



**UNSW**  
SYDNEY

Australia's  
Global  
University

# Click-on Mentoring Session Plan

## Mentor Training





## Mentor Training

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|                   |  |
|-------------------|--|
| <b>Duration</b>   | Approximately three hours  |
| <b>Objectives</b> | <ul style="list-style-type: none"> <li>○ Understanding mentor roles and responsibilities</li> <li>○ Awareness of boundaries</li> <li>○ How to communicate with mentees</li> <li>○ Awareness of netiquette</li> </ul>   |
| <b>Resources</b>  | <ul style="list-style-type: none"> <li>○ Sign-in sheet</li> <li>○ Sticky labels for name tags</li> <li>○ Handout “Who am I” x 20</li> <li>○ Role of a mentor envelopes</li> <li>○ Pens x 15</li> <li>○ Extra notepads</li> <li>○ Blank mentor profiles x 15</li> </ul> |

| Time    | Activity       | Content   | Resource   |
|---------|----------------|---|--|
| 15 mins | Room set up    | Bring materials to set up room  |  |
| 15 mins | Mentors arrive | Welcome mentors on arrival. Hand out sticky labels for name tags and ask mentors to sign sign-in sheet. | <ul style="list-style-type: none"> <li>○ Sticky labels for name tags</li> <li>○ Sign-in sheet</li> </ul> |

| Time    | Activity                 | Content   | Resource   |
|---------|--------------------------|---|--|
| 15 mins | Welcome and introduction | <p>Agenda of the day and housekeeping</p> <p>Icebreaker activity to get to know each other:</p> <p><b>Introduce the person next to you</b></p> <ol style="list-style-type: none"> <li>1. Ask mentors to form pairs and that they are to introduce each other to the group</li> <li>2. Use the handout “<b>Who am I</b>” as a guide for the conversation</li> <li>3. They will have 5 minutes to find out about each other, but only have 30 seconds to introduce each other</li> </ol> <p>Once all mentors have introduced their partners to the group, say that this activity is similar to starting a new mentoring relationship. Ask:</p> <ul style="list-style-type: none"> <li>o How did it feel to reveal things such as strengths and vulnerabilities to a stranger?</li> <li>o Did your partner say or do anything to help you open up and put you at ease?</li> <li>o What did you try to do to make your partner feel more comfortable?</li> <li>o What would you do differently if you were to do this exercise with your mentee?</li> </ul> | <ul style="list-style-type: none"> <li>o Handout: <b>Who am I</b></li> </ul> |

| Time    | Activity                           | Content   | Resource   |
|---------|------------------------------------|---|--|
| 30 mins | Background information for Mentors | <p><b>Information about our schools</b></p> <p>Provide information on schools that will participate in the program. Useful information would be: some statistics on student population, how many students go to university, how many students go to TAFE and community information. This provides mentors with an understanding of the mentees and the environment they live in.</p> <p><b>Program objectives and aims, program structure, importance of mentors</b></p> <p>Inform mentors of the aims and objectives of your program. This may have been explained at the interview, but it is worth revisiting this to emphasise the importance of the program.</p> <p>Consider having a section about the importance of mentors. For example, how their role as a mentor can make a difference in a young person's life.</p> |  |
| 10 mins | Role of a mentor                   | <ol style="list-style-type: none"> <li>1. Mentors form small groups of 3-4 people</li> <li>2. Provide sticky labels with roles written on them and a piece of paper</li> <li>3. Ask mentors to put a line down the centre of the paper</li> <li>4. On one side write down "Role of mentor", on the other side write down "Not the role of mentor"</li> <li>5. Ask mentors to put sticky labels on the sheet of paper according to which side they think the sticky label fits</li> </ol>  | <ul style="list-style-type: none"> <li>o Sticky labels: <b>Role of mentor</b></li> <li>o A4 paper</li> </ul> |
| 10 mins | Debrief activity                   | <ol style="list-style-type: none"> <li>1. Read through each role and ask mentors to say yes or no according to which side they have placed the role into</li> <li>2. There will be certain roles that are outright yes or no and some will be in the middle</li> <li>3. Discuss the middle roles and importance of keeping to boundaries</li> </ol>   |  |

| Time    | Activity     | Content  | Resource |
|---------|--------------|--|----------|
| 15 mins | Expectations | <p><b>Managing our expectations</b></p> <p>Good mentoring begins with the fostering of a supportive attitude, and one that focuses on the growth and development of the mentee(s). At the beginning of the program it is helpful to look at preconceptions for the mentoring relationship. A mentor's unrealistic expectations can leave both mentor and mentee(s) frustrated and disillusioned. Maintaining a realistic perspective reduces stress and it helps the mentoring process to proceed smoothly.</p> <p><b>Discuss the following phrases to see how realistic mentors' expectations are:</b></p> <ul style="list-style-type: none"> <li>○ <b>Unrealistic:</b> My mentee's academic and professional success is dependent upon the mentoring process.</li> <li>○ <b>Realistic:</b> Even though I will go to great lengths to be of assistance, my mentee's academic and professional success is dependent on their own choices and behaviours.</li> <li>○ <b>Unrealistic:</b> My mentee will surely make changes in their behaviour after speaking with me a few times.</li> <li>○ <b>Realistic:</b> It will most likely take time for the mentee to make significant changes (if at all). I should not expect someone to transform because I have spent a few hours with them.</li> <li>○ <b>Unrealistic:</b> If my mentee's behaviour does not change immediately, it is proof that nothing is happening.</li> </ul> |          |

