

mosaic

the power of positive thinking

How to be a Mosaic Mentor



An initiative of

**BUSINESS
IN THE
COMMUNITY**

Acknowledgements

Mosaic is grateful to those who have contributed to this programme



Interchange works with Mosaic to deliver mentor training



Sustainable Achievement for a Better World

InterCHANGE People Development's team has over 20 years' experience of providing dynamic training and coaching to public and private sector organisations, social enterprises and charities throughout the UK.

- Our **passion** is to ignite the joy of learning and inspire people to achieve their goals and aspirations. We regularly review everything we do so that our delivery just keeps on getting better and better.
- Our **motivation** is to facilitate sustainable growth by fostering productivity whilst also promoting well-being and diversity in the workplace.

Our **services** include:

- Business planning and development
- Celebrating diversity
- Effective communication and mentoring
- Management and leadership
- Preparing for career changes
- Empowering young people and apprentices

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Mosaic

Founded by HRH The Prince of Wales in 2007, Mosaic's mentoring programmes create opportunities for young people growing up in our most deprived communities. Our programmes are delivered by volunteers and lift the aspirations of young people, closing the gap between those aspirations and their attainment. By linking young people with inspirational role models in this way, we boost their confidence, self-efficacy and long-term employability.



Mosaic currently operates in five regions of the UK - London, North West, South East, West Midlands and Yorkshire - and has international reach through our International Leadership Programme. In the academic year 2012/13, Mosaic directly supported 5,000 young people in 140 schools and other institutions, supported by over 900 volunteers. 83% of our UK beneficiaries were drawn from the 20% most deprived areas of the country. Mosaic's International Leadership Programme supports 80 young leaders from 16 countries.

Mosaic's schools programmes have received independent accreditation through the Approved Provider Standard of the Mentoring & Befriending Foundation, providing

us with very important external recognition of the quality of our programmes. In addition, Mosaic's programmes have been independently evaluated by Demos, the leading research organisation, which described its programmes as "very well run and both the mentors and mentees reported significant benefits in taking part".

Mosaic is an initiative of Business in the Community (BITC), part of the family of charities overseen by The Prince's Charities, the largest multi-cause charitable enterprise in the United Kingdom. Mosaic is overseen by a national Advisory Board and each of the regions in which we operate benefits from the direction of a Regional Leadership Group.

Unlocking the talent and realising the full potential of every young person, whatever their background or circumstances, is a cause close to my heart. It gives me great joy to see the sense of self-worth and belonging Mosaic provides by extending that much-needed helping hand to those of our diverse communities who need it most.

HRH The Prince of Wales,
Founder of Mosaic

Contents

Introduction

- 3 How to use this pack
- 4 What is the aim of Mosaic programmes?
- 5 Mosaic/Volunteer Pact
- 6 Mosaic's Training
- 7 Setting Boundaries

Communication

- 9 Communication models
- 12 Listening skills
- 15 Clean language
- 16 GROW coaching cycle
- 19 Giving Feedback

Working in groups

- 21 Life cycle of a group
- 23 Facilitating group discussions
- 23 Rounds
- 24 Icebreakers

Tools for working with young people

- 30 Networks of logical levels
- 31 Four stages of learning
- 32 Styles of learning
- 34 Caring confrontation
- 35 Session preparation and debrief

Introduction

How to use this pack

Being a Mosaic mentor requires a unique blend of skills to support young people including mentoring, facilitation and coaching skills.

This pack aims to equip you with tools and techniques that you can use as a Mosaic mentor, to suit the different settings and different programmes you will find yourself in.

We have two metaphors for this pack:

A toolbox

- You can select, experiment with and modify any of the mentoring skills and models, exercises and ice-breakers and other tools, or, if you have the experience, use or design your own.

Baking a cake

- Gather the ingredients, mix and meld, stir, test, bake and serve. When you are starting out you most probably will want to follow a recipe – for example, the suggested activities in the Mosaic resource packs. As you gain more experience we envisage you making up your own recipes with the confidence that you can pick the best ingredient to fit the moment.

The following pages introduce some of the models, tools and techniques that are explored during mentor training sessions. We have included a brief explanation of each technique, and suggested how you might apply it as a Mosaic mentor.

We have also included interesting **pre training** exercises in **red boxes** to help you maximise your learning. We would encourage you to make time for these and we anticipate you will find many exercises useful in your everyday life, as well as when you are being a Mosaic mentor.

Some ideas are likely to nudge you out of your comfort zone, which will hopefully give you some sense of what mentees are likely to feel when they first meet you – this is the place where creative learning can take place. Our intention is for you to be flexible, creative, motivated and **motivating** as you embark upon your mentoring role.

We will urge you to be a CRAFTY mentor by using the following skills and attributes:

- **Curious** – to be genuinely interested in the young person's perspective
- **Responsive** – rather than reactive, focusing on and getting in touch with your mentee's 'maps', moods and meanings
- **Assertive** – as opposed to aggressive, which often ensues from being reactive
- **Focused** – starting with your own state, then on the mentees' needs
- **Thoughtful** – being considerate of your mentee's needs and feelings
- **Yes!** – A positive attitude that results from intelligent optimism

What is the aim of Mosaic programmes?

Mosaic programmes focus on supporting young people to understand how and why it is important to develop **confidence**, **self-efficacy** and **employability**. These qualities are explained below and feature in tailored activities to suit the age and stage of participants in different programmes. You will find reference to these qualities throughout this pack and during your mentor training session.

Confidence is in our ability to succeed in specific situations such as exams, presentations, interviews and discussions.

Self-efficacy plays a major role in how we approach goals, tasks and challenges. According to

psychologist Albert Bandura, people with high self-efficacy – that is, those who believe they can perform well in specific situations – are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

Employability by increasing students' aspirations and motivation to succeed at school, and discussing the world of work with them, Mosaic intends to have a positive impact on their long term employability.



Mosaic/Volunteer Pact

Thank you for agreeing to participate in Mosaic’s mentoring programmes and participating on our initial training programme.

You will be one of a group of mentors providing support to students/parents, in groups, at a local school. This is an exciting opportunity to motivate, inspire and empower young people to achieve their full potential. This requires time, commitment, dedication and preparation.

You will be required to attend a **pre-planning meeting at your school** to meet the link teacher, find out about the selected students, meet your mentor team and plan the mentoring activities for the duration of the programme. **This meeting is essential to a successful mentoring programme.**

Mentoring of students is a significant responsibility.

Cancelling sessions reflects very poorly on Mosaic but, more importantly can reinforce negative views of self-worth. It is essential that you attend all the dates agreed. If you are unable to attend you must notify Mosaic, your school contact and fellow mentors, at the earliest possible opportunity.

Mosaic will support you by providing:

- Initial training to support you to start mentoring
- Advanced training to develop your skills as you progress on your Mosaic journey
- How to be a Mosaic Mentor Resource pack – to provide you with a tool-kit of mentoring skills and approaches and Ice Breakers
- A programme specific resource pack of activities and session plans

- Access to the Mentor Resources Area of our website where you can find other examples of best practice
- A free DBS check
- A facilitated planning meeting to introduce you to your school and mentor team
- A single point of contact at Mosaic to provide support, advice and issue resolution throughout the programme
- Networking, thank-you and celebration events throughout the year
- The opportunity to be entered into the Mosaic Hero of the Month, winners of which go forward to the Princess Badiya, Mentor of the Year Award
- A certificate to thank you for your efforts
- An overview of the impacts achieved at your school as a result of your mentoring
- Access to ad hoc opportunities as afforded by our exciting network
- Arrive in good time for each session to allow for sign-in and pre-preparation
- Stay behind to de-brief with mentors and teachers after sessions
- Prepare for mentoring sessions in advance by reading the agreed activity in the resource pack and considering how you will approach it
- Bring along any resources or props required
- Liaise with your link teacher and mentor team if you need anything to be prepared in advance, or made available to you at the school
- Plan your delivery of the activity, with fellow mentors (via email or face-to-face) using the session planning template provided
- Keep in good and regular contact with Mosaic, and seek support or raise concerns so that we can support you. Your point of contact at Mosaic should always be copied into correspondence

As a Mosaic mentor you are agreeing to:

- Attend all the mentoring sessions
- Inform Mosaic, the school and your mentor team, if you are unable to attend any session, for any reason. Give as much advance notice as possible, by email and telephone call. As a standard, we advise two working days. This gives us time to ensure other mentors and the school are aware and amendments to session plans can be made

I _____ agree to be a Mosaic mentor and accept the responsibilities that this entails. I will be committed to attending all mentoring sessions. If I am unable to attend I will inform Mosaic (link teacher and fellow mentors) at the first opportunity so that they can make any necessary adjustments to the planning of the session.

