

e-Advantage Handbook



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Introduction

This is a short introduction to the e-Advantage peer mentoring e-learning programme.

e-Advantage is a peer mentoring community platform that includes e-learning modules, handbook, guides and other resources aimed at women aged 45-50+ who want to explore opportunities to develop their enterprise or careers through peer-mentoring.

We want to transfer what we have learnt in this project to other organisations who are creating their own peer mentoring schemes, both on and offline.

Who is this handbook for?

This handbook has been designed mainly for use by organisations interested in creating their own online and face-to-face peer mentor schemes. Although we think anyone who is interested in learning more about online mentoring will find it useful.

How to use the handbook

The handbook can be used online and offline and you will find links to different sections as well as to information on the e-mentoring platform.

It provides practical advice on using the peer training e-learning and other resources, including an appendix with a tutor guide with advice on each of the 8 modules.

Our results

We have had some amazing results so far, in Italy two women are creating their own mentoring businesses, another is opening a bakery based on the help of her mentor and another is setting up a hairdressing business in Spain.

In England, women have helped each other set up design and photography studios, learn how to sew and create business plans.

The training in Romania has been so successful that a regional peer mentoring network is being established in Transylvania.

Peer mentoring was empowering

Taking time to reflect on their personal journeys and achievements really did motivate them to continue to develop –

showing age really can be an advantage. Almost everyone has built their confidence and feels that e-Advantage has helped them to identify and use their transferable skills to realise their potential - a potential that some never dreamed of achieving.

"It gave me a sense of future and hope"

e-Advantage took place against the backdrop of the Covid-19 pandemic and an

unforeseen outcome is the resilience and friendships outside the course it helped to nurture in all partner countries. It supported people who were isolated and developed the use of digital communications in groups that previously were unable or unwilling to use them.

For many peer mentors and their mentees the project became a beacon of light in dark and uncertain times.

How to use the training modules

We have found the best approach is a blend of tutor guided face-to-face and online learning. They can, however, also be used as a framework for tutor-led face-to-face groups and, online by independent, self-directed learners.

The 8 modules are on the e-Advantage Platform [here](#). Each is supported by a Tutor Guide (also shown in Annex 2). Each module contains links to activities and handouts that can be used on or offline.



Self assessment

At the start of the programme, all learners are asked to complete a short self-assessment questionnaire. At the end of the course, they will complete it again as a simple measure to enable them to track their progress. They are also encouraged to complete another self-assessment after a few months when they have had a chance to practise their skills. Alternatively, they can download and print a self-assessments questionnaire.

How long does the training take?

Tutor-led blended on/offline groups	Tutor-led online groups	Online self-directed learners
About 24 hours including 1 day face-to-face group work at the start and end of the course (c.12 hours) plus 12 hours online learning.	16 hours (including c.4 hours 'homework')	c. 10-16 hours

How to use the e-Advantage Community Platform

The modules are supported by a range of resources and case studies on the [e-Advantage Community Platform](#) including case studies, enterprise and digital training

materials, links to mentoring organisations, webinars, special interest networking groups and more.

Evaluating the learning

There are some questions you can use with your learners [here](#)

Some inspiration from our colleague, Katalin Czirjék who delivered the peer mentor training in Romania

It is very ambitious to try to change the way 40+ women think of their selves and about their importance in the society. But we really managed to do so, with this mentoring programme. We started recruiting women who either wanted to become a mentor or be mentored by someone in a large entrepreneurial group for women. The vast majority of applicants (over 80%) came for mentoring, and the biggest success of the story was, that by the end of the programme 85% wanted to become mentors. But how did we do this? We started with a personal meeting where everyone got to know each other and worked on group cohesion. They recognised that they all share the same feelings: doubt, lack of self-esteem, the belief that what they know is not special and valuable enough. This was the common base and created an instant community, where they could be their selves. No one dropped out of the programme, because every time we worked on very realistic and specific problems applying what we learnt in that unit. So, it became a journey of self-knowing and mini-mentoring processes.

When we finished the theoretical training, we started the mentoring processes focused on the problems of the participants in teams of 3: a mentor, a mentee, and a supervisor. The supervisor was there to assure that the process respects the frame, and give external feed-back to the mentor, but this system evolved in something much more complex. At the end we had a major shift: all women going through the whole process in more than one role decided to follow-up as a mentor. They founded a mentor network and now are recruiting the mentees.

