



Mentoring Handbook & Resource Materials

Produced and developed by *Refugee Women's Association*



REFUGEE WOMEN'S ASSOCIATION
Creating Opportunities Together



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Introduction to the Mentoring Handbook

This handbook describes the mentoring programme and aims to ensure that mentors and mentees have a clear understanding about what is involved.

Background and aims of this mentoring programme

The mentoring programme aims to:

- Provide extensive information on honour based violence (HBV) towards women such as forced marriage (FM), female genital mutilation (FGM) and domestic violence (DV) , in order to raise awareness on a wide scale
- To bring together, through complementary training methodologies, professionals and youth in order to be able to transfer the skills they have learnt and experienced in order to impact the lives of some of the most vulnerable and at risk women/girls to harmful practices (HP), through early intervention or understanding in how to deal in instances where the practice of harmful practices is in action
- For young people to be aware and understand the issues at hand; and to know how and when to they can safely offer advice and support
- For professionals such as police, social workers, health workers, teachers etc to have the opportunity and responsibility to intervene to protect a woman or girl vulnerable to HP, when normally they may hesitate to act due to lack of confidence, information, cultural misconceptions and fear of being accused of racism or contravening religious beliefs. Remember, in no religion or belief system is it ever permissible to harm a woman or girl in such a way or to punish her for her 'immoral' or 'sinful' behaviour.
- To help women build confidence, strength, resilience and self-esteem

Overview

This programme is based on "Train the Trainer Method" which comprises of training mentors to train other mentors enabling them to become trainers for mentees.

- 3 full day sessions or 6 half a day sessions (as agreed)
- Duration of the mentoring relationship proposed to last between 6-12 months
- Support group meetings for mentors to be organised 3 times (during 6 months mentoring period) or 6 times during 12 month period.

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

What is Mentoring?

Mentoring is a very valuable developmental activity implemented in many fields. At the core of the activity is the relationship between the mentor and the mentee . The focus of the activity is the development of the mentee as a result of their mentors advice, guidance and knowledge. It can be a short or long-term relationship, where the goals may change but are always set by the learner i.e. the mentee. The learner owns both the goals and the process. The main focus with mentoring is that the focus is determined by the mentee. The mentor is not there to provide ‘the answers’ but to guide the mentee towards ‘the answer’ that is right for them. The mentee must lead in identifying issues, and with the guidance from the mentor, resolve them.

Fun Fact: The origin of the word is believed to come from the Greek word Mentor. The story of Mentor comes from Homer's *Odyssey*. King Odysseus fights in the Trojan War and entrusts the care of his household Goddess Athens to mentor, who serves as teacher and overseer of Odysseus' son, Telemachus.

The word *Mentor* evolved to mean trusted advisor, friend, teacher and wise person. History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, Freud and Jung. Mentoring is a fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person.



Roles and Responsibilities

This section clarifies the roles and responsibilities of all those involved.

The Mentors

As a mentor you will be viewed as a knowledgeable professional who is willing to pass on the benefits of your knowledge and experience. The point to be reiterated is that mentor does not simply 'tell' the mentee what to do but instead, offers knowledge and experience so that mentees can decide on their own actions.

Within this model of mentoring the mentor's primary role is to facilitate reflection and learning in relation to the outcomes identified by the mentee.

Key concepts in this approach to mentoring are therefore:

- **Facilitating** reflection, learning and development, rather than acting as an expert or teacher
- **Listen and be supportive**
- **Provide non-judgemental support**
- **Supporting self directed learning** – encouraging the mentee to be responsible for identifying their own development needs and finding ways to address them
- **Being mentee centred** (as opposed to mentor or problem centred) – focusing on the mentee and what they need from a session
- **Clarify goals of mentee**
- **Offering knowledge and experience** when it is appropriate as opposed to telling them what to do or making decisions for them
- **Provide guidance on issues raised**



For mentors this will then often involve stepping outside of their usual roles and moving into a more supportive role; encouraging mentees to consolidate their own knowledge and expertise. For mentors this can be the most challenging dimension of mentoring – it is often very difficult to resist an opportunity to give mentees your answers!

