Training volunteer mentors or befrienders
Introduction - our pick and mix approach

MBF has developed a range of toolkits and guides to help you develop successful mentoring and befriending programmes. It is based on a ‘pick and mix’ approach which allows you to choose sections that are right for your needs and build up a comprehensive personalised folder over time.

The following sections are available to include in your personalised folder:

- Setting up and managing a successful mentoring or befriending programme
- Training volunteer mentors or befrienders
- Monitoring and evaluating outcomes in mentoring and befriending
- Developing a safety management framework for mentoring and befriending
- Raising the profile of your mentoring or befriending project: how to run a successful local campaign
- Setting up and managing an ‘on-line’ mentoring or befriending scheme
- Setting up and managing a peer mentoring or peer support programme in schools and colleges
- Training peer mentors or peer supporters in schools and colleges

We also run a National Training Programme delivering courses on all aspects of mentoring and befriending and you will receive the toolkit free when you attend the relevant course.

Helping you to achieve the Approved Provider Standard

This toolkit has been developed to help you train your volunteer mentors or befrienders in order that they can offer effective support to service users.

It will help you to meet the requirements of our Approved Provider Standard (APS) around the key element of providing adequate preparation and training and draws on examples of good practice from across the sector. APS is the national quality standard developed specifically for mentoring and befriending projects and is applicable to programmes of any size and delivery method working with a range of clients.

For more information

Our website is constantly updated with news, resources and policy updates. So for more information about MBF and how you can get involved by becoming a free network member, simply go to our website www.mandbf.org. If you have any questions, email us at info@mandbf.org or call us on 03300 882 877.

Acknowledgements

Published by the Mentoring and Befriending Foundation (MBF).
Suite 1, 4th Floor, Building 3, Universal Square, Devonshire Street North, Manchester  M12 6JH
MBF charity number 1112624     Company number 4129289

Extracts from this document may be used for non-commercial education and training purposes provided that (1) the MBF is acknowledged as the source of the material and (2) the material extracted is not altered in any way except for the templates which are provided in word format. Any other use of the material is subject to the MBF’s prior written consent.
© 2011. All other rights reserved.

This resource is an update of ‘Training for mentoring and befriending volunteers’. The MBF thanks all the individuals and organisations that supported the development of that resource pack, including those who freely shared their ideas with us, provided feedback on the draft materials or gave us examples of activities for inclusion.

We are particularly grateful to the Befriending Network Scotland, The Edinburgh Homeless Project, The Youth Justice Board and the Trust for the Study of Adolescence for permission to draw on aspects of their work. Case studies have been provided by Broadway mentoring project; Voluntary Action East Renfrewshire BeFriendER project; Rushcliffe mental health befriending scheme and Turning Point.

We have made every effort to identify and secure permission to use other people’s material. If we have failed in any instance, write with full details and we will be pleased to acknowledge copyright in future publications of the toolkit.
Contents

2 Introduction

4 How to use this toolkit

5 Getting started

7 Introductory exercises

9 Module 1: Defining mentoring and befriending

17 Module 2: The mentoring and befriending cycle

25 Module 3: Ground rules in mentoring and befriending

31 Module 4: Interpersonal behaviour and communication skills

39 Evaluating your training programme

40 Further information

45 Appendices
How to use this toolkit

This toolkit will help you to plan and deliver initial training for volunteer mentors or befrienders. It is designed to support initial training for volunteers and is suitable for use in a variety of mentoring and befriending settings. The contents cover the essential core elements of initial training, including input on the purpose and processes of mentoring and befriending and an introduction to the skills and attributes that are required by volunteers if they are to perform their roles successfully.

The materials are intended to be a resource for project co-ordinators and others engaged in the training process. They can be used to underpin additional project specific or further specialist training that will focus on your own specific programme.

Using the pack to develop a training programme

Designed as a flexible resource rather than a definitive blueprint for the training of mentors and befrienders, the pack contains information and activities that have been put forward and used successfully by mentoring and befriending co-ordinators. When planning a training course, select exercises from the pack and adapt them as necessary. You can develop your training programme by using this material alone, or combine it with your own ideas to devise sessions that are suited to the particular needs of your volunteers. Many of the activities in the pack are generic and can be used successfully with volunteer mentors or befrienders. Where the activity is specific to one group only, this is made clear in the text.

The materials contained in the pack are intended to encourage a participatory and interactive approach to the learning. They have been designed to support a range of training styles and methods of delivery including:

- Experiential activities
- Whole or small group discussions
- Case study exercises
- Skills practice
- Role play
- Individual reflection

Try to ensure that your training programme contains a good balance of the different approaches.

The pack is divided into four modules, each one representing a specific theme. The first three modules are designed to promote a better understanding of mentoring and befriending. They look at aims and rationale, the processes that are used, the role of the volunteer mentor or befriender and the ‘rules’ concerning appropriate behaviour. The final module addresses the important question of how you assist individual volunteers to become effective mentors and befrienders. The exercises focus on encouraging self-awareness in relation to the role of a mentor or befriender and the development of key interpersonal and communication skills.

The training modules vary in length from three to six hours. It would take you approximately twenty hours to work through every single training activity contained in them all. However, this is not the best way to use the pack. Once you have decided on your training objectives, a better approach is to carefully select suitable exercises from each of the modules and combine these with project specific material of your own. When devising your programme, also take account of practical considerations such as time constraints and the availability of participants. There is a template included in the appendix that will help you plan your training programme.

Each training Module is presented using the following headings:

- Module title
- Purpose of the Module
- Content
- Learning outcomes for the module
- Description of each activity (including indicative timings)
- Supporting materials for each activity

The description of each activity includes instructions for the facilitator on how to run the activity and tips on how to manage the feedback and learning.

Master copies of the supporting materials for each activity are located in the appendix. These include handouts, worksheets and text for you to use when creating PowerPoint slides or flipcharts.

We have also included a section on how to evaluate your training programme. It includes sample questionnaires that you can adapt to obtain feedback from participants.

Finally, the Further Information section at the end of the pack contains references to a range of MBF publications and resources, many of which are available to download from the MBF website. It also includes references to other publications and websites which may be helpful to you in developing your training.
Getting started with your training

Your own specific project
What do your volunteers need to know about the project? (Background and how it operates)

What do they need to know about the people they are going to support? (Client awareness)

What particular skills, knowledge and qualities do the mentors or befrienders need to develop in order to carry out their roles effectively? (Refer to your volunteer role description and specification to make a list)

What are the relevant policies and procedures that your volunteer mentors and befrienders need to know in relation to their roles, eg: child protection, respecting diversity?

How many training sessions are you realistically able to provide? This will be determined by the availability of your volunteers, what resources you have and what you asking of them.

What else do you need to include in the training? (Specific information about the project, what happens next and any other relevant information)

This will help you to adapt the activities to meet the specific needs of your project and volunteers. You can use Appendix 1: Template Training Schedule to plan your own training sessions based on this resource.

