

Session 9

reviewing and evaluating

the fostering network
helping children to thrive



Session 9: reviewing and evaluating

Introduction

Reviewing and evaluating goals relating to the experiences of vulnerable people can be a challenging task. It requires understanding of the mentee and the ability to identify progress. It is a vital part of the mentoring process, as it provides the required feedback mentees need about their achievements.

Recording is an essential tool used in monitoring progress in the mentoring relationship as well as providing evidence to the mentor of their own personal and professional development.

Purpose

A fundamental part of the process that provides feedback to the mentee, the project managers and funders, about the progress that has been made.

Application

Ongoing throughout the mentoring relationship. Reviewing also involves the mentee, mentor and the project worker at prescribed intervals.

Overview

time

Total session running time **2 hours 45 minutes**

objectives

By the end of this session you will:

- Have defined what is meant by review and evaluation
- Have practised reviewing and evaluating a personal goal
- Be able to evaluate a goal related to the mentor/mentee relationship
- Be able to explain why evaluation is an important part of any project

key issues

Highlight the importance for the mentee, mentor and for the credibility of the project, of regularly reviewing and evaluating progress in the mentoring relationship.

materials

Flipchart stand, pad and marker pens, Blu-Tack

Paper and pens for note taking

2 sets of 3 juggling balls

OHP slides:

1. Session objectives
2. The mentoring way
3. Recording the mentoring relationship

handouts:

1. Session objectives
2. Reviewing my achievements
3. Case studies [Paul, Jill]
4. Recording the mentoring relationship
5. Sample mentoring contract, sample mentoring diary
6. Introduction to the mentors diary
7. Summary of Contact sheet
8. Guide to filling in Summary of Contact sheet
9. Record of Meetings
10. Home task
11. 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

- 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. Icebreaker: Juggling Ball Game Revisited

15 minutes

In this exercise, people re-experience the name game with the juggling balls which they took part in on the first session.

What to do

- Get everyone (facilitators as well as trainees) to sit in a large circle.
- One facilitator throws a juggling ball to one person in the group calling out his/her name as the ball is thrown. On catching the ball this person then throws it to someone else calling out their name as the ball is thrown. The game continues in this way with the ball being thrown each time to someone whose name has not yet been called until everybody in the group has received the ball at which point the same order of throwing and catching is repeated – and repeated. This means that each person begins to focus in on the person from whom they are catching the ball and the person to whom they are throwing the ball as the speed of the game increases. These are two names that will be remembered!
- After a few minutes when the ball is being passed quickly round the group, the same facilitator then introduces a second ball, which travels round the group in the same sequence as the first ball. After an interval a third ball is introduced in the same manner – people have to speed up their reactions!
- Continue to add an additional juggling ball at intervals until 6 balls are circulating round the group (this only works in a group of at least 10-12 people. If the group is smaller keep the number of juggling balls to 5. After a few rounds with the 6 balls going round the group the facilitator gradually gathers each one in when it passed to him/her and reminds the group that on Day 1 of the training they would have never have believed they could have successfully managed to pass 6 balls round the group at such speed.
- Make the point that this highlights that we are all capable of more than we think we are and emphasises that one approach to a task that seems impossible or very challenging is to break it down into small manageable chunks.

3. Why review and evaluate?

20 minutes

The purpose of this input is to make everyone clear about what "review" and "evaluate" mean and to clarify why we review and evaluate the mentoring relationship.

What to do

- Ask people what they think the differences are between review and evaluation.
- Write up people's suggestions on a flipsheet.
- Clarify by reading out dictionary definitions of each term:
 - Evaluate: to judge or set the worth of, to appraise
 - Review: to look at or examine again, to look back upon
- Ask the group why they think regular reviewing and evaluating are important in the mentoring relationship.
- Write up people's ideas on the flipsheet.
- Explain that in a mentoring relationship, review is the process of revisiting original goals or targets, including the original contract, with the mentee in order to look at progress and identify what has actually been achieved.
- Show slide ② "The mentoring way" and explain that reviewing and evaluating can be viewed as Stage 4 in the mentoring process, although it is in fact an ongoing task.
- Explain that part of the purpose of the review is to look forward and to set new goals and targets together with the mentee

4. Reviewing and evaluation: exercise

20 minutes

This exercise gives everyone the chance to practise reviewing and evaluating skills by looking back at a personal goal and the process by which the goal was achieved.

