



Scottish Further Education Unit

Mentoring to Support Transition and Achievement for Young People at Risk of Disengagement:



Trainers Pack

Foreword

Peer mentoring can be helpful to both mentors and mentees and can be beneficial to young people in developing opportunities to improve their interpersonal skills. It is more than befriending and aims to make constructive changes in the life of the mentee.

Formal mentoring is increasingly popular in educational contexts making contributions to pastoral support systems and providing additional opportunities for learners to build confidence and self esteem and encourage greater participation in college life.

Successful mentoring programmes depend on the quality of the mentor-mentee relationship and work best when built on a strong infrastructure with well trained and supported mentors.

Although not exhaustive this toolkit has been produced to help you think about the issues which are important in your college context and to guide you through the planning process towards establishing and running an effective mentoring programme.

To inform self evaluation activity and to ensure quality and consistency the author has presented a suggested quality framework. A wide range of tried and tested training activities have been included to guide you and your colleagues towards establishing a programme that works for your organisation. The approach is developmental rather than prescriptive providing a range of easily adapted developmental activities which include communication, planning and feedback.

Mentoring can make a positive difference to the lives of individuals and to the culture of an organisation. We wish you well as you set out on your mentoring journey.

Jennie Baillie
Head of Centre
Scottish Further Education Unit

Introduction

Aims of the pack

Establishing your Scheme

Training:

Definition of mentoring	6
The role of the mentor	8
Skills and qualities...	12
Benefits of mentoring	21
Ground rules	23
Boundary issues	25
Referral network	26
Listening skills	27
Action planning	30
Effective feedback	33
Scenarios and What if...?	38

Scheme Booklet/Handbook

Sample fliers, posters etc	
Sample Guidelines for Supervisors, Mentors and Mentees	
Sample Mentor Policy	
Sample Mentor Agreement	
Sample Mentoring Agreement	
Sample Confidentiality Statement	
Sample Child Protection Guidelines	
Sample Student Mentor Meeting Notes	
Sample Mentor Training Log	
Sample Application forms	
Sample Supervision Structure	
Sample Evaluation Questionnaire for Mentors and Mentees	
Sample Mentor Training Self-Evaluation Form	

Suggested Sample Quality Standards

The Purpose of the Scheme	
Mentor/mentee Expectations	
Competences and Training	
Monitoring Outcomes	
Scheme Evaluation	

This pack has been produced to support the process of establishing and managing student peer mentoring within Scotland's colleges:

Within the pack are

- training support materials,
- some ideas on the delivery of training for staff who might support the process, for mentors and for prospective mentees,
- sample materials to support a Peer Mentoring Scheme within a college,
- a suggested Quality Framework to assess your scheme,
- suggestions for monitoring the process,
- and, some suggestions for evaluation

The sample training materials should allow you to

- Clarify the role of mentor and consider the benefits of the mentoring process within your college
- consider best practice in establishing a mentoring project
- look at support structures and networks within your own context
- consider boundary issues and referral networks within your own college

and the sample support materials will provide a starting point for training Student Peer Mentors in each college

- Examine the process of building the mentor/mentee relationship – suggest some guidelines, tools and strategies
- Look at sample materials to support mentoring projects
- Consider evaluation methods and the next step.

Setting up a student peer mentoring scheme

The Word 'mentoring' has come to be used to describe a very wide range of varying and quite different activities. It is important that each scheme defines itself within this range from the outset.

Although there is some dissension in research literature due to the confusion of different styles of mentoring, differing expectations and differing evaluation methodologies, it is widely recognised that peer support or mentoring is invaluable in helping young learners overcome initial hurdles and stay on track, gain confidence and find ways of integrating into new experiences such as college life.

However, to be effective your scheme will need to have a set of clearly established criteria for success:

It is important to 'set the scene' for your scheme from the start:

How does it fit into your college? – the purpose

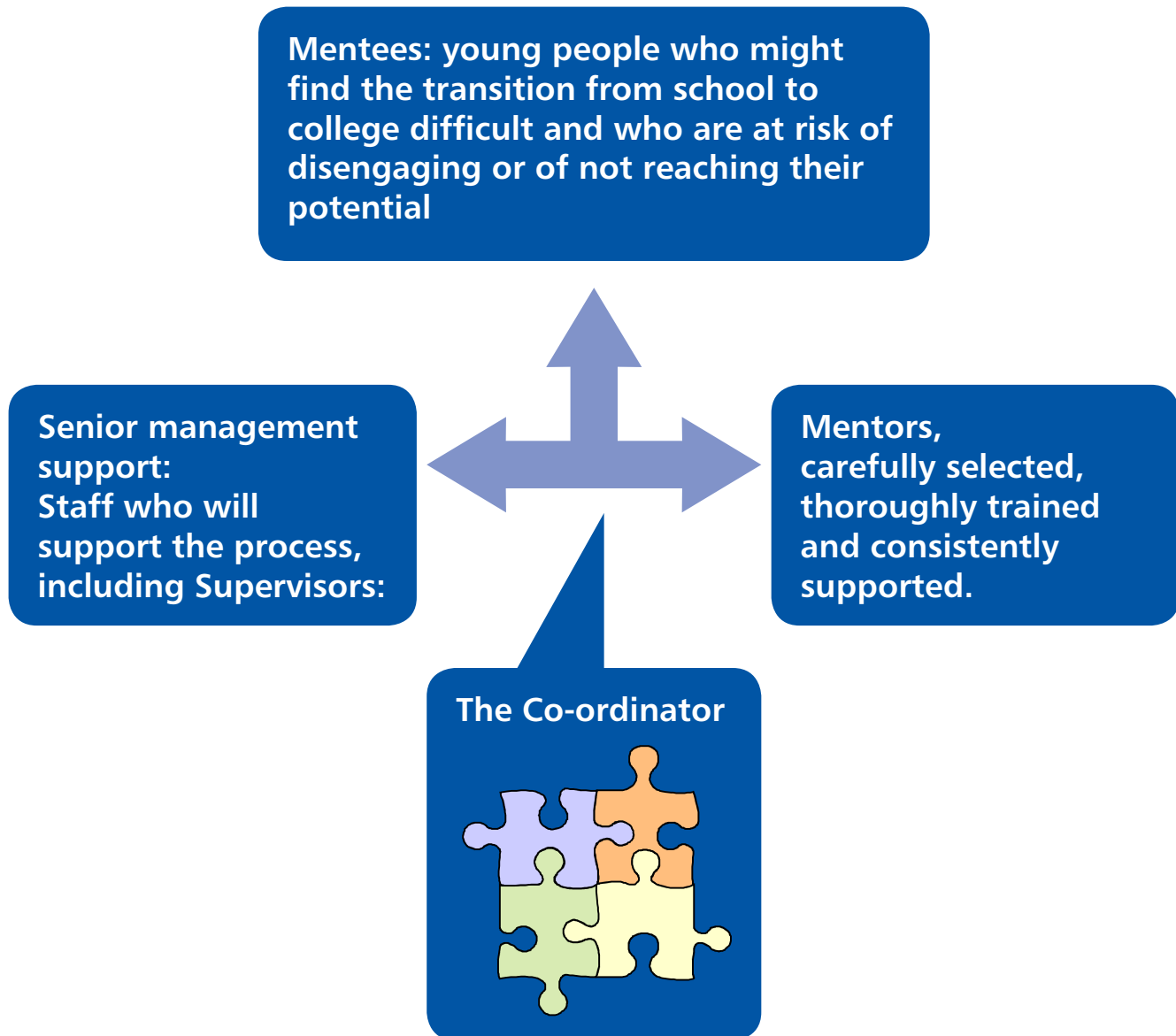
How will it be set-up and maintained? – the process

What do you expect to achieve? – the product

Start with these questions to frame your scheme and once you have answered these, then decide how you will test its effectiveness, how you will measure and evaluate your outcomes and what reporting structure you will use.

Establishing your scheme...

Who will be involved ?



Welcome to Student Mentor Training

Use the following pages as a starting point to develop your student mentor training programme:

Contents:

Definition of mentoring
The role of the mentor
Skills and qualities...
Benefits of mentoring
Ground rules
Boundary issues
Referral network
Listening skills
Action planning
Effective feedback

Scenarios and What if...?



Trainer Tips

1. Starting the session:
 - What do you hope to achieve?
 - What do your group hope to achieve?
 - What don't your group want to do...?
2. Agree some ground rules:
 - Ask the group to suggest these and then add any missing essentials – respect, inclusion, honesty, confidentiality...
 - Keep the agreed list in view throughout the session.

Opening ideas ...warm up activities:

- *Human bingo*: each person has a sheet with statements on: e.g. I have size 5 feet: I like to sing: I play a sport: I come to college by bus:... suit the statements to your audience – they can be more or less personal.
The group have to find someone in the room who can say yes to each statement – rules of bingo apply.
Need space to move around – good energiser.
- *Positive and proud*: each person tells the group three things about themselves – can be simple – name, job or course, something they are proud of that you could not tell by looking at them.
Can be daunting for young people in a large group – can be done in a one to one or small groups instead.
- *Speed dating*: Introduce yourself and ask one other person to tell you their name and three things they are proud of. Then tell them three things about yourself. Move onto someone new.
Try to speak to everyone in the room.



Trainer Tips

Title: Some definitions of mentoring:

The following definitions give a flavour of mentoring in general. You should consider other examples that might be suitable for your particular audience:

Ask your group if they have any suggestions for a definition of 'what a mentor is'... they might be able to suggest some mentor relationships from the media:

Obe Wan Kanobi and Luke Skywalker
Michael Cane and 'Rita'
Homer and Bart!

Or from sport...



Some definitions of mentoring:

- “ A mentor is that person who achieves a 1:1 developmental relationship with the learner; and one whom the learner identifies as having enabled personal growth and learning to take place”. Bennetts,1994

A young persons alternative: someone who really understands where I am coming from and helps me work out my own ideas and answers...

- A supportive relationship between a novice and a more experienced guide”. Yeoman and Sampson, 1994

A young persons alternative: having someone there who has already been through it ... who knows what it feels like...

- “ A one-to-one, non-judgemental relationship in which an individual mentor voluntarily gives his/her time to support and encourage another” ACU, Home Office 2001

A young persons alternative: someone who you can talk to about your concerns without feeling you are wasting their time ...because their time is your time.

And...



Training Tips

Role of the mentor...

Working in groups of 4 –5 – each group to make a list on a large sheet of paper of the things they think a mentor might be able to help with.

There are no rights and wrongs!

When they run out of new ideas ask them to share their lists – blu-tac the pages to the wall and ask each group to talk through their list.

Suggest any obvious issues that have not come up.