If we look at the overall process what we did was: to show them, that their knowledge is a value, that there is a simple way to offer it and that they are not alone in this. We created a safe place, we offered them a methodology and then we proved in practice, that this has the power to transform a person. This was enough to inflict a major change.

One of our mentors in a public speech following our training said: "I knew I have knowledge and experience, but I was invisible. You made me visible; you gave me the means to have a voice and to use what I have to help others. You changed my value by

changing how I was perceived by others, simply by helping me to show myself.” We all cried because we knew that this was true for many of us.

Some Tips

Outreach and engagement

- It is very helpful to have a strong network from which to draw target group.
- Good links into the community with committed outreach.
- Ensure marketing of course is followed up quickly by practical activities such as open days and training.

Training delivery (general)

- Our experience is that an offline session at the start and end of the course is invaluable. That last session could also be used to evaluate the training.
- The personality and experience of the tutor is very important. It helps if they have a teaching or coaching background to establish credibility and role modelling.
- Use practical real life examples in the mentoring training.
- Include micro breaks - divide the sessions into e.g. 20 minute 'chunks'.
- Create a closed Facebook group (or other preferred social media), where learners can share their experiences, and where they can ask for help from their mentor partners. The trainer can use this

group as a main communication tool with trainees

Online training

- If possible, provide technical support for the trainers when they are delivering online sessions. The 'technician' would post links and attach documents in the chat box, so the training can go smoothly without delays.
- Recordings of online meetings should be saved and uploaded on the platform for those who could not attend the training to watch afterwards.
- All additional training materials should be shared with participants on the platform or the group's preferred social media.

Using the the e-Advantage platform

- After the project, the platform will be used mainly as a repository for the project's e-learning, other training materials, links and case studies because many learners use the social media that they are already familiar with.

Peer mentoring practice

- Include the role of 'supervisor' in the peer-mentoring process, particularly if trainee mentors are very unconfident.

- Spektrum Educational Center Foundation tested this role and found that it gave trainee peer mentors added confidence because they felt they were not alone and therefore less likely to miss important issues.

The supervisors play 3 different roles and give feedback to the peer mentor and mentee at the end of each session:

1. **mentor-supervisor** relation as a **partnership**. In this situation the supervisor and the mentor are extensions of each other.
2. Supervisor as **learner** in the mentoring process, where the supervisor is personally interested in the topic. In this situation the supervisor learns from the situation, and participates in the process as an observer.
3. Supervisor as a **guide** to the mentor providing additional support during the mentoring process.

Of course, In all 3 situations the common goal has to be the progress of the mentee! See some case studies [here](#).

In general (applies to all!)

- Play to your strengths think of what you can do not what you can't.
- Be flexible and open minded and don't bring any preconceptions with you.

Using Zoom

Preparation

- As for any meeting, preparation is important. Not only understanding the purpose of the meeting and having any documents, e.g. the agenda, to hand but you also need to think about your physical environment .

*Is your equipment –
camera/mic/speaker working?*

*Are you familiar with the platform –
do you know how to share documents
for example?*

*Where is your computer/laptop
located?*

*Will you be able to sit at it
comfortably? Is the camera at the
right angle?*

*Are you using a background or can
people see behind you into your
actual space?*

Is it tidy and professional looking?

- You can check all this by activating your computer camera before the meeting to see what others will be seeing.
- Are you dressed and groomed appropriately? We've all heard the horror stories!
- If you share space with someone else – let them know when and where you will be online – again we've probably all got embarrassing tales to tell.