Know your participants
Participants will come from a wide diversity of backgrounds and with different levels of expertise. They will have various motives for wanting to train as mentors or befrienders and a range of experiences that will influence their expectations. Remember that some individuals may not have been in a learning group for some time, whilst others will be much more at ease in this environment. Therefore, you will need to spend some time reflecting on your groups background, level of expertise and their possible expectations when devising the content of your training sessions.

Use their experience
Regard the experience of participants as a great training resource. Encourage them to speak freely so that everyone can benefit from constructive discussion of the issues.

Use the exercises in a way that best suits the needs of participants, ensuring that:

- The experience and preferred learning styles of participants are taken into account
- The learning objectives of each of the modules are achieved
- The pace and momentum of the training is sustained

Encourage participants to reflect on what they have learned from the exercises and consider how this will affect their future work as mentors or befrienders. A handout is included for each module in the appendix.

Timing of the exercises
The timings shown for each of the exercises contained in the pack are intended as a guide only and should not be seen as a constraint. If a discussion is going particularly well, you may choose to let it run on a little longer. However, don’t allow the exercises to become too lengthy otherwise the training may lose momentum.

Recording participants’ views
Keep flip chart notes throughout the training programme in order to feed back issues and record any decisions taken. This practice will also allow you to display the outcomes of discussions around the room.

Checklists of ‘things to do.’

Advance preparation
- Contact and confirm the attendance of any external presenters or facilitators, giving them as much notice as possible and providing a brief outline of what you expect from them
- Book a venue that is suitable – think about convenience, accessibility, size/layout, acoustics, power supply and safety issues (Confirm your requirements with venue providers)
- Order refreshments and organise any equipment you require
- Confirm arrangements with participants, including dates/timings, location, transport/parking arrangements, expenses provided (if applicable), programme outline and contact details
- Prepare yourself adequately before delivering the training sessions; familiarise yourself with any materials/equipment to be used, including your own notes/presentations; photocopy sufficient handouts, folders, name badges etc.
Preparation on the day
Make sure you get to the training venue early to check that you are comfortable with the room layout and the facilities available.

• Confirm the signing-in procedures and arrangements with reception, ensuring that the signs directing participants to the room are adequate
• Check the fire exits and procedures for the building
• Check the location of the toilets
• Confirm whether the venue has a non-smoking policy
• Check whether the temperature of the room is comfortable and ensure that water/refreshments have been provided for your delegates
• Ensure that there are sufficient table and chairs
• Ask other people using the building to respect the training space and discourage interruptions

Materials/equipment
• Check that everyone can see the flip chart and data projector screen
• Ensure that there is enough flip chart paper for the session
• Check that your marker pens are working (Good colours to use are red, blue, green and black, as other colours will not show up from a distance)
• If you are using a white board, ensure that you have the right type of pens and something to wipe the board with
• Ensure that you have spare paper and pens, blue tack or masking tape. You may wish to put your flip chart sheets up on the wall.
• Ensure your handouts are in the order that you will be using them (A few spare copies of each is always a good idea)
• Check that any technology you are using is working properly and is in focus (See what it looks like from the back of the room)
• If you are using a computer and data projector, leave yourself 15 minutes to run through the presentation and check that it is all working properly
• Make sure that you have a spare copy of your presentation on disk as well as on your hard drive to cover all eventualities
• If using a data projector, ensure that you have leads and appropriate cables to connect to a laptop
• Ensure that your extension leads are of sufficient length to reach all the important power sockets
• In the interest of health and safety, make sure that all leads are safety taped down or away from the main walkways

Setting the Scene
First impressions are important! Try to establish a learning environment in which participants feel relaxed and able to engage. Some of them may feel uncomfortable or unfamiliar in a training situation. Allow plenty of time for everyone to get to know each other and keep initial activities relatively short and informal.

Make sure that you deal with the issues listed below early in the training programme:
• Introductions
• Domestic arrangements
• Programme aims and main content
• Participants’ expectations and any hopes and fears
• Ground rules

Icebreakers
These activities can energise a session or enable participants to refocus after a break. They may also contribute to group bonding and help to structure the day, by signalling beginnings and endings.

Icebreaker exercises can create an enjoyable beginning to a training session and help to reduce any tensions. However, make sure that you choose the right type of exercise for the people in your group, one that they will feel comfortable doing.

As these icebreaker exercises are not unique to volunteer training, only a few examples are included in the pack.

Ground rules or group agreements
At the outset, you may wish to establish some ground rules that provide a framework for behaviour within the group, particularly with regard to how individuals relate to each other. These might focus on:
• Emphasising the importance of trust, respect, openness and honesty as the key features of good communication
• Encouraging an atmosphere where views can be challenged in a constructive way, with the focus placed on the issue rather than the individual
• Establishing ground rules based on respect for cultural diversity and individual differences

You can prepare a draft list of rules prior to the event to agree with the group on the day or ‘brainstorm’ something together using the exercise on ground rules included in the toolkit.
Introductory exercises & Icebreaker activities

Essential Activity:
Welcome and explanation of domestic arrangements (10 minutes)
- Introduce yourself and welcome everyone to the training session
- Ensure registration details and everyone is signed in
- Check everyone has a name badge and any other relevant information such as handouts, agendas, session outlines, copies of PowerPoint slides
- Ask the group to agree that mobile phones are switched to ‘off’ or ‘silent’
- Share housekeeping information; where the toilets are, break times, smoking arrangements
- Ask participants to let you know about any comfort matters, such as the room being too hot, or not being able to see the screen
- Cover any health and safety issues, such as fire exits etc.

Choose an Icebreaker

Picture + Caption Match (20 mins)
This exercise can be used to create an enjoyable start to the day by getting people networking with each other.
- Take a number of pictures with captions from magazines and newspapers and cut them apart
- Give each delegate a picture or a caption
- People have to mix with each other to find their match
- Once the match is found, the pairs have to share something about themselves or the picture
- After the first go establish a 20-second mingle period where the group just moves around in a blob trading papers. This is a random activity that looks like a swarm of bees
- Shout ‘stop’ and the group finds their next match
- Continue a number of times as appropriate for the group

Link Up (20 minutes)
This exercise is designed to build rapport between participants by highlighting some of the things they may have in common with other members of the group in an informal way.
- One person volunteers to share some introductory information about themselves with the group
- When someone in the group has something in common with something they’ve said, they get up and link arms with the speaking person (only one person at a time)
- They then declare the thing that they had in common and then begin talking about themselves until someone else comes up with something in common with them
- The activity continues until all group members are “Linked Up.”

NB make sure participants will be comfortable joining arms, if not you could get them to stand or sit beside each other. If you are working with a small group it might be fun to ask them to recall all the ‘in common’ things once everyone has taken a turn.