Characteristics and Attributes of a Mentor

- **Commitment-** mentor has to show that they are more willing to provide necessary support to the mentee. This can be displayed by sticking to arranged mentor/mentee meetings and being punctual.
- **Good knowledge of mentoring topics** - for example, assertiveness, conflict resolution, leadership, managing difficult people, negotiation, presentation skills
- **Understanding and knowledge of different cultures, customs and religions**
- **Adaptability-** seeing as the relationship is focused and set around the mentee, you will need to be adaptable as a mentor
- **Approachability**—show an open and friendly attitude and perhaps give one or two personal anecdotes to make the mentee feel at ease and feel comfortable enough to talk to you
- **Strong verbal communication skills** -ability to listen, good presentation skills, ability to summarise information, experience of giving feedback.
- **Organisational skills-** A mentor needs to be organised with their time in what they arrange and bring to the mentee meetings. For example, if they need to bring necessary information and documents required by the mentee, especially if they have arranged in a previous meeting
- **Availability-** Mentoring will undoubtedly require your time and if you cannot show some degree of flexibility and find it difficult to be available for the mentee meetings then you will struggle in this process
- **Enthusiasm-** Who doesn't like to see that!?! It will work as a domino effect whereby when you're enthusiastic and motivated, this will be transferred to onto the mentee also, during the mentoring process
- **Willingness and ability to share** – Mentoring is an intrapersonal developmental process and this is a key attribute

And remember, the mentor's role is extremely important as they will ultimately be a long-lasting, positive influence in another person's life that will be able to offer something that will help the mentee/s to move forward with their future having gained extra knowledge and experience.

Do's and Don'ts for a Mentor

Do...

- Listen and remain neutral
- Be punctual and show full commitment to sessions
- Help clarify mentee's aims, goals and objectives
- Inspire confidence and assertiveness
- Provide support as a guide
- Keep professional boundaries

Don't...

- Judge the mentee
- Play the role of a therapist or counsellor
- Give 'answers' to problems or resolve conflicts
- Define a mentees goals and expectations
- Give negative feedback

Top tips for being a successful mentor

- 1) Be an adviser
- 2) Remember your key attributes
- 3) Think about what your style of approach is given your target audience/ mentee
- 4) Be a good listener
- 5) Set objectives clearly
- 6) Be confident in your knowledge and delivery
- 7) Show a trustworthy demeanour in order to be able to build trust with your mentees
- 8) Display impartiality and objectiveness
- 9) Guide, don't drive. Remember it is the mentee who decides how the relationship should be steered and directed towards. You must refrain from making decisions for the mentee and instead, give them the relevant information, guidance and support for them to be able to take control of the situations themselves.



Benefits for the mentor

The mentoring activity will not only be personal development for the mentee but for the mentor too. It is a means of developing several desirable qualities for a mentor. Some of which include:



- Development in supportive and leadership skills
- Provide the mentor with a set of transferable skills that will make a positive contribution to their further education and ability to access the labour market
- Improvement in one's own motivation and enhancement of peer recognition
- Self-reflection
- A rare opportunity to help contribute and develop personal/ professional development of a mentee, by sharing your knowledge and experience
- To become a positive influence and role model for someone/ people
- Challenging yourself
- Enhancement of his or her own personal and professional knowledge while teaching and learning from the mentee.
- By providing guidance, support, advice, strategic feedback, and other insights to a mentee, the mentor can learn and enhance leadership skills.
- Mentor is provided with an important sense of satisfaction in contributing to a legacy of developing the next generation of creative faculty.



The Mentees

Mentees identify a need to have some reflective time/space in which to step back from the day to day work in order to review, consolidate the learning from their experiences and to plan their development/career steps.

Mentees are responsible for;
Selecting their mentor (see matching process)
Setting up the initial contact and subsequent meetings
Identifying their development needs and creating the agenda for the mentoring sessions
Undertaking any work agreed between sessions

In this mode of developmental mentoring mentees always set the agenda.

Mentee Reflection

These questions are intended to help mentees begin to clarify what they might wish to use the mentoring process for. These questions may be asked in the first or second mentor/mentee session, in order for the mentor to understand what the mentee would like to gain from the process. Please see appendix for the list of questions.



Matching Mentees and Mentors

Mentees will need to choose what they feel comfortable with. However choosing a mentor is not an exact science – as a mentee the final decision often comes down to – ‘Can I trust this person? Can I talk to this person?’