Then get the whole group to consider the lists – and to agree which things should stay and which are outside of the mentor/mentee relationship. Where things are not included try to say where they should be put...

e.g. things which should go to the tutor, a counsellor, a doctor or any other form of referral.

This exercise provides a starting point for understanding 'mentoring' within your college context. At this stage of the training you will need to guide the discussion.

Return to this question when you look at Referral Networks and Boundary Issues. Do the group still have the same opinions...?



Role of the mentor

So what can mentors do ...some suggestions:

- Help new learners to settle in to the college/course
- Help to establish good communication between new learners and college staff and other learners
- Provide support for individuals who might be isolated or lack support and self- confidence
- Provide support in getting to know rapidly changing environments and the use of new technologies
- Offer appropriate advice and guidance
- Help new learners see the way ahead – progression opportunities and career pathways
- Give and receive constructive feedback
- Help mentees to manage time, plan and prioritise work, set goals and action plan, gain a better understanding of their work

A mentor may need to be -

- An instructor – showing someone how to do a task
- A coach – helping someone to develop their skills
- A mentor – supporting longer term personal development



Role of the Mentor: Priorities...

Working in pairs, ask the group to think about the things they found challenging when they joined the college. One partner takes the role of Mentor, one of Mentee:

Have lots of blank cards and some example cards.

The Mentor explains the process of prioritising – there are two elements to this:

Importance – what would be the result if you did not get something done?...

Urgency – how soon does it need to be done? This will depend on deadlines and submission dates and also on your other commitments.

Something which is very important and very urgent would be in the top left hand corner of the grid.

Don't underestimate the things that end up in the bottom right hand corner of the grid – if they were worth thinking about they still need doing. Some of these might be fun things which you should try to make time for.

Mentor and Mentee should discuss each issue briefly and agree where it should be placed. The Mentor might also suggest some other issues, based on their experience.



The role of the mentor cont:

Priorities...

Mentee Activity

Using the grid, ask your Mentee to place the cards in their order of priority. The blank cards can be used to add additional issues or specific events. Agree which of these issues are within the Mentor/Mentee role.

Find my way around the College buildings	Plan my first assignment	Understand the tutor comments on my assignment	Plan the journey to my placement
Meet new people	Join clubs/sports teams	Talk through any worries	Get myself ready for an exam
Plan work slots into my week	Prepare for my 1:1 tutorial	Use the Learning Centre and library	Know what to expect next term
Think about next year – other course ?			



Trainer Tips

Task: have a look at the Mentoring Skills Questionnaire:

1. Which skills do you already use ?

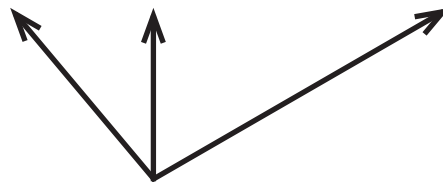
Explain the scoring table:

Read from top to bottom of The 'Focus of help' column , this is a list of issues and attitudes.

Then look across at the three columns – each issue is broken down into the most common characteristic of each if Instructor, Coach or Mentor.

Give an example to the group, e.g.

<i>Focus</i>	<i>Instructor</i>	<i>Coach</i>	<i>Mentor</i>
Approach to encouraging learning	Demonstrate/instruct/supervise practice	Explore problem together, set up opportunities to try out new skills	Listen – question – challenge: develop strategies and awareness



Explain the differences – use examples

2. Choose an example of an activity to suit each skill.

Give some examples: an instructor might show someone how to operate a photocopier, a Coach might help someone to get used to the library catalogue system, A Mentor would... use this to focus a discussion on a longer term development.



Mentoring Skills Questionnaire

Instructor, coach or mentor?

The following questionnaire will help you to identify your strengths and areas for development in mentoring skills.

For each statement circle the number that best represents your usual style in helping people learn.

1. Before telling people about a task I want them to do, I work out, step by step, what's involved in it.

Seldom 1 2 3 4 5 6 7 Often

2. I continually seek out opportunities for people to develop themselves.

Seldom 1 2 3 4 5 6 7 Often

3. I listen to people's ideas and help them fit these into their action plans

Seldom 1 2 3 4 5 6 7 Often

4. When I have something that I want people to do, I give them clear instructions. This means I only give instructions once.

Seldom 1 2 3 4 5 6 7 Often

5. When helping people learn, I help them plan how to meet the challenges within the task.

Seldom 1 2 3 4 5 6 7 Often

6. I ask people questions that help them think through why they want or need to do things.

Seldom 1 2 3 4 5 6 7 Often

7. I check that people have understood their instructions clearly.

Seldom 1 2 3 4 5 6 7 Often

8. I am prepared to let people try new things, even though they may make mistakes.

Seldom 1 2 3 4 5 6 7 Often

9. I am interested in what people do outside college and how this fits in with or conflicts with their college work.

Seldom 1 2 3 4 5 6 7 Often

10. I check up on things I've asked people to do, assess performance and give regular constructive feedback.

Seldom 1 2 3 4 5 6 7 Often

11. I encourage people to review their performance and plan how to improve.

Seldom 1 2 3 4 5 6 7 Often

12. I sit down with people and help them think through where they are going in their studies/
programme/career.

Seldom 1 2 3 4 5 6 7 Often

Scoring:

To calculate your scores, total up the numbers of each of the questions in the three columns as follows:

Instructor	Coach	Mentor
Q1	Q2	Q3
Q4	Q5	Q6
Q7	Q8	Q9
Q10	Q11	Q12
Total:	Total:	Total:

The higher your score in any one column, the more you tend to use that style in helping others learn.