What’s On Your plate? (20 mins)
The exercise is designed to enable participants to share their current life experiences in a fun way and see how they relate to mentoring and befriending.
- Start by giving everyone a paper plate and some permanent markers
- Have them write on their plate in pictures, words, or phrases the things and responsibilities in their lives that fill up their time (people sometimes like to make it into a pie chart)
- People then introduce themselves and say what’s on their plate
- Acknowledge the groups growing wealth of experience as people take their turns and relate this to the role and skills of mentors/befrienders

NB If the group is too big for everyone to explain their plate individually; you can have them raise their plates to various categories. For example “Who has kids on their plate?” , “Who has ______”, etc.
Introductory activities

Hopes and challenges (30 minutes)
This exercise gives participants an opportunity to express their hopes, expectations and concerns about becoming a mentor or befriender.

- Divide participants into small groups, each with flip chart paper and pens
- Ask them to compile a list of what they hope to gain from the training and identify any anxieties they have
- Ask each group to feedback, taking one point from each group in turn
- Respond to the comments put forward and invite suggestions for ‘ground rules’ that help to address participants’ hopes and concerns

As an alternative to this exercise, distribute the worksheet: ‘Hopes and Challenges’ and ask the group to complete it individually. After 10 minutes, give everyone an envelope, ask individuals to write their name on it and put the completed worksheet inside. Collect the envelopes and explain that these will be returned at the end of the training programme.

This activity provides a simple way of enabling participants to review their progress and contrast their feelings at the outset of the training with how they feel at the end.

Supporting materials:
Appendix 2: Worksheet ‘Hopes and challenges’

Working together agreement (10 minutes)
This exercise is designed to establish a framework for how the group will work together. It also provides an opportunity for participants to make their needs clear and for you to introduce them to a process of negotiating with each other.

- Explain that because everyone will be working together as a group, it is important to agree a set of ground rules
- Ask participants to come up with ideas about what they want to include in the ‘agreement’. Jot their thoughts down on the flip chart
- As soon as everyone has finished, go through each suggestion and invite the whole group to comment on any ideas they disagree with, or are not sure about.

Key Points
- The discussion of the ideas is as important as the ‘working agreement’ that emerges
- Are there any ideas that clash? For example, there is often an issue about balancing acceptance and respect for each other’s viewpoint with permission to challenge
- Trust and confidentiality are such important issues in mentoring and befriending relationships that they should be addressed within the working together agreement. Raise these issues if no one else does, so that the group has the opportunity of deciding what level of confidentiality is appropriate for them.

Supporting materials:
Appendix 3: ‘Our working together agreement’

Objectives for the day (15 minutes)
This exercise provides you with the opportunity to explain the key learning objectives and main content of the programme.

- Display Appendix 4: PowerPoint ‘Training Programme – Main themes’
- Reveal and talk about each theme, explaining what participants can expect to gain and learn from each Module
- Ask if anyone has any questions or is unclear about anything
- Using the flip chart, ask the group whether they have any other expectations that could be added to this list, including any issues that they would like to see emphasised or specific aspects they would like to cover within the given themes
- Respond to participants’ comments and suggestions

- Explain that you will recap on the learning objectives at the end of each Module.

Key points
- Make sure you clarify which aspects of the programme can and cannot be negotiated, and explain why
- If you are using additional material of your own in the programme that deals with issues or learning objectives that are not incorporated within any of the training modules, make sure that you refer to these

Supporting materials:
Appendix 4: PowerPoint ‘Training Programme – Main themes’
Module 1:
Defining Mentoring and Befriending

Purpose of the Module

There are many definitions of mentoring and befriending, each placing a different emphasis upon certain aspects of the relationship according to the context of the project.

This module will help your volunteers understand the nature and purpose of mentoring and befriending; the differences between mentoring and befriending; what it involves and their exact role. It also deals with volunteer motivation and the reasons why they wish to become mentors and befrienders.

Content

1. Why do you want to be a mentor or befriender?
2. Who are your mentors or befrienders?
3. What is befriending?
4. Defining mentoring and befriending
5. Defining mentoring and befriending using key words
6. The skills and qualities of effective mentors/befrienders
7. The benefits of mentoring and befriending
8. What is it that mentors and befrienders do?
9. Recruiting mentors or befrienders
10. Review of Module 1
Learning Outcomes

The activities in this module will help participants to:

• Gain an insight into their motives for wanting to become a mentor or befriender (1*)

• Develop an understanding of the nature and purpose of mentoring or befriending (2-5*)

• Develop an understanding of the role of the mentor or befriender (5 and 8*)

• List and explain the qualities and skills of effective mentors/befrienders (5-6*)

• Develop an understanding of what mentoring/befriending can achieve for all (7*)

*these are recommended activities in relation to this outcome

Supporting materials:
Appendix 5 Powerpoint ‘Defining mentoring and befriending – learning outcomes’

Activities

1. Why do you want to be a mentor or befriender? (20 minutes)

Aim of this activity: To provide volunteers with an opportunity to reflect on their reasons for wanting to be a mentor or befriender. It is designed to help them gain an insight into their motives, including what they hope to gain from the experience.

Facilitator instructions:
Either, ask everyone in turn to say:

• What makes them want to become a mentor or a befriender
• How they hope to benefit from the experience

Or, divide the group into pairs and ask them to do the same exercise in a confidential discussion.

Managing feedback and learning: Distribute the handout ‘Why do I want to be a mentor or befriender?’ and ask participants to compare the reasons they have given with those listed in the handout – either in pairs or as a group discussion. You could close the discussion by clarifying what they might gain in coming forward as a mentor/befriender in your project.

Supporting materials:
Appendix 6: Handout ‘Why do I want to be a mentor or befriender?’
2. Who are your mentors or befrienders? (25 minutes)

_Aim of this activity:_ To invite participants to explore their perceptions of mentoring or befriending by asking them to identify supportive individuals from their own experience.

_Facilitator instructions:_ Distribute the worksheet ‘Who are your mentors or befrienders?’ Ask participants to work in pairs and think of a time when they were in a new situation or at a crossroads e.g. a new job, starting school or college, moving to a new location, making an important decision. Was there an individual to whom they could turn? Someone who let them express their doubts or anxieties? It might be that we remember someone because they:

- Took an interest in our development
- Assisted us in progressing our career
- Shared their experience with us
- Looked out for us
- Befriended us

Allow a short time for individuals to complete the worksheet and then ask participants to take it in turn to tell their partner about someone who had helped them in the past. What did they learn from this individual? Ask participants to describe what the person did and what he or she was like.

_Managing feedback and learning:_ Invite some examples from the discussions and record the responses on the flip chart. Relate their answers to what mentors and befrienders in your project do to help support people (you could follow this up by handing out your volunteer role description or displaying it on the wall, flipchart or PowerPoint slide)

_Supporting materials:_
- Appendix 7: Worksheet ‘Who are your mentors or befrienders?’