| Time    | Activity                        | Content  | Resource |
|---------|---------------------------------|--|----------|
|         |                                 | <ul style="list-style-type: none"> <li>o <b>Realistic:</b> My mentee may not appear to be benefiting from the relationship but that does not mean that they are not getting something good out of it. As a mentor, I must consider that the process of mentoring is “planting seeds” that may take hold at a later time.</li> <li>o <b>Unrealistic:</b> If I do not see an extensive change in my mentee’s functioning, it is a negative reflection on me.</li> <li>o <b>Realistic:</b> Not seeing changes in my mentee does not mean that I have been unsuccessful as a mentor. Again, positive changes take time. And besides, mentoring is not a contest, and it is not about me.</li> </ul>  |          |
| 10 mins | Break                           |  |          |
| 15 mins | How to communicate with mentees | <p><b>Sharing your experience – how you overcame failures</b></p> <p>One of the most valuable things mentees can learn during the sessions are mentors’ experiences – especially experiences in overcoming failures. This will help them understand that failing is not the end of the world but an important process in personal growth. Encourage mentors to think about some struggles they have overcome to share with mentees. It does not have to be a big struggle, it can be minor incidents that students can relate to e.g. I failed my first driver’s licence test and had to redo it twice in order to pass!</p> <p><b>Demonstration of online platform</b></p> <p>Demonstrate and train mentors how to use the online platform</p> <p><b>Inform mentors to be aware of the following during the session:</b></p> <ul style="list-style-type: none"> <li>o Netiquette</li> <li>o Using emoticons</li> <li>o Body language and facial expressions</li> <li>o Being on time</li> <li>o Be aware of lag time while chatting during session</li> </ul> |          |

| Time    | Activity         | Content  | Resource |
|---------|------------------|--|----------|
|         |                  | <p><b>What happens or what to talk about during the online sessions</b></p> <p>It is ideal for mentor-mentee conversations to develop organically.</p> <p><b>Brainstorm:</b> When you first start the online sessions how would you start the conversation?</p> <p>Consider providing mentors with suggested topics and activities for the online sessions.</p>  |          |
| 15 mins | Child protection | <p><b>Child protection, privacy and confidentiality</b></p> <p>Inform mentors of child protection regulations. Ensure mentors do not give out any personal details e.g. no email address, phone numbers or social media. Let mentors know what to do if mentees ask for their personal contact details. Set the boundaries and parameters of the program so that mentors clearly understand their role.</p> <p><b>Possible scenario and how to react</b></p> <p>Ask mentors to read through the scenario. What is going on? How will they respond?</p> <ul style="list-style-type: none"> <li>o <b>Mentor:</b> Hi Lisa, how have you been?</li> <li>o <b>Student:</b> Good, I'm so happy to talk to you again. I couldn't wait to have the session with you!</li> <li>o <b>Mentor:</b> That's great, I'm really enjoying the session with you too! What would you like to talk about today?</li> <li>o <b>Student:</b> I found you on Facebook! Can I add you as a friend? Then I can message you whenever I want and don't need to wait for these weekly sessions.</li> </ul> |          |

| Time | Activity | Content  | Resource |
|------|----------|--|----------|
|      |          | <p><b>Debrief:</b> Remind students there should be no contact outside the parameters of the program. Exchange of social media is prohibited because of child protection policy. It also blurs the boundaries of a professional mentoring relationship. In this situation, mentors should politely decline and remind students that they are not to exchange any personal details and to alert the mentor coordinator. The student will not get in trouble for asking. But it is worthwhile for the mentor coordinator to let the school teacher know so that the teacher can remind all students on the program about the privacy and confidentiality policy.</p> <ul style="list-style-type: none"> <li>○ <b>Mentor:</b> How are you this week Johnny?</li> <li>○ <b>Student:</b> OK</li> <li>○ <b>Mentor:</b> Been up to much?</li> <li>○ <b>Student:</b> Not really, just been quite tired and don't have much appetite.</li> <li>○ <b>Mentor:</b> For the last two weeks, we've been talking a lot about possible career options and you have been asking a lot of great questions. Is there anything in particular you would like to talk about?</li> <li>○ <b>Student:</b> Not really, I'm just really tired.</li> </ul> |          |



| Time    | Activity | Content  | Resource |
|---------|----------|--|----------|
|         |          | <p><b>Debrief:</b> From the conversation, we can see that the student was very engaged in the past two sessions, but today the student does not seem to want to talk much. If you struggle to ask what students want to talk about, try sharing your own experience e.g. 'Do you want to hear how I got my part time job?' Sharing your experiences may elicit more questions from the student and lead the conversation to new grounds. Also, be aware if you sense that student is behaving completely differently from usual. If you feel something is not right, let the Mentor Coordinator know straight away. It is not your job to find out why - the Mentor Coordinator can let the student's teacher know in case there is an issue with the student's wellbeing.</p> <p><b>Support for mentors</b></p> <p>Mentors should contact the Mentor Coordinator for a debrief. It does not have to be a major child protection issue. It can be simply to discuss the session/s.</p> |          |
| 15 mins | Q&A      | <p><b>Questions and answers</b></p> <p>Provide an opportunity for mentors to ask questions. It would be useful to ask mentors to complete an evaluation form.</p>  |          |