Name:

Signed:

Date:

Mosaic's Training

This pack accompanies your initial training session. This training is delivered by Mosaic, in partnership with InterCHANGE People Development. We hope that the activities within the pack and the training will support you to be an effective mentor and enable you to have conversations with a purpose. That purpose is to increase students' confidence, self-efficacy and employability skills.

Initial Mosaic programme training will cover:

- Knowing how your specific Mosaic programme operates
- Establishing an ethical framework and maintaining boundaries
- Familiarity with the Resource Pack provided for your programme
- Confidence in applying mentoring skills and the importance of self-reflection
- Understanding the preparation required for mentoring sessions

We believe in continuous personal development. You will only be able to develop these skills by doing the programme. When you start mentoring, we encourage you to use the Preparation and Reflection form at the back of this pack to regularly assess how you are using your current skills and to identify new opportunities to grow.

We will also invite you to attend an optional Mosaic Advanced Training session, at which we will work with you to identify how you have progressed and enhance your skills to mentor.

Setting Boundaries

Mosaic takes seriously its responsibility to support mentors in their role with young people. An important part of this is to establish appropriate boundaries to operate within.

All mentors will be given the Mosaic child protection policy to read and sign, and will be provided with a Criminal Records Bureau check.

All this will be discussed further in mentor training, but in the meantime, here are some scenarios to get you thinking.

Pre-training exercise

What would you do in the following situations?

A young person asks if they can take your contact details (mobile number, email address) to send you a few further questions.

A young person requests you as a friend on facebook or follows you on twitter.

A young person asks to meet you on a Saturday morning to go through their CV.

A young person says that they're in a crisis and needs to borrow £10.

A young person asks for your help with their course work.

A young person asks if they can come to your workplace for work experience.

A young person has lots of questions about how you met your boyfriend/girlfriend/husband/wife.

A young person asks how much you earn and what car you drive!

In addition to setting boundaries we encourage all mentors to understand and apply their own ethical statement – your values and beliefs.

- You should develop a coherent, harmonious and congruent statement of ethics for coaching and mentoring programmes
- To do this you should analyse the impact of personal and organisational values and belief systems, on your delivery of mentoring activities
- You should regularly evaluate your personal coaching and mentoring performance, including being as conscious as possible of your beliefs and values and how they may hinder/support your mentoring practice

Before, during and after training you should reflect on these topics and refer to your Mosaic Child Protection and Safeguarding Policy.

Below are some common questions and answers about the maintenance of appropriate boundaries; please speak with Mosaic if you would like to discuss in more detail.

Q. A young person asks if they can take your contact details (mobile, email, business card) to send you further questions

Mosaic does not offer a one-to-one mentoring programme and therefore does not have the processes or support structures in place to operate personal engagements. However Mosaic encourages young people to network and seek opportunities. We suggest: if the student is over 16 years old provide them with a business card (your professional and public facing contacts) but set boundaries about their contact with you and manage their expectations about your response. Ask them specific questions about why they want to

contact you to assess whether you can help. If the student is under the age of 16 we suggest that you inform your teacher contact of their request and ask whether they would be willing to facilitate your discussion. Again ask them specifically what they want to get out of contacting you outside sessions?

We would advise all mentors to safeguard themselves and students by not providing contact details to those aged under 16.

Q. A young person requests you as a friend on Facebook or follows you on twitter

As above, in regards to the age boundary. However we strongly recommend that you do not share your personal social media channels with students. Unless boundaries and expectations have been clearly agreed and understood this engagement could result in unsolicited and inappropriate sharing of information that could put you and the student at risk.

Q. A young person asks you to meet them on a Saturday morning to go through their CV

We recommend that you ask the teacher contact whether parental permission can be sought for a 121 session on CV-building (for example) and whether this activity can take place at the school site, within school or extra-curricular sessions. If this is agreed with the student, their parent and the school you must have a valid DBS check with Mosaic, and the school must accept liability for the mentoring intervention. You should agree with all parties the duration and frequency of these sessions at the outset.

Q. A young person says that they're in a crisis and need to borrow £10

You should never lend a young person money, irrespective of the circumstances. Apologise and remind them of the ground rules, boundaries and expectations of your relationship using the communication skills and tools in this Pack. Please consider whether the nature of the request alerts you to any risk to their personal safety and if so please act in accordance with the Child Protection Act. Never promise a young person complete confidentiality.

Q. A young person asks you for help with their coursework

Ask the young person for clarification on the kind of help they would like. You may be able to provide advice, tips or ways to approach but you cannot and should not write or contribute any direct content or give the young person 'the answers'. You should facilitate their learning by asking open and clean questions and give advice or sign-post. If they wish to do this on a one-to-one basis please see the guidelines above.

Q. A young person asks if they can come into your workplace for work experience

Mosaic has a structured World of Work visit programme through which we invite the mentoring group into Mentors' work places to raise their awareness of career opportunities and routes into specific industries, alongside their mentoring. If your company is willing and able to facilitate such a visit please discuss this with Mosaic so we can support arrangements. Do not promise the young person anything but inform

them you are going to research the possibilities.

If your work place has a work experience scheme please provide the application details for it to the student and the school so that they can apply. Any work experience must be arranged with the school so that parental consent can be sought and a risk assessment undertaken.

Q. A young person has lots of questions about how you met your boyfriend/girlfriend/partner

Self-disclosure is a personal choice. Consider why the young person is asking the question? What do they hope to learn by asking it and how relevant is it? Use your judgement and ask follow-up open questions to learn more about their motivations so you can decide - on a case by case basis - an appropriate response. On our primary school mentoring programme for example, girls may be asking about your family context to learn more about the opportunities and challenges of balancing career and family. This could equally apply to any young person.

Q. A young person asks how much you earn and what car you drive!

This is a frequent question and shows that the young person has interest in the kind of success measures that mean something to them – that they can understand. Again, sharing this information is your personal choice. If you wish to de-personalise the question you could answer in more general terms by talking about wage brackets linked to seniority and experience, and share other personal measures of your own success.

Tips:

- Always inform the young person if you intend to disclose any information, identifying to them, with whom, when and for what purpose
- You cannot promise 100% confidentiality as you are bound by the Child Protection Act
- Set and remind students of boundaries and ground rules whenever required
- Self-disclosure is a personal choice. Always think about the purpose and value of sharing the information with the young person and do what you are comfortable with.
- Always inform your Mosaic link teacher about questions/actions of students if you feel uncomfortable or unsure how to respond

Communication

Communication Models

Much of mentoring is about being an excellent communicator, so we start this section with some different models of communication.

The Communication Cycle

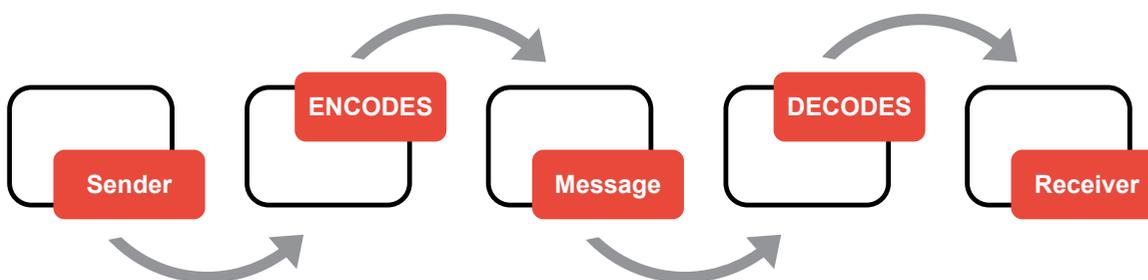
You may already be familiar with the well established model of the Communication Cycle:



In this simple model, the sender sends a message to the receiver. In practice however, we know that someone else doesn't always understand what we say. We can often hear people say in bewilderment: "I didn't mean that at all".

