

Mentoring Training Programme Part 1 and 2 – Lesson Plans

Context for Sessions:

Who?	Why?	How?	What?
<ul style="list-style-type: none"> • Mentors, who have applied to participate in the process including: <ul style="list-style-type: none"> ○ Mixed experiences ○ Mixed levels of understanding of AWE and coaching ○ Some business/enterprise experience ○ 8 – 16 participants 	<ul style="list-style-type: none"> • To ensure good value for both mentor and mentee • To understand the programme and how mentoring adds value • To decide if this programme and the mentor are good fits • To develop skills • To ensure we use their valuable experience 	<ul style="list-style-type: none"> • Experiential • Skills development • Activities • Practical • Inclusive 	<ul style="list-style-type: none"> • 2 x 3 hour session • Activities • Information • Networking

Outcomes of Sessions:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • AWE • Programme • Mentees background • Mentoring: Why? Objectives • Logistics 	<ul style="list-style-type: none"> • Framing – setting expectations • Question and listening • Relationship building/ rapport • Action planning and prioritising • Managing challenge/change 	<ul style="list-style-type: none"> • Managing challenge/change • Mentoring style • Openness • Integrity & professionalism • Empowerment • Inclusion • commitment

Delivery Activities:

Session 1

Time	Activity	Led by	Notes for Trainer/Output
14.00 30 mins	Welcome and context	XX	<p>Trainer introduces themselves</p> <p>Brief on project – women only workshops and 1:1’s both face to face and online + mentoring</p> <p>Brief on delivery partner</p> <p>Introduce selves and do a quick round of who is in the room.</p> <p>Name</p> <p>What you do</p> <p>How you came to be here</p> <p>Frame the day</p> <p>Why</p> <p>What?</p> <p>How?</p> <p>So What?</p>
14.30 30 mins	Intro exercise – Barriers and benefits	XX	<p>Barriers - Activity on flip chart. Ask the Mentors to take a few minutes to list barriers female entrepreneurs face.</p> <p>Once they have a few (trainer moves through group to help people along) Trainer leads a group discussion with feedback on flip chart.</p> <p>Example Barriers: lack of qualifications, low confidence, fear, ridicule, fear of failure/success, stress, time, family commitments, credit rating, security, knowledge, experience, focus, self-belief, social environment.</p>

			<p>Can go through the Imposter Syndrome types in the handbook.</p> <p>Benefits - Trainer to now ask group to list the benefits of being self-employed/running own enterprise? Put answers on flips chart -</p> <p>Write 'Benefits' in the centre of the flipchart and then encourage mentors to tell you why THEY think a mentee might have been motivated to explore self-employment.</p> <p>Money, control, family, freedom, etc</p> <p>Trainer encourages the group to feedback and adds answers to the flipchart. Link benefits to the barriers to show where they can be overcome.</p>
15.00 30 mins	Perception of mentors	XX	<p>Perceptions of mentors:</p> <p>Who is the best mentor you have ever had and why?</p> <p>What mind set do you need as a mentor to achieve this?</p> <p>What makes a good mentor? Activity with post-its. Each mentor notes on post-its the qualities that they believe represent a good mentor (the trainer completes if there are things forgotten) and stick them on the wall.</p> <p>How to avoid being a negative mentor – signs to look out for. (Handout – Mentoring – What not to do)</p> <p>Group discussion around flip chart and trainer to highlight any on the handout that the group have missed.</p> <p>Role of the mentor at AWE</p>
15.30 15 mins	Break		

