

Mentoring

Delivering training to new volunteers

Overview

Purpose of notes

To form the basis of a 'Train the trainer' course delivered to a small (3/4) group of new trainers who will in turn deliver the introductory training and information presentation effectively to new volunteers for the Mentoring programme.

Trainer profile

All programme trainers must have reasonable prior experience of using training and/or presentation skills as these are not in scope for this session.

Background information

Before attending this course, delegates, and the training facilitator who will deliver it, should ensure they have copies of all the programme material and read it for basic familiarisation. The items are:

- Mentoring – Business handbook
- Mentoring – School/College handbook
- Volunteer recruitment presentation
- Volunteer handbook
- Training slide presentation (with trainer's notes)

Delegates must bring hard copies of the slides (notes view) when they attend as they will actively use them.

The training facilitator should have copies of all the material available.

Timing

The session for volunteers should normally be no longer than 90/120 minutes. A course of 2 to 3 hours (depending on the number of delegates) should be sufficient to coach trainers to deliver it.

Structure

Introduction and aims

Personal introductions, housekeeping and any ground rules are a given.

Since the objective is to enable new trainers to deliver a session to volunteers, this course will be based on the material which supports that session – i.e. the slides, notes and volunteer handbook.

The purpose of each slide will be discussed and where appropriate, suggestions made about how the trainer can achieve interaction with, and participation from, their volunteer audience.

Delegates will be requested to deliver the content of selected slides to the group which will be invited to provide feedback and ideas and to comment or make suggestions on all other slides.

After checking understanding and inviting questions.....

Trainer's notes

Notes are provided for most of the slides as a suggestion of how the trainer might discuss the topic they represent. They are not a tablet of stone or a script to be read word for word but they should provide a framework to build on and a reminder if you get stuck.

Slide 2



(Slide 1 is just a title)

Straightforward so just follow the notes.

There's no need for the volunteers to follow anything in any of this session in the volunteer handbook so the recommendation is not to give it out until the end so you have everyone's attention at all times

Slide 3



Outline of session

- Programme aims
- About mentoring
- Our partner school/college
- Primary focus for our partner's programme
- Logistics
- The launch event
- Structuring mentoring sessions
- Suggestions for one to one meetings
- Evaluation and measurement
- Forms and paperwork

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Talking through the bullets is sufficient

Slide 4



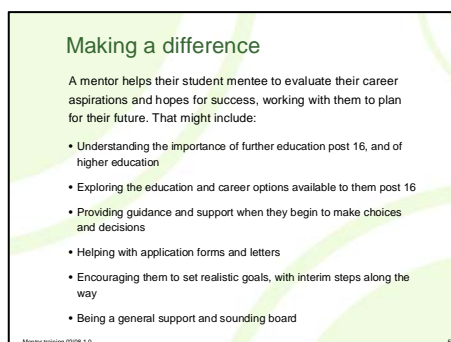
Programme aims

- To develop the self awareness and confidence of students
- To raise aspirations of students
- To raise the standard of achievement of students
- To encourage and support the progression of students to further and higher education, leading to lifelong learning
- To ensure an appreciation by students of the importance of education, business and industry

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Just a reminder of the programme aims which volunteers will have seen in the recruitment pitch

Slide 5



Making a difference

A mentor helps their student mentee to evaluate their career aspirations and hopes for success, working with them to plan for their future. That might include:

- Understanding the importance of further education post 16, and of higher education
- Exploring the education and career options available to them post 16
- Providing guidance and support when they begin to make choices and decisions
- Helping with application forms and letters
- Encouraging them to set realistic goals, with interim steps along the way
- Being a general support and sounding board

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Select a delegate to deliver this slide

Opportunity for participation by asking for and recording any other ways that volunteers can think of where they may be able to help.

Take feedback and ideas.

Slide 6



About the role

Skilled mentoring is essentially about empowerment

- Mentors should inspire a person to take action on his/her own behalf
- Mentors should work in the person's own environment wherever possible
- Mentors need to take a holistic approach to the person's problems or concerns
- Mentors need to be flexible with styles ranging from learning facilitator to friend, advisor and role model
- Mentoring should be professional and take place against a well-thought through framework of aims, objectives, values and ethics
- Mentors should help their mentee to clarify goals, strategies for achieving them and steps to be taken

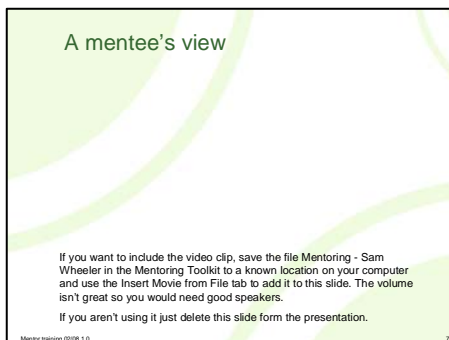
Mentor training 02/08 1.0 6

Select a delegate to deliver this slide

Note the opportunity for involvement by getting volunteers to think about anyone they regard as a mentor and talk about what that has meant to them. Possibility for small team discussions if the group is large enough.

