

Session 10

beginning and ending the mentoring relationship

the fostering network
helping children to thrive



Session 10: beginning and ending the mentoring relationship

Introduction

This session focuses on the ending of the mentor induction course and the progression to starting the mentoring relationship.

In the exercises facilitators will be role modelling the importance and value of endings.

This involves allowing people the space to express how they feel about the ending, and supporting them in an appropriate manner. The session content ties in well as it reflects upon the ending of the mentoring relationship, as well as dealing with its beginning. People are encouraged to examine what makes a good ending in a relationship, and to apply this to the mentoring situation.

Although the induction course is ending, people are now ready to move on to the next step- to step into their mentoring role and to consolidate their learning by continuing to meet as an ongoing mentor support group. This reflects that endings are also new beginnings!

Purpose

To focus people on the importance of getting off to a good start at the beginning of the mentoring relationship and to get people to think about the importance of the ending of the mentoring relationship.

Application

The beginning and ending of the mentoring relationship.

Overview

time

Total session running time: **3 hours 15 minutes**

objectives

By the end of this session you will:

- Have reviewed the training programme to date
- Have identified important factors in beginning a mentoring relationship
- Have listed a range of factors which make endings helpful and unhelpful
- Have worked out a strategy to end a mentoring relationship in a planned way
- Have discussed the next steps to become a mentor after the training is finished

key issues

Endings are important! This session should round off the training course in a positive way.

Allow enough time for people to say what they've liked, for goodbyes, and for everyone to feel valued for their participation.

Make sure that everyone knows what is the next step after the training finishes.

materials

Flipchart stand, pad and marker pens, Blu-Tack

Paper and pens for note taking

OHP slides:

1. Session objectives
2. 10 sessions of the induction programme
3. Ending a mentoring relationship

handouts:

1. Session objectives
2. Ending a mentoring relationship
3. Training course evaluation sheets
4. Home task – Personal Audit
5. Session evaluation sheet

Training session

1. Session objectives **5 minutes**

This exercise is designed to let everyone know what is going to be covered in this session.

What to do

- Welcome everyone to this final training session.
- Show slide ①. Reveal and talk about each objective, one at a time.
- Ask if anyone has any questions or is unclear about anything.

2. Review of the training programme **40 minutes**

This focuses everyone on what they have covered in the training programme as a whole.

What to do

- Show Slide ②

Allocate each person one of the training sessions to summarise and present to the group. The format of this presentation is entirely up to the individual, but should last no longer than 2 minutes. Examples have included: lists of main points, poems, drawings, cartoons.

- Allow 15-20 minutes for people to work on their presentations. Offer assistance as required.
- Allow 20 minutes for the presentations themselves.
- Thank participants and note the level of knowledge in the group. Also note that we have deliberately taken people out of their comfort zones by changing their role in the group. Their experience should have been that this was done in an encouraging and supportive manner by both the trainers and fellow participants.

3. Beginning the mentoring relationship **20 minutes**

This exercise focuses on how important the first stages in the mentoring relationship are.

What to do

- Explain that paying attention to details in the first meeting is very important so that you get the mentoring relationship off to a good start.
- Ask people to divide into small groups of 3 or 4 people.

- Give each group a flip sheet and pen.
- Ask everyone to take some time to think of what things might be important, for both mentor and mentee, at the start of their mentoring relationship. Ask people to discuss this and to note down suggestions on the flip sheet.
- After 10 minutes, or whenever people are finished, ask everyone to return to the large group.
- Ask someone from each group to stick their flip sheet on the wall and talk through each suggestion made.
- Summarise, raising any points the group did not suggest. e.g. establishing rapport, setting boundaries, checking out what the mentee wants from a mentoring relationship, making arrangements for further meetings

4. Endings: personal experiences

20 minutes

Before people consider what endings are like in mentoring, they will first consider their own experience.

What to do

- Ask everyone to divide into pairs.
- Then ask them to take a couple of minutes to think of a personal experience of an ending which has been positive for them and one which has been negative.

Trainers' notes:

Tell people to avoid thinking about anything which is too distressing.

- Ask everyone to spend a few minutes each, to share and discuss these experiences of endings with their partner.
- Explain that you will ask them to give feedback on the exercise but that they do not have to say what they were talking about, unless they want to.
- After 15 minutes, tell people to return to the large group.
- Ask everyone to suggest what can make endings helpful, and then what can make endings unhelpful.
- Write up their suggestions on a flip sheet .
- Summarise the discussion and highlight how endings can be difficult for all of us, but can be especially difficult for vulnerable people because they have experienced a lot of loss in their lives. This leads into the next exercise.

5. Ending the mentoring relationship

20 minutes

As a mentoring relationship is usually for a limited time, it is important to think about how to end it, even before it has begun!

What to do

- Introduce the importance of a planned ending in the mentoring relationship.
- In the large group quick think ideas about planning an ending strategy in the mentoring relationship.
- Write up everyone's ideas on a flip sheet.
- When the ideas have dried up, go through and comment on each suggestion, one at a time.
- Show slide ③ "Ending a mentoring relationship" to reinforce points made during this exercise.