3. What is befriending? (30 minutes)

_Aim of this activity:_ This exercise is designed to enhance participants’ understanding of befriending and the benefits that it can offer. It is an exercise originally produced by the Befriending Network Scotland.

_Facilitator instructions:_ Divide participants into 3 small groups. Write each of the headings below on a separate sheet of flip chart paper and give one of the sheets to each group.

- Befriending is:
- Befriending is not:
- Befriending helps by:

Each group spends 5 minutes completing the sheet then passes it on to the next group to add their ideas (if each group has a different colour pen you will be able to track each group’s contribution). Continue until all of the groups have added their comments to all of the sheets. Display the completed sheets around the room and ask participants to circulate and add any additional ideas.

_Managing feedback and learning:_ Follow this with a discussion around what they have come up with and distribute the handout: ‘Befriending is…’. This is to clarify what befriending is and the exact role of a befriender (you could also distribute your volunteer role description).

_Supporting materials:_
- Appendix 8: Handout ‘Befriending is’
4. Defining mentoring and befriending (30 minutes)

Aim of this activity: This exercise uses definitions of mentoring and befriending to develop participants’ understanding of the nature of mentoring and befriending

Facilitator instructions: Display a definition of mentoring/befriending – Appendix 9: ‘Definition of mentoring and befriending’

‘A voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life’ (MBF)

There are other definitions on Appendix 10 or if you have a specific definition for your programme, you may choose to use that.

Distribute Appendix 10: Worksheet ‘Defining mentoring and befriending’ and ask the group, “What are their thoughts about these definitions?” (Refer them to the definition most appropriate to your own project). Ask the group what might be the key messages we are able to draw from this definition in terms of our understanding of mentoring or befriending?

Clarify the following key points

Mentoring and Befriending is usually:

• One-to-one – a two way partnership between two people where the individual being supported has influence in what happens and how the relationship develops

• Of a supportive and encouraging nature – the helper does not seek to teach or ‘police’ the individual but is there to listen, share experiences and offer guidance and highlight choices for the person receiving support

• A non-judgemental relationship – the supporter’s only agenda is to assist and support the individual in finding their own way forward, not to judge his or her attitudes or behaviour

• Voluntary – both parties are present because they want to be and they have volunteered to take part

• Working to support someone through a time of ‘significant transition’ – the mentor/befriender has a role in helping the other person to cope with and grasp the wider significance of what is happening to them

• Time-bound – unlike friendship, the relationship is normally time limited to promote focus on achieving identified objectives within the time given

Note: The last two bullet points often apply more in mentoring settings, but we are seeing an increase in time-bound befriending relationships where the focus is on promoting social networks outside of the befriending relationship.

Following the discussion, divide participants into pairs and ask them to produce their own definition of mentoring or befriending. Ask each pair to join with another and negotiate a joint definition.

Managing feedback and learning: Distribute the relevant handout - appendix 11 ‘An Introduction to mentoring’ or appendix 12: ‘An introduction to befriending’ and compare participants’ definitions with those included in the handout. Use this opportunity to clarify the definition of what mentoring or befriending is in your project.

NB Both of these handouts also deal with the question: What is the difference between mentoring and befriending. You can also use Appendix 13: ‘The mentoring and befriending spectrum’ to illustrate the position of your own project in relation to this issue.

Supporting materials:

Appendix 9: PowerPoint
‘Definition of mentoring and befriending’

Appendix 10: Worksheet
‘Defining mentoring and befriending’

Appendix 11: Handout
‘An introduction to mentoring’

Appendix 12: Handout
‘An introduction to befriending’

Appendix 13: Handout
‘The mentoring/befriending spectrum’
5. Defining mentoring or befriending using key words (40 minutes)

**Aim of this activity:** To develop participants’ understanding of mentoring or befriending through the use of ‘key words’. It is based on an activity originally produced by the Youth Justice Board.

**Note:** prior to running this session, you will need to cut the worksheet on key words into individual cards.

**Facilitator instructions:** Divide the participants into three groups. Deal seven cards to each group. Ask each group to discuss the following questions in relation to the words on the cards:

- What does this word mean to us?
- Is it important/relevant to the person we work with?
- How might it be beneficial to this person?

**Managing feedback and learning:** Invite groups to feedback the main points from their discussions. You can use the discussion to make specific points about the nature of your own project and the client group that it supports.

**Supporting materials:**
- Appendix 14: Worksheet ‘Key words’

6. The skills and qualities of effective mentors and befrienders (30 minutes)

**Aim of this activity:** This exercise enables participants to identify for themselves the skills and qualities that make an effective mentor or befriender.

**Facilitator instructions:** Distribute the worksheet: ‘Qualities of effective mentors and befrienders’ and ask participants to complete it on their own. After a few minutes, ask the whole group to work through the list, ranking the items as ‘essential’, ‘desirable’ or ‘unimportant’.

**Managing feedback and learning:**
- Is there a general agreement on the most/least important qualities?
- Are there any other qualities or attributes the group believes are important?

Use this opportunity to refer to the specific qualities needed by volunteers in your own project and clarify their exact role. Relate this to your volunteer role description and specification.

**Note:** A similar process can be used to explore the range of specific skills required. (Using the worksheet: ‘The skills used by mentors and befrienders’).

**Supporting materials:**
- Appendix 15: Worksheet ‘Qualities of effective mentors and befrienders’
- Appendix 16: Worksheet ‘The skills used by mentors and befrienders’
7. The benefits of mentoring and befriending (40 minutes)

Aim of this activity: To introduce participants to the range of benefits mentoring and befriending can achieve for service users, volunteers, the host project and other stakeholders

Facilitator instructions:
Choose from the case study worksheets:
• ‘Voluntary Action East Renfrewshire ‘Chataway’ Project
• ‘Broadway Mentoring Programme’
• ‘Rushcliffe Mental Health Befriending Scheme’
• ‘Turning point’

Choose one which is most appropriate for your project and ask participants to read through the project profile and then answer the questions on the worksheet.

Managing feedback and learning: Divide participants into pairs and ask them to discuss their answers with each other. Take feedback from each pair and follow up any important themes with the whole group. Relate to the outcomes for your project and what those involved can achieve (volunteers, beneficiaries, project).

Supporting materials:
Appendix 17: Worksheet ‘Case study Voluntary Action East Renfrewshire Chataway project’
Appendix 18: Worksheet ‘Case study Broadway mentoring Programme’
Appendix 19: Worksheet ‘Case study Rushcliffe Mental Health Befriending scheme’
Appendix 20: Worksheet ‘Case study Turning Point’

8. What is it that mentors and befrienders do? (30 minutes)

Aim of this activity: To allow volunteers to explore in more detail what being a mentor or a befriender might involve.

Facilitator instructions: Arrange for an experienced volunteer to give a short presentation on the reality of being a mentor (or befriender). Ask them to talk about what they do and the benefits of the relationship. Alternatively show a DVD that shows people working as mentors or befrienders. You will find a number of suitable materials mentioned in the further resources section of this pack.