What to do

- Give everyone a copy of Handout 2: 'Reviewing my achievements'
- Ask the group when was the last time anyone reflected on something they had achieved?
- Explain that everyone will now do this in an exercise.
- Ask everyone to read the instructions on the handout and to spend a few minutes thinking about what they want to write about.
- Emphasise that what each person writes is confidential, unless they really want to share it.
- After 15 minutes [or earlier if everyone has finished writing], ask everyone to come back to the large group.
- Ask everyone to feed back how they found the process of doing this exercise.

Trainers' notes:

We found that undertaking this exercise stimulated a range of feelings in people. Don't assume that this will be a positive experience for everyone!

5. Reviewing and evaluating: mentees responses**20 minutes**

This exercise looks at how mentees might feel during the process of reviewing and evaluating. It is useful for people to consider the process of review from the mentees point of view.

What to do

- Ask everyone to consider what difficulties mentees with experience of the care system might have, when they have their progress evaluated.
- List all suggestions on a flipsheet.
- Invite general discussion on this topic.

Trainers' notes:

If people are slow to come up with ideas, you could prompt them with these examples: Feeling judged, Unfamiliar with measuring progress, Unrealistic self-image, Past record of goals not being met.

Coffee break

15 minutes**6. Case studies on reviewing****40 minutes**

This exercise gives everyone the chance to plan how they would review and evaluate progress.

What to do

- Explain that the Case Study format allows us to consider the process of reviewing and evaluating within a mentoring context.
- Ask everyone to get into pairs and to spread themselves throughout the room, so each pair can't hear what anyone else is saying.
- Give each pair a copy of either Case Study [Paul] or [Jill] and flipsheet and pen.
- Ask each pair to read through the case study and to write down their approach to structuring the mentoring meeting given the information provided.
- Tell everyone that they have 20 minutes for the case study.
- After 20 minutes, ask everyone to return to the large group and invite each pair to blu-tack their flipsheet to the wall.
- Ask each pair in turn to give their feedback on how they decided to approach the mentoring meeting

- Clarify any points which people might have missed or offer an alternative way of looking at the situation if appropriate

Trainers' note:

The focus should be on positives/progress wherever it exists. Where attempts have not succeeded it is about drawing out the learning and re-planning/focussing. There is no obligation on the mentor to focus on offending/problematic behaviour as other agencies/workers will pick up on issues arising from this. The exception is if the young person raises it.

7. Recording **10 minutes**

This input looks at the importance of recording the mentoring relationship and gives examples of recording pro-formas that can be used

What to do

- Show slide ③ "Recording the mentoring relationship" and talk through each point.
- Hand out sample mentoring contract, mentoring diary and contact sheets to each person and explain that the mentoring contract would be agreed and completed in the first 3-4 mentoring sessions while subsequent mentoring sessions could be recorded on the mentoring contact sheet.
- Emphasise that each mentors match should find a way of recording what is useful to them which could include their feelings as well as the content and process of a session.

8. 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.

9. Home task **5 minutes**

Explain that everybody will be asked to complete a worksheet, which asks people to review the progress they have made since beginning the mentor induction training.

10. Looking ahead

Link forward to next session.

What to do

- Tell everyone what the next training session will be about.

