



'changing lives, creating opportunities'



MENTOR INFORMATION PACK



MENTORING

PROGRAMME

"CHALLENGING, MOTIVATING & ASSISTING YOU ACHIEVE YOUR ASPIRATION"

INTRODUCTION

Thank you for expressing your interest in the Community Foundation Mentoring Programme. We offer a number of mentoring programmes to support a range of people and organisations.

We currently offer the following mentoring programmes:

Youth Mentoring:

A mentoring programme for young adults who are undecided about their future are provided with mentors from a professional background.

Peer Mentoring

A mentoring programme for teenagers linked up with a young adult mentor, who has recent experience of overcoming challenges and obstacles they experienced.

Community Mentoring

A mentoring programme for new vulnerable/isolated member of a community settling in a new area mentored by an existing local resident.

Staff Mentoring

A mentoring programme for staff mentored by more experienced staff from a similar profession

This mentor's information pack, is primarily aimed at youth mentoring. Many people are often not fully aware of what mentoring is and often confuse it with coaching or even counselling.

In short mentoring can be summarised as a goal-oriented process that supports informal learning and development. Goals are developed around the person's interests, abilities and aspirations.

A mentor is a caring individual who can provide a person with constructive support, guidance, and friendship while encouraging and inspiring them to develop to their fullest potential.

You do not need to be a trained social worker or counsellor to be a great mentor. Our mentors come from all walks of life and include engineers, nurses, call centre managers, health promotion specialists, mechanics, business development managers, retail assistants, firefighters, sports coaches, administrators, production workers and many more. All they have in common is a willingness to learn and a desire to help a person to help them self.

Mentoring can last between 6 to 12 months. Some people decide to maintain the contact informally even after that. Mentors and mentees decide the frequency of their 1-1 contact, this can be weekly, fortnightly or monthly. In between the session contact can also be made over the phone as and when appropriate.

MENTORS ROLE

Before you start mentoring, you will be confidentially screened to ensure your suitability to work with young people.

After you have been carefully 'matched' with your mentee, you will meet with them at your work place at a date and time agreed by both you and your mentee.

Mentoring provides significant benefits. As a mentor, you will:

- Make a real difference in someone's life
- Learn about your mentee as well as yourself
- Have fun
- Give back to the community and contribute to its future development
- Learning skills directly relevant to the workplace
- Build your emotional intelligence (sometimes called EQ or Emotional Quotient)

Mentors role

A mentor is a caring, friend who devotes time to another person. If you are mentoring young people, a mentor should understand they are not meant to replace a parent, guardian or teacher. A mentor is not a disciplinarian or decision maker for a child.

By sharing fun activities and exposing the young person to new experiences, a mentor encourages positive choices, promotes high self-esteem, supports academic achievement, and introduces the young person to new ideas.

A good Mentor will help their mentee by:

- Being a good listener and giving good feedback
- Acting as a role model, i.e. leading by example
- Building a warm sense of trust and non-judgemental friendship
- Helping mentee to set realistic goals and a plan to achieve them
- Encouraging mentee to develop to their fullest potential
- Encouraging a sense of 'can do' and positive thinking in the mentee
- Helping mentee to improve their pride in themselves
- Being reliable and well organised, i.e. doing what you say you are going to do
- Maintaining a steady presence in the life of your mentee
- offer advice but the decision to act on it, comes from the mentee

MENTORING SKILLS

A good mentor will be able to call upon a range of skills including:

- Empathy
- Understanding of the value of goal-setting
- Being able to see solutions and opportunities
- Being well organised
- Motivational and inspirational
- Consistent
- Positive in your outlook on life
- Willingness to learn and train
- Commitment to your mentee
- Helping find work opportunities (full training & detailed practical support available)

The key to good mentoring involves being interested in being a mentor – if asked to become a mentor you must think carefully whether you actually want to do it, you can say No. The following also apply:

Available time – mentoring will require a time commitment so look at your existing time commitments and truly evaluate whether you can spare the time

Listening skills – are you able to actively listen to others, not interrupting but listening and reflecting back what the mentee is saying

Patient and supportive – as the relationship is led by the mentee you will need to be prepared to support them towards achieving their goals. You need to let them reach conclusions at their own pace and not impose your views or suggestions.

Trustworthy – the issues discussed during mentoring sessions must be treated in the strictest of confidence and therefore the mentee needs to believe that they can trust you.

MENTORING STAGES

Once you have agreed to be a mentor, you need to agree with the mentee how the relationship will work. This should ideally be done at the beginning of the first meeting. There is no need to formalise the arrangement by drawing up a contract, but there are key issues that need to be discussed and agreed. Below is a suggested list of the topics to include in the discussion:

- Meetings
 - Frequency and length
 - Location
 - Who and how will goals plans be recorded?- Ideally this should be both mentor and mentee
- Communication outside of meetings
 - Times and days this can happen via email/telephone
 - Should this be only for urgent/important matters or for catch up chat?
- Are there any limits on confidentiality? Are the contents of the meetings to be kept confidential or can they be discussed with outside parties.
 - Are there any issues that will not be discussed
 - Agree boundaries

An effective mentoring relationship has been shown to move through 3 stages. Each stage builds on the learning from the previous and within each stage there are responsibilities for both the mentor and mentee.

1. Getting to know each other (Befriending & exploration)

This is a period when you make first contact and start to build a friendship and trust between you. In your discussions you find out about their preferences, hopes and fears.

You will start to understand what they are good at and what activities they enjoy. You might also start to set some easily achievable goals.

During the first stage of the process your role as a mentor is to provide information, when requested by the mentee, and to ask probing questions to help the mentee make judgements.

It is during this stage that you need to use your 'active listening' skills. Using good questioning techniques and then recapping, paraphrasing and summarising to try and get to the centre issue being raised. Remember you are there to guide the mentee, not to provide a solution or impose your point of view.

2. Moving towards goals (Mentoring)

By now you will know each other well and there should be the opportunity to pursue some more demanding goals. You will be encouraging them to take more responsibility for themselves.

Having worked through the first stage, the likelihood is that some 'new understanding' will be reached about the issue being discussed. This may be a minor change in viewpoint or a major breakthrough in a person's thinking processes.

Regardless of the size or significance of the breakthrough, your role as the mentor is to reflect back to the mentee what they have learned. You should then guide the mentee through thinking about the implications of potential conclusions.

3. Taking charge of themselves

If you have successfully reached a new understanding the next stage is to agree what actions should be taken. Again this is not about you as the mentor telling the mentee what to do. You need to guide the mentee towards identifying actions they can implement.

If actions are agreed you must ensure these are recorded and then monitored through regular review and feedback.