The FORMULA Project Facilitator Handbook

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Prelude

This publication is a result of the European FORMULA Project (*Facilitating Opportunities using Role Models to Underpin Learning for Adults who are socially excluded)*, co-financed by the Commission (527914-LLP-1-2012-UK-GRUNDTVIG-GMP).

The purpose of this Handbook is to describe effective and different approaches to providing support and help in establishing a well-functioning mentor project.

The Handbook and the Mentor's Guide have been produced as part of the FORMULA Project, taking into consideration the feedback from delegates and trainee mentors.

The Project produced two publications: this Handbook and The Mentor's Guide. These and other materials are available for download from the FORMULA website: www.formulamentoring.eu

The Handbook has also used the expertise of Carina Sild Lönroth who manages the Nightingale program at Malmö University (www.mah.se/nightingale and in the Nightingale network (www.nightingalementoring.org).

Structure of the manual

The content of the handbook is divided into three parts:

Part 1: Describes 10 individual steps and procedures on how work can be planned, implemented and monitored.

Part 2: Appendix 1 - 9 contains documents to facilitate the work.

Part 3: *More Reading for Facilitators* contains additional resources to help carry out three training sessions.

Part 1

**Tell me and I forget, teach me and I may remember,
involve me and I learn**
Benjamin Franklin

Introduction

The Formula Project (Facilitating Opportunities using Role Models to Underpin Learning for Adults who are socially excluded) was co-financed by the Life Long Learning Programme from the European Commission as a Grundtvig Multi-lateral project (2012/14) - Project Number 527914-LLP-1-2012-UK-GRUNDTVIG-GMP. The Project was aimed at developing an adult guidance network based on the principle of adult peer mentoring and fully incorporating the adult learner and former adult learners in "owning" their learning and progression.

The project partners demonstrated their expertise and diversity over the broad spectrum of working with and encouraging participation in education and training for disadvantaged groups. Typically these groups included those socially and economically disadvantaged through unemployment, status, ethnicity and gender to mention a few. What inspired this partnership and the project was the knowledge that adults who do return to education and training very often excel and outshine the traditional young learner. They do this for a variety of reasons amongst which are that they are motivated and bring life skills which enable them to focus on the task in-hand, and are less likely to be distracted. That is no mean feat particularly when most returning adults have other responsibilities in the form of families and employment commitments. When a returning adult says thanks for the opportunity they have been given and offers to help others, they often mention that they were inspired to succeed by the encouragement and example of others. You may have been that inspiration; it could have been family, friends or even someone portrayed in a news item that stimulated that person to succeed.

This inspiration, to return to education and training, can come from many sources and there is no single identifiable means by which this happens but it is often a 'role model'. Everyone knows that 'role models' can take different forms from a close family member who inspires and encourages the person to succeed to the equally important but remote scenario, where the person never meets the 'role model' and only sees or hears of the person's activities. Film and sports stars are examples of this and marketing agencies use this in the promotion of items or product brands. The question then is if 'role models' provide an inspiration and can motivate people to succeed, how can an educational/training project do the same focusing on an adult population?

The answer to the partnership was clear: if we can set up a system, within our partner countries where adults can act as 'role models', then we could capitalise on this energy and help steer the most disadvantaged in our society. We carried out an extensive survey of over 600 adult learners to discover their views on mentoring and on whether having a mentor would help or would have helped them to progress their studies. The responses were overwhelmingly in favour of mentors as a support. The report on the questionnaire survey can be found in the Results section of the FORMULA website at www.formulamentoring.eu. These responses helped guide our thinking in developing the training materials and we have continued to engage with our adult learners throughout the project, in particular using them to devise an Adult Volunteer Network through Facebook as an additional support to our adult volunteer mentors.

We have also developed training sessions for Facilitators to ensure a quality product and this Handbook forms a part of that preparation for the role. All partners trained Facilitators to deliver the Mentor Training Sessions in their own countries.

As we trained and monitored our mentors we could see that, over time, we would have an impact on the very real societal problems which our target group experience. As partners working in the field of adult learning, an adult volunteer offer of assistance is a powerful facility. So we combine the concept of volunteering and 'role models' to make a difference in encouraging adults into education and training and in becoming a sustainable concept.

The project partners were firmly of the belief that to use the expertise of the project partners to steer, guide and direct the adult volunteers into a coherent and trained group of individuals

would be the best way forward. We therefore used the 10 Step Model illustrated below to recruit, train and monitor the mentors. This involved all partners in developing and testing the materials to ensure that they would work in a range of languages and cultures. The training of the 'role models' was seen as paramount for success and the best way to train a 'role model' was the next question, which the partnership faced. We used the responses from the questionnaire to support the preferred teaching methods and evaluated each session to ensure the content, pace and format was appropriate to learner needs. Thus as we used "role models" as mentors, the training associated with the mentors would be the foundation of our training programme.

This guide is a compilation of mentoring training programmes that have been developed and tested by FORMULA partners in the five partner European Union countries , but we recognise also that a 'role model' could be a remote person who may or may not be directly in face-to-face contact. In our case these 'role models' will normally be in dialogue contact with the individual but the questions asked by the project were: in what way should or could the role models be involved and is face-to-face contact necessary? We felt we must be flexible in allowing each and every partner and indeed each participating community to adapt and deliver the best solution to their particular situation. An example of this could be in the case of a remote community, modern communication channels like email, social media and video links could all be utilised as a means to connect a potential learner with an adult volunteer 'role model' who could inspire and motivate the individual to return to education or training.

The skills set for 'role models' is very similar to those of the traditional mentor. They need to be good listeners, non-judgemental persons, someone who can direct the person to specialised services. We had asked over 600 adult learners what they considered to be the essential skills for a mentor and what kind of support they would expect from the mentor. Listening, advising, practical help with course choice and helping with reading and writing came in most often as being the type of support they would want, while the attributes they expected most often were listening, empathy, asking effective questions, summarising, challenging, providing motivation and doing activities together.

As 'role model' training per se, does not exist and indeed it may not be possible to even contemplate such a programme, the mentor training programme is the ideal solution. We

have, in this guide, written a mentoring scenario where contact is often made and is face-to-face, friendship and trust is built up over a period of time and then it concludes at some later period. The important part of the guide is the structure of the training in developing skills in the mentor (role model) so that in whatever capacity they engage with the individual, they do it with compassion and enthusiasm, which allows them to make an impact. So, in reading this training guide, flexibility is the key message: allow the 'role models' (mentors) to develop their own way of engaging and adapt the appendices to ensure that your system provides the necessary support, credit and security to the individuals and organisations involved. As you read and implement this guide, recall who was your 'role model' and how that affected your life and how you can make your trainee mentors aware of the effect individuals may have on others.

Why use mentoring?

For the purposes of this Facilitator's Handbook, we will call the role model volunteer, the mentor; the adult with whom they are matched, the mentee. If you are delivering the training sessions for the mentors, you are the Facilitator.

To communicate or meet with a mentor (role model volunteer) on a regular basis can provide a vital form of support for an adult (the mentee), as well as an opportunity to claim control over the direction of their lives and to develop skills and positive traits.

We believe in social encounters, the building of bonds of trust between people and we believe that society requires a good sense of community to make it harmonious with good relations to be sustainable. We believe mentoring can facilitate empowerment and assist people in realising their full potential. This may also explain the increased popularity of mentoring in both business and education.

Our hope is that mentoring will provide an important step towards a sense of social inclusion for the mentee and that mentoring will have a positive influence on their future studies.

In return, the mentor will gain some insight into, and understanding of other people's diverse ways of life. Meetings may lead to both participants obtaining a better understanding, respect and tolerance for each other's different social and cultural background.