11. Evaluation of 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.

objectives

Slide 1

By the end of this session you will:

- Have defined what is meant by review and evaluation
- Have practised reviewing and evaluating a personal goal
- Be able to evaluate a goal related to the mentor/mentee relationship
- Be able to explain why evaluation is an important part of any project

The Mentoring Way

Slide 2

Stage	Mentor's Role	Objectives	Methods
Stage One Commitment & Involvement	Takes the lead	<ul style="list-style-type: none"> • Gain commitment • Show mentee benefits of mentoring and gain support from them • Provide support for mentee 	<ul style="list-style-type: none"> • Give attention • Listen • Ask open questions • Agree agenda
Stage Two Familiarisation & Understanding	Support	<ul style="list-style-type: none"> • Agree Personal contract • Set Agenda • Get to know each other • Help mentee explore developmental needs 	<ul style="list-style-type: none"> • Active listening • Clarifying • Understanding
Stage Three Working & Learning Together	Coaching Facilitator	Set goals <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time Focused • Action plan for next period 	<ul style="list-style-type: none"> • Sharing experience • Giving information and advice • Ask open questions
Stage Four Review and evaluation	Counsellor	<ul style="list-style-type: none"> • Look at goals • What has been achieved ? • Set new goals/ targets • Look at support • Action plan for next period of time 	<ul style="list-style-type: none"> • Creative thinking • Problem solving • Monitoring and evaluating • Planning • Making decisions/ arrangements

Reviewing my achievements

Write about one achievement you have made in your life, of which you are particularly proud.

You could include the following parts:

- Your goal (what you wanted to accomplish)
- Some kind of hurdle or restraint you faced
- What you did, step-by-step
- Description of the result
- Any measure to prove your achievement
- What you have learned about yourself as a result of this process

Case study: paul

Your mentee, Paul, is having a weekly meeting with you.

Since you last met Paul who is 16 has:

- Moved out of a young peoples unit into temporary supported accommodation
- Applied to join the army
- Been charged with a breach of the peace while out drinking with pals
- Did not attend army cadets.

Paul's goals are :

- To join the army
- To attend army cadets every week
- To learn independent living skills
- To improve his fitness levels

Assume that you are aware of this information in advance of the meeting. Draw up a plan for the session detailing how you would review and evaluate Paul's goals with him.

Case study: Jill

Your mentee, Jill, is having a weekly meeting with you.

Since you last met Jill who is 17 has:

- Lost half a stone in weight
- Been to a session at a young person's health project
- Started to pay off her rent arrears
- Attended a project which helps young people who have been in care to move towards employment
- Had a couple of warnings from the hostel she is staying in for bullying other residents

Her goals set when Jill was a couple of stones overweight, unemployed and threatened with eviction for non-payment of rent were:

- Learn to look after myself, eat healthily and lose weight
- Learn to manage my money
- Pay my rent each week and £2 a week towards arrears
- Get a job working with animals

Assume that you are aware of this information in advance of the meeting. Draw up a plan for the session detailing how you would review and evaluate Jill's goals with her.

Recording the mentoring relationship

Slide 3

There are 4 main reasons why mentors record their work in the mentoring relationship

- To enable the mentor to consider the progress of their relationship with their mentee (as this relates to the mentee's goals)
- To enable volunteers to track their personal and professional development as mentors
- To be accountable to the project by enabling the co-ordinator and/or supervisor to track the mentoring relationship
- To build up evidence useful for the project's monitoring and evaluation procedures

YOUNG PEOPLE'S MENTORING PROJECT

MENTORING CONTRACT

Name of Mentee:

Name of Mentor:

MEETINGS

How regularly we will meet :

(e.g. weekly)

Where we will meet

How long will each meeting last :

(e.g. 1-2 hrs)

Relationship ground rules

How will we know where we stand and stay safe ? (e.g. confidentiality, respect, notification of non-attendance, contact outwith arrangements etc.)

OBJECTIVES

What we want to achieve

How often we will stop and look at our progress:

How we will check that everything is going well between us:

What we will do if things are not going well:

Mentee signature:

Mentor signature:

Date of agreement:



Introduction to the Mentors Diary

Now that you are embarking on your role as a mentor, you may like to use this diary to review and reflect on your experiences as part of your own development. There may be particular skills or insights that would be of use to other mentors, which you can pass on. Having a record of what has happened at the time will make it much easier to do this.