In order to fully understand how the communication cycle works, we need to add two more elements which enable us to see how a message can change between the

sender and receiver even though the sender thinks s/he is being perfectly clear in what they say. The revised model looks like this:



This model enables us to see that the sender encodes her or his verbal messages and the receiver decodes them. This is because the sender at the same time as speaking will place certain inflection on words, will use non-verbal behaviour, such as gestures, and in any event, the receiver may have made certain assumptions about the sender merely from the way they look.

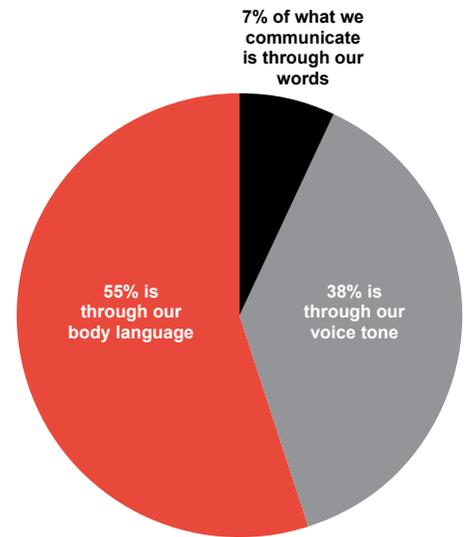
Similarly, the receiver decodes the message based on what her or his understanding of say, what a gesture means. It is precisely during the encoding and decoding process where miscommunication can and indeed does often take place. If we use this model we can increase the possibility of messages being received the way they were intended. The key to this is a) when you are the receiver, summarise your

understanding of what the sender is saying and b) when you are the sender be as clear and congruent as possible i.e. are your words, body language and voice tone all saying the same thing. If you think the receiver has not 'got' your message then you can ask a question like: "I just want to check I've been clear, please could you tell me in your own words your understanding of what I've been saying".

The Dance of Communication

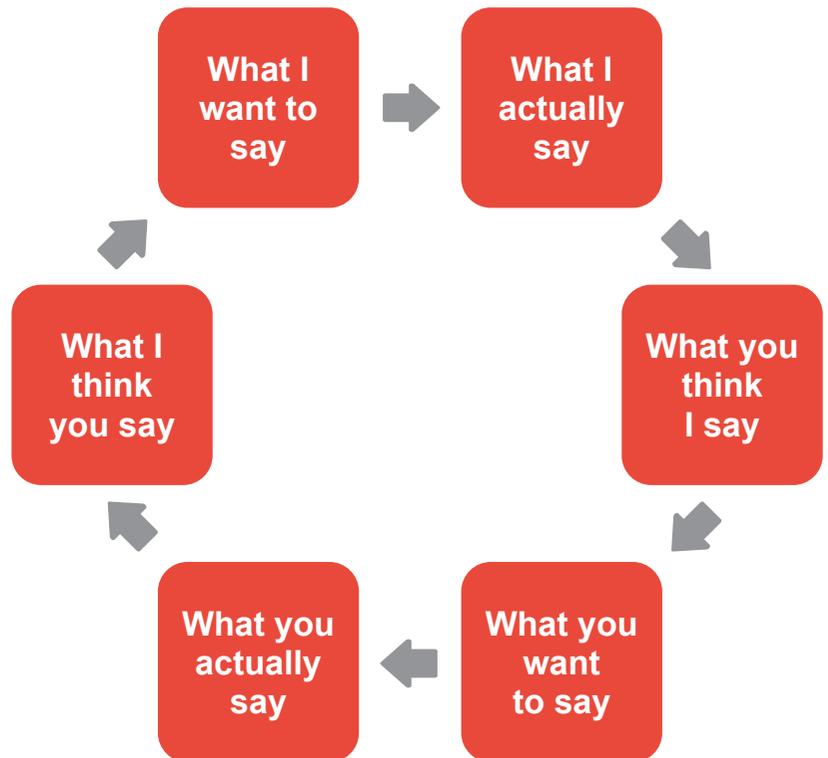
Whenever you're communicating, be aware of what your body language is saying and make sure that all the components of the 'dance' are saying the same thing. This is particularly important when you need to establish trust and rapport with others in a short period of time; for instance, when you first meet the students you are mentoring. Another way to think of this is that, assuming all the faculties, more than half of the communication is visual i.e.

non-verbal. For example, if you say "I hope we can be open with each other and share experiences" and, at the same time, have your arms crossed you will be sending a mixed message – open words and closed body language. This will be confusing on some level and can interrupt the flow of healthy and effective communication. Similarly, crossing your legs can have a similar effect.



Six Factors of Communication

This diagram shows how easily authenticity can be compromised in a conversation and how vulnerable the message is to being misunderstood or lost. Essential to building vibrant learning relationships with students is the ability to send clear messages and listen carefully in order to receive messages accurately. Keep this cycle in your mind's eye to help you do this and prevent slippage in comprehension. Mentors can help mentees to understand how our internal filters impact on our interpersonal communication skills and our ability to influence each other.