Our mentors were fulsome in the benefits that they felt they had experienced through their involvement in the programme. Some comments are presented from the mentors below:

"When I applied I didn´t think about what I would experience. Instead I was thinking I should help somebody. Now afterwards I realise – I myself is the one who has been helped. I have grown as a person in this relation."

"The experience as a mentor helped me to become more self-confident, more sociable and to think positively"

"I have learnt a lot about myself and realised I have a lot more to give than I initially realised"

"…everyone should be a mentor at least one time in their lifetime".

Key factors for successful mentoring

In order to establish a successful 'role model' mentoring project, there are some key factors that are essential. These factors include: a clear framework, recruitment, selection, interviewing, and matching of applicants, followed by training, support and guidance.

In this Handbook, focusing on mentoring skills, these key factors will be described in ten steps.
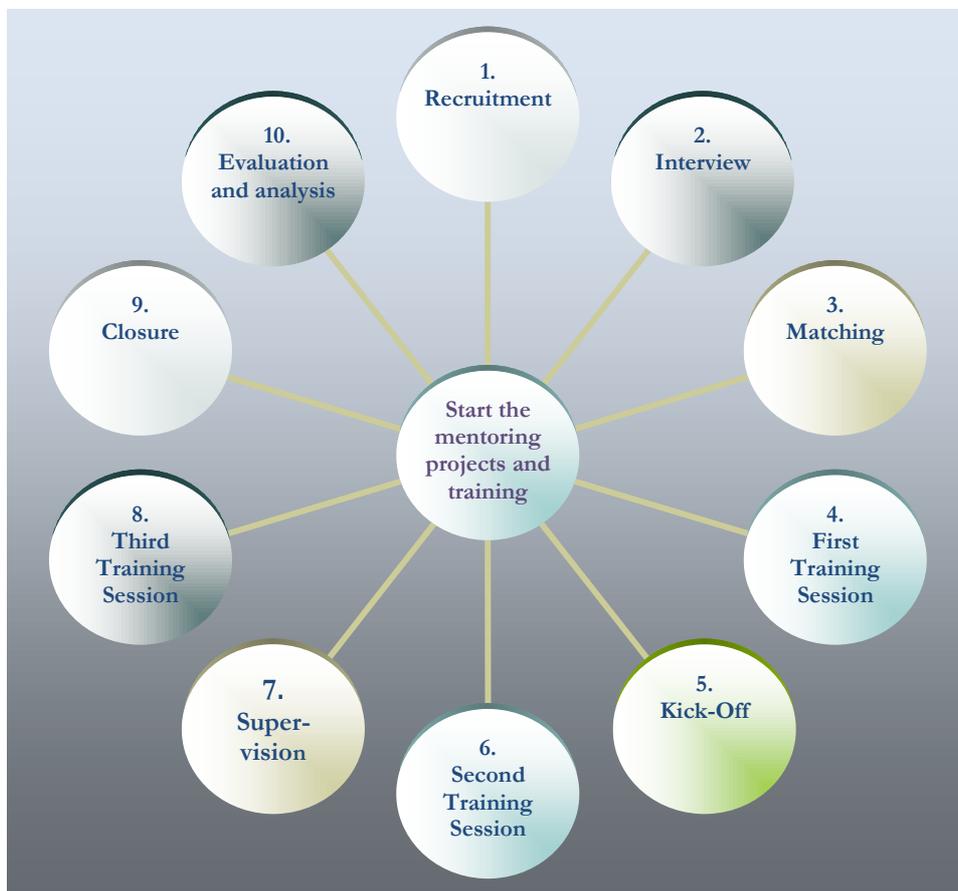
Step 1: Recruitment

Good mentors are essential to a successful mentoring programme and therefore it is vital to plan and allocate time for recruitment. The recruitment stage tends to be the most time-consuming step of the whole period of a mentoring programme.

Some initial questions are worth considering:

- What time frame have we allowed for the recruiting process?
- How will recruiting happen?
- What approaches to recruiting will be used: posters, flyers, email, word of mouth?
- When, and by whom, will these steps be taken?
- Where will the recruitment take place?
- How many mentors will be recruited?
- Are there certain types of mentors we are hoping to recruit in terms of age, gender, background, etc.?

Experience shows that the approaches need to be varied, e.g., information should be available on websites, by e-mail, in print, on flyers and brochures, and engaging potential candidates through talking to both large and small groups of people.

A varied approach makes it possible to reach more people and increase the chances of a broad range of applicants.

Remember that the majority of applicants are always recruited when approached and engaged personally.

Experience also indicates that a significant number of people will not follow through or will withdraw their application. It is therefore important to have a large number of applicants in reserve to achieve your target number.

It is good to have a range of applicants from diverse backgrounds, ages, genders, and interests in order to be able to match a mentee with a suitable mentor. Similar guidelines should be followed for the recruitment of mentees.

Flyers for the recruitment can be found on the FORMULA website: www.formulamentoring.eu

Appendices

- ✓ Sample Application for Mentor: Appendix 1

Step 2: Interview

The purpose of the interview is to determine what the candidates have in terms of experience, interests and qualifications that could prove to be beneficial in a mentoring role. The information will form the basis for matching. All applicants should be interviewed personally and references should be checked, if these are required.

Suggestions for interview questions:

- Why do you want to be a mentor?

- What in your background/experience would make you a good mentor?

- What positive changes do you hope to achieve by being a mentor?

- What are your expectations?

- What would you be willing to do together at your meetings?

Applicants must clearly demonstrate that they are interested in establishing new friendships and anticipate a mutual exchange. Therefore, it can be helpful to encourage the applicants to talk openly about how she/he looks at her/himself and what qualities she/he is proud to possess or wants to develop.

Try to get a sense of a candidate's level of enthusiasm and their understanding of the demands of the position by asking questions like:

- What is it that makes you suitable for this role? (special qualities or skills?)

- How can I trust you to fulfil your duties as a mentor?

Likewise, it is important that the mentee is willing to take responsibility for their own personal development and is prepared to accept the challenges that the role may entail. The mentee must be prepared to actively participate and to understand their role, listen and hopefully learn or grow from the experience.

The interview session is a good opportunity to present the organisation's framework. This is an opportunity to clarify the project's expectations and ensure that the mentor can commit to it for the entire duration of the mentorship. In other words, mentors should be able to set aside time to meet and not be totally engaged by other activities and social commitments.

After the interview, it can be useful to consider:
* What impression did the interviewee leave?
* What qualities did they possess that could be useful when matching?
* What are the mentor's skills, and which of these could be beneficial for the mentee?
* What is important to consider when matching?

Obviously, not all applicants will automatically be suitable as a mentor - therefore it might be good to listen to your intuition and articulate to yourself why it is that the interviewee is *not* an appropriate candidate.

Assessments like ...*She/he seemed really nice, we could talk about anything, she/he was like a best friend, a friend*... are not the criteria that are important here, as you are not the one who will be spending time with the mentor. Nor should your personal values govern or determine a candidate's suitability. It is important to try to free yourself from this type of prejudice and try to view the candidate in a more objective fashion:

- What are their qualities/shortcomings?
- What qualities can be useful?
- What interests might provide a starting point for the match?
- What qualities does the mentor have as a good starting point in the match?

During the interview you should try to be like a camera or tape recorder, and objectively observe the proceedings and perhaps take notes, but refrain from adding your own judgements and interpretations.

After the interview, you can however make a more subjective analysis of the interviewee.