<p>15.45 20 mins</p>	<p>Commitment and agreements Introducing framing</p>	<p>XX</p>	<p>Importance of framing the mentoring relationship</p> <p>Frame of reference: tell story about great mentoring where a frame was set. Tells story about a misunderstanding because of no frame: How many of you have received a text from a friend or colleague and felt bewildered or not completely understood the context? Talk about lack of frame of reference in a few words or quick question.</p> <p>Describe definition of frame of reference</p> <p>Test out framing:</p> <p>What do you want from the programme and what is your commitment?</p> <p>In pairs try this out with each other – give feedback on how the words land.</p> <p>Discussion: what was learnt? What would individuals do differently next time?</p>
<p>16.05 40 mins</p>	<p>Body Language: how to create non-verbal conditions which are such that people 'open up' more</p> <p>Introduction:</p> <p>Trainer led discussion and general introduction to the session</p>	<p>XX</p>	<p>Why build rapport?</p> <p>In face to face interactions a majority of the meaning we take from communication comes from body language, so creating and maintaining rapport with people is essential when you want to have influence.</p> <p>Demo using audience member: miss-matched body language.</p> <p>Ask what they noticed.</p> <p>Trainer gives the following stats:</p> <p>The 7 – 38 – 55 (Mehrabian) rule.</p> <p>It has been widely reported that only 7% of our communication is achieved with actual words.</p> <p>Tone of voice (not what you say but how you say it) is 38%</p>

	<p>Gestures</p>	<p>Body language 55%.</p> <p>Although not true in every-day life it is interesting that such an emphasis is placed on unconscious rather than conscious communication.</p> <p>Our animal ancestry means that although we have a well-developed brain our body can still give off one set of signals whilst our mouths give another.</p> <p>Body language is generally unconscious and alters the way other people perceive us. It is important to be aware of how much our body language does determine the impression that we give to other people.</p> <p>Often being able to give an impression of a particular state of mind, actually allows us to feel this state of mind in reality. In other words, if we are able to appear calm and relaxed we are far more likely to start to feel calm and relaxed. (Fake it until you make it!) This is one of the reasons that we are often told to take deep breaths and consciously attempt to relax our muscles when we are feeling nervous.</p> <p>It is thought that if we can make our body relax in this way then our mind will follow and also become more relaxed.</p> <p>The same holds true for body language. If we give off signals of being calm and relaxed, whether consciously or unconsciously, it is highly likely that we will begin to feel these emotions. This shows the power of the mind and positive thought.</p> <p>How many gestures can they think of? Do they know their origins?</p> <p>Handshake: Originally used to show friendship and that you were no threat...when you shook hands you couldn't be holding a weapon (left handedness didn't come into it as</p>
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	<p>Trainer led group discussion with feedback to the flipchart</p> <p>When do you think body language is important or useful?</p> <p>Trainer led group discussion</p> <p>Exercise</p> <p>Facial Expressions</p>	<p>people were taught not to be left handed as it was thought the mark of the devil). It then developed into a way of showing equality – palm to palm at an equal height; and later as a way of sealing a deal. The handshake, as a greeting, has gradually spread throughout the world.</p> <p>Thumbs-up: Originally thought to originate from Roman Emperors as a signal to spare a life; it is now believed to mean the opposite and that it is ok to go ahead and kill. It was also widely spread by American fighter pilots as an ‘ok for take off’ signal. This can lead to confusion in other countries – in Greece it means ‘get stuffed’ and in Iraq it is considered quite obscene.</p> <p>‘OK’ signal: In England, USA, and Australia etc it means ‘ok’ but ...</p> <p>In France = zero</p> <p>In Japan = money</p> <p>When meeting people for the first time, we will usually make an effort.</p> <ul style="list-style-type: none"> • A job interview • Depending on our body language, depends on how other people perceive and treat us • Fake it until you make it - amazing how many people do this. If we ‘fake’ relaxed, confident body language: it’s surprising how quickly our mind and body buy into it. • Can you think of people who continually fake body language? (Politicians, actors, public speakers) <p>Trainer puts attendees into pairs and numbers them 1 and 2</p> <p>Get them to stand up and just start chatting.</p>
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15 mins			
14.15 45 mins	Mentoring Tools	XX	<p>Questioning</p> <p>One way to add perspective is to get people to perceive it at a different level of detail. Think of examples e.g. Action Learning, open questions Provides the opportunity to become more precise in your questioning.</p> <p>Demo – chunking game</p> <p>Ask what they notice</p> <p>Have a go: 2 people in conversation, person 1 telling a story, person 2 asking questions. Person 3, stands behind person 1 and decides when they would like person 2 to chunk up and when they would like them to chunk down.</p> <p>Goal Setting – Talk through on the flip chart the different models for setting goals, there are lots of different variations to suit all styles.</p> <p>Smart Goals SWOT Analysis GSTAR ROADMAPS</p> <p>Ask the group if they use any different methods for goal setting.</p> <p>Platforms/Software for Virtual Meetings</p>