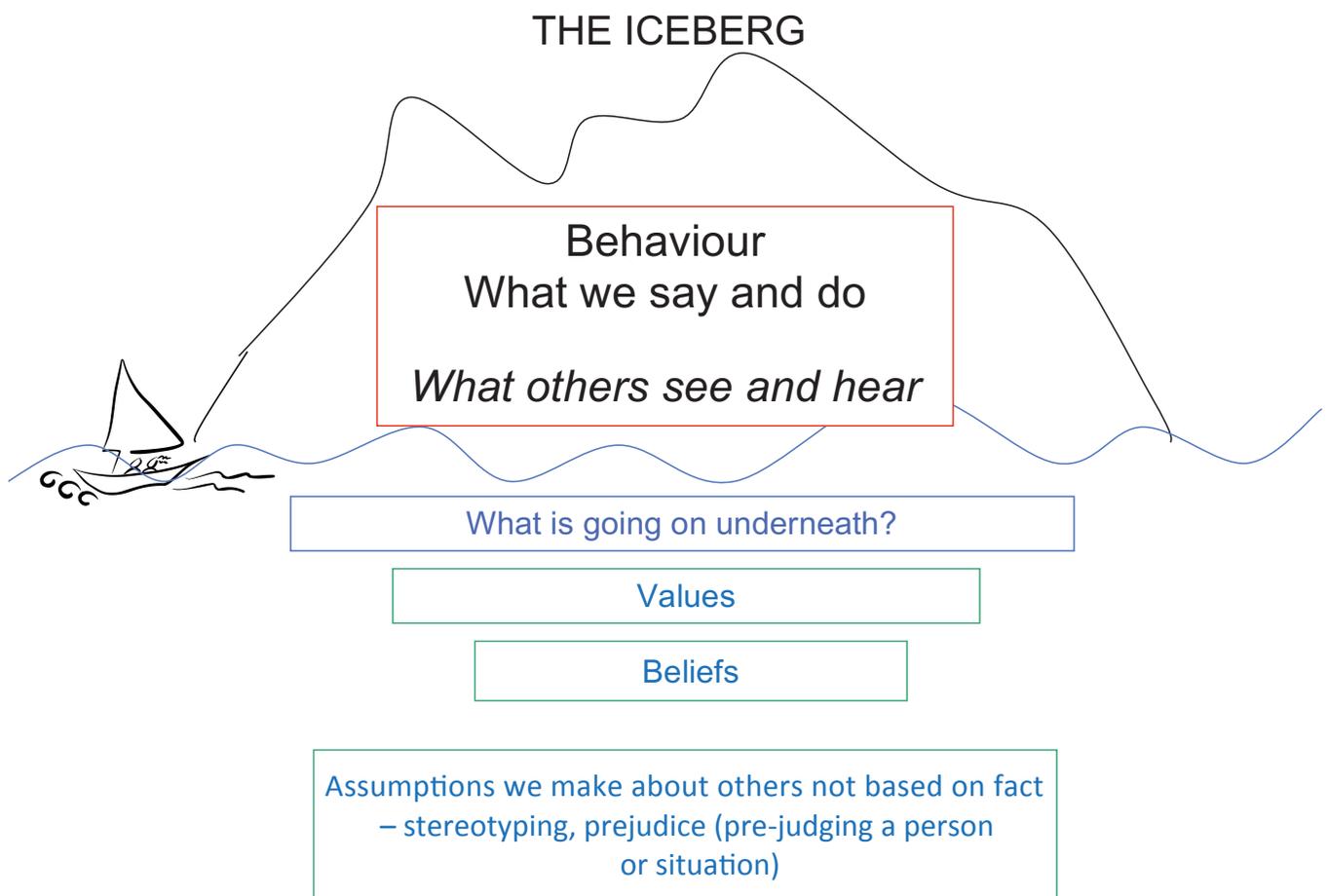


The Iceberg Model

This model helps us appreciate that our beliefs and values, which lie below the surface and out of sight of others, have an enormous influence upon our behaviour and what we say and do. As a mentor, it's important to be as aware as possible about our beliefs and values, so that we can make conscious decisions

about how to behave and what to say when we're with our mentees. It's also a good framework to remember when you observe the behaviour of your mentees, for example, perhaps a young person who appears withdrawn or disinterested in your session would actually love to take part, but has an underlying belief

that they have nothing to contribute. Finally, this model will help students appreciate how their values and attitudes influence their behaviour, and it emphasises the importance of being as aware as possible of their values so that they can make informed and conscious choices.



Listening Skills

We have deep human needs to be listened to, for what we say to be acknowledged and understood. When you listen to your mentees with full attention, you show them that you value and respect them. This can help students to recognise more of their potential and grow in confidence and self-esteem. Listening is an essential skill for both mentees and mentors – akin to water and sunlight which gives life to nature.

To listen well, is as powerful a means of influence as to talk well, and as essential to all true conversation

CRAFTY listening

We encourage you to be a **CRAFTY** mentor by developing the following skills and attributes:

Curiosity

- Maintaining a **sense of wonder**, even if you think you know what they're going to say!
- Endeavour to ascertain the other person's 'maps', moods and meanings. Even if what they're saying won't hold up under scrutiny.
- Be respectful of and gentle with the logic of the other person's reasons and rationality.
- Ask (Clean) questions.

Responsiveness

- **Being responsive rather than reactive**; If you feel provoked or challenged, your immediate response can determine the outcome of that altercation.

Assertiveness

- Assertive in this context means we respect the other person's views or perspective - even if we don't agree with them. We accept that what they are saying is their reality and we give them space and attention to express themselves. We demonstrate respect by summarising our understanding of what they have said. It is only then that we assert our perspective which, if different, can lead to a creative discussion and expansion of thinking for all involved. Seeking to understand before being understood is the corner stone of assertiveness.

Focus

- Focus on what the person is saying, both verbally and non-verbally and suspend your thoughts and feelings in a bubble in your mind's eye. This will help you hear what the person is actually saying and help prevent your interpretations and opinions getting in the way.

Thoughtfulness

- Thinking clearly enough to manage yourself and your state especially under pressure.
- Being a role-model of restraint and 'grace under pressure' can facilitate your mentees to function more intelligently.

Yes!

- Fuelled by the notion of Intelligent Optimism, a Yes! Attitude creates a set of attitudes and actions based on the assumption (fantasy, if you like) that we're 'in it' together to support each other to co-create solutions, solve problems and resolve conflicts together.

Four Levels of Listening

This model defines that there are different levels of listening. From one end of the spectrum to the other, these are: passive listening, selective listening, attentive listening and active listening.

- **Passive listening** is like treating what you're listening to as if it's mere background noise. You don't exert effort to focus; in fact, you may be busy doing something else. Hearing the children laughing in the background as you compute your latest bills is an example of passive listening.
- **Selective listening** is picking only parts of conversations or sounds that we want to attend to. Selective listening may be intentional (e.g. you listen to your friends when they talk about your favourite TV show, but ignore them when they discuss something that bores you), or unintentional (e.g. you have a bias you don't realise, and consequently tune out any information contrary to your pre-conceived notion).
- **Attentive listening** is the type of listening used by people who are on the hunt for information. They ask questions and focus only on the answers they need. There is no effort to understand the totality of the person's communication; instead the premium is on what the listener wants to hear.
- The best listening level is **active listening**. Active listening involves deliberate attention to everything the other person is relating, and even focusing on their non-verbal communication. To get to this level, a person must practice specific active listening skills.

Active Listening

Active Listening is the most effective level of listening and the level we urge you to use as you interact with young people as a Mosaic mentor.

Step one – tune into the other person by:

- Listen carefully to their message – concentrate not only on the content of what they are saying but also tune into what they may be feeling which will be communicated through their voice tone and body language
- Do your best not to interrupt until the person has finished
- Show that you are interested by making eye contact, nodding, making listening sounds such as mm... ahh...
- Accept that what the person is saying is their perception of what is going on

Step two – accurate understanding:

Messages can often get lost and distorted because the sender and receiver interpret the same message in different ways. It is therefore very important for the receiver to check out their understanding of a message by summarising. If we have accurately received the other person's message, our summary will confirm this for them. However, if we have received their message incorrectly the speaker has a chance to correct us. For example:

So, you've said a lot of interesting things, and, in summary, what I'm understanding you to say is you're feeling unsure about what you want to do when you leave school, but you've got several ideas and would like to tell us about them and you'd like to know what we think about them.

Pre-training exercise

1. When you are speaking be aware of what your body language and voice tone are saying, and ask yourself: "To what extent do they match what I'm saying verbally"?
2. Observe what you do when you disagree with someone. For instance, do you wait for them to finish speaking or do you interrupt them and try to convince them of your perspective?
3. For the next few days experiment with listening to others – your friends, colleagues, children, partner and summarise your understanding of what they are saying before you respond, and make a (mental) note of what happens.
4. Reflect on the models of communication presented in these pages and see if you can spot occasions during which you see any of the stages. For example, how often is there a gap between what you want to say and what you actually say? Or between what you say and what someone else understands?

Clean Language

Clean Language is an extraordinarily effective model of communication that involves a dramatically different way of thinking about how and why we ask questions.

'Clean' refers to the fact that the questions are 'free' of the usual, typical mind-reading, second-guessing, presupposing, that we tend to do most of the time.

'X' is the word or phrase that you select from the answer given. Not your fantasy or imagination but the other person's words.

■ And what kind of *Answer X* is that *Answer X*?

A Clean Set-Up

The following tool is useful at the start of any session because it increases the chances of the session being of benefit to every participant.

Each participant can *learn to* take responsibility for what they bring to the session, and be more aware of the importance of their own contribution. Even if you decide not to use this format, you may find it useful to begin every Mosaic mentoring session with some process that acknowledges personal and collective responsibility.

Here are the questions to ask in a clean set-up:

1. For this discussion/session to be useful for you, it needs to be like what? *Answer X*
2. And what kind of *Answer X* is that *Answer X*?
3. And is there anything else about *Answer X*?
4. For this session to be like *Answer X*, you will need to be like what? *Answer Y*
5. And what kind of *Answer Y* is that *Answer Y*?
6. And is there anything else about *Answer Y*?
7. In order for you to be like *Answer Y* and for the meeting/session to be like *Answer X*, other members of the group will need to be like what? *Answer Z*
8. And what kind of *Answer Z* is that *Answer Z*?
9. And is there anything else about *Answer Z*?