Following selection as a mentor, we asked our mentors what their expectations were for the training sessions. An example of the Mentor Expectation Questionnaire is at Appendix 3. The results gave us additional pointer in shaping the training sessions e.g. most respondents felt face-to-face delivery and a discursive style would benefit them most.

Appendices

✓ Sample Interview Questions: Appendix 2

✓ Sample Mentor Expectations Questionnaire: Appendix 3

Step 3: Matching

Matching is conducted after all interviews are completed and it aims to lay the foundation for a good relationship. The basis for matching comes from information gathered from the applications, interviews and references, if used.

The match should be based around a common interest or trait that enhances the possibility for mutual understanding. A common denominator may be found even though there may be some challenging differences between the two participants. However, the mentor and mentee should complement each other in one aspect or another. For example, a mentee who is interested in outdoor activities could be matched with a mentor who also loves the outdoors, exploring the countryside, cycling etc. Some challenges are exciting and it can be useful to have encounters with people that you would not normally interact with on a personal level, but that said, differences should not be too large and there should be some common ground.

The best possible match should also be based on the mentee's needs and desires, and, if possible, on the mentor's experience and preference.

It may be helpful to think about the match and the similarities between a pair in these terms:

- Would Ahmed and Tina be a good match?
- What can Karin and Ella do together when they meet?
- What do they have in common and what will they will be able to talk about when they meet?

Relationships tend to develop well when couples share similar interests and so common interests being used, as a basis for the match can be an effective approach. A common interest is more important for a good relationship than commonality in terms of ethnicity or gender.

Some aspects that may be useful to consider in the matching:

- Interests
- The wishes of the mentor and mentee
- The applicant's preference for a female or male mentor/mentee
- Possible allergies

Reliable, down to earth mentors with experience can be usefully matched with more "challenging" mentees.

Once the match has been made, it is time to invite the mentors to the first training session. Some mentoring programmes also invite mentees to this event.

In this project, there are training sessions for mentors because they have greater responsibility for the relationship and so should be trained. Education is an investment and an important preparation for the mentor ahead of their mission.

Training mentors - overview

The purpose of having training for mentors is to provide a common foundation and prepare them for their role.

The training also helps to strengthen the mentors' confidence – to reinforce a mentor's belief in their own abilities – and serves to better prepare them to successfully handle the task at hand.

The third reason for training is that the mentor should feel secure in their mission and be familiar with the nature of the role and its boundaries.

Research shows that both training and having regular contact between the mentor and the Facilitator affects the relationship positively. (Rhodes & DuBois, 2006).

The **FORMULA Project** has **three training sessions**: an initial starter lesson, a second session on mentoring and a final session on how best to bring the mentorship to a close.

This diagram shows an overview of the three training sessions.

First Training Session
- Introducing FORMULA
- What is mentoring?
- Expectations, motivation and self-efficacy
- Developing a good relationship

Second Training Session
- Follow-up (challenges and lessons learned ...)
- Exchange of experience *Best ideas, best practices*
- Plan a group activitity together

Third Training Session
- Bringing mentorship to a close and separation
- Reflections on the mentor role and relationship
- Goals achieved

Step 4: First training session

Introduction to FORMULA

It is seldom enough to simply show interest and want to become a mentor in order to actually achieve the goals. It is essential, but it must be combined with action and an understanding of those goals so explaining the FORMULA Project purpose and aims is needed, and mentioning something about the project's framework

- o What is expected of mentors (x-meetings, x-hours per session).
- o Outlining the process for them.
- o If they have decided to act in a traditional mentoring capacity, emphasise the importance of regular contact and reliability in order to develop a good relationship.
- o Remind mentors that their input can come in a variety of ways (face to face, email, telephone) but, whatever is chosen as the best way to interact, they must be consistent and clear about their aims and it is their responsibility to schedule the meetings.
- o Remind mentors to fill out the Agreement and Consent form (Appendix 4)
- o Go through the Activity Report (Appendix 5), and its function of providing an overview, a starting point for your discussions at supervision and a record of things to consider for the mentor.

It is important to prepare mentors for their role and give them the opportunity to think about their duties and expectations.

The first training session should take place before the aspiring mentor meets his mentee for the first time. Mentors should be happily anticipating their mission.

Motivation is important.

- Emphasise that it is an achievement to have been chosen.
- Explain how important they are - and that, in taking part in this project, they are also role models.

- Inform the mentors about the mentees, who want to get to know them and their expectations for a great collaborative relationship.

- Stress that in this kind of collaboration, there are two equal individuals with different experiences.

Try to vary the content and maintain interest throughout the verbal briefing, but also provide an opportunity for discussion in small groups.

Encourage the mentors to introduce themselves to each other. One way of doing this could be written exercises with unfinished sentences that they can discuss, for example:

- *An important thing for others to know about me is...*
- *Some of my strengths that I will use in my mentoring are...*
- *A concern I have for my mentoring is...*
- *I think I will learn...*
- *I want my mentee to learn...*
- *One thing that I hope to get out of being a mentor is...*
- *The most important thing I hope that my mentee gets out of my/our meetings is...*
- *I can be a positive mentor by…*

"If I want to succeed in bringing a person towards a certain goal, I have to first locate where they are and start from there."
Sören Kirkegaard

• **What is mentoring?**

In the *Mentor's Guide* are important topics, such as to create good relationships, what being a mentor constitutes and how to have the focus directed on the mentees. Adults have particular issues in returning to study, as we identified in the project questionnaire: family commitments, financial worries, societal preconceptions, and it is good to consider these during the session. But it is also a good idea to let the mentors discuss what they think it means to be a mentor and a positive role model.

- A mentor and a good role model is a person who...
  The Facilitator should give some real life examples of situations where these qualities could be useful

- What qualities are important for a good role model?

• Some suggestion for exercises

Let them think about their own self-image, goals and expectations.

- Do they have any personal experiences of having a mentor?

- Has there been anyone in their lives (not parents) that they liked, someone whom they enjoyed meeting, someone to whom they looked up?

If so:

- What qualities did the person have that made her/him special?

- What did or didn't this person do?

- Were there a few pleasing traits that this person showed?

Or: Let them work together to write down a few words about what they think makes a good mentor, for example:

> a good listener
> non-judgemental
> tolerant
> someone with patience
> sense of humour, etc.

Let them give examples of situations and specify how such a non-judgmental mentor, a tolerant mentor or a good listener acts.

Or: List some positive qualities they feel that they possess themselves, and then some that they would like to develop. (This may work better as a written task)

Is there something in myself that might make forming relationships challenging? (For example do I talk more than I listen, am I too quick to judge...)

This is a task that should not be submitted or judged, but is an opportunity for the mentor to be honest with themselves and practice some self-reflection in order to develop.

Encourage them to read the **Mentor's Guide.**

• Expectations and "self-efficacy"

The mentor's expectations and attitude are important factors in establishing a good and trusting relationship.

Having realistic expectations means the mentor realises that she/he will not be able to single-handedly change their mentee's way of thinking or being - however, they can be a good listener, someone who can influence and expand the mentee's perspective and provide new ways of looking at things. (In addition to this, mentorship provides excellent opportunities for the mentor to broaden their own perspective).

It is important that the mentor understands that she/he will not be able to change the mentee's situation. Change is a process that usually takes a long time.

Issues often involve expectations about performance. For example, it is not uncommon for mentors to imagine their mentee as someone in need of help, and they will provide the help needed. When it later turns out that the mentee is a fully formed and complex person with their own thoughts and opinions, it can sometimes cause mentors to become less sure of their role.

Encourage them therefore, to give some thought to what ideas and preconceptions they might have about their mentee.