Helping mentees to find a suitable mentor is an important part of any mentoring programme. Mentor profiles will be available via the mentor database. These will include a brief overview of the mentors background, experience and interests. In making the selection mentees should aim to choose someone they think that they can work well with.

The first contact with the chosen mentor is very important. Both parties are allowed agreed time to discuss how to take mentor-mentee relationship forward. The purpose of the very first meeting is to establish whether both parties feel they can work together. If after this initial contact it becomes clear that it is not a suitable match then the mentee can ask to see someone else without any questions being asked.

Mentee-led topics to discuss

- Subject of study
- Interests
- Extra-curricular activities and clubs
- Career aspirations
- Work experience
- Achievements

These discussion topics are crucial in paving the foundations of relationship with the mentee and finding what their needs and aspirations may be. This will create the basis of your understanding of the mentee and what they will benefit from in the mentor/mentee relationship and how you will be able to establish your relationship.

Working together

Initial Meeting

Mentoring relationships work best when the mentor and mentee can establish an open and trusting working relationship with an appropriate balance of both support and challenge. For this to happen both parties need to be clear about the expectations and boundaries of the relationship.

The First Meeting

The first meeting is particularly important in that it builds the frame and sets the tone for subsequent meetings. Here it is important for the mentor to get to know the mentee and to establish a clear joint working agreement. The exact content of the working agreement will be unique to each pair. The discussion at the first meeting is likely to include points such as:

Expectations of the mentoring relationship – what do both parties understand this to be about (See appendix)

Desired outcomes – what does the mentee want to achieve through the process of mentoring (See Action Plan)

Confidentiality –Ensuring confidentiality in the mentoring relationship is an important element of developing a trusting relationship and creating a safe space for exploration and learning. Confidentiality includes not identifying the mentee to colleagues, not sharing the content of sessions with colleagues and keeping any records/notes in a safe place. (See appendix)

Equal Opportunities – clear understanding what this means. Establish clear rules of mutual respect.

Meeting Arrangements- who arranges meetings, where will they be and is it a Suitable venue to meet. It should be accessible and comfortable. Where and where not to contact each other (See mentee contact details form), what records will be kept (diary of mentoring meetings)

Administrative arrangements/Record keeping - Mentors need to keep records of the mentoring sessions. Brief notes of the issues and outcomes of the sessions should be agreed between mentor/mentee and copies kept by both. (see appendix)

Working ethically

DEFINITION OF 'CODE OF ETHICS'

A guide of principles is designed to help the mentors conduct the mentoring programme honestly and with integrity. A code of ethics document may outline the mission and values of the mentor and ways to approach problems (See *Possible Problems and Solutions*)

Ethical codes are adopted in order to understand the difference between 'right' and 'wrong' and in applying that understanding to their decisions whilst on the mentoring programme

"Why has a Code of Ethics?"

- to define accepted/acceptable behaviours
- to promote high standards of practice
- to provide a benchmark for members to use for self evaluation
- to establish a framework for professional behaviour and responsibilities
- as a vehicle for occupational identity
- as a mark of occupational maturity

Mentors and mentees are expected to use a code of practice for mentoring- See appendix 3

The Challenges of Mentoring Relationships

Sometimes a mentoring relationship does not work well. This can be for a variety of reasons – the need/energy for the sessions may change, the relationship itself is not working well, one party has concerns about the conduct of the other. Often the best way to deal with difficulties is to try to talk about it openly. Mentoring relationships are dynamic in nature, and unique however, there are several easily avoidable occurrences for any mentoring relationship:

Overly pronounced concern for mentoring partner's time:

Mentees may be hesitant to “bother” their mentors with “silly questions” and may feel like they taking up their mentors time. Conversely, mentors who are not regularly asked for help often do not wish to seem pushy and thus do not contact their mentees without express invitation. This concern for the mentoring partner's freedom, time and independence can have a negative impact on the usefulness of the mentoring relationship. A large part of the success of a mentoring relationship lies in the trust that builds up over time when mentors and mentees get to know one another. This trust is what will allow the mentee to ask important questions about being effective as a faculty member and get honest answers.

Unrealistic expectations:

Mentees' expectations for their mentoring partners can be unrealistic. One or two mentors cannot be the *only* resource on every topic. Mentors should be able to admit that they do not have expertise in a particular area, but should admit to this and look for other people or resources that may be appropriate on that topic.