Take feedback and ideas.

Slide 7



A mentee's view

If you want to include the video clip, save the file Mentoring - Sam Wheeler in the Mentoring Toolkit to a known location on your computer and use the Insert Movie from File tab to add it to this slide. The volume isn't great so you would need good speakers.

If you aren't using it just delete this slide from the presentation.

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This is optional as it will only work in a large group with good quality speakers.

It's an effective clip so it's worth the facilitator setting the clip up and showing it as per the instructions on the original slide.

Slide 8



Characteristics of a good mentor

- Be consistent
- Be a good listener
- Be a role model
- Be flexible

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Mentoring – training the trainers

Select a delegate to deliver this slide. Take feedback and ideas.

Slide 9

Do's and don'ts of mentoring	
Does	Does not
✓ Guide and coach	✗ Counsel on deep seated problems
✓ Explore and suggest options	✗ Tell someone what to do
✓ Empower; show mentee how to do things for themselves	✗ Do things for the mentee beyond helping to find information
✓ Offer expertise, information, suggest ways of finding out	✗ Have to be an expert in everything
✓ Support and encourage	✗ Get too emotionally involved
✓ Establish a close rapport	✗ Meet solely as a friend with no framework
✓ Give realistic advice	✗ Create false expectations
✓ Listen to and explore mentee's issues	✗ Make assumptions
✓ Present an open and accepting attitude	✗ Adopt a judgemental attitude
✓ Use their own experience positively	✗ Involve the mentee in your own problems
✓ Value the mentee as a person	✗ Always value their behaviour
✓ Build a cross, trusting relationship	✗ Ignore the responsibilities of a mentor
✓ Follow guidelines and advice from the school/college	✗ Ignore their own initiative, ideas and personal skills

Select a delegate to deliver this slide. You could also decide to use this as an exercise. Before showing the slide, split the group into two and ask one team to list Dos and one Don'ts. Show the slide only after some discussion.

Take feedback and ideas

Slide 10

Our partner school/college

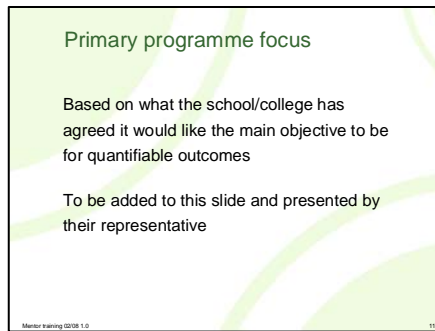
School/college to provide key facts for this slide and their representative to present them

The partner school/college for your business will provide the content and their representative at the training session will deliver it, plus the next 2 slides.

This information should be about the location of the school, the school specialism if any. Recent Ofsted reports etc. etc.

The school may want to add some of their own material at this stage, or even invite some of the young people along to talk.

Slide 11

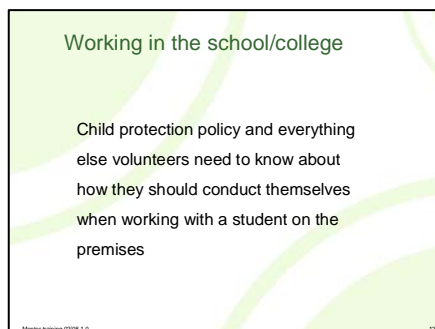


Also prepared and delivered by the partner school/college.

When the programme is agreed between the business and school/college, one of the first things the school/college SLT needs to decide is what it would like the main objective to be. For example it might want to focus on increasing entry to further education or on career choices or on improving grades in core subjects.

The volunteer mentors do not have to work only on that aspect, especially if it is inappropriate for a particular student, but it will help if at least part of their discussion time has a common focus.