Another important aspect of the relationship is the mentor's belief in themselves and their own abilities; *self-efficacy*, is a useful skill for a mentor, but is also something that can be developed if the mentor is given proper support. The mentor's confidence in their own ability is an important factor associated with the mentor seeing themselves as a positive role model. A study by Parra, Du Bois, etc. (2002) showed that mentors with high levels of *self-efficacy* had better contact with their mentees, showed greater commitment, and reported fewer problems in the relationship.

Therefore it is important that mentors receive proper acknowledgment from the programme Facilitator for their work: an email or letter, or anything that shows appreciation for their time and effort during the mentoring period is always appreciated. This validation should also be reiterated in the training sessions.

It is important not to confuse self-efficacy with the concept of *self-esteem* which is evaluation of yourself and includes feelings of worthiness and is closely associated with self-consciousness.

• Develop a good relationship by focusing on the mentee's skills and positive sides

It is by entering into an interpersonal relationship with another that the other human being emerges.
Buber, M. (2006)
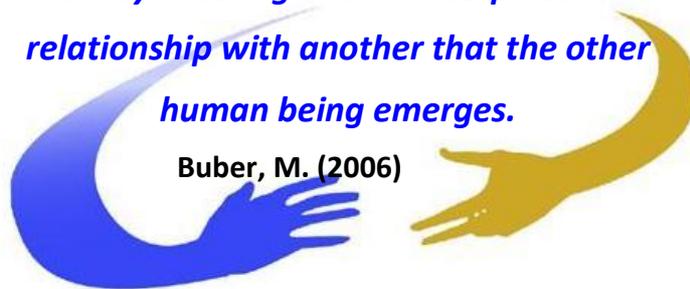
A good relationship cannot be accelerated. Getting to know each other takes time and changes are never immediate, rather it's something that is gradually realised.

Mentors should be made aware that the first thing to do is to get to know their mentee, and help the mentee to get to know them, find out what interests the mentee has, if they have any common interests, and agree on what they want to do during their time together.

To encourage the mentee's development, the mentor should pay attention to her/his positive traits and skills and help to build on them.

Although the mentee's social and cultural context may differ from that of the mentor, it is important not to idealise one's own background and affiliations - the risk is that success will be measured according to one's own cultural heritage and any divergence from these standards will be considered less than successful. What the mentor should do is to use empathy and understanding in order to meet the mentee with respect – whilst not feeling sorry for the mentee. One should assume that the mentee's words and actions are automatically linked directly to her/his way of thinking, dreaming and believing.

One way to deepen one's understanding is to try to consider one's own attitudes, with a little distance and humour, so as to better empathise with another's way of life and approach it with greater curiosity and respect.

As is well known, what Peter thinks about Paul says more about who Peter is than it does about Paul. Being a mentor often provides genuine opportunities to develop one's own self-awareness and remind us that what we see is what we are used to seeing and our perception is frequently seen in the light of our past experiences.

• Develop good relationships by listening

Some tips for effectively communicating could be to use the model "EARS":

E- explore by asking questions
A- affirm to show you are listening
R- reflect to show your understanding
S- silence, listen some more

• Develop a healthy relationship by having a good time together

To establish a good relationship means to develop trust and confidence, something that takes time. Trust is not something that you can demand from someone – rather it is something you can only give. As mentioned earlier, it is important that the mentor has realistic expectations and sees her/himself as an equal.

The mentees who feel that their mentor is an important person in their lives, have mentors who are engaged, have regular contact and do activities with them. What a mentor should be aware of is that she/he is responsible for the relationship and should always ensure that meetings are planned in advance, rather than waiting for a response from the mentee. However, the mentor and mentee should always work together to plan what they want to do. It is also the mentor´s responsibility to maintain the relationship and keep it alive. Encourage mentors to read the Mentor's Guide in order to help them to establish a good relationship and remind them of their obligations to the Project.

For you as a Facilitator, there is additional information in the *More Reading for Facilitators* section in Part 3*.*

Appendices

- ✓ Sample Agreement: Appendix 4
- ✓ Sample Activity Report: Appendix 5
- ✓ Sample The Mentor's Story Sheet: Appendix 8

Step 5: Kick-off

A mentor-mentee relationship is slightly different from other relationships: it is formal and has certain specific objectives, which other relationships, such as friends and family, do not have. The relationship is, from the beginning, an organised relationship and so it is good to begin with an organised start, a "Kick-Off", where all participants meet simultaneously.

A nice and fun way to begin is for mentors and mentees to get cards that match those of their partner, for example, two pieces of an interesting puzzle that match. The pairs have to find each other. This also provides something for them to talk about when they do find each other. A quiz with an introductory round of a few simple questions is a good icebreaker.

Then perhaps provide something to eat or drink, before handing over the reins and letting the mentor and mentee decide upon and book a date for their next meeting. It's helpful if a press release is sent out, so that there is some media coverage of the event if this is deemed helpful in promoting the mentoring.

Appendix

- ✓ Sample Quiz: Appendix 6

Step 6: Second training session

- **Follow-up**

This training session should take place when the mentors have had some experience of mentoring and learned a little more about their mentee. They have also had time to reflect on issues that were raised in the first training session and will have read the "Mentor's Guide".

- **Exchange of experience "*Best ideas, best practice*"**

During this training session, you may want to draw from the mentors' experience when discussing the mentor's role and what it means to be a mentor. You can start by giving everyone the opportunity to talk about:

- Enjoyment/difficulties
- Positive/negative experiences
- Lessons and challenges

This is also a great opportunity to commend the mentors for their good work and thereby strengthen their *self-efficacy*.

Please refer to the Mentor's Guide. Ask if there is any aspect that they have thought about or that struck them as relevant. (This can also be a good opportunity to check that they have actually read the manual and are taking the task seriously).

A supplement to the discussion can be found in the Mentor's Role section (see *Mentor's Guide*). This may also be used by the mentor with his mentee.

Proposal for second topic: FORMULA's Aims

The mentee should have discovered the opportunity to achieve their learning goals

The mentee should have their sense of self-esteem strengthened in realising their full potential

The mentee should feel more included within their community

How have mentors worked with these issues? Allow them to specify how they have or how they could work towards these goals.

It may also be good to let them have the opportunity to consider whether their expectations have been met or not.

They could have an opportunity to exchange good ideas:

- o   What are some free or inexpensive activities?
- o   Useful suggestions for activities or field trips.

- **Plan a group activity together**

Another suggestion is to allow the mentors to plan a communal activity, so that everyone can have the opportunity to do something together.

Step 7: Supervision

Regular contact with the mentor is recommended in addition to training.

Research shows that mentors who have frequent contact with the organisation have higher levels of satisfaction. They feel more valued, and they get more out of the mentorship and see their relationship in more positive terms than those who have minimal or no contact with their institution. (Karacher, 2005).

However, having regular meetings does not guarantee the development of good relationships. It increases the likelihood and it can also have other benefits: mentors feel more confident, their *self-efficacy* can be strengthened. This in turn may contribute to fewer dropouts and more satisfied relationships.

Supervision sessions are also an important guidance tool and an opportunity to ensure that the project's framework is maintained, primarily to see that time and commitment quotas are met. It is also here that the mentor can provide key information, feedback and data that can be used to develop the project.

The supervision sessions can be conducted either individually or in groups.

The purpose is to:

> • Observe the progression of the interaction between the mentor and mentee
>
> • Lend support and provide a sounding board
>
> • Oversee and supervise the project

The supervision session should be a casual conversation, during which the mentor can tell the Facilitator about how the relationship is progressing and how they are fulfilling their role.