Relationships that don't “gel”:

Often, mentors are assigned to mentees without the input of either party. This is not necessarily negative: research shows that assigned mentors are as effective as mentors chosen by the mentee. However, it is important to remember that, through no fault of the mentee or the mentor, some relationships may not gel. This possibility is much less likely if you begin your mentoring relationships with a frank and honest discussion about what you want and need, and how you see the role of mentor and mentee. Any mentoring relationship should have a no-fault termination possibility.

The ‘seasons’ of a mentoring relationship:

All mentoring relationships undergo changes as the career needs of the mentee are gradually met. A successful mentee often becomes increasingly independent of the mentor. This can lead to disappointment on the mentor's part as contact with the mentee may decline. Mentors and mentees need to take into account the natural “seasons” of a normal mentoring relationship, and accept that contact with their partner may vary over time.

Below is an extensive list of examples of possible problems and solutions which may occur in the mentoring scheme. Mentors may find these useful when trying to resolve issues within the mentoring relationship and can refer to these at any given time.

Possible problems and solutions!

Problem: Providing inadequate direction. There are two errors a mentor can make with respect to providing direction. Providing too much help can stall a mentee's movement toward independence and encourage dependence. Providing too little help could leave the mentee to flounder and, again, inhibit progress toward independence.

Strategy: While it is important for the mentor to stay vigilant about his or her actions, this is probably a time when the mentee has to step up and take action. It may be useful for the mentee to talk to peers to get a better picture of the extent of direction they are receiving. When the mentee has a good understanding of the situation and is prepared to discuss it with the mentor, the mentee should do so. Assuming that the mentee has a relationship of trust and uses good communication skills, the mentor will be responsive to the mentee's concerns.

Problem: Taking advantage of greater power. It is important that mentors be careful about the requests they make of their mentees, since mentees are inclined to please their mentors and may perceive a request as a demand. In some cases, mentors inadvertently take advantage of their power and have a mentee take on the work of the mentor. In addition to leading to fear and resentment on the part of the mentee it can also stall mentees progress.

Strategy: It may be that the mentor is unaware of his or her use of power and that a simple conversation will solve the problem; however, it is likely that a third party will be needed to mediate the situation. If possible, the third party should be someone who is senior to both the mentee and the mentor (perhaps a division chief or department chair). A meeting of the mentor, mentee, and mediator will often lead to a positive conclusion.

Problem: Dealing with conflicting demands. Individuals at the beginning of their career have a great deal of difficulty saying "no." Since they do not have the experience to know how to prioritize increased demands, their workloads can become burdensome and a threat to their progress in achieving objectives.

Strategy: When a mentor want to make use of her/his mentee time to complete numerous tasks, it is hard for mentee to decide how to prioritize the workload. The problem is often made harder because you do not want to disappoint. One way to resolve this dilemma is to take the list of assignments to mentors individually and ask them to help prioritize tasks. Better yet, call a team meeting so your mentors can negotiate with one another about the priority of tasks. Mentors should be aware of this happening and therefore be prepared to take action to resolve the problem.

Problem: Dealing with conflicting advice. It is inevitable that mentees may receive conflicting advice with respect to research, outreach work, or other details and aspects of the project development. Conflicting advice also inevitably leads to confusion, fear, and other negative emotions and reactions.

Strategy: Your mentors are wise and knowledgeable, but they are not infallible. When you get conflicting advice, think about what you want to do. Ask friends for their opinions. Speak to other colleagues. Everyone has been in this situation, so people will be supportive as you work out how to handle it.

Problem: Lacking commitment. On the one hand, a mentor may find that his or her mentee lacks the motivation and commitment to carry out the considerable work required to develop a successful career in academia. This situation is difficult for both the mentor and mentee because the mentee has a real chance of failing and because the mentor may believe that, he or she has wasted a great deal of valuable time working with the mentee. On the other hand, it is also possible that the mentee feels that the mentor lacks commitment (e.g., the mentor misses meetings or does not respond to a mentee's e-mails). The mentee's frustrations and lack of guidance can inhibit his or her movement toward independence. Because of the differential in power between the mentor and mentee, this problem is difficult to resolve while maintaining a productive and amiable relationship.