Interpreting your score:

A score of 15 or more for any one of these shows quite a strong preference, while a score of 5 would show a marked avoidance. If you have pursued a 'central tendency' in the questionnaire your scores will average around 12 to 16.

Use the following table to locate your score within the three strands.

Dimension	Instructor	Coach	Mentor
Focus of help	Task/Skill	Results/quality of performance	Development of whole person
Time span	Short	Medium	Long term
Approach to encouraging learning	Demonstrate/ instruct/supervise practice	Explore problem together, set up opportunities to try out new skills	Listen – question – challenge: develop strategies and awareness
Work issues	Analysing task; clear instruction; supervise practice; give feed-back	Jointly identify the issues, create development opportunities and review	Link learning task with other aspects of life; clarify broad and long term aims and purpose
Attitude to ambiguity	Eliminate it	Use it to focus the problem to be solved	Accept it
Benefits to the organisation	Standardised, accurate performance	Goal directed performance, orientated to improving and being creative	Conscious, questioning approach

This questionnaire was adapted from:

Meggison D.F. and Pedlar M.J. (1991) Self Development: A facilitator's Guide, U.K. McGraw.

In your role as mentor it may be necessary to use elements of each strand.

Select an activity that you think would be appropriate for each style:

Instructor:

Activity: _____

Coach:

Activity: _____

Mentor:

Activity _____



Task: Finding a mentor using your own network:

Use this activity for some quiet reflection. Ask the group to start by thinking about people they meet or work with or deal with - this will produce a different list for young learners than it does for people who are at work.

Then ask them to consider which of these people they feel could be mentors for them – refer back to the Role of the Mentor...

Ask each person to use the handout to draw a private 'network chart' and then ask them to work in pairs or small groups to make a list of the words *that come to mind when they think of their chosen mentors...* give some suggestion but don't use too many as this limits those left available – especially important for young learners who are not used to reflective analysis.

Use a flip chart or board to scribe all chosen words and discuss as a whole group.



Activity

Finding a mentor within your own network

Work on your own for this:

Think about your own network – people you know – people you work with – people you value:

From your network of contacts, identify 2 or 3 people you think could be mentors to you. They should be people you would feel comfortable *talking to about* your coursework, difficult issues, personal weaknesses, worries etc.

Your own mentor...cont

Why do you think the people you chose would be good mentors?

Make a list of words which come to mind when you think of their skills or qualities:

e.g. calm, honest etc

Share your words with the group: make a list of the top ten words from the whole group:



Skills and Qualities of a mentor...

Extend this activity by asking the group to write their words on to coloured cards / paper, one word or phrase on each card. The group then lay these out on the table or the floor and discuss which they think are 'qualities' and which are 'skills'. For this exercise it will be sufficient to define a quality as something that a person has naturally in their personality, whilst a skill is something that can be learned and developed. Provide pens or sticky spots in two colours to mark the cards – one for skills and one for qualities. As the discussion develops many key words will be recognised as both.

Then ask the group to rank their words in order of importance – 1 to 10. By using coloured cards and a large area this becomes a very visual exercise and should engage the whole group.

Your training programme should include opportunities to identify personal qualities and to develop skills.

The Skills Grid on Page 20 can be used to start the group thinking about their own skills and qualities and should be a very positive exercise. You may wish to amend the language or add other key words.



Activity: work on your own

Skills and qualities of a mentor

Look at the list below and consider which qualities apply to you. Tick the box rating yourself on a scale of 1-4 where 1 is low and 4 is high

Qualities	1	2	3	4
Approachable				
Reliable				
Trustworthy				
Encouraging				
Positive				
Able to help others achieve				
Good at what you do				
Sense of humour				
A good listener				
Open minded				
Able to see the 'big picture'				
Creative thinker				
Patient				
Kind				
Non-judgemental/non-discriminating				
Understanding				
Able to give and receive constructive feedback				
Respectful of other people				
Objective – able to see things clearly without emotion				

... and mentors:-

- are interested in their own development and that of others
- believe everyone deserves a chance
- recognise the benefits to themselves
- believe they can make a difference
- are able to create an encouraging and supportive relationship



Benefits of mentoring...

Ask the group to think of the benefits of mentoring and write one benefit on each post-it. Use three colours of post-it – one for the benefits to the mentor, one for benefits to the mentee and one for benefits to the college:

Put large sheets of paper on the walls or on the floor, with a title written in the same colour as the post-its. Mentor: Mentee : College, and ask the group to stick their ideas on the sheets.

Some of the ideas will be the same or similar – read them back to the group, suggest any obvious ones that are missing.

Later you can ask if they think anyone else benefits – family, work etc

Use the handout to develop the list of benefits – you may need to re-word some of the concepts to suit your learner's language skills.



Benefits of mentoring

There are benefits to the mentor, mentee and to the college

Mentor	Mentee
<ul style="list-style-type: none"> • build confidence • personal development • extend skills • develop personal reflective practice • learn from the partnership • personal satisfaction through growth of mentee • Expands own networks 	<ul style="list-style-type: none"> • personal development • practical advice, encouragement and support • gain from mentors knowledge and good practice • growth of confidence and self-esteem • gain an insight into the world of work and explore career options • develops initiative and responsibility

Please write some of your own ideas below

The college

- recognising diversity
- encouraging leadership potential
- supporting personal growth
- enhancing student support structures
- sharing best practice

And...



Ground rules...

