***What is mentoring and what do mentors do?***

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| Module 2 | What is mentoring and what do mentors do? |
| Length of module | Approximately 5 to 6 hours |
| Module summary | Module one focuses on mentoring practice in the general sense and how to do it effectively. It looks at some of the terminology associated with mentoring, the different styles and approaches that you can adopt, the skills and qualities of an effective mentor and how you can build rapport and trust with your mentees throughout the mentoring relationship. You are encouraged to draw on your own mentoring-related experiences and the lessons gained from them, during discussions. |
| Equipment, visual aids and handouts (on the day) | PowerPoint projector, screen and laptop  Flipchart paper, pens, sticky notes  9 pieces of flipchart paper taped together to form one large piece of paper  **2-what is mentoring.pptx**  **VA2 rapport and trust.docx**  Trainer/s are encouraged to add to this list: **VA3 pitfalls mentors.docx**  **HO1 cases to distribute.doc**  **HO2 self-assessment.docx** |
| Guidance to facilitating learning activities | **Morning opening** (5-10 mins)  Start off with some banter about what you or the participants did the previous evening, for example. Don’t make it about yourself – get the participants talking!  Remind participants of the learning contract on **2-what is mentoring.pptx*-*slide 2** (on animation fade setting) if necessary.  Throughout the module, trainer/s should refer participants to the **four reflection questions** on the wall and at the back of their handbooks. Trainer/s should encourage participants to makes notes in response to these four questions, at regular intervals (not just at the end of the module or day).  **Module summary** (2-3 mins)  Display **slide 3** (on animation fade setting) and verbally present the module summary above to set the scene. It is important that these points are shared with participants from the outset.  **Think-ink-pair-share: What form of mentoring?** (15-20 mins)  Invite participants to read the text in **Resource 1** in the participant handbook and ask if they have any questions of clarification around what they have just read.  Display **slide 4** and ask participants individually to take a few minutes to note down some appropriate responses. Invite participants to turn to a partner (or in groups of three) and share their responses.  Then take this a step further by next asking participants to find someone in the room who arrived at an answer different from their own and convince their partner to change their view. Participants can then share their answers with the full-group for a follow-up discussion.  There is a lot of debate around terminology, with many different definitions of mentoring and coaching out there. Rather than getting too bogged down with the detail, it is recommended that the trainer/s make the following key points, if not already made by participants:   * Participants may end up adopting elements from both forms of mentoring but are more likely to favour the ‘development mentoring’ approach which develops the mentee’s confidence and skill. * Coaching and mentoring use the same skills and approach, for example from giving information to focusing more on the learning and development of the mentee but coaching tends to be short term task-based while mentoring tends to be a longer-term relationship. * Note while there are many different definitions of mentoring to choose from, the two definitions on **slide 5** will provide a foundation upon which discussion and thinking during this workshop will be based. * Refer participants to **Resource 2** in the participant handbook which unpicks the first definition in more detail, allow participants a couple of minutes to read it. The trainer/s might want to ask a couple of follow-up questions to the full-group, for example *what does a non-judgmental relationship look like within your mentoring context? what is the impact of not having a ‘non-judgmental relationship’ on the mentor and mentee?*   **Group discussion task: What is your mentoring style?** (15-20 mins)  Invite the participants to form groups of three or four and refer them to **Resource 3** in the participant handbook. Give them a couple of minutes to read its contents and an opportunity to ask any questions of clarification. Next display **slide 6.** Ask the groups to discuss the three questions and to select a spokesperson to feed back their main ideas and examples to the full-group for discussion.  **Brainstorm: Skills and qualities of an effective mentor** (10-15 mins)  Ask for a volunteer to draw a life-sized outline of a mentor, using a marker pen, on a very large piece paper (pre-prepared using flipchart paper). Ensure that they draw the features such as mouth, ears, nose, eyes and a wristwatch. Makes sure there is enough space around the body outline to place sticky notes.  Next invite participants, individually or in groups to discuss and write down (one point per sticky note) the different skills and qualities that a mentor should demonstrate to be effective. Encourage participants to go beyond obvious suggestions like friendly, encouraging, patient etc. important as they are!  Invite participants to then place their sticky notes near the appropriate part of the body outline, for example ‘active listener’ would be placed near the ears and ‘uses open questions’ near the mouth etc.  