**VA2: Rapport and trust**

**N.B.** enlarge, print out and cut each scenario for the Module 2 Role-play: Rapport and trust.

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| **1. Fear**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor fears not being good enough and fear floods their internal system. Extreme self-consciousness then prevents the mentor from managing the rapport at a conscious and unconscious level. There may be some rapport, but unfortunately it will consist of the mentee leading the mentor most of the time, rather than a more equal exchange that happens when there is genuine rapport. |

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| **2. Overwhelming need for the mentee to like you**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  We all need to like and be liked, but if the wish to be liked gets out of hand, it will prevent the mentor challenging appropriately. This feeling comes from fear and lack of self-confidence. ‘If I challenge, my mentee won’t like me’ A mentor often has to disagree, but disagreement comes from the security of knowing that when it is done respectfully it will be totally acceptable to the mentee and the mentor will maintain rapport. |

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| **3. Believing that you already know**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentee starts their account of a situation and the mentor immediately jumps to the conclusion that they already know the answer. ‘I’ve heard all this before’, or ‘I know what they should do’. As soon as this thought kicks in, the mentor stops listening and starts talking at the mentee. |

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| **4. Judgement**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor cannot suspend judgement about some perceived aspect of the mentee - maybe their subject area, their gender, their clothing, their ethnicity, religion or their personality. The sort of disapproval that originates in prejudice will leak out in all kinds of ways and is usually perfectly apparent to the mentee. |

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| **5. The mentor is not that interested in people**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor is more interested in the technical aspects of research communication as opposed to spending time getting to know the mentee and developing the mentoring relationship. This imposes restrictive conditions on the mentee so that the mentee feels, ‘I am only valued when I ask questions related to the technical aspects of research communication’, or ‘This mentor hates it when I show any emotion’, or ‘I feel I have to hide my frustrations and problems - that’s what they seem to respond to’. Forcing the mentee to humour the mentor in this way is one sure way to damage the mentoring process. |

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| **6. Compulsive explaining**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor loves to offer the mentee little box and arrow diagrams which encapsulate their pet theories; interrupts the mentee, in order to offer endless potted versions of their favourite text books on research communication. |

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| **7. The wish to reform the mentee**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor thinks that the mentee has certain unhealthy or undesirable habits such as over-eating, working too hard, not exercising enough and so on – and cannot refrain from offering suggestions about people who might help, or offering new wonder-methods of controlling the pesky habit. |

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| **8. Preoccupation on the mentor’s part**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor has so many issues going on in their own professional life (for example, writing their own journal articles) that it is impossible to concentrate on the mentee. |

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| **9. Unawareness on the part of the mentor**  Prepare and perform a short role-play, a maximum of five minutes, between a mentor and mentee based on the paragraph below. You will need to decide the mentee’s challenge which should be related to work (it does not have to be related to research communication). Do not introduce the role-play, nor read the paragraph below out to the full-group. Try to play your roles as realistically as possible and not simply for laughs.  The mentor does not know that they are fixed to particular ways of talking and communicating. For instance, the mentor mismatches the mentee’s pace: the mentee is laid back in style, but the mentor is energetic - or vice versa. Another example is that the mentee has an unusually quiet voice, but the mentor remains loud.[[1]](#footnote-1) |

1. The nine scenarios are adapted from extracts from J. Rogers, *Coaching Skills, The definitive guide to being a coach* (Maidenhead: McGraw-Hill Education, 2016). [↑](#footnote-ref-1)