The Facilitator can be seen as a communication channel that listens, asks questions, clarifies and helps the mentors to answer their own questions. However, the Facilitators should not use their own experience to instruct the mentor on how to act and react.

The Activity Report can provide a basis for discussion.

Proposal for guidance discussion:

From the mentee´s perspective

The first training session was focused on the mentor. Now it could be the turn of the mentee.

- o How does the world appear to the mentee?

- o What words would the mentee use to express their thoughts, what does she/he want

- o What goals has she/he set up for the project?

- o How can the mentor give support or be of assistance?

Step 8: Third training session

- **Bringing the mentorship to a close and separation**

The third and final training session deals with closure, the separation phase, and preparing the mentor for these aspects of the relationship. The session should take place about two months before the end of the programme, so that the process can start on time.

The session aims to provide an understanding of the connection and separation, as two equal stages in the relationship, and that separation should be seen as a process rather than a single moment. Just like in the first training session, it may be helpful to talk about and reiterate that mentoring is not a lifelong mission.

The mentor should begin the mental preparation for the winding down of the relationship and discuss the imminent separation with his mentee in a clear and effective manner.

At this point it is potentially useful to refer back to the relationship stages that were raised during the first training session.

It might be good to cut off contact for a month after completion and if anyone wants to maintain the relationship beyond the project period, it is important to be clear that it may not have the regularity that it has now and that there may be longer gaps between meetings.

- **Reflections on the mentor role and relationship**

Let the mentor express how they feel about the imminent conclusion and let them know there are no wrong feelings.

They have to be very clear with their mentee and talk about the separation and not make any promises they cannot keep.

When the mentors talk with the mentee it is good to sum up:

- o Do you remember your thoughts from our first meeting?
- o Do you remember your expectations?
- o What do you think you will remember from our time together?

Questions to work with and discuss may also include:

- o Reflections and evaluation on the relationship

- o How will the last meeting be? Do you plan to do anything special?

- o Will there be any contact in the future?

- o Why? Why not?

- o Goals achieved?

For you as a Facilitator, there is more written about this in the *More Reading for Facilitators* in Part 3.

There is also a Mentor Satisfaction Questionnaire which you may choose to use to evaluate the training sessions, and a Facilitator Self-Evaluation to allow you to reflect on your own performance.

- ✓ Sample Mentor Satisfaction Questionnaire: Appendix 9

- ✓ Sample Facilitator Self-Evaluation: Appendix 10

Step 9: Closure

It may be helpful to have a common conclusion that marks that mentoring and participation in the project is complete. For some, it may even reduce anxiety to end the relationship in an organised fashion. A fixed date for the end may even help the participants to derive a sense of satisfaction and reassurance from a clearly delineated, predictable closure.

It is good to end the last day in a pleasant atmosphere, a lunch or dinner together, a picnic, a fun event, or any event that can bring closure in an easy and carefree manner.

It may also be good to have the opportunity to round off the mentoring by talking about e.g.:

- o *What I liked about our relationship?*
- o *What I like about you...*
- o *Favourite activities/topics for discussion....*
- o *What I have learned from you...*

Step 10: Evaluation and analysis

Evaluation and documentation of methods and results is an important part of the project's survival and development.

So it's good to begin immediately to get used to documenting and evaluating the different elements of the process and make a habit of it. The Facilitator should write down their impressions and summaries. Be careful to uphold confidentiality!

Documenting the mentors' evaluations

Always summarise mentors' evaluations and attempt to gather suggestions for changes. Perhaps use the Mentor Evaluation in Appendix 7, the Facilitator Self-Evaluation or your own versions.

The **Activity Reports** are another source of helpful material that can provide information about mentoring and become useful for both future training programs and manuals in the form of lessons learned, case studies and quotes.

Always compile the data as:

- o Applicant mentor/mentee
- o Age, gender
- o Admitted mentors/mentees
- o Relationship terminated (reasons)
- o New matches
- o Conclusion

Appendices

- ✓ Sample Mentor Evaluation: Appendix 7
- ✓ The Mentor´s Story: Appendix 8
- ✓ Sample Volunteering Certificate: Appendix 9

Part 2

More reading for Facilitators

Expectations

In order to highlight links between expectations, importance and influence, it may be useful to reference some research done on Public/Private Ventures in Philadelphia, USA. This research looked into what helps mentoring relationships develop. The results show that the expectations and attitudes of the mentor are very important factors and affect the relationship. Those who failed believed that they could change the mentee and even tried to accelerate the change. However, the research also found that the most effective mentors saw their role as supportive, wanted to be nice and to help the mentee to grow and develop. They understood that it takes time to build a relationship and stressed the importance of developing trust.

In another study by Morrow and Styles, drawn from eight *Big Brother and Sister* programs in the USA (1985), the researchers found two different types of mentor-mentee relationships, with different patterns of interaction, that were dependant on the mentor's approach.

Although affected by the mentor's expectations and approach to the mentee, the relationship also depended on having clear objectives and the attitude of the mentor to their role. Two distinct groups evolved: those whom the writers called *Development relations, and Prescriptive relations.*

In the first group mentees reported that they found the relationship to be more satisfying. They felt that there was a closeness and frequently sought advice and support from their mentor.

The mentors saw themselves as a close personal acquaintance and wanted to encourage the mentee and meet their needs by being flexible and supportive. They spent time building a good relationship; the mentee was given a prominent role to play and was included in decision making about different activities, as well as being involved in the activities. The mentors were encouraging and friendly, maintained a non-judgmental manner, gave suggestions and options but avoided criticism and lecturing. At the beginning of the relationship the mentor

emphasised the importance of establishing trust, and demonstrated to their mentee that they would trust them too. Once the relationship was established the mentee began to open up and take the advice of their mentor.

The second group, *Prescriptive relations*, viewed themselves as authority figures that had taken on the responsibility to alter or enhance the mentee's behaviour. They were less willing to participate in joint activities and several mentees felt dissatisfied with the relationship.

At the beginning of the relationship, they encountered difficulties; they faced problems with the mentee and had trouble establishing a rapport. They expected, despite the age difference that both would take equal responsibility in terms of contact and suggesting activities.

The *development relations* lasted longer and mentors described their relationship, as well as the role of mentor, in more positive terms.

The *prescriptive relation*s did not want to lower their expectations and were disappointed, which also led to both parties feeling let down. These relationships were more short-lived.

Defection and relationships stopped ahead of time

The causes for failure in the mentoring relationship may vary. As mentioned above, it may often involve the mentor's expectations not being met. Styles & Morrow (1995) argue that a mentor not being flexible enough, not being sensitive to the mentee's needs, or not having enough patience can often cause dropouts. Fredman (1993) argues that lots of mentors do not devote enough time or meet the requirements necessary for a relationship to evolve and therefore prematurely discontinue the relationship. If someone has to finish their mentoring early, it is important that the mentor and mentee book a last meeting together in order to bring closure to the mentorship. It just as important to finish the mentorship properly as it is to begin the relationship in a positive way. No one should be made to feel guilty, but rather they should be given the opportunity to be able to talk about it and thank each other for the times they have spent together.

Different phases of a mentoring relationship

It may be helpful if mentors are told that their mentoring relationship will go through different phases.

At the beginning of the relationship, it is not unusual for the mentor to sense that the relationship feels a little one-sided, and that they are doing most of the work. They get involved and spend a lot of time and energy - but get little or no response. But it takes time to establish a good relationship and sometimes it requires patience.