At the meeting

- Be punctual – try to log in a few minutes before the scheduled start time to allow for any technical issues that might arise.
- Agree a time limit for the meeting – if it is going to be long, perhaps include some breaks.
- Mute your microphone when not speaking: This can help reduce background noise and improve audio quality for everyone in the meeting.
- Stay engaged: pay attention and actively participate by asking questions and making contributions. This will help keep the meeting productive and focused.
- End the meeting properly: At the end of the meeting, make sure to wrap up any loose ends and that everyone knows what the next steps are. Then end the meeting properly by clicking “Leave “

ANNEX 1 Tutor Guides

Module 1	<i>THE ROLE OF THE PEER MENTOR</i>
Duration 	c.2.5 hours
Preparation & resources	You need to be familiar with the registration process and content of the Introduction module. Learners should complete their first self-assessment before starting this module, and: • Presentation slides for this module • Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template • Handout: differences between mentoring, coaching & training • Optional YouTube video (3 mins) embedded in slide
Aim & description	We look at a definition of mentoring and peer mentoring, the difference between mentoring & coaching, benefits of peer mentoring and your own experience of mentoring and motivation for being a peer mentor.
Learning outcomes	• Understand why they want to become a peer mentor • Understand the benefits of mentoring to both mentors and mentees • Appreciate some of the differences between coaching, mentoring and peer mentoring • Have set some goals in their learning log

Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.		
M1: Introduction 15 	★ Welcome / ground rules reminder / icebreaker ★ Ask what learners remember from previous module - any questions?	Listening and speaking	Tutor observation Learner participation
Understand the aims and objectives of the module 15 	★ Introduce aims and objectives of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning
What is mentoring and peer mentoring? 25 	★ Refer to definitions of mentoring and peer mentoring in PPT ★ Ask group to think about what mentoring and peer mentoring means to them. ★ Explain that this course also focuses on how to peer mentor online (module 8) ★ List their ideas and comments <i>TAKEAWAY: most people if they are willing to listen can be a mentor - expertise is not usually needed.</i>	Making notes Listening Sharing ideas and answers	Observation/listening Asking questions Learner participation Outcomes of

			discussion
Identify differences between coaching and mentoring and peer mentoring 25 	★ Facilitate group discussion on the differences between coaching, mentoring and peer mentoring. E.g. coaching can be more directive as in sports coaching; mentoring is more a mutual exploration of mentee's issues. ★ Ask group to discuss examples of when they may have been mentored or coached. (Optional: watch YouTube video, 3 mins) <i>TAKEAWAY: mentors and coaches share similar skill sets and it is more important to focus on these as opinions vary on the exact difference between them.</i>	Listening and reflective listening Making notes Participating in discussion	Observation/listening Asking questions Learner participation Outcomes of discussion
M1 Identify the benefits of peer mentoring 55 	★ Ask people to share their personal experiences of mentoring (this could be informal by a friend or colleague or in a planned and structured process). ○ How did it feel? What did they gain from it? Was there anything they did not like or find challenging? ★ If no-one responds, use an example (preferably from your personal experience). ★ Group discussion: divide into smaller groups/pairs, ask for one learner to feedback after the discussion. Explain that you want all to reflect on an area of their life/work that could benefit from peer mentoring. What would their goals be? How long do they think they would be able to commit to it? What sort of person would they like as a mentor? Are there any disadvantages? Ask them to keep notes in their learning logs.	Listening Questioning Participate in group discussion Related comments: seeing patterns and making connections	Observation/listening Asking questions Learner participation Outcomes of discussion & quality

	TAKEAWAY <i>Most of us informally mentor and are mentored by friends, family colleagues. This course will provide you with tools to mentor in a more planned and structured way and/or help you decide what you are looking for in a mentor for yourself.</i>		of ideas presented
Review learning 20 	★ Review the module & check if all questions been answered ★ Refer to goals for the session- have they been achieved? ★ Ask each to say 2 things they will takeaway from this module Homework (if used): Hand out and check understanding of module assignment and set deadline for completion	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation

Module 2	OVERVIEW OF THE MENTORING PROCESS		
Duration	c.2.5 hours		
Preparation & resources	You need to be familiar with the previous modules, and: • Presentation slides for this module • Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template • Self Development Plan template for each learner • Self development planning practice activity		
Aim & description	In module 1, we explored the concept of mentoring and some differences and similarities between mentoring and coaching. This module gives an overview of the mentoring process and the skills and competences of a good mentor.		
Learning outcomes	• To see the overall mentoring process as a whole. • List some key skills and attributes of a mentor. • Make a plan to analyse and develop your own skills in this area.		
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.		
M2 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods

Introduction 15 	★ Welcome / ground rules reminder / icebreaker ★ Ask what learners remember from previous module - any questions?	Listening and speaking	Tutor observati on Learner participat ion
Understand aims & objectives 15 	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observati on Learner participat ion Question ing
4 stage peer mentoring process 25 	★ Explain you will start with an overview of the 4 stages of e-Advantage's peer mentoring process and that these stages are covered by different modules. E.g. modules 1 & 2 focus on the start of the process by establishing rapport and identifying other important mentoring competences. Go through the stages mapped to the modules slide. ★ Before you move on to the mentor competences section, ask the group to identify & discuss what they think are the most important competences and attributes of a peer mentor. Note responses so they can be compared in the following session.	Making notes Listening Sharing ideas and answers	Observati on/listeni ng Asking questions Learner participat ion Outcome s of

			discussion
e-Advantage's 8 peer mentoring competences 25-30 	★ Mention that as an EU project, our modules are mapped to the European Mentoring and Coaching Council's standards (described in blue boxes on the slides in this section) but focus on the simpler "In other words" descriptions beside them. ★ Compare the 8 competences shown on the graphic slide with the competences the group came up with. Discussion: were there any major points of difference? ★ Next, explain that you're going to give a short overview of each of the 8 competences now and that they will all be examined in more detail throughout the rest of the course. ★ Go through the slides briefly, encourage short discussions but continue to emphasise we will be returning to all of these competences throughout the course. TAKEAWAY: <i>As we have briefly seen, we already practise many of the competences of an effective mentor in our day to day lives.</i> ★ Next we'll look at the mentoring competences that we feel as individuals we possess and those we need to develop.	Listening and reflective listening Making notes Participating in discussion	Observation/listening Asking questions Learner participation Outcomes of discussion

Developing & planning your own peer mentoring skills 50-55 	★ This final session of the module is designed to help learners analyse their skills/goals and create a development plan to help them identify and build on their strengths as well as work on those areas that need improving. ★ Go through the 'Developing Skills' slide and for each skill, ask the learners individually to reflect to themselves on how far s/he possess it and how s/he would like to develop it (s/he can make notes in their learning logs). ★ Introduce the 'Example self-development plan' and go through the tips on completing it. ★ Finally, ask everyone to complete their own Development Plan. This can be continued as homework if necessary. TAKEAWAY: <i>Not everyone is naturally a good mentor, but pretty much anyone can learn to become one if they are committed.</i>	Listening Questioning Participate in group discussion Related comments: seeing patterns and making connections	Observation/listening Asking questions Learner participation Outcome of discussion & quality of ideas presented
Review learning 20 	★ Review the module & check if all questions been answered ★ Refer to goals for the session- have they been achieved? ★ Ask each to say 2 things they will takeaway from this module Homework (if used): Complete Self Development Plan and how others see me activity (if not used in class). Check understanding and set deadline for completion	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation

Module 3	Creating a good environment for mentoring & the mentoring agreement
Duration	c.2.5 hours
Preparation & resources	You need to be familiar with the previous modules, and: • Presentation slides for this module • Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template • Tutors will be asking group to refer to the development plan from module 2 • Handout: mentoring agreement template • Handout: mentee development plan (from module 2) • Tutors may want to refer to Module 8 which covers online mentoring including the online environment.
Aim & description	This module looks at how to create the right conditions for mentoring, the values the mentor and mentee bring to it and how to create a mentoring agreement or contract.
Learning outcomes	• Create a mentoring agreement that reflects mentor/mentee expectations and values • Understand the importance of confidentiality and disclosure • Apply the e-Advantage code of conduct • Create a supportive environment for your sessions
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.

M3 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
Introduction 15 	★ Welcome / ground rules reminder /icebreaker ★ Ask what learners remember from the previous module - any questions?	Listening and speaking	Tutor observation Learner participation
Understand the aims and objectives of the module 15 	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning
Discussing values 25 	★ The first mentoring session is important in finding out more about each others' values & expectations. ★ The mentoring agreement is introduced as a means of recording them (in conjunction with the <i>Mentee Devpt Plan</i> in module 2). ★ Discussion: ask group to discuss their approach as a mentor to the examples on the <i>discussing values activity slide</i>: ★ Encourage group to think of other examples and how they would address them. <u>TAKEAWAY:</u> Working through the mentoring agreement & mentee development plan manages expectations. It also helps to build rapport & trust. It can also show that a mentor and mentee may not be suited - this is no-one's fault and the mentee can be referred to work with another mentor.	Making notes Listening Sharing ideas and answers	Observation/ listening Asking questions Learner participation Outcomes of discussion