Some of the contributions participants might make include: *assertive, uses probing questions, positive thinkers, see themselves as learning, perceptive, gives immediate feedback, realistic, non-judgmental, flexible, seeks feedback, approachable, self-aware, respectful, empathetic, confident, gives time to mentoring, tolerant, challenges and supports, motivated, punctual, genuine interest in people, generous, appreciative of differences and honest.*  It is worth the trainer/s noting that none of us are likely to achieve anything like excellence in all of these, but having the ambition to do so counts for a lot. It goes a long way to building rapport and creating trust between the mentor and mentee.  If there is space on the wall, the trainer/s might want to post the outline of an effective mentor on the wall, to act as an aide memoire for the duration of the workshop.  Explain that in the next activity, through examining one example case, we will focus on what we can do to ensure that a new mentoring relationship succeeds.  **Case 1: Getting off to a good start** (15-20 mins)  First, trainer/s should select their preferred case discussion method for Case 1: Getting off to a good start from the ‘Guidance for trainer/s section’.  One method could be to invite participants in pairs to read through and discuss Case 1 in **HO1 cases to distribute.doc** and list ways that the mentor and mentee can each help ensure a successful mentoring relationship.  Bring the full-group together and elicit suggestions that the pairs have come up with for mentors (making sure that each pair volunteers a new suggestion rather than repeating what has come before) Then do the same for mentees.  Encourage participants to comment and question (respectfully!) each other’s contributions and as trainer/s be sure to provide positive feedback (particularly as this is the first case being discussed).  During the pairs and full-group discussion, some participants might discuss their own mentoring-related experiences and lessons gained from them. That’s fine and, in fact, to be encouraged.  Ask participants to add new suggestions to their notes under Case 1 and then invite the full-group to compare with some suggestions provided on **slides 7 and 8.** Check whether participants have any questions of clarification regarding what is on **slides 7 and 8**, where possible ask another participant in the group to try to answer the question (rather than one of the trainer/s).  Reference **Resource 4** a useful checklist and template in the participant handbook which can support a mentor in establishing ways of working with the mentee and in the drafting of a written contract which can frame the mentoring relationship (though not a legal contract!).  **Role-play: Rapport and trust** (70-80 mins, based on 5-6 role-plays N.B. timings will need to be adapted depending on no. of role-plays)  Put participants into groups of three or four (try to ensure that the more confident, or experienced participants in mentoring are spread across the different pairs or groups).  Explain that each group is going to prepare and then role-play, in front of the full-group, a short mentoring session between a mentor and mentee. The session will be of five minutes maximum where a mentee has a challenge they need help with.  The trainer/s will give each group a short scenario from **VA2 rapport and trust.docx** (or the trainer/s might want to give them the option of choosing one). The groups will need to decide what the mentee’s challenge is; this can be any challenge related to work (not personal). The challenge does not have to be related to an aspect of research communication, as this subject is covered in depth in modules four to seven.  Make it clear to participants that the focus of this role-play is not on how well the mentee’s challenge is ‘resolved’ rather on how the mentor is behaving and what impact it is having on the mentee and mentoring relationship.  Explain that groups should not show each other their scenarios, as the full-group needs to observe the role plays without any prior knowledge. Give the groups 5-10 minutes to prepare the mini mentoring session. Encourage participants to take their roles seriously and not to simply play for laughs.  Display the first two questions on **slide 9**, for participants to consider while watching each role-play. Invite each group to conduct their role-play and after each one, run a short full-group discussion to elicit the main points (approx. three minutes per role play). Once the groups have completed their role-plays, invite the full-group to share their experiences in response to the third bullet point on **slide 9** (on animation fade setting).  Explain that in the next activity, through examining one example case, we will focus on how we can provide feedback in a way that will support the learning and development of the mentee.  **Case 2: Feedback that facilitates** (10-15 mins)  First, trainer/s should select their preferred group discussion method for Case 2 from the ‘Guidance for trainer/s section’.  Due to the previous activity being highly participatory, the trainer/s might want to give participants the option of working individually and/or in pairs for a change of pace.  Invite participants to read through Case 2 in **HO1 cases to distribute.doc** and to come up with ways that the mentor can provide feedback in a way that will support the learning and positive development of the mentee.  