Make enough sets of statement cards for your group and have a flip-chart marked with 2 columns. Ask the group to agree where each card should go – on the Mentors List or on the Mentees list – some should go on both.

Agree that Mentoring is temporary - until your course finishes or until one or both of you decides to end it.	Meet as often as your timetable allows (once a week or once every other week?)
Provide help, be a good listener, find the answers to questions	Take responsibility for your own learning and career development
Give and be open to feedback. When providing feedback be honest, yet tactful.	Provide suggestions and advice on goals, activities and progress
Ask for suggestions and advice. When advice is given, listen to it, apply at least some of the ideas and let him or her know the results.	Evaluate the relationship at various points (at least mid-point and ending) within the agreed time period
Work out any minor concerns about the relationship	Keep any commitments made
Work within the Confidentiality Statement	Respect the other person's point of view



Ground rules...

You will know how your college works, ask the Mentors to set some of their own ground rules: think about where you will meet, how will you contact each other, how often will you meet:

Mentor	Mentee



Boundary Issues...

As a Mentor it is important to know when to pass an issue or a concern on to someone else within the Referral network.

In most cases the Mentor and Mentee will get along just fine within their partnership. The Mentor will have enough experience to guide their Mentee on issues to do with the college, the course, being young or uncertain... and all of those associated little things that would become worries if the Mentee did not have someone to confide in.

There is a possibility however, that the Mentee will have a concern or an issue which is serious and which is outside of the agreed relationship between a Mentor and Mentee in the college scheme.

There are two very important issues here:

Firstly, the Mentor must know when to seek advice or support, either from their immediate Supervisor or from the Scheme Co-ordinator. The supervision process should provide this support on a regular basis and be ready to respond in any crisis.

Secondly, the Mentor must know what to do if a crisis does occur. The Confidentiality Statement will make clear when a Mentor might pass on information without the expressed permission of the Mentee. The Mentor must also be sure who they can pass this information on to. If their Supervisor or the Co-ordinator are not available, who should they speak to...?

Reference: Confidentiality Statement, Student Mentor Policy, Child Protection Guidelines, Referral Network.

Introduce the Confidentiality Statement and explain how it links into college policies. Is the College Child Protection Policy easy to understand? If it is then it will help to have copies. If it is very formal or complex it may be better to have a summary with one clear statement – ‘if you have doubts about a young persons safety, report your concerns to....’

Ask the group to suggest which issues they think they would be worried by, scribe a list on flip-chart.

Now look at the list and see if there are common themes: examples might include personal safety of the Mentee, bullying, misuse of substances, involvement in crimes, stress or mental health worries.

Have a series of Scenarios to hand and select the ones which cover the same issues – include any others which you think might be helpful.

Role – Play: this can be very useful but needs to be matched to the group. Set the scene....

Role play:

You are having a straight-forward chat to your Mentee about their latest assignment.

The Mentee starts to tell you about something he is planning to do that evening – it involves a crime.

You may wish to use examples – selling illegal substances, under-age driving, a fight...or let the group suggest some examples...

In pairs ask each person to take a turn as Mentor. They should tell their Mentee that they are worried about what is being told to them.

Ask them to think about how they would tell their Mentee that they are being compromised. How would they remind the Mentee of the Confidentiality Statement and the Mentoring Agreement?

Some people will find this difficult: they may feel that they should encourage the young person to tell them all about the issue so that they can offer advice.

Group/small group discussion

What issues do the group think would come out of this?

How might they respond to each issue...



Building a referral network...

Ask the group to suggest referral routes – either by name - the tutor, the Student Services staff, the Co-ordinator... or by role – lecturers, advisory lines – Samaritans, Doctors, Young Peoples support networks etc

Scribe a list on a flip chart and add to it – find the contact details of specific referral lines – phone numbers etc and agree to produce a listing which all mentors and appropriate staff will receive.

Remember to reinforce the point that Mentors should not make referrals - but they can give their mentees appropriate contact details.

Refer to the Role of the Mentor, Skills and Qualities etc to revise the issue of referring on...



Listening skills...

An important part of effective Mentoring is the ability to listen.

Real listening involves more than taking your turn in a conversation...!

We all judge what we see and hear by our own inner standards and perceptions. The attitudes we have developed throughout life, based on experience, family values, knowledge and feelings, will always have an impact on how we react to new things.

How easy is it to listen to someone else and to hear what they are actually saying without being judgemental?

We will naturally respond with an 'inner script' – written by our attitudes and feelings. This may well be highly judgemental.

It is important to recognise our own reactions so that we have time to decide if we should actually say the first thing that comes to mind...

Listening is a skill which can be practiced.



Activity:

Active listening...

Working in three's,
one member of the group speaks for 2 minutes – either about an interest of your own or a particular topic given by the trainer;

one member of the group listens – actively,

the third person observes and records the session using the chart below.
After 2 minutes change roles...

Active listening		
Listener:		Observer:
		Observed ✓
Body language:	Open and receptive position	
	Friendly expression	
	Eye contact	
Responding	Positive comments – 'Yes' : 'I see..'	
	Confirmation – 'I understand that you have... and that you will now...'	
	Asking open questions to clarify	
	Taking turns... timing	
	Non-judgemental responses	
Feed-back	Suggesting ideas, discussing options	
	Summarising	
	Agreeing actions	

The observers then feed-back what they saw to each listener. Remember to say which of the elements of active listening you saw so that this is a positive experience.