Strategy: If a mentee is viewed as lacking commitment, it is important for the mentor to try to discern the cause. It may be that the mentee-mentor match is not working well, or it may be that the mentee has discovered that his or her career focus is no longer appealing. The junior people here tend to be highly motivated and committed to academic careers, so while there may be an occasional case in which there is a real lack of commitment, there is usually another issue underlying the problem and it is the mentor's job to identify it and help resolve it. Conversely, if a mentor is viewed as lacking commitment and is missing meetings and not responding to e-mails, the mentee needs to do something about it. It may be that the mentor is unaware that the mentee is feeling neglected, or it may be that the mentor is so busy with other responsibilities that there is an unfortunate lapse in mentoring. Remembering that individuals who have agreed to be mentors already have a strong commitment to the process, the mentee should raise the issue with the mentor. If it is an especially busy time for the mentor, the mentee can ask if the mentor wants to touch base or have meetings by phone for a few weeks. When discussing a problem such as this, it is helpful to have some solutions to propose.

Problem: Neglecting the mentee or the mentor. It is important to pay appropriate attention to both the mentee and the mentor. Mentees need to respond in a timely fashion to requests and recommendations from their mentors. Mentors need to be available to their mentees on a regular basis but should also be sensitive to the times when their mentees need extra support or feedback.

Strategy: Try to maintain awareness of the other individual and what he or she is experiencing. By being vigilant, you will know when something is up, and you may be able to offer a hand.

Problem: Crossing boundaries. Boundaries—both professional and personal—tend to be sensitive. Crossing boundaries has the unfortunate effect of making both parties uncomfortable and has the potential for creating tension in the mentee-mentor relationship.

Strategy: To avoid this problem, the mentee and mentor should discuss boundaries at the onset of the relationship. Different people may have different ideas about what the boundaries should be. For instance, is it appropriate for a mentor to ask a mentee to babysit? This crosses the line because the power differential between mentee and mentor could result in a perception of coercion. If the issue is work-related (e.g., a mentor asks a mentee to give a talk that the mentor agreed to give), the extent to which a boundary has been crossed is less clear. Being prepared will help avoid problems down the line. It may also be useful for mentees to talk to a peer or a peer's mentors to ask for their perspectives on the issue. As in most other challenges, honest and direct communication can solve a number of problems. However, some boundaries—especially those of a sexual nature—should never be crossed.

Problem: Discovering a mismatch between mentor and mentee. Unfortunately, a mismatch between a mentor and mentee can occur. The mismatch may result from conflicting personalities, differing career goals or areas of scientific expertise, differences in work ethic, or any number of other reasons. Fortunately, the mismatch is usually discovered early in the relationship by the mentor, the mentee, or both. The longer the mismatch continues, the more difficult it is to resolve.

Strategy: While finding a mismatch is regrettable, a problem is relatively simple to correct. If both the mentor and the mentee believe that a switch is desirable, the mentee can work with his or her division chief, department chair, and even the current mentor to help identify a more appropriate mentor.

Problem: Breaching confidentiality. Confidentiality is sacrosanct in the mentee-mentor relationship. A breach of confidentiality has the potential for irrevocably rupturing the mentee-mentor relationship. At a minimum, breaching confidentiality will cause considerable damage to the trust established between the mentor and mentee.

Strategy: This is a difficult problem to resolve, so it is best to avoid it altogether. At the onset of the relationship, mentees and mentors need to identify the kinds of things that should be confidential, and they need to be up-front about what is acceptable and what is not. When one party thinks there is a reason for disclosing confidential information, he or she should talk with the other to obtain permission in advance. If, however, a breach of confidentiality has occurred and you want to preserve the relationship despite the lapse in confidentiality, you can try to rectify the situation. The mentor and mentee should make clear what they thought happened and what they can do to avoid the situation in the future. It is vital not to assume intentionality, and the mentee and mentor should try to rebuild the relationship through communication and negotiation. Rebuilding can occur only if both the mentee and the mentor want to preserve the relationship.

If there is no obvious way to improve a difficult situation and the suggested strategies are not able to be applied then it may well be appropriate to end the contract. All concerns and problems should be discussed with mentoring project manager and they should be informed if there is mutual agreement for the termination of the contract.