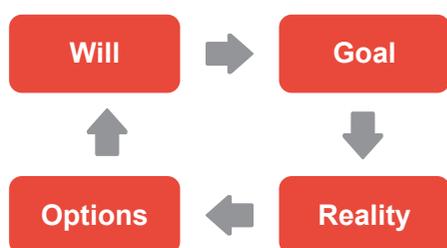
Pre-training exercise

At the start of a meeting or discussion experiment with a clean set up by asking one or several of the above questions and observe what happens as a result.

GROW Coaching Cycle

Supporting young people to find their own solutions is an essential task of a Mosaic mentor. Coaching is a great tool for this and can help you to structure a useful conversation, where you guide a young person to think for him/herself, rather than give them all the answers.

One of the most common coaching processes is the **GROW** cycle.



- **Goal** – what is the goal you wish to achieve?
- **Reality** – what have you done so far to get this and what have you not done?
- **Options** – what possible options are there to achieve the goal, including the practical and the outrageous?
- **Ways forward** – which of the options will you take as a start point to reaching your goal?

G is for Goal: before the young person launches into telling you about their problem/issue ask them questions such as: “**What do you want to get out of this conversation?**” Or “**What do you need from me?**” This helps you and the other person have a focus. Set a time limit – this will encourage the person to make good use of the time and prevent too much time being taken up. You can always arrange to have a further conversation at a different time if need be. If possible, ask the person to do some thinking and problem solving before they have a conversation with you, to foster self reliance and initiative.

R is for Reality: In busy lives parents, teachers or volunteer mentors can be forgiven for jumping straight into providing ‘the answer’ and not allowing time for young people / children to discover their own solutions and feel that they have been heard and understood. It is very important, therefore, to give the person space to tell their story (within the set time limits!), expressing how they experience and perceive their reality, by asking such questions as: “**How did it start?**” “**What is happening now?**” “**What have you done about it so far?**” At this stage allow the story to unfold and really listen and summarise your understanding of what the other person is saying. Avoid slipping into the pattern of asking the questions and the other person answering, as in an interview. There is a particular propensity for this to happen when there is a power differential between you and the other person i.e. adult and young person.

O is for Options: Feeling really listened to and understood often leads to greater clarity and a better understanding of the possible ways forward or solutions to a problem. The options and possibilities identified then need to be tested. You can ask question to help the person narrow the options and analyse the pros and cons, so they are ready to move towards developing a course of action.

You might also be able to suggest options that they haven’t yet thought of – in Mosaic mentoring it is often the case that the mentor has more life experience and insight than the young person, and this is the time to make suggestions. It’s important to continue the focus on the young person rather than turning it to you, so a suggestion may be best phrased as “Have you ever thought of...” rather than “I think you should...”

W is for Way forward: Once an option has been identified, the person then needs to decide on how to implement the option by identifying specific steps, indicating what to do, where and when. Talking about action is not the same as doing it. Action (whatever it may be) inevitably involves uncertainty and risk. You can test out their readiness by asking: “**On a scale of 1 to 10 how willing and confident are you with taking this action?**” Offer to have another conversation after they have taken the action to review progress and identify any further actions if needed.

Key skills: Open questions and active listening

Questions when using GROW

Goal for coaching session: aim for clarity

- What is your goal?
- What would you like to achieve?
- What would you like to discuss?
- What would you like to achieve from this session?
- What would need to happen for you to walk away feeling that this time was well spent?
- What would you like to be different when you leave this session?
- How realistic is your goal for this session?

Reality: Establish the reality of the situation – aim for awareness

- What is happening at the moment?
- How do you know that this is accurate?
- What is your thinking behind that idea?
- When does this happen?
- How often does this happen? Be as precise as possible
- What, when, where, how much, how often?
- Who is involved?
- What have you done about this so far?
- What results did that produce?
- What are the major constraints to finding a way forward?
- What other factors are relevant?
- What is your understanding of other people's perception of the situation?

Options: Establish choices – aim for innovation

- What could you do to change the situation?
- If in a group situation – What ideas do the rest of the group have for resolving this issue?
- What are all the different ways in which you could approach this issue?
- If you were going to speak to her, what would you say?
- If this issue was resolved what would be happening now?
- How do you think another member of the team would describe this situation?
- What else could you do?
- What would you do if you had more time, a larger budget, or if you were the boss?
- What approach/action have you seen used, or used yourself, in similar circumstances?
- Would you like me to add a suggestion?
- What are the advantages and disadvantages of each of these options?
- What skills do you need to implement this action?
- Which would give the best result?
- Rate from 1-10 your interest level/ the practicality of these options?

Will: Establish an action plan – aim for responsibility

- Which options are you going to choose?
 - What are your SMART action steps?
 - When precisely are you going to start and finish each action step?
 - What obstacles could you face?
 - How will you overcome them?
 - Who needs to know?
 - What support do you need?
 - How and when will you enlist this support?
- What is your level of commitment to taking these actions, say on a scale of 1 – 10?
 - What could you do or alter to raise your commitment closer to ten?
 - Is there anything else you want to talk about that hasn't been mentioned?
 - What are the potential benefits of successfully accomplishing these objectives/action steps?
 - What could be the potential negative consequences of not implementing these objectives/actions steps?

Pre-training exercise

1. When someone is describing a problem and you suspect they are hoping you will come up with a magic answer: STOP, breathe and focus on listening and **ONLY** summarise your understanding of what they are saying – no comments, opinions, judgments or solutions. Make a note of what happens. **NB: always put a time limit on this for yourself...otherwise you may end up listening to someone for hours!**
2. As you travel through your days identify situations when you think using the GROW coaching cycle would be helpful.
3. When someone asks your advice about how to respond to a situation or how to do something, experiment with asking a question in response e.g. "What ideas do you have to resolve this"? Note down what happens as a result of doing this.

Giving Feedback

We all need constructive feedback to help us develop and improve, and we can all cultivate the art of giving ourselves (and encouraging young people to give themselves) balanced feedback. The following process can help you and your students to do this.

These steps provide a structure for a sentence / thought process to help you assess a situation with calmness and focus on what you / others need in order to be successful. The very act of going through this process often transforms a negative feeling into positive action. The following has been adapted from ideas developed by Marshall Rosenberg.

1. **Observation:** describe what you see, hear, notice or remember – this can be concerned with a student's behaviour and/or words, your own behaviour and observations of the situation. Be SPECIFIC and FACTUAL and use concrete observable behaviours and keep blame and judgement out of your observations. Start your sentence with: ***I notice, I see I'm aware of, what I observe is, from my perspective... etc***
2. **Feelings:** say clearly and simply how you feel. Use 'feeling' words and not interpretations of other people's behaviour e.g. **"I feel annoyed" (feeling word)** as opposed to **"taken for granted" (an interpretation)**.
3. **Needs:** negative feelings and behaviour are often triggered by our needs not being met; likewise positive feelings are generated when our needs are met. Say clearly what your needs are. You can use such phrases as: ***Because I need, I value what's important to me is...***
4. **Request ➡ Recommendation ➡ Requirement:** Depending on the situation you need to select where you are on this continuum. The aim of this stage is to attempt to get your needs met by asking the other person to do something... and phrasing this as a positive do-able action in the present, whenever possible. You can use such phrases as: ***Would you be willing to, I'd really appreciate it if you would, are you prepared to do this? I require, I recommend.***

Pre-training exercise

A thought to consider...All behaviour is either an expression of love or a request for love or all behaviour is an expression of satisfied need or a request for an unmet need to be attended to.

When you next encounter negative behaviour or feelings (in yourself or others) look below the behaviour or feeling and sense what need is not being met. For instance, when I'm frustrated I may need my contribution to be valued and acknowledged.

Example one: New mentor talking to a fellow mentor –

I'm facilitating my first mentoring session next week **(observation)** and I'm apprehensive **(feeling)** and I need reassurance and support **(need)** so would you be willing to listen to my ideas for running the session and give me feedback? **(request)**

Example two: Mentor has noticed that a student is very quiet in the sessions

I've noticed that you are quiet in the sessions **(observation)** and I'm concerned **(feeling)** because it's important to me that all students feel able to join in the discussions **(need)**. Would you be willing to have a chat to explore what you need in order to feel able to share your ideas? **(request)**

Preparing for success

It is good practise to prepare for giving feedback, and to reflect afterwards on your performance.