Or...a slightly more advanced model, again working in 3's

One member of the group selects their own topic – something they know a lot about – a hobby, a sport, or part of the course...etc

The other two team members must then debate the topic for 2 minutes. The person who chose the topic must listen but not speak: they must then summarise the debate back to the other two. This is very difficult as it is hard to listen without letting your own opinions surface – you must silence your own inner discussion and really listen.



Active listening...

Remember that this should be a positive exercise... if there are elements of active listening which all members of the group do not yet demonstrate then you will need to build in more development exercises.

It may also be appropriate to start with a simpler 'listening activity' and a bit of fun.

Word bingo..... in pairs, the listener has a card with certain words on it which the speaker doesn't see. They note when certain words have been said, such as - *and, but, today, yesterday, in, out, tonight, shopping, friends/mates*..... chose words appropriate to the group. The listener may have to ask questions to get the right words into the conversation. They say 'bingo' when the words have been used.

Alternative: have one or two words and note when they have been said 5 times etc...

This should generate some fun but actually demonstrates poor listening – ignoring what is really being said because you are looking to hear something you expect. Bring this point out to the group and then discuss 'active listening' skills before moving onto the Active Listening activity.



Handout:

Action planning and goal setting

When you have something that you must get done, getting started can sometimes feel difficult.

Clearly defining what is to be achieved and setting goals is the first step. They can be short, medium or long-term but should provide something to aim for.

During the sessions with your mentee you will be working on establishing short to medium term goals that might include essay planning, project work, placements or time management.

Whatever goals are set you will be sharing your own experience to help your mentee succeed and become an effective and confident learner.

Having set goals or targets – what happens next?

Consider the following suggestions when working with your mentee on an Action Plan:

- Help the mentee to see where they are in relation to the goal
- Help them to identify their strengths and areas where further work is required
- Break the task down into manageable steps or *action points* – *are there any you will take responsibility for?*
- Identify any necessary resources
- Agree a timeline for *each* action point
- Agree how your Mentee will monitor progress
- How will they know when they have achieved their goals?

Action planning...

As you can see we call these steps *action points* and we can use them to build an *action plan*. The benefits of doing this are that:

Little tasks can be completed more quickly than big ones

Being overwhelmed by the size of the task can be avoided.

There is a greater understanding of the task because it has been looked at in detail

The small steps can be changed or moved around as the tasks proceed.

Agreeing deadlines:

We also need to consider timelines – without this the task can go on and we might miss the deadline. They need to be:-

Achievable – it is important not to push others into setting timelines which don't suit

Realistic – taking into account other commitments and demands

Meaningful – *your mentee has to agree to the timeline*

Identifying resources:

Often goals cannot be achieved without the correct resources. This includes people and time as well as other things. Consider:-

Encouraging your mentee to identify the resources early

Help your Mentee to identify where they will get any materials or who the people are who will help to reach the goal.



Action planning and goal setting...

Use the Action Planning format page – you may need to modify the language for your group.

Working in pairs, ask the group to think of something they have done recently – give some suggestions... written an assignment, put together a portfolio, planned a journey to a placement – or it can be outside of college – planned a party, decided which mobile phone to buy...

Working together they should each produce an action plan to show how they went about it.

Use their examples to identify 'good practice' in action planning – the next pages will help you and can be used as a handout, but it may need modifying for your group.



Action planning scenario...

Working with a partner, construct an action plan in the same way as you would to help your mentee complete a significant task.

Chose a task from your own experience, such as planning an assignment for one of your course subjects, preparing a portfolio for an external moderation, planning a major project activity, or something similar.

Work together to write an action plan for one task each

Partner 1 Task:

Partner 2 Task:

Refer to Action Planning pro-forma:



Effective feedback...

Ask the group to think about their experiences of receiving feedback... in school... at home...from friends...

at clubs or sports...

Use the handout and ask them to choose a useful (positive) experience of feedback from their own experience – then write down words which come to mind when they chose it – because it was ...helpful, clear... etc,

Next ask them to write down why they found it useful...

Give some examples, but not too many.

Ask them to work in pairs to write a list of words which they used to describe useful (positive) feedback.

Scribe their suggestions on a flip chart or board.

You can do the same exercise for negative feedback if you think the point needs reinforcing – otherwise just ask the group to give you words associated with negative feedback and scribe a list.

Use the handout 'Tips on..'

Challenges...when giving feedback...

Have a discussion about how to deal with any embarrassment or difficulties when giving and receiving feedback – refer to the exercise on positive comments in Skills and Qualities of a Mentor – it can feel just as uncomfortable receiving positive feedback as it can to receive negative feedback....

The group can use the handout to make notes...these may be best scribed on a flip chart first...



Activity:

Effective feedback

1. Thinking about your own experiences of receiving feedback in your life (written or verbal),

Write a list of the words that come to mind when you think of a useful experience of receiving feedback

Effective feedback: e.g. helpful, clear ...

Now think about why the feedback was useful...
e.g. made sense, made me feel okay

2. Working in pairs produce a list of words, which relate to effective feedback



Tips on giving feedback contd.

Challenges:

The mentee may feel threatened/embarrassed, uncomfortable or defensive: How might you help the mentee deal with these feelings?

Notes:

The mentor may also feel uncomfortable giving feedback, what strategies could be useful in dealing with these feelings?

Notes:



Handout:

Tips on giving feedback:

Ensuring that mentees receive feedback on their progress is vital. Honest and clear feedback will help to maintain progress and to encourage the mentee to develop an understanding of their own learning through reflection.