Trainers' notes:

It is important to point out that it is likely some mentoring relationships will end in an unplanned way, because the lives of young people who have recently left care are often unpredictable.

This can be distressing for mentors, who should be made aware that they can contact a project worker to talk through their feelings, if this happens.

6. Interactive evaluation of the training course

20 minutes

This exercise involves people in actively participating in an evaluation of the training course as a whole

What to do

1. Invite people to get themselves a tea/coffee etc and add their comments on the training to a series of flipchart sheets placed either on a table or on the walls and pre-prepared with the following headings:
 - How could the training be improved ?
 - How well prepared do you feel to begin mentoring ?
 - High points
 - Low points
 - Which parts of the training contributed most significantly to your learning ?
 - Comments on the organisation and delivery of the training
 - Any other comments/feedback(To be effective this task should be completed outwith the presence of the trainers and anonymously.)
2. Also place a series of flipchart sheets with the names of course participants on them. Ask everyone to place one post-it on each sheet with a comment/memory of the person named. This should be a positive comment related to something about the person and/or their contribution to the course

that was appreciated. Participants then get their sheet to take away with them at the end of the session.

After 20 minutes bring everyone back to the large group and thank them for their participation in the course evaluation.

7. Saying goodbye **15 minutes**

Allowing space for everyone to say what the training has meant to them and how they feel about the training course ending, is a powerful, moving and sometimes funny way to bring the training to a close.

What to do

- Ask everybody to make a personal statement of closure relating to this being the final session of the induction training programme.
- Give everyone a few moments to think about what they want to say.
- Start with yourself, and then go round each person in the group. It is important that you listen without interrupting, that you thank each person and tell them how you value their feedback.

Trainers' notes:

Let everyone make their statements as long or as short as they want to make them. This gives a good opportunity for you to acknowledge and value the unique qualities of your particular training group.

If anybody does not feel like contributing, respect that, and don't insist that they do.

8. Next steps **15 minutes**

Here you let people know what the next steps in the process of becoming a mentor are.

- Explain that each person will be asked to finish their personal journal and complete a further personal audit and hand them in to the local co-ordinator. A meeting will then be scheduled between the individual and the co-ordinator where both parties will look at the readiness of the volunteer to continue further with the mentoring project, based on the competencies evidenced both within the written work and their participation in the training.
- Explain that on acceptance as a mentor, the matching process will be explained in detail by the co-ordinator.
- Explain that for those continuing with the mentoring scheme, an ongoing mentor support group will be set up so that additional training inputs can be arranged as required and so that experiences can be shared and motivation maintained. If possible, set the first date for the group meeting.

- Emphasise that once individuals are engaged in a mentoring relationship, that they will have regular support and supervision sessions from a member of project staff.
- Ask if there are any questions, which people have about what happens after the induction training ends.

9. Recap of session **5 minutes**

This helps people reflect on what they have learned and recaps on the session objectives.

What to do

- Show slide ① again.
- Ask everyone if they are happy that each objective has been met.

10. Home task **5 minutes**

Ask people to complete the same Personal Audit that they did at the start of the course. This allows us and them to evaluate the distance they have travelled in terms of the skills and knowledge required to be an effective mentor.

11. Evaluation of the session **10 minutes**

What to do

- Give out evaluation sheets and allow 10 minutes for everyone to fill them in. Make sure you get them all back before everyone leaves!

12. Handouts

Give out session handouts.

13. Presentations and certificates **20 minutes**

Invite someone from the Local Authority/Agency, preferably a manager, to express appreciation for people volunteering their time and to present certificates. This reinforces the commitment of the organisation to the mentoring scheme.

Note: We also have experience of a young person handing out certificates. This was very well received and was very powerful in its impact.

Wish everyone all the best for the future and thank them for their commitment to and active participation in the mentor induction training. Celebrating with a cake and non-alcoholic wine goes down well with participants.

Objectives

Slide 1

By the end of this session you will:

- Have reviewed the training programme to date
- Have identified important factors in beginning a mentoring relationship
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Mentor induction programme

Slide 2

1. introduction to the project and to the mentoring role
2. understanding adolescence and local authority care
3. values, discrimination and empowerment
4. listening/communication skills and the mentoring process
5. boundaries and personal safety
6. confidentiality and child protection
7. mentoring skills and processes 1 - problem solving/goal setting/ action planning / managing change
8. mentoring skills and processes 2 - motivation and dealing with challenging mentoring situations
9. reviewing and evaluating
10. beginning and ending the mentoring relationship

Ending a mentoring relationship

Slide 3

Mentors should consider the five points listed below when planning to end a mentoring relationship.

Mentors and mentees both need to be aware of the ending.

It is the mentor's responsibility to ensure that the ending is openly talked about.