A lack of response from the mentee's side does not always mean that the mentee does not like the mentor or appreciate their time together. This might be because the mentee is not accustomed to giving feedback or has difficulty expressing these kinds of emotions. There will almost always be a point where connection between the mentor and mentee is a struggle and the mentor role feels challenging. This is frequently due to the mentor feeling that they haven´t received any recognition for the hard work that they put into their mentoring. It is important that the organisers play their part to encourage and praise the mentor in their work.

Every mentoring relationship is obviously unique, but most will still go through various phases: a beginning, a development, sometimes, a period of stagnation and then continue to develop once more. The mentoring process can vary according to the participants; not only in terms of the process, but it can also go through different phases.

Below is a model with four stages, based on Hinde (1977) and Fehrs (2000), that provides an overview of the life cycle of a friendship (Du Bois , Karcher 2005) , as published in the book Mentoring for Children and Youth (Grander, Sild Lönroth 2011).

The four phases are:

1. Initial Phase → **2. Challenge and Test** → **3. A Matured Mentoring** → **4. Transition (to finish)**
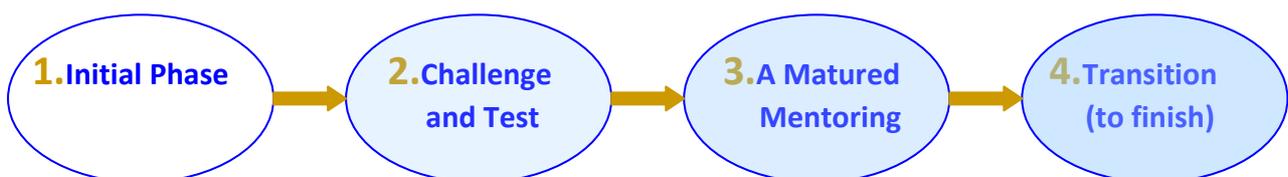
The **initial phase**, the first meeting, is usually the most exciting phase, but it can also cause the most anxiety.

During this phase, the newly formed pairs are usually curious about each other and try to find some common ground. This phase can last for up to 6 months, during which time the mentor and mentee try to get to know each other. This phase could even be considered the *honeymoon period* when both parties are curious about each other and have a positive attitude.

Throughout this time it is important to establish a standard of reliability and consistency. This should extend to how appointments are booked, even if it's a special time, day or place, as well as how they are cancelled. This consistency and reliability helps to enable trusting relationship.

In the **challenge phase**, it is not unusual for someone to feel that the relationship is not worth the effort it requires and regret his/her involvement. Sometimes the mentee feels the need to concentrate on testing the patience, trustworthiness and reliability of the mentor rather than getting to know them. Sometimes this may be due to uncertainty. It is therefore important that the mentor understands this, has patience and does not feel either discouraged or that they lack the necessary competence.

The mentor should also be warned that it is not possible to speed up the process by increasing the duration or regularity of meetings. The terms of the mission should be clear: it's x-number of meetings within a fixed period of time and each meeting will last for x-amount of hours, etc.

The first two stages, the initial phase and the challenge phase, are crucial because it is here that the relationship is established. The success of the mentoring requires mentors to overcome obstacles and put effort into maintaining the relationship in order for it to develop and grow.

From the project's point of view, it is important to maintain regular contact with the mentor and support her/him. This contact should go beyond simply asking them to submit an activity report. Impersonal meetings can increase the risk of defections and can lead to higher levels of dissatisfaction (Karacher 2005).

During this period, it may be important to pay attention to:

- Whether the mentor meets his mentee frequently or not
- Whether the meetings are regularly scheduled and attended: I've been so busy lately, I called but s/he did not respond, etc.

Another difficulty is that the opposite may be true; the mentee shows a greater dependence than the mentor themselves had expected. (To meet the mentor more often than has been decided, repeatedly call, SMS or email, etc.). In this instance it is important that the mentor is prepared to express himself or herself clearly and precisely in order to establish some boundaries.

This provides an excellent opportunity to practise establishing boundaries and leadership.

Matured Mentoring

In this stage, the meetings have usually begun and there is some regularity. The relationship has matured; trust and closeness have been established. Mentor and mentee feel comfortable in one another´s company and have a good time together. But like all relationships, it can have its ups and downs.

The final stage is **Transition** (towards completion and separation).

As mentioned earlier, mentorship is not a lifelong mission and it has an end. During this stage it is important that the mentor begins to think about the relationship's conclusion and discusses it with their mentee.

The mentor is responsible for initiating the dialogue, but the mentor and mentee must work together to analyse and evaluate what they have achieved.

Stages	Characteristics	Effective communication
The beginning of a relationship The beginning of the relationship can sometimes feel a little strange, as you do not know much about each other. Therefore, it may be useful to try to find common interests and focus on what the mentee is good at/can and will do. It is also important to: *Talk about expectations. *Make arrangements; when will we meet, what activities can we do together and how can we keep in contact with each other. *Have a good time together!	"The first impression" Getting to know each other	Use open-ended questions Listen actively Do not be afraid of silence Show empathy Be clear and specific
Challenge and Test Once the relationship has "started", the difficulty may be when the mentee gives little or no response. It´s important to persist and still dare to make demands.	Test phase Perhaps allow time to reflect on first impressions. Feelings and emotions can emerge.	Be clear and consistent Dare to make demands Use "I-messages" 'I think' instead of 'you should'...
"Matured" Mentoring Trust and intimacy have been established: the mentor and mentee feel comfortable and have fun together. It is during this period that the mentor can use the mentee's confidence and widen the mentee's perspective. The communication has a now found depth and the mentor may continue to "gain status" and earn trust – here is where the real impact of mentoring can take place.	The relationship feels mutual The pair have trust and confidence in one another A "deeper" relationship has been established.	Give encouraging feedback on the positive development that is displayed in the mentee Listen, discuss and validate the mentee's feelings Discuss your thoughts, meetings and activities together
Transition The transition towards a conclusion can sometimes be difficult for both. Therefore, it is important that the mentor is mentally prepared for a gradual and timely process. The mentor should allow for time to think about the topic, before they start the conversation with their mentee.	The relationship is deeper Start mentally preparing for the separation	Verbalise thoughts and feelings Summarise and document time together Be firm and precise; "Now we only have x-number of meetings left, what do you think we should do?" Provide feedback describing the development of the mentee.

Termination and Separation

How a relationship is ended is just as important as how it is started. Extension and completion are also equally important. It is also easier to build new relationships if you have past experience of relationships that ended on good terms.

A good separation is a great asset for learning and development. A relationship that ended well is a positive experience that can be referred to in the future as a good example of how to end a relationship.

Below are some points that can be used for Mentor Training Session 3 concerning termination and separation.

It is preferable to start with an open question about what the mentor thinks they will feel at the end of the programme: relief or worry?

• **Mental braking distance**

The mentors should mentally prepare themselves and their mentees well in advance of the end of the relationship. It may be good for the mentor to discuss it with the mentee: Now we have only 4 sessions left, what do you want us to do for these last sessions? Shall we try to think of something special to do? Is there anything in particular that you´d like to do? This is one way to initiate the mental braking distance and broach the subject of the end.

Separation anxiety can be pre-empted and avoided by providing both parties with a chance to process it, well in advance of the event. No one is so unimportant that they can just disappear without it having any consequences. Therefore it is important to be able to talk about it and to be clear in doing so. The mentor may say: we will no longer meet once a month.

If the mentor wants to stay in contact, it may still be important to take at least one month's break. This is to emphasise that it will not have the regularity or predictability of the project - but will become something else. The mentor may well put the responsibility on the mentee: "you can get in touch if you want to meet me."