After the presentation circulate your volunteer role description and ask the group to use what they’ve heard and/or the role description to generate ideas about what they might be doing in their sessions. It could be;

• Creating a safe and supportive environment
• Actively listening to how your mentee/befriendee’s week has gone
• Supporting them to gain insight into recent experiences and actions
• Working with them to explore the range of options for future actions
• Supporting them to set their own agenda
• Perhaps supporting them to access a leisure activity, eg; going swimming; taking part in a community or social group
• Supporting them to plan and set goals

Managing feedback and learning: Clarify the exact mentor/befriender role in your project and what they will be doing.

Supporting materials:
Appendix 21: Powerpoint ‘What is it that mentors or befrienders do?’
9. Recruiting mentors or befrienders (20 minutes)

**Aim of this activity:** This activity can be used to reinforce the learning points from some of the earlier activities included in this Module.

**Facilitator instructions:** Divide participants into small groups of 3 or 4 and ask them to produce some text for a flier to be used for recruiting potential mentors or befrienders. Where indicated, ‘customise’ the worksheet first by inserting details relating to your own project.

**Manage feedback and learning:** Invite the group to compare their ideas, in particular their ideas about what mentors/befrienders do, the skills they need and how they help. Clarify anything about the mentor/befriender role that they may be unclear about.

**Supporting materials:**
- Appendix 22: Worksheet ‘Flier for recruiting mentors or befrienders’

10. Review of Module 1

**Aim of this exercise:** This activity is to give your volunteers an opportunity to review their own learning and feedback on the training so far.

**Facilitator instructions:** Ask the delegates to complete the review sheet – explain that it gives them an opportunity to give you honest feedback so that you can develop the training to meet their needs. You can adapt the review sheet according to the final training programme you put in place.

**Manage feedback and learning:** You need to reassure participants that they need to be honest and that you value their honest feedback.

**Supporting materials:**
- Appendix 23: Handout ‘Review of module 1’
Module 2: The Mentoring and Befriending Cycle

Purpose of the Module

This Module deals with the key stages in the mentoring and befriending ‘life cycle’. It looks at the issues and processes connected with the formation and ending of relationships and introduces participants to the techniques of goal setting, action planning and reviewing progress. Although mentoring involves using these techniques, and befriending tends to develop over a longer time and involve more informal supportive relationships, it still passes through stages that require befrienders to call on different skills at different times.

Content

1. A model for a supporting relationship
2. The stages of a mentoring relationship
3. Roles and responsibilities
4. Preparing for your first meeting
5. Supporting others to set goals
6. Reviewing progress
7. Limits of the relationship
8. ‘Winding up’ the relationship
9. Review of module 2
Learning Outcomes

The activities in this module will help participants to:

- Understand the mentoring and befriending cycle and its key stages (1-2*)
- Identify important factors in beginning a supporting relationship (1,2*)
- Develop an understanding of how to work with another person to develop plans and goals (5*)
- Start to develop the necessary skills to review progress towards the achievement of goals (6*)
- Understand the limits of mentoring and befriending relationships (7*)
- Identify how to end a relationship in a planned and positive way (8*)

*these are recommended activities in relation to this outcome

Supporting materials:
Appendix 24: PowerPoint ‘The mentoring and befriending cycle – learning outcomes’

Activities

1. A model for a supporting relationship (45 minutes)

Aim of this activity: This activity will encourage participants to view a supporting relationship as a process involving a number of key stages. It is an exercise originally produced by the Befriending Network Scotland.

Facilitator instructions: Distribute the worksheet: ‘The supporting relationship’. Ask participants to work in small groups and discuss what should be included under each of the headings. Allow up to 20 minutes for the groups to complete the worksheet and then take feedback. Finally, distribute the handout: ‘A model for a supporting relationship’.

Managing feedback and learning: During feedback from the small groups make sure that you correct any inappropriate responses and refer to any special features that relate to the relationships in your own project.

Supporting materials:
Appendix 25: Worksheet ‘The supporting relationship’
Appendix 26: Handout ‘A model for a supporting relationship’
2. The stages of a mentoring relationship (40 minutes)

**Aim of this activity:** To help develop participants understanding of the different stages of a mentoring relationship.

**Facilitator instructions:** Show the ‘Stages of a mentoring relationship’ on PowerPoint or flipchart and explain that a mentoring relationship will typically go through each of these steps. Divide participants into four groups and give each group a sheet of flip chart paper. Ask the groups to read the case study and answer the questions contained in the worksheet: ‘Case study – Gemma’. Each group should look at one stage only.

**Managing feedback and learning:** After 20 minutes, invite the groups to present their ideas and add your own thoughts. Clarify their exact role at each of the key stages, either during or after the feedback session.

**Supporting materials:**
- Appendix 27: PowerPoint ‘Stages of a mentoring relationship’
- Appendix 28: Worksheet ‘Case study – Gemma’

3. Roles and responsibilities (30 minutes)

**Aim of this activity:** To provide an opportunity to examine the three roles of project co-ordinator, mentor or befriender and the service user, highlighting the inter-relationship and degree of inter-dependence between the three roles.

**Facilitator instructions:** Show the ‘The 3 cornered contract’,** which you have put onto PowerPoint slides or flipchart and explain the nature of the relationships between volunteer, service user and coordinator in a mentoring/befriending project. Then divide the participants into small groups and ask them to jot down what they think the responsibilities relating to each of these roles are.

**Managing feedback and learning:** Ask the group to share their ideas during feedback, clarify any misconceptions, making sure you highlight the 3 key points below and end the session by distributing Appendix 30: Handout ‘Roles and responsibilities’. You may need to adapt the responsibilities listed in the handout to make them correspond to those of your own project.

- The division and levels of responsibility between the 3 roles
- The nature of the contacts between them
- Their respective contributions to particular tasks or processes e.g. evaluation of the project

**Alternatively you can deliver this topic as a straightforward presentation, inviting any questions from the group.**

You can extend the discussion by referring to relationships involving other stakeholders connected with the project e.g. project management, funding providers and referral agencies

- How does the project meet its obligations to these stakeholders?
- If your project is one of a number of services provided by a larger organisation. Explain how the work of the project fits into the ‘larger picture’?

**Supporting materials:**
- Appendix 29: PowerPoint ‘The 3-cornered contract’
- Appendix 30: Handout ‘Roles and responsibilities’
4. Preparing for your first meeting
(30 minutes)

**Aim of this activity:** To give participants an opportunity to prepare for the initial meeting with their mentee or befriendee.

**Facilitator instructions:** Divide the group into pairs and distribute the worksheet: ‘Preparing for your first meeting’. Ask participants to discuss the issues and complete the worksheet.