This is also a good time to reflect on what the purpose of your mentoring relationship is, what you expect from it and to compare this against what actually happens. You will then be able to assess whether you believe the relationship is as productive as possible and how to address any areas that do not meet your original objectives. The maximum benefit will come from this being an outward looking process that focuses on moving ahead. (Obviously you would wish to avoid dwelling on unimportant or irrelevant detail.)

Getting the most from Mentoring

As a mentor you will have your own ideas about your role. It is important that you genuinely believe your mentee can develop and that you are a good person to help them. This process will be easier if you get on well and you are both able to handle differences, and maybe even conflict, within your mentoring relationship.

You may also wish to consider how you interpret the feedback you get from the young person. Why do you think they have chosen to continue working with you ? What does s/he get from being mentored by you that they might not get from someone else ? In what ways has being a mentor changed your relationship with your own family, friends and colleagues ? If you were being honest with yourself, do you think you would both still choose to form this mentoring relationship, knowing what you now know ? If not what could each of you do so that you would ?

Completing your diary

There are many questions you could consider, and as many different aspects, when completing your diary. Clearly you will want to select particular events or discussions which you feel are significant about your experience as a mentor. To help you do this, you may like to ask yourself the following main questions:

- Why is this event important to our mentoring relationship ?
- What did I learn ?
- What development need, if any, does this suggest for myself ?
- How else could I have acted to achieve the same or better results ?

These will give you some insights into developing a range of mentoring skills and this will help you to be of growing use to your mentee and others. Having answered

these questions, there would be different ways in which you could add to your mentoring repertoire, for example :

- Asking other mentors who already have, or would like to develop, this ability.
- Joining a mentors forum.
- Resource centres/open learning centres.
- Discussion with your own mentor or other colleagues.
(Remembering to maintain your commitment to your mentee's confidentiality)
- Training courses.
- Practising your new skill in a non-work, low-risk environment.
- Include it in your own objectives within your personal development plan.

Finally, mentoring is about continuous learning and this applies as much to skilled mentors as to their mentees. It should also be, and usually is, something that's stimulating, rewarding and even fun.

Adapted from: Hertfordshire TEC "Mentor's Diary"

Mentors Diary

Meeting/experience : How the session left you feeling, what feelings were expressed by or evident in the mentee :

Description of what happened in the session: Was the content as you anticipated ? How did the session go ? What behaviour was demonstrated at different times during the session ?

Conclusion/What you learned from it ?

Who can assist/what resources are needed ?

Plan of action/next time I will

YOUNG PEOPLE'S MENTORING PROJECT

SUMMARY OF CONTACT

Date:

Venue:

Progress since our last meeting /any problems or challenges which have come up

Discussions / points made

Further action agreed

MENTOR / MENTEE MEETINGS

Recording Form for Contact with your mentee

This form must be filled in every time you have contact with your mentee.

(Remember to photocopy it - you'll need to use the form again !)

Either you or the mentee can complete it. Ideally the process should involve you both.

The form is a large rectangle containing three distinct sections. The top section is a single large empty box. The middle section is another single large empty box. The bottom section is a horizontal row of four smaller, equal-sized empty boxes. Three callout boxes with lines pointing to the sections provide instructions: the top callout points to the top section, the middle callout points to the middle section, and the bottom callout points to the bottom section.

Record any achievements, no matter how small
Note anything which has blocked progress

Give a flavour of main points and discussion, but don't go into too much detail

What are we going to achieve before our next meeting

Home task for Session 9

Review of personal progress made since the start of the mentor induction training

Take a few minutes to think about and write down examples of progress you have made in your learning and development since you started the training.

- How have you changed?
- What new things have you learned?
- How has taking part in the training affected you?
- Have you achieved the learning objectives that you set out to achieve?
- How do you feel about your progress?

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