Feedback should concentrate on behaviours or their outcomes and not focus on the person or their personality. It should encourage dialogue and leave the mentee feeling positive about their progress and with a clear understanding of the way forward.

To be effective feedback needs to be:

Realistic	Specific	Efficient and manageable
Unrushed	About the behaviour not the person	Individual
Attached to realistic goals	In time	
Encourage reflective practice	Positive and encouraging	
Focusing on strengths as well as areas which need further development		
Constructive when critical	Relevant	Varied

Ineffective feedback results when:

Comments are superficial
Written feedback is insufficient, poorly constructed or negative
Mentee fails to hear/accept the feedback
Mentee fails to understand the feedback



Monitoring progress...

Link the Action Planning session to Effective Feedback

This can be done as a whole group exercise with you as scribe or as a discussion in pairs with whole group feedback:

Ask you Mentors to consider how they would respond to their Mentee if ;

- Things are going well – remember open ended complements are not really useful;
- Targets are not being met – criticism may not be helpful but it may well be expected. Young learners who have not achieved at school may well have a lot of experience of being criticised – they may find positive statements about themselves harder to take !;
- The Mentee does not recognise what they have achieved – building positive self image is a key part of supporting young learners;
- The Mentee is worried about lack of progress against the Action Plan – look for the positives and re-write the plan.



Scenarios...

The pack contains some generic scenarios which can be used to start small group discussion:

Scenarios are most effective when they seem directly relevant to the group – it may help to add in some more details to some of these – what kinds of personal issues might the mentee bring forward? what might the mentee think is unfair – assessment marks, reports, treatment in class? And what are the kinds of serious issues faced by this particular group – personal safety, bullying, money, drugs, pregnancy? Etc

Share the scenarios out in small groups: set a time limit to discussion of each one and then ask the groups to share their decisions with the whole group.



Scenario 1 – Lacking insight

Your mentee, is fairly confident, bright and keen, but you become aware that he has little sensitivity to the feelings and needs of those around him. He is becoming unpopular and you would like to help before he loses friends.

What do you need to think about?

Notes:

What will you do?

Notes:

What might go wrong?

Notes:



Scenario 2 – Personal problems

Your mentee is going through a difficult time and keeps bringing personal issues to the mentoring session. You feel sorry for her but really don't feel this is part of the mentoring relationship.

What do you need to think about?
Notes:
What will you do?
Notes:
What might go wrong?
Notes:



Scenario 3 – Friends

You find yourself mentoring someone you are getting to know quite well outside of college. You're quite good friends and it is difficult to set appropriate boundaries between friendship and mentoring.

What do you need to think about?

Notes:

What will you do?

Notes:

What might go wrong?

Notes:



Scenario 4 – problems at college!

Your mentee has been a bit withdrawn lately and you feel there is something wrong. When you ask he tells you that he is unhappy with one of his tutors who he thinks is unfair to him.

What do you need to think about?

Notes:

What will you do?

Notes:

What might go wrong?

Notes:



Scenario 5 – problems at home!

Your mentee has been a bit withdrawn lately and you feel there is something wrong. When you ask she tells you that she thinks she is pregnant but does not want anyone else to know. She doesn't know what to do.

What do you need to think about?

Notes:

What will you do?

Notes:

What might go wrong?

Notes:



Scenario 6 – Serious issues!

During an informal chat with your mentee, he tells you that he has a serious problem (something like using drugs or an alcohol problem,)

What do you need to think about?

Notes:

What will you do?

Notes:

What might go wrong?

Notes:



What ifs...

These statements can be used in a range of different ways:

- Alongside the scenarios
- As small group discussion
- To sum up the training in a group discussion

Or as a jig-saw in small groups: cut along between the question on the top line and the bullet points in a jigsaw shape and scatter the pieces on the table – ask the group to pair them up again – they can do this by shape or by content but should discuss the question and answer once paired. Add some more of your own that are relevant to your group...



What if my mentee ...

Is shy or inhibited?

- Set meeting in an informal environment if appropriate!
- Encourage mentee, be supportive, speak politely and quietly
- Persevere – look for common ground to *draw* mentee out
- Patience! Informal/relaxed

Has an emotional burden?

- Seek advice
- Suggest they make an appointment with GP
- Discuss with Programme Manager, either with mentees permission or discuss without mentioning names

Cant get on with me?

- Try to adjust and compromise to your mentee's needs (if this fails – seek help yourself)
- Contact Programme Manager. If you change mentee, it's a learning experience, not a failure
- Clash –possibly get re-assigned
- Non-clash – let relationship blossom *after* mentoring (you'll only get distracted during)

Is suicidal or depressive?

- Refer to appropriate section within college
- Listen/chill out – never patronise or tell them to 'snap out of it'.
- Refer to Programme Manager leading the mentoring programme who may advise referral to GP
- Get their permission to refer onto specialist services/encourage them to do it *themselves* whenever possible
- Samaritans will listen but not advise on direct action
- Be a listening ear but know your limits
- Be sympathetic, treat any talk of suicide seriously
- Do not be emotional anchor/knight in shining armour

Vents all problems on to you?

- Set out boundaries at outset
- No sex, politics or religion
- Prioritise ones you can deal with and refer others to the 'professionals'
- Help them organise their issues – eg. do a brainstorm to get it all out on paper then help them sort out professional work issues from personal issues
- Design and agree parameters at the outset

Does not co-operate or follow advice?