**Managing feedback and learning:** After 15 minutes ask for feedback. Display ‘Aims of the first meeting’ which you have put onto a PowerPoint slide or flipchart and compare participants’ responses with those listed. Assess the following;

- Were participants’ expectations realistic?
- Did they demonstrate a good understanding of what was expected of them as mentors or befrienders?

Clarify what is expected of them from your project’s perspective

**Supporting materials:**
- Appendix 31: Worksheet ‘Preparing for your first meeting’
- Appendix 32: PowerPoint ‘Aims of the first meeting’

5. Supporting others to set goals
(45 minutes)

**Aim of this activity:** To introduce participants to the process of supporting others to work towards goals using action planning techniques.

**Facilitator instructions:** Introduce the topic by explaining that goal setting and action planning are techniques that are used to enable us to break down the steps towards achieving desired outcomes — they will now be supporting mentees to do this, and standing alongside them while they put their plans into practice.

Display the SMART goals (which you have copied onto a PowerPoint or flipchart) and talk through the steps, giving examples from your project.

Distribute the worksheet: ‘Supporting others to set goals’. And ask the group to work in pairs and answer the questions on the worksheet.

**Managing feedback and learning:** After 15 minutes, ask the groups to feedback their answers to the questions and record participants suggestions on the flip chart.

Facilitate a discussion around what is required of the mentor in this situation:
Helping the other person to visualise his/her goals and explore and plan the steps needed to achieve them

Exploring a key question of ‘what might get in the way of their goals and how will they plan for this’

Applying a range of skills at different stages
Then cover the following key points in relation to SMART action planning:

Remember - action plans need to be:

• Do-able – is it something that can be achieved?
• Understandable – can you explain it to someone else?
• Measurable – will it make a difference you can see?
• Believable – are you committed to it?
• Motivational – is it something you really want to do?
• Recorded – can progress be monitored?

Action plans should be revisited on a regular basis, so that changes can be made if necessary.

The plan needs to be a live, practical document that is subject to review (perhaps comment on how they are used, recorded and stored in your programme)

Supporting materials:
Appendix 33: PowerPoint ‘SMART goals’
Appendix 34: Worksheet ‘Supporting others to set goals’

6. Reviewing progress (50 minutes)

Aim of this activity: To enhance participants’ understanding of the importance of revisiting and reviewing goals and targets and the befriending/mentoring relationship itself.

Facilitator instructions: Ask the group why they think reviewing is important and record their responses. Explain that in the context of mentoring and befriending, reviewing involves revisiting original goals or targets with the other person to assess progress. It also provides an opportunity for both parties in the relationship to assess how to make the relationship more ‘valuable’ and to reaffirm their commitment to the mentoring/befriending process (what is working and what is not).

Divide participants into smaller groups. Distribute the worksheet: ‘Case study – Joe’ (You may prefer to use an example drawn from your own project). Ask the groups to read through the case study and then answer the questions.

Managing feedback and learning: After 20 minutes bring everyone back into the whole group. Ask someone from each group to feedback their discussion. Discuss and clarify the issues each group raises.

If you prefer, it is possible to use the case studies as role-play activities that will enable participants to practice their reviewing skills. Use the handout: ‘Giving feedback’ if you adopt this approach.

Supporting materials:
Appendix 35: Handout ‘Case study – Joe’
Appendix 36: Handout ‘Giving feedback’
7. Limits of the relationship (40 minutes)

**Aim of this activity:** To highlight the limits of mentoring/befriending relationships and to remind participants that although they provide an important and unique role as a volunteer, there are normally other ‘helping’ individuals and/or organisations involved in the life of the person that they support.

**Facilitator instructions:** Introduce the topic by explaining that part of being an effective mentor/befriender is to be aware of what can and cannot be done for someone within the limits of the relationship. Show the ‘Limits of the relationship’ (1) which you have put onto a PowerPoint slide or flipchart and explain that in responding to requests for help or information, there are four questions that ought to be asked:

- Is it within the context of the project?
- Is it realistic?
- Am I the best person to deal with it?
- Do I need to talk to someone else about this?

**Managing feedback and learning:** Allow five minutes for an open discussion. Ask participants to identify the sorts of issues/requests that might be raised with a mentor/befriender. Using examples drawn from your own project, ask participants, ‘What would they do in this situation?’ or ‘Any ideas about the best way of handling this?’

In some situations it may be appropriate to refer mentees/befriendees to other sources of assistance or introduce them to relevant individuals or groups. Show the ‘Limits of the relationship’ (2) which you have put onto a PowerPoint slide or flipchart and explain the processes of sign-posting and networking.

Emphasise that if someone is uncertain about the appropriateness of a particular referral, they should check with the project co-ordinator first.

Distribute a local contact list of support organisations and individuals if one is available. Alternatively use the worksheet ‘Sign-posting - who else can help?’ to generate a list of useful contacts.

You could also get participants to draw a mind map of all the additional sources of support in the local area that they know (they could share their ideas by exhibiting them on the wall for each other to see). After the day circulate their ideas amongst the group and keep this as a working list, they could perhaps add to these resources as they go along or you discover new contacts.

**Supporting materials:**
- Appendix 37: PowerPoint ‘Limits of the relationship’ (1)
- Appendix 38: PowerPoint ‘Limits of the relationship’ (2)
- Appendix 39: Worksheet ‘Signposting – who else can help?’
8. ‘Winding up’ the relationship (40 minutes)

**Aim of this activity:** To help volunteers plan and prepare for healthy endings in mentoring and befriending relationships.

**Facilitator instructions:** Explain that most mentoring and befriending relationships have a limited life span. ‘Winding up’ occurs when the relationship has achieved its goals or when the person supported feels equipped to continue alone. Ask the group to think about when they experienced both a ‘good’ and ‘bad’ ending, get them to come up with features of both – what made it good/bad? How did it feel? Flipchart their responses.

Then get them to work in pairs or small groups and discuss the following:

- How should volunteers/service users prepare for ‘winding up’ their relationship?
- What could be the impact on the volunteer and user if the ending of the relationship is not planned or is handled insensitively?
- How could the organisation help manage good endings?

**Managing feedback and learning:** Get the groups to feedback their responses and agree some ways that endings could/will be managed in your project. Cover the point that some relationships end prematurely and without any warning. Although it is appropriate for the volunteer to reflect on the reasons for this, they shouldn’t feel bad; this is a feature of all mentoring/befriending programmes, especially those that work with more vulnerable members of society.

Things to reflect on when winding up a relationship:

- To what extent were the goals of the relationship achieved
- What went right, what went wrong, and what are the lessons that have been learnt from this
- What are the next steps and future opportunities for both parties

**A worksheet:** ‘Final evaluation sheet’ can be used by your volunteers at the end of a relationship to reflect on what has been achieved and review their performance in the role. You can introduce participants to it here or leave it to a later stage in the training process when relationships have been formed.