			<p>Talk through the options, e.g. Skype, Facetime, Zoom, phone conference. Always make sure you have a back-up and that you have taken the time to get familiar with your chosen method, before your first virtual meeting with your mentee.</p> <p>Please show images of the functionality of your most recommended platforms. Approx 15 mins on this element.</p>
<p>15.00 45 mins</p>	<p>Discussion: Mentoring Styles and Key Skills</p> <p>PowerPoint Slide</p>	XX	<p>Talk about importance of bringing yourself to the mentoring relationship. Each of us will have a different style. Research suggests there are six broad styles of mentoring that people may use. While a mentoring relationship might make use of all six styles at various times, individuals often have a fall-back or natural preference towards one or a few styles over others. Importance of being aware of this and working to your strengths but also stretching yourself where you are not so strong.</p> <p>Explain the different styles</p> <p>Have the different styles up around the wall and ask people to wonder round and then settle by the styles they feel most comfortable with.</p> <p>Once they've settled ask them to look around the room and find someone from another style – perhaps one that they would not have identified strongly with.</p> <p>Ask each other questions:</p> <p>Why they are happy in this style? What's it like? What could be the advantages and disadvantages of working only from this style?</p>
<p>15.45 15 mins</p>	Break		
<p>16.00 30 mins</p>	Managing the phases of mentoring relationship		<p>Take the group through how to managing the different phases of the mentoring relationship. These phases may include the following:</p> <p>Initiation</p>

		<p>Initial contact Time to define the relationship Rapport building is key element</p> <p>Development</p> <p>Focus on goals and tasks Care needs to be taken to avoid over-dependence Mentor helps mentee discover options</p> <p>Maturity</p> <p>Mentee becomes autonomous Mentor becomes less influential Development has peaked</p> <p>Disengagement</p> <p>Need for relationship is less evident Can be sad/happy time as partners realise relationship is coming to an end Acknowledgement of end is useful as transition may not be easy</p> <p>Redefinition</p> <p>Need for the relationship to be redefined</p> <p>Mentoring meetings structure</p> <p>A typical mentoring conversation may follow the following structure:</p> <ol style="list-style-type: none"> 1. Establish rapport 2. Opening questions/statements
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			<ol style="list-style-type: none"> 3. Reflective questioning for clarification 4. Summarising 5. Suggestions for next steps 6. Options exploration 7. Action Planning <p>Get the group to make suggestions for each element on write on the board.</p> <p>Potential issues areas</p> <p>One of the potential issues with a close dynamic, is that a positive working chemistry could be misunderstood as a more intimate relationship/friendship. This can be a tricky situation for mentors to manage. Especially when things are going well. Care must be taken to ensure that the mentee knows that THEY are the ones bringing positive change and that the mentor has just enabled it. Maintaining profession boundaries is the key to the success of a mentoring dynamic. There-fore the mentor may find it helpful to refresh the boundaries of the relationship that were discussed at the beginning.</p> <p>It is also possible for a mentee to get emotional during your meetings and potentially cry. If this happens, it is best to call the meeting to a pause and allow the mentee to take a few minutes to compose themselves. Mentoring can unleash some strong emotions, so being prepared by having some tissues is a good idea, but it is important to maintain the professional setting, acknowledge the distress and deal with the situation by giving control of it to the mentee to come back when they are ready.</p> <p>Closing down a mentoring relationship can be difficult. If you believe your mentee no longer need your input, it is best to be open and honest about how you see the situation. If they still feel that they would benefit from mentoring, discuss helping them find a new mentor. It is far better to end and celebrate the relationship on a positive note. You can always stay in touch professionally with your mentee, if they would like to do so, and follow their continuing progress and success.</p>
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16.30 30 mins	Questions and commitments	XX	Allow time for further questions. Explain about commitment of this role and if after today people are still interested in participating speak to XX.
17.00	Close		