- Get mentee to state expectations and outcomes
- Try and determine source of problem
- Ask mentee if they feel any benefits from mentoring? (Tailor to suit)
- Ask what they are getting from the match. If they still want a mentor, suggest they get re-matched
- Not all people will be compatible – mentee to be re-assured they have not done something wrong

Boundaries, time, privacy, personal, etc.

- Get mentee to state expectations and outcomes
- Give advice based on these expected outcomes
- Clarify roles and responsibilities up front – what is a mentor and mentee
- Use common sense
- Clarify what is comfortable for you and ensure both parties are aware of constraints from outset
- Agree 'contract' at outset

Their 'problems' will take up my time – time I could use!

- Loose availability guidelines – not too strict as they won't approach you
- Explain the problem, seek co-operation
- Strict timetable established at the beginning – plan time you have available then discuss/clarify with mentee
- Don't try to take on their problems yourself – know when to refer to the experts
- Use time management skills. Be empathetic and caring (but assertive) and refer on

Action plan

Example of a mentor/mentee action plan (should be created individually for each major task)

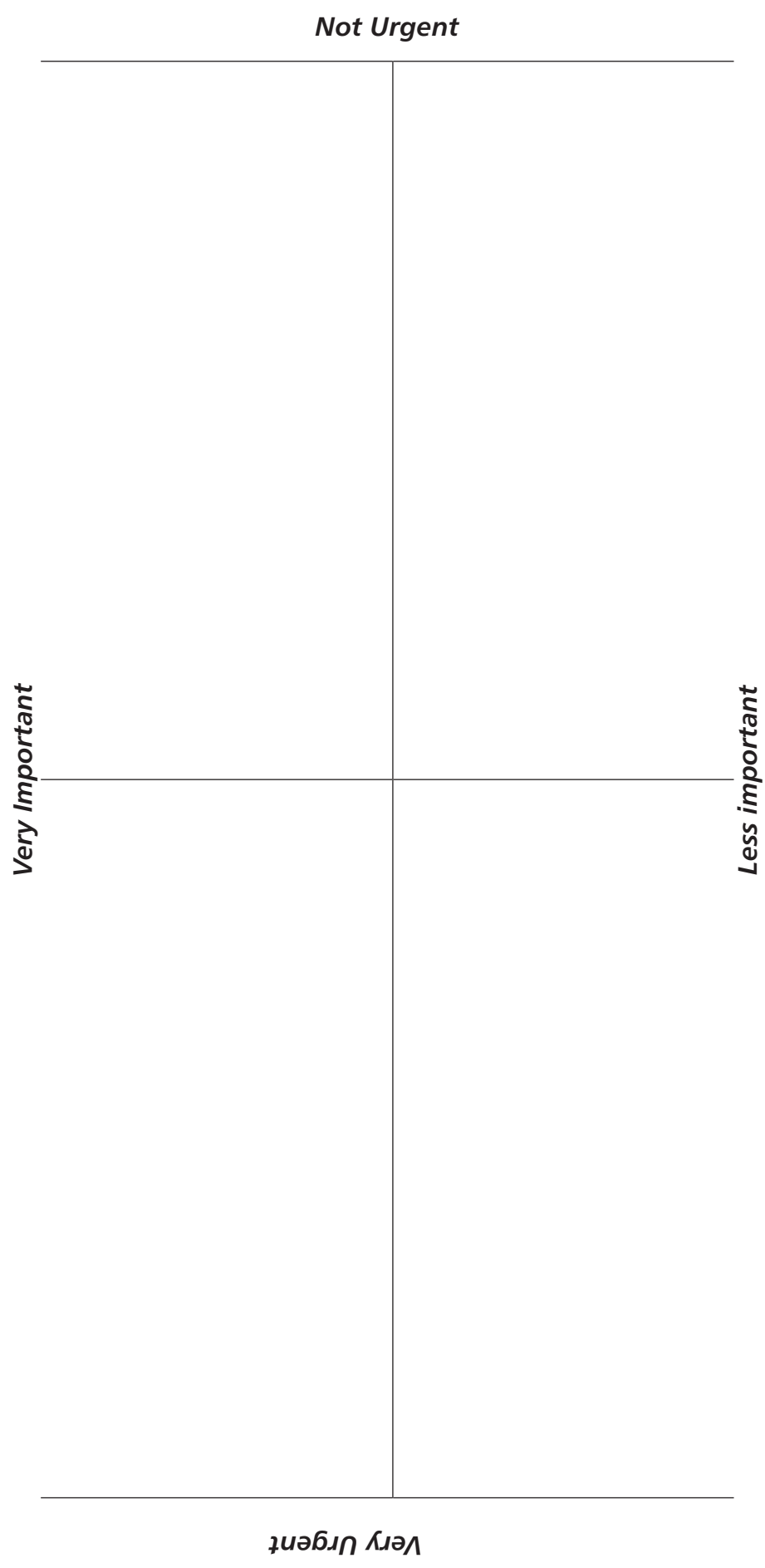
Task:					
Actions: (Sequence required, timescale)	What do I need to know: (internal and external)	Development activities (How will I gain/build/ develop these?)	Potential resources (Who might help me / where will I get resources?)	Target/completion (When will I be there and how will I know?)	

Cont...

Design your own action plan format:

Task:				

Priorities Grid...





Europe and Scotland
Making it **work together**

S F E U

Scottish Further Education Unit
Argyll Court
Castle Business Park
Stirling
FK9 4TY