**Supporting materials:**

*Appendix 40: Worksheet ‘Mentor/Befriender – final evaluation sheet’*
9. Review of module 2

**Aim of this exercise:** This activity is to give your volunteers an opportunity to review their own learning and feedback on the training so far.

**Facilitator instructions:** Ask the delegates to complete the review sheet – explain that it gives them an opportunity to give you honest feedback so that you can develop the training to meet their needs. You can adapt the review sheet according to the final training programme you put in place.

**Manage feedback and learning:** You need to reassure participants that they need to be honest and that you value their honest feedback.

**Supporting materials:**

*Appendix 41: Handout ‘Review of module 2’*
Module 3: Ground Rules in Mentoring and Befriending

Purpose of the Module

Clearly identified boundaries are essential in mentoring and befriending. Firstly for the protection and safety of the service user and the mentor or befriender; secondly, in order to create a safe and secure framework in which their relationship can develop.

This module introduces participants to the issues surrounding boundaries and confidentiality in the context of mentoring and befriending. The activities include case studies that are designed to help participants clarify the limits of their responsibility as well as identify situations where they should seek support.

Your own project's policies and guidelines should form a basis for deciding what appropriate responses are for many of the issues raised in the activities. Depending on the nature of your project and the target group, you may also need some input that deals with the requirements of certain legislation, such as:

- The Data Protection Act 1998 in relation to issues of 'confidentiality' and secure protection of personal information
- On-line mentoring or befriending projects should address issues concerning the safe and secure use of technology
- Child protection procedures should be incorporated into the training where the target group for the project is children and vulnerable young people

Content

1. Why do we need boundaries in mentoring/befriending?
2. Defining boundaries
3. What should we disclose?
4. Confidentiality - roles and responsibilities
5. Confidentiality – sharing information
6. Review of module 3
**Learning Outcomes**

The activities in this module will help participants to:

- Discuss issues relating to confidentiality and appropriate boundaries (2*)
- Identify their own personal boundaries as mentors or befrienders (1*)
- Develop an understanding of what confidentiality means within the context of the project (3, 4, 5*)
- Establish their own responses to situations involving boundary issues and confidentiality (1, 2*)
- Determine situations where they should seek support (4, 5, 6*)

*these are recommended activities in relation to this specific outcome

**Supporting materials:**

Appendix 42: PowerPoint ‘Ground rules in mentoring and befriending – learning outcomes’

**Activities**

1. **Why do we need boundaries in mentoring/befriending? (45 minutes)**

**Aim of this activity:** To introduce the idea of ‘boundaries’ in mentoring/befriending relationships and reveal how these can be regarded in both a negative and positive light. To allow participants the opportunity to consider their own attitudes to the application of rules and restrictions concerning appropriate behaviour. The exercise is largely based on one originally produced by the Befriending Network Scotland.

**Facilitator instructions:** Ask the group to consider the questions put forward below, listing their answers on the flip chart. Some examples of the kinds of responses you can expect are shown below each of the questions.

1. **What are boundaries?**
   - Barriers
   - Borders
   - Guidelines
   - Confines
   - Responsibilities

2. **What is positive about boundaries?**
   - Safety
   - Clarity
   - Support
   - Confidence
   - Structure

3. **What is negative about boundaries?**
   - Restrictive
   - Inflexible
   - Controlling
   - Imposing rules

4. **What can make it difficult to maintain boundaries?**
   - Personal feelings and values
   - Not wanting to say no
   - Not knowing all the facts
   - Emergency situations
   - Lack of understanding
Managing feedback and learning: Distribute the handout ‘Boundaries’ and discuss any issues that it raises. Then lead a discussion around the following issues:

- How much agreement is there in the group on this subject?
- How do participants maintain boundaries in their existing relationships?
- How well developed is the group’s understanding of the influence of personal values and attitudes in keeping boundaries?

Follow up this discussion by asking the group to identify the risks involved in not having boundaries in the context of mentoring and befriending. Ask participants to identify the risks for:

- The volunteer
- The person that is supported
- The project/organisation

Collate the responses on a flip chart. These may include - loss of trust, safety issues, child protection, quality control and litigation.

Supporting materials:
Appendix 43: Handout ‘Boundaries’

2. Defining boundaries (40 minutes)

Aim of this activity: To communicate what is appropriate behaviour for mentors or befrienders using examples drawn from the field of mentoring and befriending.

Facilitator instructions: Note: prior to running this activity, you will need to cut the worksheet: ‘Boundary cards’ into individual cards. You may also wish to add some examples of your own. Remember to include some positive, as well as, negative examples.

Each member of the group picks up a card from the pack. After reading it, they decide whether to place it on either the ‘YES’ or ‘NO’ piles. When all the cards have been selected, the whole group has to agree or disagree with where they have been placed.

Managing feedback and learning: Discuss each issue in depth and explain, where appropriate, the position of your own project on the issue. Highlight the importance of knowing your own personal boundaries as well as those required by the project. Participants need to be aware that although they may find something unacceptable they should not automatically assume that it is an issue for anyone else.

Key points to cover in feedback:

- Clarifying the position of your own project on any of these issues that might arise
- Checking that participants recognise and accept the need for limits
- Making sure participants are clear about the consequences of doing the wrong thing

To support the above learning distribute the handout: ‘Guidelines on boundaries’. Even better, use handout material that is specific to your own project, this way you will be able to ensure you have provided concrete information and reiterated your expectations about appropriate mentor/befriender conduct.

Supporting materials:
Appendix 44: Boundary cards
Appendix 45: Handout ‘Guidelines on boundaries’
3. What should we disclose? (25 minutes)

**Aim of this activity:** Deciding what to reveal or conceal about ourselves is important when we are forming a relationship with someone else. Being open and disclosing information can increase trust and mutual understanding, but may also lead to rejection. This exercise gives participants an opportunity to discuss issues relating to self-disclosure.

**Facilitator instructions:** Ask participants to work individually and list ten statements about themselves. These may include their feelings and attitudes towards various issues/things, abilities or behaviour. Having produced the list, ask them to select five descriptions that they would disclose about themselves in the following situations:

- An interview for a job
- A first meeting with their mentee or befriender

**Managing feedback and learning:** Within the whole group, facilitate a discussion on the following:

- Are there any differences between what participants would disclose in these situations? Are there any descriptions that they would not disclose in either of these settings?

- In the context of your own project, how much should volunteers share about themselves with the person that they support?

- What are the possible pitfalls of too much or inappropriate self-disclosure?

- What might be the effect on the relationship if volunteers share too little of themselves?

To clarify important points, distribute the handout: ‘Self-disclosure’

**Supporting materials:**
Appendix 46: Handout ‘Self-disclosure’

4. Confidentiality - roles and responsibilities (30 minutes)

**Aim of this activity:** To help mentors/befrienders understand what we need to know about the person we are supporting and in what circumstances can we share this information with someone else.