If they choose to continue, they can tentatively book a date in the future. But:

- **Don´t make any promises that you can´t keep.**
- **Do not say, "We will surely bump into each other".**

However, as a mentor, you should not avoid questions. Try to imagine how it feels from the mentee's perspective. If they talk about the end of the programme - take it seriously. It can be a good conversation and there are no "wrong feelings" or "wrong thoughts" – how can you best take this approach?

We think and feel what we feel and think.

However, the mentor should avoid lecturing or talking at the mentee, as this will increase the risk of misunderstandings – instead try to have a dialogue about the end of the programme.

• Be direct, open and clear in your communication with the mentee. Do not rely on subtlety or vague hints.

In some instances the mentor may have to conquer their own fears or nervousness.

If the mentor feels insecure and is unsure about how to start the conversation they can begin by saying – 'There is something that I would like to talk to you about, but it's hard and I don't really know where to start'. To say nothing is the worst possible approach.

The mentor shouldn't be afraid of saying or doing the wrong thing, because if it is expressed in an honest, open and heartfelt manner, then the meaning will get through, however clumsy it might sound.

• Be clear, don't sugar-coat or over-dramatise.

Sometimes it can be difficult to deal with one's own feelings and fears. But in this instance, it is also about trying to maintain a professional attitude - which doesn't mean that the mentor should not show any emotion. It may well be that it is difficult for the mentor, but the relationship should not end with the mentee comforting the mentor.

• Make no promises that will be difficult to keep.

To discuss finishing the relationship whilst being honest will leave a positive impression.

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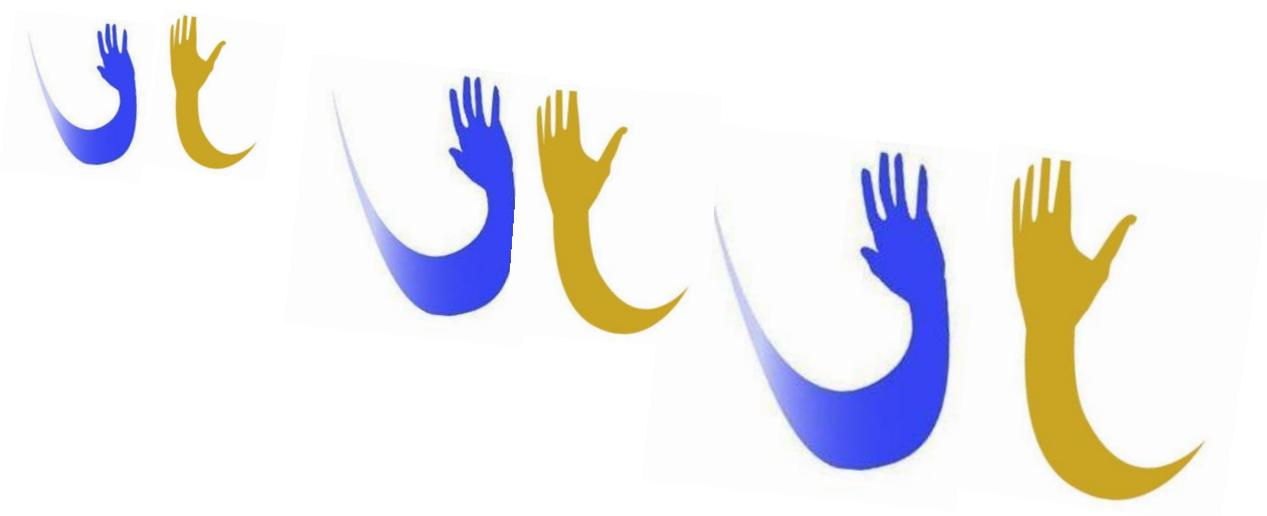
Part 3

Appendices 1-11

SAMPLE APPLICATION FOR MENTOR

Last Name:_____

First name: _____

Date of birth: _____

E-mail: _____

Address:_____

Telephone number: _____Mobile: _____

Tell us about yourself: your interests and experiences and how these could be beneficial to you as a mentor

_____

_____

_____

Why do you want to become a mentor?

_____

_____

_____

Qualifications and experience:

_____

_____

_____

_____

Applicant's signature:_____

Date:_____

Send the application to ……………………..Last day for application is on the……………….

SAMPLE INTERVIEW QUESTIONS

The interview is to establish how suitable a person will be to be a mentor e.g. do they have very fixed ideas about how people should behave, could they adapt their language to facilitate someone who was not able to speak the language very well?

Explain also that the interview is confidential and will only be used by the Facilitator in assessing the mentor to find a match for them.

These are sample questions and not all will/may be needed in every interview.

1) Have you had any thoughts about the mentoring project since you applied?

 - Is there anything that you want to ask?

 - How did you find out about the project?

2) Tell us about yourself.

 - The positive: what are your good at?

 - What do you find difficult?

3) Your interests/hobbies: are you busy on certain days?

 -How would your partner/friend describe you?

4) Previous work: Do you have any experience as a mentor or adviser?

 - How would this be helpful in the role of mentor?

5) Why do you want to become a mentor? What made you interested?

 - What do you think about the mentoring period? What expectations do you have?

6) What kind of expectations do you have about the training sessions?

7) Do you have any thoughts about the kind of person you would like to mentor?

 - What kind of mentee would you prefer?

8) What do you think the mentee would like about you?

9) What can you do together when you meet?

 - Is it important to you that you have similar interests to the mentee?

 - What kind of topics do you think would be appropriate to discuss with your mentee?

10) What do you think is the difference between a mentor and a friend?

11) Pets /animal allergy?

It is important that you tell us if you have any allergies or pets in case your mentee has allergies.

SAMPLE EXPECTATIONS QUESTIONNAIRE

*This questionnaire is applied in the FORMULA Project that seeks to address **engagement with adult learners from our most socially and economically deprived communities** and aid their progression to "go one step up" with their education, using mentors.*

To better meet your expectations as trainees in the Mentor Training Course please complete this short questionnaire below.
Your answers are strictly confidential.

1. **What is your educational level? Please tick the correct option.**

	Basic-unfinished		Secondary education
	Basic		Higher education
	Vocational certificate		Other (please specify)

2. **In what field, if any, are you currently working ?**

   ....

3. **Do you have any experience as a mentor?**

	YES		NO

   If YES, please give some details below:

   ....
   ....
   ....

4. **Please tick from the list below the skills you wish to develop during the Mentor training course**

	Listening		Challenging
	Empathy		Providing motivation
	Asking effective questions		Undertaking activities with my mentee
	Summarising		Other (please specify) ………………………………………………………

5. **How do you prefer/like to learn during the training course? Tick by order of preference (1 – my favourite, 2- second option ... etc.)**

	Face to face meeting with the facilitator
	On-line – on the platform
	Both
	I do not mind

Name (optional) ……………………………………….

Thank you for your time.

SAMPLE AGREEMENT

……………………………………………(Name) hereinafter referred to as the mentor agrees to be in engaged in the FORMULA Project, Number: 527914-LLP-1-2012-UK-GRUNDTVIG-GMP, co-financed by the European Commission, from ....until...........

1. Agreement: The mentor will meet the mentee at least …. number of times, for …. hours at a time. The mentor must tell the mentee if she/he cannot meet the mentee.

When a meeting takes place, the mentor must record the key points from the discussions and activities in the Activity Report. If a meeting cannot take place the mentor must record this on the Activity Report.

2. Training:
There are three obligatory mentor training sessions included in the programme.

3. Reports:
The mentor must complete the Activity Report.

4. Image and Information Use
We may use photos of mentors and mentees for information or publicity relating to the FORMULA Project. The mentee or the mentor will not be named in these documents, without obtaining the subject´s permission to do so.

