

Training – Orientation

I. Introduction:

a. Ice Breaker

1. Favorite Things: Each person shares their favorite movie, book, food, or hobby.
2. Three Words: Each person describes themselves in three words.

b. Explain the purpose of the mentoring program and the benefits of mentorship.

II. Overview of the Roles and Responsibilities of Mentors and Mentees:

- a. Be committed to confidentiality between Mentor and Mentee.
- b. Attend scheduled meetings unless there is an emergency.
- c. Meet virtually or in-person to complete the three role plays within 90 days of the orientation session.
- d. Communicate consistently with your group if running late or unable to meet within 24 hours of scheduled meeting.
- e. Participate in peer group discussions: Attend Mentor peer group discussions. Share experiences and insights. This provides an opportunity for peer learning and support.

III. Mentor Roles and Responsibilities:

- a. Feedback and evaluation: Offer regular opportunities for Mentees to receive feedback on their performance, helping them to continue to grow and improve.
- b. Mentors are not coaches. They generally do not direct behaviors of the Mentees but serve as a guide to encourage and advise when asked and. Coaching tends to be more directive.
- c. Provide guidance and support: Mentors help guide their Mentees by offering advice and providing support in navigating challenges.
- d. Share expertise and knowledge: Mentors bring their own experiences and skills to the relationship, sharing relevant information and expertise with their Mentee.
- e. Encourage personal and professional growth: Mentors help their Mentees set goals and develop the skills necessary to achieve them.
- f. Act as a sounding board: Mentors provide an objective perspective, listening to their Mentee's concerns and helping them brainstorm solutions.
- g. Build relationships: Mentors work to build trust and rapport with their Mentee, creating a safe and supportive environment for open communication.
- h. Contact one another on a consistent basis.

IV. Mentee Roles and Responsibilities:

- a. Commit to your development.
- b. Assume responsibility for acquiring or improving skills and knowledge.
- c. Discuss the development of your Individual Development Program (IDP) with your Mentor.
- d. Be open and honest with your goals, expectations, challenges, and concerns.
- e. Actively listen and question.

- f. Build a supportive and trusting environment.
- g. Seek advice, opinion, feedback, and direction from your Mentor.
- h. Be open to constructive criticism/feedback and ask for it.
- i. Initiate and come to your meetings prepared with a clear idea of what topics or issues you want to address.
- j. Respect your Mentor's time and resources.
- k. Apply what you learn from your meetings back to the activities and learning environment in your school.
- l. Be flexible
- m. Give feedback to your Mentor on what is working or not working in the mentoring relationship.
- n. Maintain contact with Mentor.
- o. Be transparent and share comments.
- p. Participate in the scheduled meetings or activities for the program.

V. Active Listening Exercises

- a. Listening Circles: Participants sit in a circle and take turns sharing a personal story or experience. The others in the circle practice active listening by giving their full attention and avoiding interruptions.
- b. Mirroring: One person speaks while the others listen and repeat back what they heard to show that they were paying attention.
- c. Listening Without Judgment: Participants take turns sharing a personal challenge or problem. The others practice active listening by withholding judgment and trying to understand the person's experience and feelings.

VI. Provide tips and guidelines for effective communication between Mentors and Mentees, including:

- a. Providing feedback - How to receive feedback. Think of feedback as a learning opportunity. Exhibit positive or neutral body language.
 - 1. See Handout
- b. Conflict Resolution
- c. Group discussion topics:
- d. In the event the Mentor/Mentee did not communicate with you and was late to the scheduled meeting, how would you respond?
- e. After several meetings with the Mentor/Mentee, you feel like the pairing is not a good fit. What next steps, if any, would you take?
- f. You have previously met with the Mentor/Mentee to address a particular issue involving the pairing, but you feel like the issue still persists. What steps, if any, would you take?

VII. Cohort time –

- a. Time for Mentors and Mentees to plan and schedule activities

VIII. Conclusion