Invite some participants to share their ideas and suggestions for the mentor with the full-group, encourage them to comment on and question each other’s contributions.  As trainer/s, be the last to contribute any new additional suggestions (always try to step back and let the participants do the thinking first) However, relevant examples from the trainer/s’ experience or that of other participants can enhance this discussion.  Ask participants to add new suggestions to their notes under Case 2 and then invite the full-group to compare with some example suggestions provided on **slide 10.**  Check whether participants have any questions of clarification regarding what is on **slide 10**, where possible ask another participant in the group to try to answer the question (rather than one of the trainer/s) Invite participants to critique what is on the slide, for example *what are the pros and cons of the ‘criticism sandwich’?*  **Self-assessment grid: Mentoring behaviours and skills** (25-30 mins)  Refer participants to **Resource 5** the empty self-assessment grid in the participant handbook. Explain that the participants are a committee of experienced mentors who have been tasked by the university administration to draft a mentoring self-assessment grid. The intention is that the grid will be completed by all staff mentoring, in research communication, across the institution in order that staff can identify their own learning and development needs when it comes to mentoring skills.  Invite participants to form groups of four or five (try to change members of groups around regularly so that participants get to work with different people) and ask the groups to sit in different parts of the room.  Explain that each group needs to discuss and then list the key behaviours and skills (no more than 12) they think an effective mentor should have. Two examples have been provided in the grid already.  Explain that each group will write the criteria on two flipchart papers, in clear writing (as they will be typed up by the trainer/s) and that the other groups will have the opportunity to read each other’s flipcharts and comment. The trainer/s can use the grid in **HO2 self-assessment.docx** as a template to type up the criteria from the participant groups (by either adding to the existing criteria in the grid or starting afresh).  Once the groups have finished their flipcharts, invite the groups to move around the room and read each other’s contributions. Next ask the full-group *which criteria were duplicated?* ask participants to cross the duplicated criteria off the flipchart. Explain that one of the trainer/s is going to pull all the criteria together and type them up into the self-assessment grid. Participants might want to complete the grid to assess their own mentoring skills or to introduce its use in a mentoring scheme.  Finally distribute **HO2 self-assessment.docx** to all the participants and explain that these are some suggested criteria, which may introduce new skills or behaviours or miss others identified in the group flipcharts. Allow participants time to read it and ask any questions of clarification.  **Short reading task: Questioning and listening in mentoring** (10-15 mins)  Invite participants in pairs to briefly discuss what they understand by the terms on **slide 11** within the context of being a mentor. Elicit a few suggestions for each term from the full-group before inviting participants individually to read **Resources 6 and 7** in the participant handbook. Ask whether participants have any questions of clarification or comments they would like to make, before they individually or in pairs complete the task in **Resource 7**.  The trainer/s might want to note that *powerful questions provoke thought. By asking questions the mentor can help the mentee establish more clarity, discover things for themselves often at a more meaningful level, raise self-awareness and stimulate action and change.*  **Role-play: Using the non-directive approach** (75-85 mins, based on 5-6 role-plays N.B. timings will need to be adapted depending on no. of role-plays)  Invite participants to go back to their original role-play groups of three or four or form new groups of the same sizes if they did not do the earlier role-play activity on how not to build rapport and trust. Depending on the size of each group, explain that there can be one or two mentors, one mentee and one observer to make notes and provide feedback to the mentor/s and mentee at the end of the role-play.  As before the groups can decide on what challenge the mentee is bringing to the session, it needs to be work-related but not necessarily to do with research communication. The groups have the option of using the same challenge they identified for the previous role-play if they prefer. The groups will role-play their mentoring session at the same time, so they need to be generously spaced around the room.  Explain to the groups that the mentor/s need to adopt a non-directive approach as far as possible, using some of the approaches and questions outlined in **Resources 6 and 7** in the participant handbook. The observer is expected to make notes in response to the questions on **slide 12** and then feedback to their group for around three minutes. Each group has a maximum of eight minutes for the actual mentoring session.  