M3 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
Confidentiality & Disclosure 20 	★ Confidentiality is an essential value in mentoring. Use them to prompt a group discussion about why confidentiality is important. ★ Discussion: ask group to discuss the tips on self disclosure on the relevant slides - what other tips would they add? ★ Discussion: ask group about any guidelines they may want to add to those on the slide to make sure confidentiality is respected by mentor & mentee.	Listening and reflective listening Making notes Participating in discussion	Observation/Listening Asking questions Learner participation Outcomes of discussion
Creating a Mentoring Agreement 45 	★ Introduce the mentoring agreement that outlines the goals, values and expectations of the mentoring process agreed between mentor & mentee. Emphasise that there are many examples of mentoring agreements but they will usually include the elements shown on the slides. ★ If there is time, do the ‘<i>create your ideal mentoring agreement</i>’ activity shown on the slide or it can be set as homework. ★ Introduce the mentor code of conduct & explain that this is an essential set of standards that all e-Advantage peer mentors must agree to follow.	Listening Questioning Participate in group discussion Related comments: seeing patterns and making connections	Observation/Listening Asking questions Learner participation Outcomes of discussion & quality of ideas presented
The Mentoring Environment 15 	★ Creating a supportive mentoring environment is essential to effective mentoring. ★ Discussion: what are the key attributes of a good mentoring environment? Can they be different for different people? TAKEAWAY:	Listening Questioning Participate in group discussion	

M3 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
	<i>A good environment for mentoring may differ depending on the needs of the mentor/mentee. It is important to discuss this as when creating the mentoring agreement.</i>		
Review learning 20 	- Review the module & check if all questions been answered - Refer to goals for the session- have they been achieved? - Ask each to say 2 things they will takeaway from this module Homework (if used): Check understanding and set deadline for completion	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation

Module 4	Effective communication		
Duration	c.2.5 hours		
Preparation & resources	You need to be familiar with the previous modules, and: • Presentation slides for this module • Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template Handouts: • Listening-skills-infographic • Types of Question • Barriers to communication • Active Listening Tips • Activities		
Aim & description	We look at how to develop a rapport with your mentee based on trust and open, authentic two-way communication. This involves developing listening, observation and questioning skills.		
Learning outcomes	• Understand the principles of active listening • Be aware of different questioning styles • Recognise the meaning of key body language • Be able to use strategies to overcome barriers to communication		
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.		
M4 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods

Introduction 15 	★ Welcome / ground rules reminder /icebreaker ★ Ask what learners remember from the previous module - any questions?	Listening and speaking	Tutor observation Learner participation
Understand the aims and objectives of the module 15 	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning
Good communication 30 	★ Open by asking the group generally why good communication is important. Ask for examples of bad communication and how it made them feel. ★ Activity: do the activity on the slide which asks each to talk about an <i>example of a good communicator</i>. ★ Ask them to share their examples and draw out some common characteristics.	Making notes Listening Sharing ideas and answers	Observation/ listening Asking questions Learner participation Outcomes of discussion
Active Listening 30 	★ Activity: The slides on active listening can be used to prompt role plays to practise the skills e.g. in pairs, one person to describe a future goal and the other to practise active listening skills to make sure they fully understand it and their plans for achieving it.	Listening and reflective listening Making notes Participating in discussion	Observation/ listening Asking questions Learner participation Outcomes of discussion

Asking Questions 55 	★ Activity: 20 questions - split into pairs. One thinks of an item and the other tried different questioning techniques to find out what it is. ★ Group discussion: what were the effects of each type of question – what type of information did it elicit? How did the people being questioned feel and respond?	Listening Questioning Participate in group discussion Related comments: seeing patterns and making connections	Observation/Listening Asking questions Learner participation Outcomes of discussion & quality of ideas presented
Review learning 20 	- Review the module & check if all questions been answered - Refer to goals for the session- have they been achieved? - Ask each to say 2 things they will takeaway from this module Homework (if used): Check understanding and set deadline for completion.	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation

Module 5	Reviewing Progress & Meeting Challenges
Duration 2.5-3 hrs	This module can be split into 2 separate sessions: 1. Reviewing and giving feedback using the BOOST model; 2. When mentoring is not working & dealing with feelings
Preparation & resources	You need to be familiar with the previous modules, and: Presentation slides for this module

	• Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template • If not familiar with the BOOST model, there is a lot of information available, for example, see link & YouTube video below. Handouts & links: More information on BOOST: https://www.revolutionlearning.co.uk/article/the-boost-feedback-model/ https://youtu.be/6QXKDUkq_JE More info on dealing with feelings: https://ngocoachingmentoring.org/wp-content/uploads/2021/05/How-to-explore-feelings-Handout.pdf		
Aim & description	This module focuses on how to overcome some of the challenges mentors encounter: e.g. when a mentee gets 'stuck' in the process or does not want to hear what you're saying.		
Learning outcomes	Learners will: • understand why it is important to continually review their mentoring • use the BOOST approach to challenge mentees constructively • be able to use strategies to help deal with a mentee's feelings • understand the importance of recognising when to signpost to other help and/or end the mentoring relationship early		
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.		
M5 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods

Introduction 15 	★ Welcome / ground rules reminder /icebreaker ★ Ask what learners remember from the previous module - any questions?	Listening and speaking	Tutor observation Learner participation
Understand the aims and objectives of the module 15 	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning
The Review Process 30 	★ Discuss the importance of reflection & review in general - e.g. refer to the reviews tutor carries out with group at end of sessions. ○ How does this 'checking in' help learners? ○ How does it help tutor? ★ Use the review slides to emphasise the importance of regularly checking the mentoring process - using the questioning styles covered in module 4 to get detailed information about how the mentee is feeling about it and also how they as mentors are feeling. Some example questions are on the slides. <i>TAKEAWAY: review/ feedback on specific activities needs to be timely (as we will see with the BOOST model below). Regular reviews are essential for mentees to monitor their progress and also for the mentor to reflect on their own practice, too.</i>	Making notes Listening Sharing ideas and answers	Observation /listening Asking questions Learner participation Outcomes of discussion

M5 The B.O.O.S.T. approach to feedback 20 	★ Introduce the BOOST model as one of many ways of breaking down the process of giving constructive feedback. Go through each of the attributes of the process with the group and ask them to provide examples of how they use them when giving feedback to friends or colleagues.. ★ ACTIVITY: If feeling brave, tutors can ask the group to use the BOOST model to feedback on their session. Invite them to critique one another's feedback - again using BOOST. <i>TAKEAWAY: BOOST is just one of several feedback models but they all emphasise that feedback should be constructive, authentic and objective. The best way to learn it is to practise!</i>	Listening Questioning Participate in group discussion Giving & receiving feedback	Observation /listening Asking questions Learner participation Outcomes of discussion & quality of ideas presented
When mentoring isn't working 30 	★ Inevitably, some mentors may not be the 'right' mentor for their mentee. This section looks at some of the warning signs and examines some strategies for addressing it. ★ Discussion: split into pairs & ask one to roleplay the mentor & the other, the mentee. The mentor thinks the mentoring relationship is not working because the mentee often misses appointments. Ask them to discuss if/how the process should end; what questioning strategies could they use? ★ Ask the pairs to reflect on how this felt to the wider group and discuss. <i>TAKEAWAY: it is usually no-one's fault if a mentoring relationship fails but important for both mentee & mentor to reflect on the reasons for it and plan positive action as a result</i>	Listening and reflective listening Making notes Participating in discussion Giving & receiving feedback	Observation /listening Asking questions Learner participation Outcomes of discussion

