use the choices to stimulate discussion. Point out that different groups of people (e.g. adults, younger pupils, pupils from different ethnic backgrounds), will almost certainly have different values but all are equally valid.</p>
<p>2.4 Assumptions (10 minutes)</p>	<p>Mentors to complete Handout 2.4 (trainers should insert an appropriate picture, or ask mentors to work with a partner). Ask for feedback from the partners as to how accurate the assumptions were. As many of the assumptions will be wrong, draw out in a discussion how making assumptions can be upsetting, damaging and/or lead to discrimination.</p> <p><i>(Another way of raising awareness of how we make assumptions about people is to have a variety of items which are usually associated with different people, e.g. a brief case, baseball hat, running shoes, 'hippy' beads etc)</i></p>

	Ask the mentors to guess who they think each item might belong to and discuss what that person might be like (either in pairs, or the whole group). At the end of the discussion let the mentors know that, in fact, they have all belonged to one person at different times in their life.
Summary (5 minutes)	Summarize by bringing together the key elements of the session, to show that people feel differently and value different things. Mentors need to ensure that they recognize the different values which their mentee might have and understand that they are equally valid. Mentors need to recognize this in a mentoring relationship, remain open-minded and avoid judging their mentee.

Comfort Break: 15 minutes

Unit 3: Communication skills

The aims of this session are:

- To identify the importance of good communication skills as a mentor.
- To practice questioning techniques to aid communication.
- To highlight importance of good listening skills.
- To highlight importance of body language to aid communication.

Exercise	Tutor notes
3.1 Yes/No game (10 minutes)	Follow instructions for the game on handout 3.1a. <i>This exercise highlights how effective and restrictive closed questions can be, and aims to focus mentors on the value of effective communication.</i>
3.2 Questioning styles (10 minutes)	Ask mentors to look through Handout 3.2a and then, in order to familiarize mentors with the differing styles, complete Handout No. 3.2b. Depending on the level of the group, you may wish to ask pupils to also have a go at Handout No. 3.2c. <i>The purpose of this exercise is to highlight how important questioning styles are, and how they can aid communication with mentees.</i>
3.3 Listening skills/Body language (10 minutes)	It can be useful if two trainers or well-briefed participants demonstrate this exercise, and know beforehand which verbal and non-verbal examples of bad communication they want to highlight. The two briefed participants engage in a scene. Person 2 uses as many verbal and non-verbal displays of non-listening they can think of. Person 1 tries to carry on describing their morning, although they will find it increasingly difficult, because of the behaviour of Person 2. Use the observation through the activity for the basis of the discussion. <i>The purpose of this exercise is to highlight bad verbal and non-verbal communication (body language).</i>

3.4 Ten Commandments of listening (5 minutes)	This is for reference only.
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Workshop Session II (Time: 3 Hours)

Unit 4: How do we help?

The aims of this session are:

To identify problems encountered by mentees in college/university.

To explore how mentors can help others.

To identify useful helping strategies.

To identify other sources of help within college/university.

Exercise	Tutor notes
4.1 Barriers to learning (10 minutes)	<p>Flipchart exercise encouraging student to identify difficulties students face in education, i.e. bullying, learning difficulties, family problems etc. This encourages students to start thinking about what issues they may help with as mentors.</p> <p>Mentors can copy down issues from the flipchart to help them visualize how these problems can become a brick wall for mentees. This also highlights how mentors can help break down this brick wall by helping mentees remove bricks from it.</p>
4.2 Helping strategies (10 minutes)	<p>This exercise helps to identify what sort of help mentors can give. It is also useful for addressing how to empower mentees to help themselves, by addressing the power imbalance in helping styles.</p> <ol style="list-style-type: none"> 1. Cut Handout 4.2a into two parts and place at two ends of a piece of flipchart paper. 2. Cut Handout 4.2b up into pieces. Have a look at the cards and determine the level of the group's understanding; you may wish to start with only three or four styles. <p>Encourage mentors to place each card onto the line between each end card. They do this by deciding who is in control when each strategy is being used.</p> <p><i>NB. You may want to take this opportunity to explore what the implications are for mentors helping 'too much' i.e. not helping mentees to help themselves.</i></p>
4.3 Helping skills case study (10 minutes)	<p>This exercise can be done in pairs or small groups; it is for mentors to discuss how they think they could help, and to develop their helping skills.</p>
4.4 Who else can help?	<p>This is a good opportunity for mentors to audit other provision in university/college, encourage their 'signposting' skills, and explore how they may assist by being an advocate.</p> <p><i>NB. Always encourage mentors to still consult the Mentoring Coordinator if they</i></p>

(10 minutes)	<i>are unsure how to access other help in school.</i>
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Unit 5: Ground rules

The aims of this session are:

To identify boundaries of the mentoring relationship

To explore what is appropriate behaviour

To understand issues of confidentiality

To explore responsibilities of mentors

Exercise	Tutor notes
<p>5.1 Boundary cards (Examples of possible situations / mentee requests given) <i>NB. Prior to the training the trainer should choose which scenarios they would like reflected on the cards, and write their own cards out if preferred. Ensure that the scenarios relate back to school policy where appropriate.</i></p> <p>(10 minutes)</p>	<p>Each member of the group picks a card up from the pack. After reading it they decide whether to place it on either the 'YES WE CAN' or 'NO WE CAN'T' pile.</p> <p>When all the cards have been placed on either pile, the group has to agree or disagree with where they have been placed.</p> <p><i>NB. Don't just use inappropriate behaviours; you must also remember to include some appropriate behaviour.</i></p> <p><i>This exercise allows for discussion of boundaries, explores appropriate behavior and encourages negotiation within the group and teamwork.</i></p>
<p>5.2 Confidentiality (example of basic mentor policy) <i>NB. Mentoring Co-ordinators should replace this with their own, or choose to follow an existing policy within their own organisation.</i> (10 minutes)</p>	<p>This policy would not be open to negotiation and forms one of the ground rules of the programme. The trainer must therefore talk through and explain the policy to mentors so that it can be understood.</p>
<p>5.3 Confidentiality case studies (10 minutes)</p>	<p>This handout can be used either:</p> <p>By allowing the mentors to work in pairs or small groups to form their own conclusions based on the above policy;</p> <p>As a whole group discussion where contributions from the group assist them to complete the boxes.</p> <p><i>This exercise explores what is a confidentiality issue for their own work, and what is a greater issue needing support from others.</i></p>
<p>5.4 Ground rules (5 minutes)</p>	<p>This handout can be used either:</p> <p>By allowing the mentors to work in pairs or small groups to form their own conclusions based on the</p>

	<p>above policy;</p> <p>As a whole group discussion where contributions from the group assist them to complete the boxes.</p> <p><i>This exercise explores what is a confidentiality issue for their own work, and what is a greater issue needing support from others.</i></p>
<p>5.5 Ground rules cards (In reserve if mentors are finding it difficult to identify appropriate ground rules) (5 minutes)</p>	<p>These cards are read out by mentors.</p> <p>The group has to decide whether the content of the card is relevant for their programme, and whether they would like it as a ground rule.</p> <p><i>NB Some of the cards are 'red herrings', and are not an essential ground rule, but choosing whether or not to have certain cards encourages negotiation skills, and develops decision making skills.</i></p>

Comfort Break: 15 minutes

Unit 6: Starting the mentoring relationship: What next?

The aims of this session are:

To look at different ways of matching mentor/mentee.

To identify appropriate mentoring opportunities for mentors.

To explore setting the agenda for mentoring.

Exercise	Tutor note
<p>6.1 Getting to know someone new (10 minutes)</p>	<p>This ice breaker pairs students who do not know each other very well, so that they can experience what the initial meeting between mentor and mentee might feel like.</p> <p><i>Mentors spend 5 minutes in pairs, getting to know each other. Afterwards pair's feedback to the whole group how it felt.</i></p>
<p>6.2 Mentoring statements (10 minutes)</p>	<p>This is an opportunity to ensure that mentors understand the ground rules. The three cards can be put around the room and the questions read out. Mentors then go to stand by the relevant card depending on whether they agree, disagree or are not sure. There is some clear right and wrong answers but others where some discussion is needed to clarify the answer. Ask pupils why they have chosen that answer and use their responses to generate this discussion. For example:</p> <p><i>'Mentors do your coursework for you.'</i></p> <p>Clearly they don't but they may help to organize time, place or resources to do it, or help with the understanding of a subject.</p>

	<p><i>'Mentors always understand how you feel.'</i></p> <p>Everyone is different so it is impossible to know how someone else feels but the important thing for a mentor to remember is to accept that their mentees feelings are important and real.</p>
<p>6.3 Mentee questionnaire (2 minutes)</p>	<p>This questionnaire could be completed by mentees as part of their introduction to mentoring. It will help them look at their expectations from their mentor.</p> <p>As part of this session it will be used to introduce mentors to what mentees might expect from them, and how they could meet these expectations.</p> <p><i>NB The purpose is to get mentors to think about the practical aspect of mentoring and to be clear about the aim of their own mentoring relationship.</i></p>
<p>6.4 Mentoring opportunities (5 minutes)</p>	<p>Handout 6.4a provides an example of some of the opportunities available to mentors at one university.</p> <p>Universities would need to complete the blank sheet for similar opportunities at their own institution.</p> <p><i>Handout 6.4b assists the Mentoring Co-coordinator in finding appropriate opportunities for students who have different levels of confidence and ability. It does not place too much responsibility on mentors too early.</i></p>
<p>Summary (5 minutes)</p>	<p>Over to you!! Make the project sound like fun but credible and important, it needs valuing by university. Tell mentors when and how they can expect to get started.</p> <p><i>Reinforce that they will be supported in their mentoring role, and that they can always ask for help. If possible give them a date for their next meeting.</i></p>
<p>Evaluation/Feedback Form (5 minutes)</p>	