Completing the mentoring relationship

The mentoring relationship may naturally come to an end for example, the original issues have been resolved or achieved and the mentee has been able to gain all the support they needed as suggested in their aims and objectives. On the other hand, there may be a set time limit which was agreed at the beginning by the mentee or by the project itself.

A good ending involves

- A review of the mentoring process
- Learning and achievements
- Evaluation and Feedback

Evaluation and feedback

The purpose of this is to allow us to get a better understanding of how the mentoring project went and how it has been received, what worked well and provide critical feedback on how the project can be improved. It will also help us have an idea of how you think your mentoring relationship is progressing/ went.

During mid-point of the mentoring scheme, a catch-up or informal session will be organised in order to enable mentors and mentees to share their experience, flag up any queries or issues and discuss the progress.

We will evaluate the overall success and productivity through an anonymous evaluation form which should be completed as honestly as possible in order for us to be able to evaluate the effectiveness of the mentoring scheme. (See appendix)

Appendices

1. *Mentor/ Mentee Agreement*
2. *Mentee Details Form*
3. *Ethical code of Practice*
4. *Confidentiality Agreement*
5. *Equal Opportunities Form*
6. *Expectations*
7. *Mentee Reflection*
8. *Action Plan*
9. *Record of Mentoring Meetings*
10. *Diary of Mentoring Meetings*
11. *Evaluation Form*

ERASMUS PLUS - PYP PROJECT

MENTOR & MENTEE CONTRACT

We, the mentor and the mentee, agree to the following:

- To meet in a safe public place.
- Time and place of next meeting/s to be agreed between us.
- Mentoring meetings will not take place in our homes

We will respect the mentoring relationship, and show respect for each other, especially in the areas of:

Ethics:

- We will be bound by the Ethical Code used by the PYP Mentoring Project* [attached]

Timekeeping

- We will ensure that we arrive on time for each meeting
- We will let each other know, IN GOOD TIME, if we will be late or unable to keep the appointment.

Professional Relationship and informal relationship

We will act and behave professionally, and work towards developing a friendly relationship.

Confidentiality: *[attached]

- We will not talk about each others' issues to anyone else.
- Within the mentoring context, we may talk to the mentoring co-ordinator about issues raised if it is felt necessary by either one of us, and we have first talked about it, and agreed to do so.

Legality:

- We are both bound by the Laws of the UK, including those relating to Data Protection & Health & Safety.

Ending the relationship:

- Either party can dissolve the relationship at any time, but we will agree the method of ending the relationship during our first meeting/s.

Referral:

- If the mentee requires additional specialist support, the mentor will facilitate this, with the mentee's agreement.

Developing the mentoring relationship:

- Mentor and mentee will aim to be committed, motivated, punctual, honest with each other and with themselves, open to ideas, and tolerant; and to take responsibility in progressing the mentoring relationship, and agreed action plans.
- We will sign each other's record sheets after each meeting.

Validation of Contract:

Mentee

Mentor

Signed

Signed

Print name

Print name

Date

Date

PYP Mentoring Project

MENTEE DETAILS:
(Full name and address)

MENTEE CONTACT DETAILS

Contact Number:

Email:

MENTEE EDUCATION AND QUALIFICATIONS

MENTEE NEEDS CV **YES** **NO**
(please circle)

BEST METHOD OF CONTACT: **ONE-TO-ONE TELEPHONE**
(Please circle)
SKYPE EMAIL OTHER _____

EXPERIENCE/KNOWLEDGE OF HBV,FM, FGM **YES** **NO**

Explain: _____

AN ETHICAL CODE OF PRACTICE FOR PYP MENTORING PROJECT

- The mentor's role is to respond to the mentee's developmental needs and agenda; it is not to impose their own agenda.
- Mentors must work within the current agreement with the mentee about confidentiality that is appropriate within the context.
- The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. However, the mentor should help the mentee recognise how other issues may relate to those areas.
- Mentor and mentee should aim to be open and truthful with each other and themselves about the relationship itself.
- The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation.
- Mentors need to be aware of the limits of their own competence and operate within these limits.
- The mentor has a responsibility to develop their own competence in the practice of mentoring.
- The mentee must accept increasing responsibility for managing the relationship; the mentor should empower them to do so and must generally promote the mentee's autonomy.
- Mentor and mentee should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.
- Mentor and mentee share responsibility for the smooth winding down of the relationship when it has achieved its purpose – they must both avoid creating dependency.
- Either party may dissolve the relationship. However, both mentor and mentee have a responsibility for discussing the matter together, as part of mutual learning.
- The mentee should be aware of their rights and any complaints procedures.
- Mentors must be aware of any current law and work within the law.