You could also use the questions in the following exercise to encourage your mentees to prepare for presentations or interviews and to reflect afterwards on how they did and what could be improved.

Pre-training exercise

When you are preparing to do something such as give a presentation, write a report, conduct an appraisal or give someone difficult feedback, ask yourself:

1. What qualities, skills and experience do I have that will help me do this?
2. What are my intentions and objectives?
3. How will I know if I am doing OK?
4. What are my 'keeping calm' state management strategies?

After you have completed the task, ask yourself:

1. What did I do well? Be as specific as possible.
2. Is there anything I would do differently next time? If so, what?

Working in groups

Many Mosaic mentoring sessions include working in small groups of young people, and sometimes parents too.

Life Cycle of a Group

You may find it useful to reflect on this model of the life cycle of a group. In summary, it shows that it is perfectly normal and healthy for a group to go through some argumentative and testing times, before settling down and functioning well. As a mentor, you need to maintain benign control of the group dynamic and constantly monitor your own state – after all, you are a role model as much as a mentor, so it's essential that you remain resourceful at each stage of the group's life cycle. Bear in mind that different people will be at different stages of the cycle, and there will be relapses that you'll need to manage.

The following is based on Bruce Tuckman's Group Development Model.

Stage One – Forming

Groups do not start off by having an identity. Initially they are no more than collections of individuals who come together for a purpose and they have to be formed into a learning group. The forming stage is characterised by discussion about what the group is going to do, what its aims are, what rules its members will take and what its terms of reference are. It is in this stage that members will be trying to find out about each other and particular individuals attempt to make an impression on the group usually without 'rocking the boat'. Members will be:

- Finding their feet
- Finding out about the task, the boundaries and the rules
- Finding ways of approaching the task
- Anxious
- Acquiring information and resources
- Relying on the leader – looking for guidance
- Getting to know one another
- Learning what kind of behaviour is appropriate

Mentor's role: be calm, provide structure, conduct ice-breakers to help students get to know each other, establish ground rules and clarify expectations, roles and responsibilities.

Stage Two – Storming

This is a normal and important stage as it tests the commitment and loyalty of the members of the group to its aims, similar to peer pressure. Whilst the forming stage involved 'toeing the line', the storming stage brings out members own ideas and attitudes. To become mature, a group must be able to resolve conflicts. In this stage team members should get to know each other better and there is likely to be:

- Internal conflict
- Conflict between factions within the team
- Flaring up of emotions
- Challenges to the position of the leader

Mentor's role: Stay calm. Deploy active listening skills to support the group to sort out factions, work through emotions and find solutions etc.

Stage Three – Norming

The third or norming stage is a period of settling down. A group has to have its own set of values, known as norms. These are the practices by which it works and makes decisions. The norming processes establish team identity. It is at this stage that the important issues such as the style of leadership and the methods of working are decided. Usually by this stage conflict is settled and team members are:

- Cooperating with one another
- Exchanging views
- Setting new standards and norms
- Becoming cohesive, members recognise each other's strengths and weaknesses
- Supporting each other

Mentor's role: setting up exercises and tasks, listening, encouraging and supporting, providing feedback – acknowledging what is going well and making suggestions for development and improvement.

Stage Four – Performing

This is the stage at which the group becomes self-managing and high performing. The group are learning from each other, willing to support and every member knows what part they play, the contribution they can make, and the strengths and areas for improvement of the other members.

In this stage:

- Teamwork (*Synergy*) is achieved
- Roles are flexible
- Solutions are found and implemented
- Group energy is directed towards learning and experimenting with new skills
- Confidence and commitment to each other is high

Mentor's role: helping group celebrate achievements, and observing and providing feedback on progress and improvements made.

Facilitating group discussions

Many of the activities in Mosaic mentoring sessions require you to facilitate a group discussion. Here are some techniques you might find helpful.

- **Setting the tone** – outline the session and describe the approach you intend taking. Set the tone by saying what you hope for in the session, i.e. group discussion with people exchanging ideas and experiences
- Keep in mind the difference between **presenting** and having a **conversation**.

Presentations are usually about giving information and the audience asking questions to clarify understanding. The focus stays on the presenter's message.

A conversation is about sharing ideas and experiences, seeking opportunities and working with difference.

- Speak personally using **'I' statements**.
- How you behave influences how others respond. **Sharing your thoughts and feelings** in an open and respectful way will encourage the group to respond in kind.
- **Demonstrate active listening** and show your understanding of what people are saying. This deepens the group's understanding of what is happening.
- **Give everyone room to be involved**. Being too directive or talking too much may cause others to hold back from participating.

- To encourage individuals to take responsibility for **finding their own answers**, summarise the issue and ask something along the lines of: "What ideas do the rest of you have for solving this issue?" Then facilitate the discussion stimulated by this question. This technique will help to avoid the participant and facilitator getting into a private dialogue with the rest of group feeling unable to contribute.

- Summarise the **main themes and actions**, which are emerging out of the discussion and ask everyone to agree to any next steps required.

Rounds

This is another tool for encouraging a group discussion.

A 'Round' simply means that each person in turn has the opportunity to present to the group without being interrupted.

Rounds encourage communication skills, encourage active listening, reduce interruptions, and encourage inclusion and engagement.

You may find this a particularly useful technique as your group is getting to know each other – or as a way to begin every session, or to use during a session for getting feedback or opinions on an issue, topic or incident.

The first round might be introductions; name, favourite sport or football team, something they do well etc.

It is OK to say "Pass" (but be attentive to mentees who always say pass; if they are timid spend a little one-to-one time, later, checking out what might be going on for them).

Ensure they stick to the point at issue, no waffling or whinging, unless it's a waffling and whinging round, of course.

A time limit can be very useful e.g. two or three minutes per answer and you can use an audible kitchen timer (or your mobile) if you need to.

If someone says, "I think the same as Joe" a gentle invitation to say it in their own words should be offered. Then move on.

Always treat interrupters with respect and patience, perhaps establishing a visual or verbal anchor as a reminder. Or say something like, "Let's come back to that after the round is over." And make sure that you do!!

You can make someone the Interruption Monitor, which might also require some coaching and support.

Icebreakers

Icebreakers are an excellent way to start a session with a group. They are activities which are intended to be dynamic and fun, and enable everyone to get to know each other.

There follow twelve examples of icebreakers you could use in any Mosaic sessions. You will probably explore some of these in your training session. You will see that we have labelled each ice breaker activity with the skill that it particularly encourages – most ice breakers focus on building **confidence**. We have also listed any resources you will need - please make sure you prepare these in advance of sessions.

Icebreaker 1: I stand here as the possibility of... (**confidence, self-efficacy**)

Resources

none

Activity

You stand in front of the group until they are silent and still. Then you finish the sentence:

I stand here as the possibility of ...[chose two or three affirming verbs or nouns eg positivity, self belief, fun!]

You explain that, whenever we engage with others, in an argument, as a friend, at a job interview, in a debate, speaking in groups or any other situation where we present ourselves to the world, we are standing for something; our beliefs, values, hopes and dreams, ambitions or aspirations.

People will judge us because that's what humans do, and how we are judged will depend on how we present ourselves, and how we present ourselves will depend on what we think and feel about who and what we are, or what we might become. We are all full of possibilities and potential, let's celebrate that! You can put this in your own words, of course.

You then ask a mentee to share with the group what they 'stand as the possibility of...'

Choose someone who has displayed a degree of confidence. When s/he has finished, you ask him/her to choose the next person to stand and share, calling them by their name.

Purpose

This exercise, though very brief, can be powerful and uncomfortable for many people, for various reasons. For some it seems like boasting i.e. the sin of pride. For others it conflicts with their poor self-image, reinforces their lack of self-esteem and increases their fear of being judged – exactly the issues that may be holding many mentees back. Some people are inhibited because they've never thought about themselves in this way.

As you work with your mentees and their confidence grows, you can help them to recognise their potential, develop their inner resources, and raise awareness of their capabilities. The exercise can also be related to public speaking, attending job interviews, debates, etc.