1. Think about and talk about the relationship ending several weeks before it does.
2. Ensure ending is appropriate (through supervision and checking with the mentee)
3. Invite the mentee to think about how they would like to end the relationship.
4. Evaluate the relationship, both from mentee's and mentor's perspective.
5. Decide together what you will do to end the relationship.

EVALUATION OF MENTOR TRAINING

To conclude please circle 5 words that best describe the course for you :

interesting

interactive

well tutored

helpful

professional

exhausting

participative

refreshing

thought provoking

motivating

exciting

challenging

boring

hard work

practical

too long

well presented

valuable

fun

intellectual

rushed

thorough

informative

waste of time

basic

disorganised

indifferent

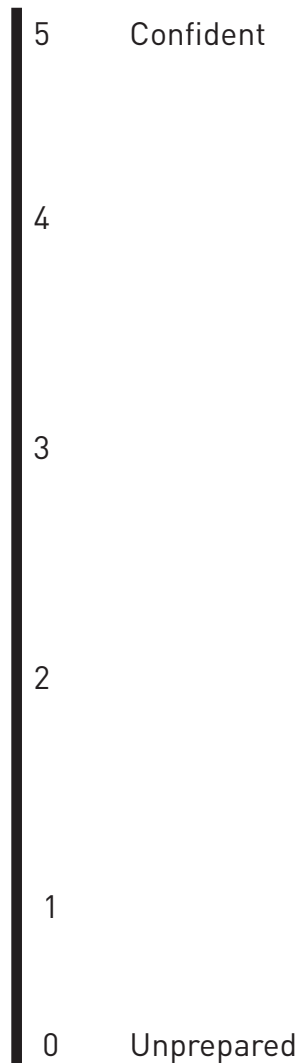
nothing new

stimulating

Thank you for completing this form

OVERALL COURSE EVALUATION

- Single sheet involving circling most relevant words
- Flipchart sheets headed :
 - "How could the training be improved ?"
 - "How well prepared do you feel to begin mentoring ?"



- "High points"
- "Low points"
- "Which parts of the training contributed most significantly to your learning"
- "Comments on the organisation and delivery of the training"
- "Any other comments/feedback"

Personal Audit

Please read through the list of statements below and assess yourself by writing a number next to the statement using the sliding scale system which follows:

1 = I have no confidence in my ability/understanding in this area

2 = I have poor confidence in my ability/understanding in this area

3 = I have reasonable confidence in my ability/understanding in this area

4 = I am pretty confident in my ability/understanding in this area

5 = I am completely confident in my ability/understanding in this area

This form is to be completed at the beginning of the course and at the end of the course you will be asked to complete a similar form.

You are assessing your current skills/knowledge and personal awareness.

Theory

I understand the philosophy and ethos of the mentoring project that I am working with.

I am able to explain to young people what mentoring means.

I can state how mentoring differs from other helping activities/relationships.

I have a basic understanding of the stages of adolescence.

I am aware of the issues and feelings associated with adolescence.

I understand the terms "public care" and "leaving care".

I understand about the transition young people leaving care face in their move from public care.

I understand what the terms "prejudice" and "discrimination" mean.

I understand how society's prejudice can impact on young people leaving care.

I understand the different stages of mentoring as a process.

I can apply the framework of the mentoring process to my work with young people.

I understand about the learning process.

I understand the meaning and purpose of support and supervision as defined by the project.

Skills

I am able to use basic communication skills.

I am able to engage with young people.

I am able to assist young people to understand and explore their issues.

I am aware of how to use goal setting with young people.

I am able to assist young people to set/identify their targets.

I am able to assist young people to move towards identified outcomes.

I am able to start a mentoring relationship.

I am able to pace a mentoring relationship.

I am able to end a mentoring relationship.

I am able to challenge young people appropriately.

I am aware of my role and feel able to challenge prejudice.

I feel able to record my work with young people.

I feel able to use support and supervision effectively.

Self - awareness

I am aware of my qualities as a helper.

I can receive feedback appropriately.

I am aware of how I learn.

I can recognise my strengths.

I can recognise my areas for development.

I have identified people who I can use as support.

I am aware of any gaps in my support system, and the support I am expecting from the project.

I understand the need to be aware of feelings triggered in me during sessions with young people and to think about what may be going on.

I am able to recognise how issues in my personal life may adversely affect my work with young people.

Practicalities

I am aware of the policies and procedures of the mentoring project I am training with, especially (please tick as appropriate)

- supervision
- recording
- safety
- acceptable behaviour
- confidentiality
- disciplinary and grievance procedures
- user feedback and complaints
- health and safety
- expenses

Adapted from : Princes Trust / NCB "Mentoring schemes for Young People"

EVALUATION SHEET

1. Rate today's training session by circling one number

Not interesting

Very interesting

1

2

3

4

5

2. How will today's training session help you carry out your role as a mentor?

3. What did you enjoy most about today's training session?

4. Anything you didn't enjoy or didn't feel was useful?

5. Any suggestions to improve this training session when it is next run?

6. Any other comments?

Thank you for completing this form