The point of this activity is for the participants to practice in a supportive and non-intimidating space, where they can feel comfortable with not getting it perfect! Once the observers have given their feedback to the rest of their group, bring the groups back into the full-group for a short debrief. The trainer/s can decide what questions to ask some examples for discussion might include:   * How did the mentors feel during this session? * How did the mentees feel during this session and how was it different to the mentee experience in the previous role-play? * What do you think you might do differently in your mentoring sessions?   Explain that in the next activity, through examining one example case, we will focus on how to end a mentoring relationship when it is the right time.  **Case 25: Ending the mentoring relationship** (10-15 mins)  First, trainer/s should select their preferred group discussion method for Case 25 from the ‘Guidance for trainer/s section’.  Trainer/s could put participants into small groups of three or four to discuss the case and select one participant as spokesperson to take notes and be ready to feed back the main points to the full-group.  The trainer/s could form a feedback panel, where the spokespeople form a panel in front of the full-group and feed back their main points but in a more relaxed and conversational style.  The trainer/s should make the points below if not already raised during feedback:   * Maybe ask the participants *when is it appropriate to end a mentoring relationship?* For example, when the objectives of the mentoring are met, the mentee is not being challenged enough or is over-reliant on the mentor and reluctant to think for themselves, a mentee or mentor relocates or the relationship just isn’t working for whatever reason. * Highlight the importance of a review and assessment of how the mentoring impacted on both the mentee and mentor. Display **slides 13** and **14**to support a mini presentation and ask for any additional suggestions from the full-group. * Thinking back to Liz and ending the mentoring relationship with Dr Adams. It is worth the mentor and mentee discussing what next; the relationship may continue but on a different footing for example, on more equal and casual terms or Liz may need a different kind of mentor now and Dr Adams might be able to provide support in finding a new mentor for Liz.   Invite participants to make any notes from the discussions under Case 25 before moving on to the next activity.  **Full-group advice clinic: Typical pitfalls and how to avoid them** (20-25 mins)  This concluding activity covers some of the more common pitfalls and problems experienced by mentors.  Ask participants to imagine that they are responsible for a mentoring scheme within their own department. It has come to their attention that some of the mentors are less successful than others and you have heard through the grapevine that some of the mentees are complaining.  Ask participants to go into pairs and give them each one pitfall/problem from **VA3 pitfalls mentors** (there are 10 but the trainer/s are encouraged to add to this list)  Explain that the participants need to stand up and find at least three different pairs so that they can advise each other on how to address their pitfall/problem. Once they have exchanged advice with three different pairs they can sit down. It is recommended that the trainer/s give them a time limit to pick up the pace in case energy is lagging!  With the full-group, trainer/s can elicit some of the pitfalls/problems (as many as time and interest permits) and what advice the pairs received from their peers. Some points which may come out for the mentors (in order of the ten pitfalls/problems) include:   * Be realistic; frequent short meetings (say, 30 minutes) are better than infrequent long ones * It is a development opportunity for the mentor - working just as effectively with people different to them, as those like them (an important life skill in fact!). * ‘Trust’ in the mentoring relationship is fundamental. Be clear with each other about your contract of confidentiality from the start. When with others (e.g. the supervisor) keep it uppermost in your mind. * Ensure expectations are discussed at the outset. Review progress. * Define and agree clear boundaries and responsibilities as part of the contracting process. Think about including the supervisor in the discussion. * Put yourself in their shoes. What would you need to not feel resentful of the relationship? Ask the supervisor what would help them. * Discuss how you’ll manage this if it’s a probability. Mentoring by e-mail, telephone, Skype may be an alternative. Too many changes may mean mentoring is just not workable here. * Be aware of when mentoring is counter-culture. It will feel harder but it is progressive and influencing a change of culture. It just feels slow at times! * Adopt a ‘small steps–big celebrations’ approach * Insufficient energy is often as a result of unrealistic expectations   **End of day or module reflection** (20-30 mins)  Trainer/s can share a summary of the day’s or module’s activities and the highlights for them as trainer/s. Then invite participants to share their reflections on the day’s or module’s work and impressions of the workshop.  Finish by asking participants to individually fill out exit cards. Display **slide 15** (on animation fade setting) with the instructions. Make sure the colours of the sticky notes or cards correspond with those named on the slide. They can be of any colour, as long as they are of three different colours, and preferably not white. |