	<i>e.g. revising an aspect of the mentoring, signposting to other support, or even changing mentor...</i>		
M5 Dealing with feelings 40 	Mentoring can trigger emotions (your own as well as your mentee's). Stress this is a big topic and encourage group to read the <i>exploring emotions</i> <i>handout</i> for homework (link above). Discussion: ask group to think about the strategies they use when they are feeling upset themselves and how they feel when they are with someone who is upset.		
Signposting  15	★ Emphasise that mentoring is not appropriate for everyone: e.g. they need a different type of support or simply it may not be right for them at that stage of their life. ○ If a mentor feels that their mentee needs different support e.g. counselling, social welfare, medical ... etc. It is essential that they signpost them to this and not try to take on these issues themselves. ★ Use <i>the Advice & Support</i> activity in class or as homework. <i>TAKEAWAY: mentors should understand the boundaries of their role and have information about local support resources and organisations available.</i>	Listening and reflective listening Making notes Participating in discussion Giving & receiving feedback	Observation /listening Asking questions Learner participation Outcomes of discussion
Review learning 15 	• Review the module & check if all questions been answered • Refer to goals for the session- have they been achieved? • Ask each to say 2 things they will takeaway from this module	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation

Homework (if used): eg. from *Advice & Support* slide & read the *exploring emotions* handout
Check understanding and set deadline for completion

Module 6	Using the GROW model
Duration	c.2.5 hours
Preparation & resources	You need to be familiar with the previous modules, and: • Presentation slides for this module • Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template • GROW model questions Handout • Self-Development Plan Template • Case study Handout
Aim & description	There are many models to help structure your sessions with your mentee. We concentrate on G.R.O.W. A simple tool used by many mentors and coaches, it helps the mentee to identify their goal(s) and explore a range of options to achieve them.
Learning outcomes	By the end you will you will be able to: • Understand the benefits of using the GROW model to explore options and plan goals. • Be able to use the GROW model to support your own self-development and that of your mentee
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.

M6 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
Introduction 15 	★ Welcome / ground rules reminder / icebreaker ★ Ask what learners remember from previous module - any questions?	Listening and speaking	Tutor observation Learner participation
Understand the aims and objectives of the module 15 	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning
Maya Angelou 35 	Use the first slide (quotation from Maya Angelou) to initiate discussion about role models and self-development: ★ Split into pairs: each to give examples of who has helped/inspired their own self-development and feedback on behalf of the other to the wider group. ★ Share an example from your own experience, too if possible. ★ Discussion: how do individuals identify their self-development goals? PROBE: how do they work out the steps they need to take from observing the attribute of their role model that they want to emulate to actually achieving the attribute themselves?	Making notes Listening & reflecting back Feedback to wider group Sharing ideas and answers	Observation/ listening Asking questions Learner participation Outcomes of discussion
The GROW model 10 	★ Introduce the GROW model - it helps to create a 'roadmap' that sets a route from identifying a goal to	Listening and reflective listening Making notes	Observation/ listening

M6 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
	achieving it. It can be used by both mentors and mentees to help their self-development planning.	Participating in discussion	Asking questions Learner participation Outcomes of discussion
Using GROW 65 	★ Run through the slides that each explain a different step in the GROW model: Practice activities for the slides include: ○ Slides #1 / #2 - each give an example of a SMART goal and describe their current situation in terms of achieving it ○ Slide #3 - what are the options and obstacles that can help/prevent achieving the goal? ○ Slide #4 - having analysed their situation, what is the way forward, or how 'will' they achieve it? ★ Activity: complete the final activity in the slides (or set as homework). Practise using the <i>GROW questions handout</i> and using GROW for self-development planning. TAKEAWAY: <i>GROW not only helps with mapping out goals and routes to achieving them but also helps you to move on if you are stuck in your thinking.</i>	Listening Questioning Participate in group discussion Related comments: seeing patterns and making connections	Observation /listening Asking questions Learner participation Outcomes of discussion & quality of ideas presented

M6 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
Review learning 20 	- Review the module & check if all questions been answered - Refer to goals for the session- have they been achieved? - Ask each to say 2 things they will takeaway from this module Homework (if used): Check understanding and set deadline for completion	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation

Module 7		Completing mentoring and the final review	
Duration	c.2.5 hours		
Preparation & resources	You need to be familiar with the previous modules, and: • Presentation slides for this module • Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) • Reflective learning log template		
Aim & description	In the same way that you started your mentoring relationship with the Mentoring Agreement and mentee self-development plan, it is important to close it formally by reviewing the plan for a final time and agreeing next steps with your mentee.		
Learning outcomes	• To formally ‘sign’ off the mentoring process with your mentee. • Review the overall process with your mentee & agree any next steps • Use the learning from your mentoring relationship for your development as a mentor		
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.		
M7 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
Introduction 15 	• Welcome / ground rules reminder / icebreaker • Ask what learners remember from previous module - any questions?	Listening and speaking	Tutor observation

