

Mentoring Uncovered



You've heard about mentoring

and it sounds right for you?

Find out more detail in these pages



Mentoring Snapshots

How to Understand Mentoring in 10 Minutes



Mentoring is for me

- A mentor is someone on my side
- Mentoring can help me do better at school
- A mentor is there to listen to me



- Tips For Targets - They should be ...
- Specific
 - Measurable
 - Achievable
 - Realistic
 - Time limited



Mentoring is a two way process -

what you put in you get out

tune in, switch on, be inspired!



Talk to an adult on equal terms about life and careers.

Everyone wants a good job

- gain confidence
- develop communication skills
- show perseverance – be a finisher!
- get well connected

Mentors are

- ordinary people
- like your mum, dad, teacher...but they're not!
- not friends, but someone who will support you
- trained volunteers
- there to help
- screened by the Criminal Records Bureau



Step by Step Guide

- Show an interest
- Read the handbook
- Talk to your school mentoring co-ordinator
- Attend the induction session
- Have a go at the worksheets
- Complete the student interest questionnaire
- You and your mentor are matched

Here comes the Serious Bit

What you and your mentor decide to talk/email about is between yourselves.

It's good to build trust, but remember – no secrets.

Random emails are checked for your safety and welfare.

Your mentor will not be trained to deal with serious personal problems.

Only communicate through systems organised by the school.

Give Mentoring a Chance...

Sometimes things don't work out and it's no-one's fault.

But stick with it for a few months – you owe it to yourself.

E-mentoring – mentoring by e-mail

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Don't swap personal contact details.

Only meet at a time and place

approved by the school.

I met my mentor for about 40 minutes every 2 weeks. We set targets to help me organise my time better. It worked really well.

”



Mentoring Uncovered

You like what you've read? Mentoring sounds right for you?

Find out more detail in these pages



Mentoring is for Me

Mentoring works in three ways

1. face-to-face you meet together regularly for an agreed amount of time.
2. e-mentoring you talk to a mentor via e-mails – see appendix 1
3. a mixture of face-to-face and e-mentoring

The mentoring project will pair you with a mentor. You will be called a mentee. Together you will decide what to talk about.

You want to do better at school

that's the main purpose of mentoring!

Everyone has worries at school:

- settling in to new classes
- doing well
- getting good exam results
- working and revising successfully
- deciding what to do in life and work
- coursework

It's good to talk about these things.

A mentor is another person who will listen to you.

Everyone can benefit from mentoring.

Over to You

→ Do worksheet 1 in the folder
What can I get out of Mentoring?

This is what some students have said about mentoring.

'It is helpful and gives you a chance to talk to someone about school and exams, because teachers are not always available'

'Since joining the mentoring project I've learned to coach younger kids in sports and I'm learning more all the time'

'My mentor helped me get interested in school work'

→ Look at the Student Interest
Questionnaire in the folder

After you have spoken to your school mentoring co-ordinator, you will complete a student interest questionnaire about you.

You will need to think carefully about what you want to say about yourself.

Mentors and mentees are matched by your school co-ordinator using registration forms.



Everyone wants a good job.

Mentoring is also there to help you learn skills that are useful to employers.

It can give you confidence, as you achieve targets you've set and improve the way you work.

Discussing careers with your mentor can help you decide what you want to do.

It can make you a better communicator, attending your mentoring meetings/ sending e-mails is a good way of practising this important skill.

It can show you have perseverance, keeping the relationship going for a year shows you can finish what you start.

Mentors Are

Mentors are volunteers.

They have been through school.

They are working or have experience of working.

They are adults who want to help.

Because mentors are volunteers they have chosen to commit to mentoring a student.

Mentors complete an application form which has details about them, their work, life and interests.

Part of the fun and challenge of mentoring

is getting to know someone different!

Mentors attend training. They have a handbook like this one, which answers their questions.

Mentors are screened by the Criminal Records Bureau to make sure they are suitable.

Mentors Benefit Too

They can practise and improve their communication.

Mentoring benefits their professional development.

They are developing existing skills and learning new ones.

They are doing something rewarding.



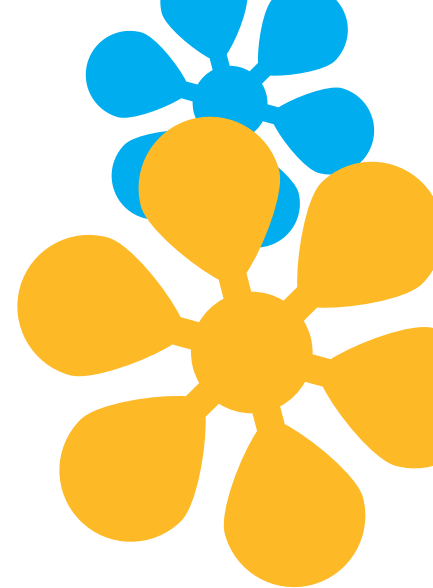
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Step by step through the mentoring process



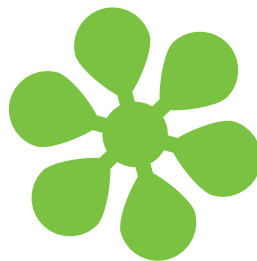
You have shown interest in the mentoring project or someone at school has put you forward.