An example of how the photos can be used:
- Photos from group activities on the FORMULA website.
- Photos of the mentors and mentee in information materials: brochures, posters etc.
By ticking the acceptance box, you are agreeing to our use of such images.

☐   I accept that the FORMULA Project can use photos of me as mentioned above.

☐   I do not accept that the FORMULA Project can use photos of me and mentioned above.

Date:_____

Mentor´s Signature: _____

E-mail: _____

Address:_____

Telephone /mobile number:_____

Facilitator´s Signature:_____

SAMPLE ACTIVITY REPORT

The mentor's name: _____

Date: _____   Time: _____- _____   Hours: _____

What did we do/talk about?

_____
_____
_____

_____

_____

Thoughts?

_____
_____
_____

Possible questions to add to the monthly report:
What is it like to be a mentor? (challenging, difficult or positive)
Have your expectations been met?
How have you found your role as a mentor? What has been the most important lesson that you have learned in this role?
How have your meetings been? How have you arranged meetings? Has it worked?

Have you strengthened your mentee's self-esteem and self-efficacy? Give examples.
How have you worked to include your mentee in the community?

Close each monthly report by asking the following questions:
Are you happy with how the mentorship developed?
Is there any help you want from the organisation?
Any other points of interest?

SAMPLE QUIZ
12 questions

You don't have to write down the answers.

1. What do you like to do in your spare time?

2. Which season you like the most and why?

   Spring, summer, autumn or winter?

3. What is your favourite food? What food do you dislike?

4. What`s your favourite film or book?

5. Do you have any brothers or sisters?

6. Do you collect anything?

7. What do you prefer: indoor or outdoor activities?

8. What is your favourite colour?

9. What is your favourite tv show?

10. What kind of music do you like?

11. Where were you born?

12. When is your birthday?
13. When will we next meet?

SAMPLE MENTOR EVALUATION

Name (leave blank if you would prefer to remain anonymous):

_____

Female: Male:

1. To what degree do you feel satisfied by the relationship between you and your mentee:

Extremely Satisfied:_____   Satisfied:_____   Unsatisfied:_____

Comments:_____

_____

_____

2. To what degree do you feel satisfied with your work as a mentor:

Extremely Satisfied:_____   Satisfied:_____   Unsatisfied:_____

Comments:_____

_____

_____

3. How regularly have you engaged in the following activities with your mentee:

Personal discussions: A lot:___   A little:___   Not at all:___

Activities at your/the mentee´s home: A lot:___   A little:___   Not at all:___

Activities outside the home: A lot:___   A little:___   Not at all:___

4. To what extent do you believe that the involvement in the FORMULA Project has affected your mentee:

Confidence: A lot:___   A little:___   Not at all:___

Socially enriching: A lot:___   A little:___   Not at all:___

Intellectually enriching: A lot:___   A little:___   Not at all:___

Overall enrichment: A lot:___   A little:___   Not at all:___

5. To what extent have the different training sessions been beneficial to you?

Session 1   A lot:___   A little:___   Not at all:___

Session 2   A lot:___   A little:___   Not at all:___

Session 3   A lot:___   A little:___   Not at all:___

6. To what extent has supervision been beneficial to you?

A lot:＿＿＿   A little:＿＿＿   Not at all:＿＿＿

7. How often do you read the information on the FORMULA website or FORMULA Mentors' page on Facebook?

Once a week＿＿＿＿＿＿   Once a month＿＿＿＿＿＿＿   Never＿＿＿＿＿＿＿＿

8. Would you recommend becoming a mentor with FORMULA to any of your friends?

Yes:＿＿＿   No:＿＿＿

Why?

＿＿＿

＿＿＿

＿＿＿

Why Not?

＿＿＿

＿＿＿

＿＿＿

＿＿＿

9. Suggestions for improvements:

＿＿＿

＿＿＿

＿＿＿

＿＿＿

10. Praise and criticism for the FORMULA Project:

＿＿＿

＿＿＿

＿＿＿

＿＿＿

Thank you for your help!

THE MENTOR´S STORY

• Summarise your experiences, lessons and reflections. How has your mentorship been? (One page)

> • One approach might be to think about what you would tell an employer, for example, about what you have got out of and learned from your mentoring.

> • Reflect on what you think your mentee got from your meetings.

In order to receive your volunteering certificate, you must have submitted the evaluation, the Mentor´s Story and all the Activity Reports up until the end of the programme.

Satisfaction Questionnaire[1]

*This questionnaire is applied in the project FORMULA that seeks to address **engagement with adult learners from our most socially and economically deprived communities** and aid their progression to "go one step up" with their education, using mentors.*

Please help us improve our work and identify the positive and less achieved aspects of our Mentor Training Course by filling in the following questionnaire.

Your answers are important and strictly confidential.

I – Training identification	
Training title	
Date of the training	
Location	

II - Identification of the participant	
Name	

When appropriate, please rate the following questions on a Scale 1-4: 1 = not at all, 4 = very much

Personal experience

How satisfied are you with the <u>content</u> of today's agenda?	1 – 2 – 3 – 4
Do you feel the training has achieved its <u>objectives</u>?	1 – 2 – 3 – 4
How satisfied are you with the <u>duration</u> of the training course?	1 – 2 – 3 – 4
How satisfied are you with the <u>date</u> of the training course?	1 – 2 – 3 – 4
How satisfied are you with the <u>location</u> of the training course?	1 – 2 – 3 – 4

If yes, please specify:

…………………………………………………………………………………………………….

Learning outcomes

Did today's session meet your expectations?   Yes/No

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[1] This questionaire is adapted from the Evaluation Form created by the European Commision for Grundtvig Workshops.

How satisfied are you with the activities and the following aspects?
Teaching Methods of the training course   1 – 2 – 3 – 4
The number of hours of activities   1 – 2 – 3 – 4
Skills and expertise of the Facilitator(s)   1 – 2 – 3 – 4

**Do you think the sharing of experience in the Workshop will help
you as a role model for other adult learners?**   Yes/No

Please provide any further comments you feel could be useful regarding your experience
……
……
………

Date: ………………………………………   Signature: …………………………………………

Self-Evaluation for Facilitators

This report has the aim of identifying your opinion regarding the success of your Mentor Training session and ways to improve it.

1. Do you think the way you delivered the training session was in line with expectations of your learners? Please give details.

2. Do you consider that during the session, you valued the contribution of the learners? Please give details.

3. Did the learners engage in the session? Please give details.

4. Which topics most attracted and engaged your learners? Please give details.

5. Have you identified other topics regarding mentoring and the mentor's activity that your learners were interested in? Please give details.

   Thank you for participating in the FORMULA project

Date …………………

SAMPLE VOLUNTEERING CERTIFICATE

NAME

Has been a positive role model mentor with the FORMULA Project –
Facilitating Opportunities using Role Model
to Underpin Learning for Adults who are socially excluded.
Project Number: 527914-LLP-1-2012-1-UK-GRUNDTVIG-GMP

For the period from…….. till…….

FORMULA is a two-year Grundtvig EU project that works in collaboration with five European countries to encourage mentoring with groups prone to exclusion and stimulate their return to learning.

The mentor and the mentee have met regularly, for up to 2 hours per session.

The mentor has completed three training sessions and undertook supervision.

The mentor has been a positive role model in order to enhance the mentee's self-

The project is based on the idea of mutual benefit.

Through the project, the mentor was given an opportunity to enhance their ability to understand people's different lifestyles. The mentor has improved their communication skills and creativity, as well as enhancing their social and cultural skills.

Signed _____

Facilitator for the FORMULA Project, Name and Address of Certifying Institution