			Learner participation
Understand the aims and objectives of the module 15 🕒	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning
The final review is important 25 🕒	★ Emphasise the importance of reviewing and closing the mentoring process to help: • the mentee to define and move on to their next steps • the mentor to learn and develop as a mentor Activity: group to discuss what they would like to learn from the final review process from the perspective of both a mentor and a mentee.	Making notes Listening Sharing ideas and answers	Observation/listening Asking questions Learner participation Outcomes of discussion
Preparing for the final review & some useful questions	★ Both mentor & mentee need time to prepare and reflect on the mentoring and these slides also suggest some useful questions to ask to help this process. ★ Some mentees will feel the process has reached a natural conclusion, others may want to continue a mentoring	Listening and reflective listening Making notes Participating in discussion	Observation/listening Asking questions

35 	relationship (perhaps with another mentor). Some may wish to keep in contact outside a formal mentoring relationship. ★ Discussion of mutual expectations and realistic commitments is crucial on both sides. TAKEAWAY: <i>It is important as a mentor, not to feel pressured to continue the mentoring relationship beyond the original agreement or, to maintain contact with a mentee outside the mentoring, unless this is something you feel able to commit to. Another reason to have some good sources of support and information that you can signpost mentees to.</i>		Learner participation Outcomes of discussion
Learning from mentoring 45 	★ We have seen that mentoring is an important learning process for both mentor and mentee. Discussion: ask group to consider what they hope to learn from their experience as mentors. Has this expectation changed from when they started their training. If so, how? Ask them to update their learning logs and development place accordingly.	Listening Questioning Participate in group discussion Related comments: seeing patterns and making connections.	Observation/listening Asking questions Learner participation Outcomes of discussion & quality of ideas presented

Review learning 20 	- Review the module & check if all questions been answered - Refer to goals for the session- have they been achieved? - Ask each to say 2 things they will takeaway from this module Homework (if used): read article on closing mentoring relationship Check understanding and set deadline for completion	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation
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Module 8	e-Mentoring
Duration	c.2.5 hours
Preparation & resources	You need to be familiar with the previous modules, and: - Presentation slides for this module - Activities sheet(s) linked to the presentation slides (some can be set as homework as an alternative) - Reflective learning log template
Aim & description	- The advantages and disadvantages of e-mentoring - Some top tips for e-mentoring effectively and safely

Learning outcomes	✓ Appreciate when, and when not to, use an online or e-mentoring approach ✓ Be able to adapt and apply e-mentoring to suit the needs of your mentee.		
Notes & tips	Most learner activities can be completed in pairs or groups. Individuals can feedback to the main group on behalf of another (or sub group) to practise their reflective listening skills.		
M8 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
Introduction 15 	• Welcome / ground rules reminder / icebreaker • Ask what learners remember from previous module - any questions?	Listening and speaking	Tutor observation Learner participation
Understand the aims and objectives of the module 15 	★ Introduce aims & learning outcomes of this module ★ Ask learners what they would like to achieve ★ Record these goals yourself & ask them to note them in their learning logs.	Listening Taking turns to share their objectives	Tutor observation Learner participation Questioning

M8 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
25 		Making notes Listening Sharing ideas and answers	Observation/ listening Asking questions Learner participation Outcomes of discussion
25 		Listening and reflective listening Making notes Participating in discussion	Observation/ listening Asking questions Learner participation Outcomes of discussion
55 		Listening Questioning Participate in group discussion	Observation/ listening Asking questions Learner participation

M8 Learning Objectives	Tutor Activities	Learner Activities	Assessment methods
		Related comments: seeing patterns and making connections	Outcomes of discussion & quality of ideas presented
Review learning 20 	- Review the module & check if all questions been answered - Refer to goals for the session- have they been achieved? - Ask each to say 2 things they will takeaway from this module Homework (if used): - Check understanding and set deadline for completion	Answering questions Describing what they have learned and will do differently or better as a result of the module.	Listening Questions Learner participation