Read the handbook and talk to your school mentoring co-ordinator. They will go through your school's guidelines.

Attend the induction session

Have a go at the worksheets in the back of the handbook

Complete the Student Interest Questionnaire



You and your mentor are matched, based on the information supplied in your forms.

PREPARATION

Before your first meeting / e-mail with your mentor and in the initial stages

1. Think about hopes and concerns you might have about mentoring
2. Think about what you want to say
3. Be patient, it may take a while to get to know your mentor and for you to feel comfortable talking to them.
4. Write down things you want your mentor to know about you.

Over to you – Do worksheet 2 in the folder

Over to you – Do worksheet 3

EARLY CONTACT

Early meetings / emails are a chance for you to

- Establish boundaries.

Over to you – Do the worksheet 4

- Set ground rules
- Discuss targets – remember to be SMART!

Over to you – Do the worksheet 5

- Get to know each other
- Talk about what you both want to gain from the experience.

ATTITUDE

You and your mentor should always show each other respect.

These things are not respectful;
bad language in e-mails or at meetings
being late or not turning up
not replying to e-mails

To avoid any misunderstanding, make agreements with your mentor about how you will work together, e.g. agree what you will do if either of you can't make a meeting.

THINGS TO DISCUSS

Discussing ideas can help to make things clearer.
E.g. Your mentor can help you with your school work by

- Discussing tasks
- Helping to plan a timetable for work

THINGS TO TRY OUT

In between meetings or e-mails agree to do things to help you improve your life at school. For example:

- A new way of getting to school on time
- A different way of studying

- Behaving differently in a particular lesson
- Doing research on the internet or in the library
- Visiting a college
- Better ways to manage your workload or time

The mentoring project will likely last a year.

Face to face meetings

- Usually last an hour
- Take place every fortnight
- Are organised by the school initially

If you are e-mentoring you will be sending one e-mail a week. You will meet your mentor at some point during the mentoring relationship.

IF YOU ARE A FACE-TO-FACE MENTEE

- Do the action you agreed in the last meeting
- Think about questions you want to ask at the next meeting
- Look at areas of school work you need help with
- Make a note of;
things that are better at school
things that are not so good

IF YOU ARE AN E-MENTEE

- Think carefully about the contents of your mentor's e-mails
- Work out your response to questions your mentor has asked you
- Think about questions you want to ask on your next e-mail

- Asking questions to make you think about the task
- Reading drafts
- Putting forward ideas for improving work
- Setting targets you would like to achieve (remember your worksheet on SMART targets,

EVALUATION

Towards the end of the mentoring project, you will be asked to talk about your experiences of mentoring, e.g.

- How has it helped you?
- What targets did you achieve?
- How have your skills improved?
- Did your grades / coursework improve?
- Are you more confident about school?
- What did you learn from your mentor?
- What did you enjoy?
- What would make mentoring better?

Your mentor will be asked to evaluate the relationship too.

Mentoring is there to help you succeed – it's worth the effort!

'Before having a mentor, I would not have spoken to an adult I did not know. Now in my Saturday job, my regular customers ask for me when they come into the shop.'

Here Comes the Serious Bit

It is essential to follow certain ground rules to ensure that your mentoring relationship is effective, appropriate and safe.

- 1 What you and your mentor discuss is confidential. However try to keep to subjects that are appropriate, you should not keep secrets and your mentor cannot keep secrets for you either.
- 2 Your mentor is not trained to deal with serious personal problems. They are advised to seek advice if they become aware of any information that makes them worry about your safety and may discuss this with the school mentoring co-ordinator.
- 3 The mentor may discuss with you any information that needs to be shared with your school co-ordinator.
- 4 If you are an e-mentee, a random selection of e-mails will be checked by the school and borough co-ordinators to ensure your safety and welfare.
- 5 You should not exchange any personal contact details with your mentor.
- 6 If you are an e-mentee, communicate only through the e-mail system approved by your school.
- 7 If you are a face-to-face mentee, only meet your mentor at the time and place approved by the school.
- 8 Never meet your mentor socially, unless an event has been organised by the school. If they suggest it, say no and inform the school mentoring co-ordinator. Your mentor may have forgotten the rules of the project.
- 9 You should speak to your school co-ordinators if you have concerns or worries about your mentor.
- 10 You will need your parent's or carer's permission to take part in the project.

Give Mentoring a Chance

It is important to give the mentoring relationship a chance.

Attend meetings or write e-mails for at least three months. It takes time to build a relationship.

If the relationship is not working for you, discuss your thoughts with your mentor.

Don't just stop e-mailing or turning up for meetings.

If you are still not happy, tell your school mentoring co-ordinator.

It is mature to be able to talk about problems openly and you may be able to sort them out.

Remember, if the relationship doesn't work out it is nobody's fault.

It may be possible to find another mentor if you want to carry on with the project.



Mentoring Uncovered?

You've read the handbook

You understand how mentoring works

You can see the benefits you will get out of it

Mentoring is for you!

The Next Step ... Speak to your school mentoring co-ordinator



Can I choose to do face-to-face or e-mentoring?

How will my mentor be chosen?

When can I start the mentoring project?

When will I meet my mentor?

Can I talk to someone who has been a mentee?



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You want to do better at school

that's the main purpose of mentoring!

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