Confidentiality Statement

DECLARATION REGARDING CONFIDENTIALITY

ALL INFORMATION CONCERNING INDIVIDUAL MENTEES MUST BE TREATED IN THE STRICTEST CONFIDENCE.

In order to maintain confidentiality and security of information, all mentors must abide by the following rules:

1. Never disclose any information about a mentee's background, case information or political activities.
2. Never disclose any information about a mentee's present or past situation unless the mentee's consent is obtained in all such circumstances.
3. Never mention the names of clients in casual conversation with people outside the organisation, or where people might overhear.
4. Always ensure that information of a personal nature about individual clients is securely locked away when not in use.

I agree to abide by the above rules.

Signature _____

Print name _____

Date _____



EQUAL OPPORTUNITIES MONITORING FORM
COMPLETION OF THE FOLLOWING IS OPTIONAL

The information provided will not be shared for any reason other than to be used for statistical and monitoring purposes. Any information you disclose will be treated confidentially

<p>GENDER</p> <p>Female <input type="checkbox"/></p> <p>Male <input type="checkbox"/></p> <p>Transgender <input type="checkbox"/></p> <p>Do not wish to answer <input type="checkbox"/></p> <p>ETHNIC ORIGIN - These categories enable us to make comparisons with census data. How would you describe yourself:</p> <p>White</p> <p>British <input type="checkbox"/></p> <p>Irish <input type="checkbox"/></p> <p>Other European <input type="checkbox"/></p> <p>Other White background, please specify: <input type="checkbox"/></p> <p>Black / Black British</p> <p>African <input type="checkbox"/></p> <p>Caribbean <input type="checkbox"/></p> <p>Other black background, please specify: <input type="checkbox"/></p> <p>Asian/Asian British</p> <p>Bangladeshi <input type="checkbox"/></p> <p>Indian <input type="checkbox"/></p> <p>Pakistani <input type="checkbox"/></p> <p>South East Asian <input type="checkbox"/></p> <p>Other Asian background, please specify: <input type="checkbox"/></p> <p>Mixed</p> <p>White / Asian <input type="checkbox"/></p> <p>White / Black African <input type="checkbox"/></p> <p>White / Black Caribbean <input type="checkbox"/></p> <p>other mixed background, please specify: <input type="checkbox"/></p> <p>Other</p> <p>Chinese <input type="checkbox"/></p> <p>Latin American <input type="checkbox"/></p> <p>Middle Eastern <input type="checkbox"/></p> <p>Any other background, please specify: <input type="checkbox"/></p> <p>Do not wish to answer <input type="checkbox"/></p>	<p>AGE</p> <p>16 - less than 20 <input type="checkbox"/></p> <p>20 - less than 25 <input type="checkbox"/></p> <p>25 - less than 30 <input type="checkbox"/></p> <p>30 - less than 40 <input type="checkbox"/></p> <p>40 - less than 50 <input type="checkbox"/></p> <p>50 - 65 <input type="checkbox"/></p> <p>65 and over <input type="checkbox"/></p> <p>Do not wish to answer <input type="checkbox"/></p> <p>SEXUAL ORIENTATION – Do you consider yourself to be:</p> <p>Heterosexual <input type="checkbox"/></p> <p>Homosexual <input type="checkbox"/></p> <p>Bisexual <input type="checkbox"/></p> <p>Do Not wish to answer <input type="checkbox"/></p> <p>REFUGEE STATUS – Are you or have you ever been:</p> <p>British Citizen/EU Citizen <input type="checkbox"/></p> <p>Refugee <input type="checkbox"/></p> <p>Any other <input type="checkbox"/></p> <p>Do not wish to answer <input type="checkbox"/></p> <p>RELIGION</p> <p>Buddhist <input type="checkbox"/></p> <p>Christian <input type="checkbox"/></p> <p>Hindu <input type="checkbox"/></p> <p>Jewish <input type="checkbox"/></p> <p>Muslim <input type="checkbox"/></p> <p>Sikh <input type="checkbox"/></p> <p>None <input type="checkbox"/></p> <p>Do not wish to answer <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>Please specify: <input type="checkbox"/></p> <p>DISABILITY – Would you describe yourself as having a disability?</p> <p>No <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Do not wish to answer <input type="checkbox"/></p>
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EXPECTATIONS