You need to gauge whether this is better kept to the second or third session.

Time: 20 minutes

Icebreaker 2: Give us a clue (confidence)

Resources

Paper and pens

Activity

This is a game to be played in pairs. Each person writes five words on a piece of paper. The first person needs to explain what the first word is, without using the word itself. The second person has to guess what the word is. For example, if the word is 'cat', the first person might say, 'it is a common pet, that lots of families have'. The second person then takes their turn doing the same. When all the words have been guessed correctly the game is over.

Purpose

This is a non-threatening way of getting a group to open up. Working in pairs is quite safe. Participants usually laugh as they try to explain their words in a restricted way. It is a great ice breaker and can be developed later on in the session. For example, looking at different communications styles – 'how did you describe cat?' Looking at how we are all different and see things differently, looking at how we can develop rapport and connect with people in different ways.

Time: 15 minutes

Icebreaker 3: Change chairs if... (confidence)

Resources

Chairs

Activity

A group activity where all the participants sit on chairs arranged in a circle. The mentor stands in the centre of the circle saying;

"Change chairs if...you're wearing red/have a watch on/travelled by train"

It is important that the statement is true of you.

Everyone who agrees with this statement – i.e. they are wearing red/ have a watch/travelled by train, must stand up and change chairs. They cannot sit back down in the same chair and the mentor is now entitled to sit in one of the chairs". The person left standing in the centre comes up with the next statement and the game continues.

Purpose

A dynamic way for a group to get to know each other.

Time: 10-15 minutes

Icebreaker 4: Complete the sentence (confidence)

Resources

Sentence starter grid (please copy this before the session)

Activity

Cut out the below grid into squares with one sentence starter on each square. Spread them across a table, face downwards. In your small group of students, you can choose to approach this activity in two ways.

1) Ask each student in turn to pick up a piece of paper and read out the statement, completing the sentence in their own words. 2) If you think students would be intimidated by speaking out the statements, ask them to write their answers onto the square and give them back to you to read out. Try to draw out more information from each answer

and where appropriate, encourage discussion within the group – e.g. is that the same for anyone else?

Purpose

This activity provides an opportunity for mentees to get to know their mentors and also to feel confident to share their own experiences.

Time: 20 minutes

The best thing that happened to me was...	My favourite music is...	I am good at...	I want to be...
I am not sure about...	I am happiest when...	I get worried by...	I hope that...
I work best when...	I don't like...	I enjoy...	I believe that...
I am learning to...	I find it difficult to...	When I am older...	I would like to...
I like...	I wish people would...	My favourite place is...	I look forward to...
I most admire...	I think what my friends like about me is...	I get energy when...	I feel most confident when...

Icebreaker 5: How many ways? (confidence)

Resources

A3 paper, marker pens

Activity

Students to be split into small groups (4 per group). Mentor selects any topics/objects or thing which comes to mind for each of the groups.

The group members need to brainstorm how many different ways that object/topic or thing can be used by people.

For example, a ball. How many ways can a ball be used? Answer: in games... what type of games... football, tennis, cricket etc.

Purpose

This activity gets mentors and mentees talking.

Time: 20 minutes

Icebreaker 6: Let's talk (confidence)

Resources

Chairs in a circle, ball

Activity

Random questions/topics led by the mentor to all students around a circle. You can only speak if you have the ball in your hand. The ball can be passed any which way around the circle.

Any topic can be raised, any stories told. All information within the circle stays in the circle.

Purpose

Opportunity for mentors and mentees to get talking in a relaxed atmosphere.

Time: 20 minutes

Icebreaker 7: A good yarn (confidence)

Resources

Gather several different coloured pieces of wool of various different lengths and screw them all up together until they make a ball.

Activity

Hold the coloured ball of wool in your hands and ask each participant in turn to pull out a piece. As they pull out the piece they should tell the group their name and things about themselves. They can only stop talking once the entire length of their piece of string is removed from the ball.

Purpose

This icebreaker has a great comedy edge as some people will be left pulling a very long piece of wool and will have to tell a lot about them self.

Time: 20 minutes

Icebreaker 8: Alphabet search (confidence)

Resources

Paper and pens

Activity

Divide the participants into small groups. Each group must search themselves / their bags for objects ranging from A to Z. Make a list. First group to get all 26 letters represented wins.

Purpose

This exercise can explore how diverse we are, providing insight into our individual selves. If done as a small group lends itself well to a small teambuilding exercise as the group works together through the alphabet. As an alternative, if the groups don't have any belongings

with them to stimulate a list, give them a subject eg school, and ask them to construct a list of relevant objects from A to Z.

Time: 15 minutes

Icebreaker 9: Birthday party ice breaker (confidence)

Resources

Paper and pens

Activity

Participants get a chance to create their own dream birthday party. They should list on their paper what and who they would like at their dream birthday party, they can add drawings if they wish. Then, as a group, discuss each other's parties.

Purpose

An imaginative way to get to know each other.

Time: 15 minutes

Icebreaker 10: Dinner partners (confidence)

Resources

None

Activity

Pair people up together. Ask them to spend 2½ minutes each talking about themselves and who they would like to have dinner with – anyone alive or dead – and why. Tell them that at the end of 5 minutes that you will come back together as a group and introduce your partners, each giving their name, position and chosen dinner partner.

Purpose

An imaginative and fun way to get to know each other, and to develop presentation skills in introducing each other.

Time: 15 minutes

Icebreaker 11: Fruit salad (confidence)

Resources

Circle of chairs for everyone except one chair missing

Activity

Mentor stands in middle to:

- a) Be first to play
- b) Nominate group members clockwise as apple, orange or pear (repeat in 3s).

Call out one fruit and those of the type called all have to change places. They cannot sit back down in the same chair and the caller is now entitled to sit in one of the chairs. Last one in middle calls out another fruit and exercise is repeated.

For a really energetic round, get everyone to move by shouting FRUIT SALAD!

Note: For larger groups introduce additional fruits e.g. orange, banana, grape etc. Important: Ask people who have a back problem etc to sit out of this exercise.

Purpose

An energising activity which introduces a change of pace or subject.

Time: 5-10 minutes

Icebreaker 12: Fists (confidence, self-efficacy)

Resources

None

Activity

People work in 2s. One person closes their fist while their partner tries to influence them to open their fist. Mentor instructs “only open your hand if you’re reasonably persuaded to do so – don’t just give in and open it”. After 2 minutes – change roles.

Facilitate feedback:

1. Who kept their fist closed?
2. What approach would have been more successful?
3. Would their own attempt have worked with them?
4. What would have influenced them to open their fist?
5. Who opened their fist?
6. What approach was successful?
7. What would have influenced them to keep fist closed?
8. Get students to notice their body language.
9. When they have their fist/s closed are they being reasonable?

Purpose

To practice various forms of influence and see how we are or are not influenced.

Time: 5 minutes per round

Tools for working with young people

We know that our mentors bring huge inspiration to young people and enable them to view things in a more positive way. We also know that mentors are sometimes nervous about how to interact with young people and how to understand their behaviour. We hope that the following section offers some useful tools.

Networks of Logical Levels

This model describes how change can affect different levels of our lives – you may find it useful to think about this when you're in discussion with young people. Moment by moment, consciously or otherwise, we are responding (or reacting) and adjusting to the possibilities and constraints of our ever changing environment. In the process, we will often act as if our unchecked assumptions are fundamental truths. This is often because our limiting beliefs and bedrock assumptions (often unconscious) are based on deeply embedded beliefs and values that are conflated with our sense of self to such an extent that, if challenged, can feel like a personal assault on our ego.

If we want young people to make positive changes we need to start from where they are, not where we think they ought to be. The Logical Levels Network can be used to help you and your students to effectively navigate their inner world.

The levels can direct attention in such a way that you can determine whether the level of change required is Remedial, Generative or Evolutionary.



Pre-training exercise

We recommend that you mull over this model and the concept of Remedial, Generative and Evolutionary change. In your own life, consider changes you have made at particular times and what level of effect you think these changes have made.