Slide 12

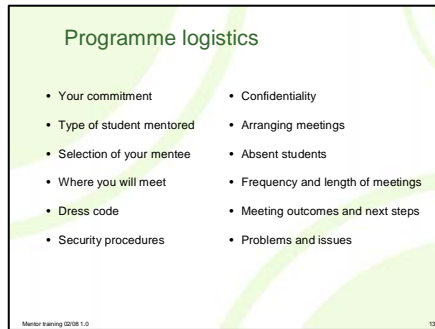


Also prepared and delivered by the partner school/college.

Whatever is relevant for volunteers to know about when they are working with young people and when they are on school/college premises. The representative should provide them with a copy of their establishment's Child Protection Policy.

Make sure the speaker knows they are handing back to you on the next slide.

Slide 13



Select a delegate to deliver this slide. They will need to refer to the volunteer handbook for the detail.

Take feedback and ideas.

Slide 14



Select a delegate to deliver this slide

Note the opportunity for participation by asking volunteers what might be useful topics to start conversation with their new mentee when they are introduced – record responses on a flip chart.

There are also suggestions in the volunteer handbook you might want to refer to.

Take feedback and ideas.

Slide 15



Structuring mentoring sessions

1. Connect
2. Contract
3. Collaborate
4. Consider
5. Celebrate
6. Create
7. Confirm

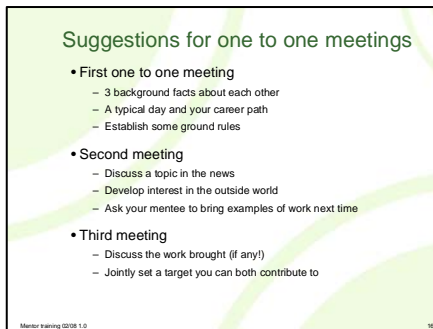
Mentor training 2008 1.0 15

Select a delegate to deliver this slide.

Note the suggestion for interaction by questioning.

Take feedback and ideas.

Slide 16



Suggestions for one to one meetings

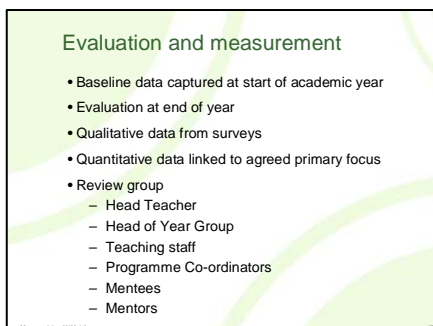
- First one to one meeting
 - 3 background facts about each other
 - A typical day and your career path
 - Establish some ground rules
- Second meeting
 - Discuss a topic in the news
 - Develop interest in the outside world
 - Ask your mentee to bring examples of work next time
- Third meeting
 - Discuss the work brought (if any!)
 - Jointly set a target you can both contribute to

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Select a delegate to deliver this slide.

Take feedback and ideas.

Slide 17



Evaluation and measurement

- Baseline data captured at start of academic year
- Evaluation at end of year
- Qualitative data from surveys
- Quantitative data linked to agreed primary focus
- Review group
 - Head Teacher
 - Head of Year Group
 - Teaching staff
 - Programme Co-ordinators
 - Mentees
 - Mentors

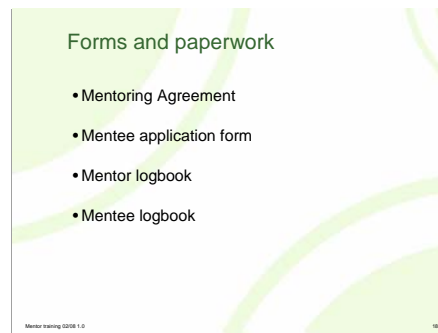
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Select a delegate to deliver this slide. They will need to refer to the volunteer handbook for the detail.

Mentoring – training the trainers

Take feedback and ideas.

Slide 18

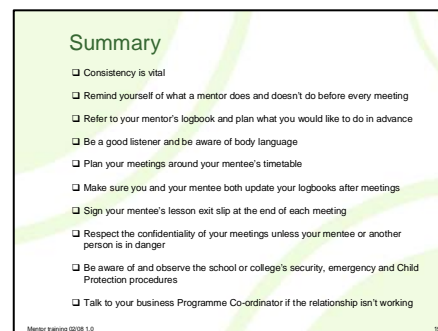


Select a delegate to deliver this slide.

At this point distribute the volunteer handbooks so that volunteers can follow the examples of paperwork you will be talking about.

Take feedback and ideas.

Slide 19



Straightforward talk through of the summary.

Remind volunteers there's a copy in their handbooks to serve as an aide memoire.

Review any remaining issues or concerns and close