MENTEES WANT MENTOR TO BE:

- Understanding
- Listening
- Helping
- Competent & confident [confidence to say 'no, I haven't got that information.....]
- Reliable
- Knowledgeable about HBV

MENTEES' EXPECTATIONS OF MENTORING MEETINGS, & MENTORING RELATIONSHIP

- Sharing experiences
- Making contacts
- Getting information & access to information
- Practical help with interviews, application forms etc
- Career advice
- Overcoming feelings of isolation & loneliness
- Someone to listen over and over again!

MENTORS WANT MENTEES TO:

- Be positive
- Take responsibility for their lives
- Ask the mentor for help and guidance

MENTEE SKILLS

- Good listening skills, mentee should try to take on board the mentor's advice
- Concentrate, pay attention
- Reply thoughtfully and honestly
- Be organised and punctual

Mentee must try to:

- Know what her aims are and what she would like to gain from the experience
- Be willing to learn new ideas
- Spend time researching
- Be friendly
- Make an effort
- Be selective, make choices
- Be critical [realistically analytical]
- Have realistic expectations
- Be determined

MENTOR & MENTEE must both work to maintain RECIPROCAL RESPECT

Mentee Reflection

Where am I now in my life/career?

How did I get here? (What have been my most notable achievements)

What is working well for me?

Where are my challenges/difficulties?

Where do I wish to be in 1, 3, 5 years time (choose which is meaningful at present)?

What might I need to change/develop in order to get there?

What do I want from this mentoring process?

What do I want from my mentor? Important to set and discuss at the beginning of mentoring relationship using Mentoring Working Agreement , Ethical Code of Practice and Mentoring Session Record Sheet.

ERASMUS PLUS PYP MENTORING PROJECT

MENTEE ACTION PLAN

What needs to be done?	Break this down into steps [A series of SMART objectives]	Comments [e.g. resources needed, problems etc]	Action to be completed by when?	Achieved

PYP MENTORING PROJECT

DIARY OF MENTORING MEETINGS

DATE:

SESSION

Meeting between: Mentee	Mentor
Venue	
Time	
Topics discussed:	
Actions agreed:	[Action Plan completed?]
Reflections on the meeting	
Preparations needed before next meeting e.g. resources, contacts, information, training etc.	
Date of next meeting	
Venue	
Time	

PYP Project End of Course Evaluation

We would like participants' to give us feedback as part of our monitoring procedures, to enable us to evaluate our performance in the delivery of our courses. We would like students' to complete this evaluation form as objectively as possible so as to monitor the changing needs of our client group.

Please circle or tick your choice**1. What did you expect to gain from this course?****2. Overall how would you rate the course topics covered on the course?**

Excellent Good Fairly good Poor

3. How would you rate organization of the course and venue?

Excellent Good Fairly good Poor

4. Please give your comments/suggestions on how to improve

Please circle or tick your choice

Please evaluate each session:

SESSION 1	Excellent	Good	Fairly good	Poor
SESSION 2	Excellent	Good	Fairly good	Poor
SESSION 3	Excellent	Good	Fairly good	Poor
SESSION 4	Excellent	Good	Fairly good	Poor
SESSION 5	Excellent	Good	Fairly good	Poor
SESSION 6	Excellent	Good	Fairly good	Poor
SESSION 7	Excellent	Good	Fairly good	Poor

9. How would you rate the following aspects of the course?

Venue:	Excellent	Good	Fairly good	Poor
Administration:	Excellent	Good	Fairly good	Poor
Course materials:	Excellent	Good	Fairly good	Poor
Travel:	Excellent	Good	Fairly good	Poor
Tutors:	Excellent	Good	Fairly good	Poor

10. Would you recommend this course to other young women?

Yes No

11. What are you planning to do after the course?

(Please tick the boxes relevant to you).

- Higher Education
- Further Education/Training
- Voluntary Work
- Continue Mentoring
- Employment

Thank you for completing this form