You will have time to consider this model in your training session, and also to consider the MAPS acronym below.

Metaphors
Assumptions
Paradigms
Sensations

Four Stages of Learning

This model provides guidance as to the stages students may go through when they are learning with you.

1. Unconscious incompetence

This is when a student does not understand or know how to do something and does not necessarily recognize the deficit – a state of blissful ignorance! They may deny the usefulness of the skill, which can be expressed as being bored, not wanting to be in the session or not seeing the relevance. It is important that the student recognises their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn – it is the mentor's role to inspire and get students excited about the prospect of learning.

2. Conscious incompetence

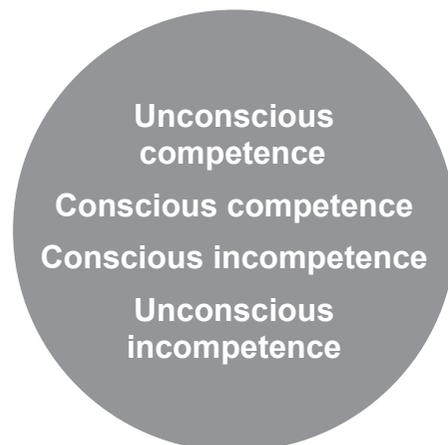
Although a student does not understand or know how to do something, he or she acknowledges the deficit, as well as the value of a new skill in addressing the deficit. The making of mistakes can be integral to the learning process at this stage. Students can be quite anxious and might try and retreat back to the previous stage – this anxiety may be expressed as resistance or disruptive behaviour. Students need lots of support and encouragement in order to move through to the next stage.

3. Conscious competence

Your students understand or know how to do something but can only demonstrate the skill or knowledge with deliberate effort and concentration. It may be broken down into steps and there is heavy conscious involvement in executing the new skill. This stage can be quite exhausting and again students need encouragement and quality feedback to embolden their confidence and will to keep on improving.

4. Unconscious competence

Students are able to perform the skills without thinking – it's become "second nature" and can be done easily. Students may be able to teach it to others, which is a great way to keep the skills fresh and relevant – at this stage the mentors work is done, it's time to let go as students fly off in the joy of their own ability!



Styles of Learning

You may already be aware that there are different styles of learning, and you'll probably have noticed that the young people in your group respond to different activities in different ways. Here is some background information – in the secondary school group mentoring programme, you will explore this further as an activity with the young people.

We all take in information and learn through our senses; sight, hearing, touch, taste and smell, with the three most common learning methods being:

Visual, e.g. pictures, diagrams, DVDs, written instructions

Auditory, e.g. discussions; presentations; music

Kinaesthetic, e.g. practical activities; games; role plays

To keep the attention of young people during your sessions, it's important to appeal to a mix of learning styles. The specific programme resources will help with this, as they deliberately include a wide range of activities. You can aid this by preparing in advance of sessions, so that you consider carefully which activities to use, drawing upon different types of resources to support your sessions.

You can use the questionnaire on the next page to identify your own learning style. Once you have answered the questions, count the number of different answers per colour. If you have picked a majority:

BLUE – You are an AUDITORY learner – you prefer to listen and use sound to learn

RED – You are a VISUAL learner – you prefer to read & look at images to learn

GREEN – You are a KINAESTHETIC learner – you learn using your body, trying something out and doing an activity

What type of learner are you?

1. In your spare time, which would you prefer to do?

- Watch TV or go to the cinema
- Listen to music or chat with your friends
- Do something physical such as a sport

2. When you see a film which part would you remember the most?

- The sounds of the voices of the actors
- The actions of the film
- The facial expressions of the actors

3. When participating in group work, which of the following do you prefer to do?

- Write down your own ideas
- Discuss your ideas with the group
- Organise the group

4. What would you find easier to remember?

- The theme tune of the programme
- The colour of your friend's new bedroom carpet
- The steps of a dance

5. When studying a book for an exam what would you prefer to do?

- Act it out
- Listen to a tape of it
- Read a version of it

6. In lessons, which of the following are you most likely to do?

- Fiddle with things e.g. rubber bands
- Hum to yourself
- Doodle on your work

7. Which one of these are you?

- I get distracted if I can see something out of the window
- I get distracted if I can hear something outside the class
- I lose concentration if I sit still for a long period of time

8. Which one of these defines you the most?

- I am good at physical things e.g. Sport
- I am good at remembering people's names
- I am good at remembering people's faces

9. Out of these three jobs which would you rather be?

- Mechanic
- Artist
- DJ

10. Which of the following do you prefer?

- Teachers who use diagrams to explain things
- Teachers who get us to do things
- Teachers who explain things

Caring Confrontation

Be prepared for the fact that young people may well 'mess about', be disruptive, play to the gallery, argue etc. Remember that their behaviour is NOT about you, even if it's directed at you. Maintain your cool and avoid being drawn into their squabbling. Don't assume that the young people will treat you with the respect you deserve, despite your generosity of spirit.

This is a framework you can use when a student's behaviour is disruptive or difficult in some way. Caring confrontation is a way to challenge a young person's attitudes or behaviours with respect and intelligent optimism. Caring, in this context, does not mean that you have to like the people you are confronting. Neither do you have to share their views or values, nor live in their model of their world. Caring is being willing to confront the person in a way that s/he is more likely to listen and – eventually – be willing to change.

Before you confront the person, go through the following in your own mind so that you are mentally prepared to follow the sequence.

If you are teaching this model to mentees (which we recommend), give them a copy and go through it with them either for handling a real situation e.g. interpersonal conflict with another mentee, or as a group exercise.

Basic framework:

- When I see / hear/ read [*be sensory specific, descriptive and non-evaluative*] ...
- I think [*or imagine / or believe*] that ...
- And when I think that, I feel... [*Sad, Angry, Scared, Glad*]
- And that feeling makes me want to...
- [*Ask for recap here; if they have not understood, stay calm and focused – even if you need to take time out – and make another attempt to communicate in some way that helps mutual understanding*]

■ What I'd like to have happen is...

■ [*Have a goal for just before the end of the session, immediately after, mid-term and longer term*]

■ How might we find a way to try to work something out together?

■ [*Be prepared to negotiate and compromise*]

Example:

When I see you staring out of the window when the group is discussing a topic I think that you are bored and don't want to be here. When I think this I feel disappointed and that feeling makes me want to find out what is causing you to do this. What I'd like to have happen is for you to be engaged and gain benefit from being here. How might we find a way to work something out together?

Prior to sessions

The following grid will be useful for helping you to prepare for your mentoring session. Please attempt to complete it before each session.

Timings	Who is leading?	Activity title	Which content from your Resource Pack?	Skills to use	Key learning aims: This session will help mentees to:
e.g. 10.00 -10.15	e.g. Jonathan	e.g. Wheel of Life	e.g. The Wheel of Life handout e.g. Ask each student to score each area out of 10, with 1 being the least satisfied and 10 being the most.	e.g. Clean Questions; Grow Coaching	e.g. Quickly 'see' their life and what is important to them and then prioritise those areas

Post-sessions

The following questions are useful to consider in the teacher/mentor debrief after your mentoring session. Please discuss as a group and make note of anything you think would aid future sessions.

Self-reflection

1. What went well and why? What did I see or hear that made me think it had gone well?
2. If all the session aims were not achieved, comment on what you think hindered that outcome?
3. What I might do differently in the future is...
4. What skills/models did I use and what was the impact of using them? On me and my mentees.
5. Which specific mentees do I need to pay particular attention to next time? For what reason or outcome?

Reading list for further information about mentoring

The Soul's Code: James Hillman

The Five Minute Coach: Lynne Cooper & Mariette Castellino

Peace of Mind is A Piece of Cake: Michael Mallows & Joseph Sinclair

Games People Play: Eric Berne

Flip it: Michael Heppell

Elements: Ken Robinson

Who moved my cheese?: Spencer Johnson

Goal mapping: Brian Mayne

Co-Active Coaching: Whitworth, Kimsey-House, Sandahl

Coaching for Performance: John Whitmore

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