This activity looks at the subject of ‘confidentiality,’ highlighting issues and difficulties that might arise. Your own project’s policies and procedures should form a framework for the discussion. Where possible, use examples drawn from relationships that have got into difficulties in your own project to demonstrate the consequences that can occur when confidentiality breaks down.

**Facilitator instructions:** Divide participants into small groups and ask each group to discuss one of the questions listed below:

- What is essential for us to know about the other person?

- What other information would we like to know that might be interesting or useful to us?

- What can we share with a third party?

- What does the other person need to know about us?

**Managing feedback and learning:** After 15 minutes, take feedback and discuss the responses. Clarify the groups understanding of what we need to know, who we share that with, what they may need to share. Finally, ask the group whether there any instances where they, or the person being helped, would have to disclose information to a third party?

Distribute the handout ‘Guidelines on confidentiality’. Alternatively, use this opportunity to distribute guidelines that are specific to your project.

**Supporting materials:**
Appendix 47: Handout ‘Guidelines on confidentiality’
5. Confidentiality – sharing information (40 minutes)

**Aim of this activity:** To define appropriate boundaries around confidentiality issues.

Facilitator instructions: Introduce the topic and stress why confidentiality is important in mentoring and befriending (because we are dealing with personal and often sensitive information). We need to think about what we do in relation to:

- Storage of personal information – where do we keep it?
- Sharing of personal information – what and with whom?
- Disclosure of personal information – who do we tell, and what?

Divide participants into 3 groups and give each group one of the following roles: project coordinator; volunteer; service user.

Ask them to identify the issues in relation to storage/sharing/disclosure of information from the perspective of the role they have been allocated.

When they have done this, ask the groups to feedback, highlighting how the issues relate to your project.

Finally, get them back into their groups to come up with a list of Dos and Don’ts (alternatively you could ask them to design a confidentiality agreement for the project)

**Manage feedback and learning:** Use feedback sessions to clarify the specific issues in relation to each role; what actions you expect them to undertake to ensure confidentiality and what you will do as the project coordinator. Follow up with your project’s confidentiality guidelines or the ones contained in Appendix 47: Handout ‘Guidelines on confidentiality’ - same as for the previous activity.

**Supporting materials:**
- Appendix 47: Handout ‘Guidelines on confidentiality’

6. Review of module 3 (15-30mins)

**Aim of this activity:** To allow participants to assess their own learning with regards to boundaries and ground rules in mentoring/befriending.

**Facilitator instructions:** give out the handout ‘Review of module 3’ and allow quiet time for participants to complete individually.

**Feedback and learning:** Invite the group to share their findings in pairs or as a group. Reiterate the importance of ground rules around confidentiality and clarify your projects policy – it’s a good idea to let participants know how they can contact you if they have any further thoughts or need any clarification. Use this opportunity to highlight any further important policies and procedures for your project around this module, e.g. Child protection. It will also give you an indication of any worries they may have or further training needs.

**Supporting materials:**
- Appendix 48: Handout ‘Review of module 3’
Training volunteer mentors or befrienders
Module 4: Interpersonal Behaviour and Communication Skills

Purpose of the Module

This Module encourages participants to develop self-awareness within their role as a mentor or befriender and to acknowledge and respect their own needs as well as those of the person that they are supporting. The activities will allow participants to examine their own beliefs and attitudes. They are designed to foster a non-judgemental and open-minded approach amongst participants to the role of volunteer mentor or befriender.

The Module will also introduce participants to the key interpersonal behaviours and skills that they will need to develop in order to communicate effectively as a mentor or befriender, particularly those concerned with ‘active listening’.

Content

1. Making assumptions
2. Attitudes and values
3. Diversity and cultural awareness
4. Equal opportunities and respecting diversity
5. Conversation carousel - dealing with challenging statements
6. Building rapport
7. Developing empathy
8. Questioning styles
9. Assessing your own helping skills
10. Practising ‘active listening’
11. Review of module 4
Learning Outcomes

The activities in this module will help participants to:

- Discuss the effect that one’s assumptions can have on others (1, 2, 3*)
- Develop an understanding of why it is important to remain non-judgemental in a relationship (1, 2, 3, 7*)
- Develop an awareness of diversity and equality issues (3, 4*)
- Develop skills around managing difficult conversations 5*)
- Identify the key principles of active listening and put them into practice (10*)

*these are recommended activities in relation to this specific outcome

Supporting materials:
Appendix 49: PowerPoint ‘Interpersonal behaviour and communication skills – learning outcomes’

Activities

1. Making assumptions (30 minutes)

Aim of this activity: Even before we open our mouths, people will often make assumptions about us. These assumptions may be wrong, but often influence how we see and communicate with each other. This exercise will help volunteers to understand how our opinions about people are formed and how the assumptions we make can sometimes have a negative effect on mentoring and befriending relationships.

Facilitator instructions: For this activity, you will require images of real people. Use pictures from magazines, photographs or download images from an online image bank. Divide the flip chart into two columns. Ask participants to respond to the images by telling you first things they think of when they look at the images. List the responses that are descriptive observations in one column (e.g. male or female) and those that are interpretations in the other (e.g. looks happy or miserable).

Managing feedback and learning: Explain the difference between the two kinds of response. Invite comments on how assumptions are formed e.g. family influence, peer group, wider societal norms/culture etc. Facilitate a group discussion on the following:

- Why is it important for mentors and befrienders to be sensitive to the use of assumptions?
- How might their use damage the mentoring/befriending relationship?

Supporting materials:
Pictures from magazines, photos or download images from an on-line image bank
2. Attitudes and values (40 minutes)

Aim of this activity: For participants to examine their attitudes and values and consider how these might impact on their work as a mentor or befriender.

Facilitator instructions: Distribute the worksheet: ‘Attitudes and values’ and ask participants to complete the sheet on their own. You may wish to create a list that more closely reflects issues related to the project. Discuss their responses in the large group. Although participants may feel strongly about some of the issues, there are no right or wrong answers to the questions. However, you may wish to ask participants if they can identify the values/attitudes that underpin each of the statements.

Follow up this exercise by dividing participants into pairs and ask them to respond to the question:

- In their future roles as mentors or befrienders in your project, can they think of any circumstances where it might be difficult to put their own opinions and judgements to one side?

Managing feedback and learning: Invite the pairs to feedback and discuss. Distribute the handout: ‘Demonstrating acceptance’.

Supporting materials:
Appendix 50: Worksheet ‘Attitudes and values’
Appendix 51: Handout: ‘Demonstrating acceptance’

3. Diversity and cultural awareness (25 minutes)

Aim of this activity: This exercise is intended to raise participants’ awareness of their own cultural identities in order to help them work with others with different cultural identities.

Facilitator instructions: Divide participants into pairs. Ask participants to follow the activity as described on the worksheet: ‘Cultural identity’.

Managing feedback and learning: Invite responses to the final question on the worksheet and stimulate discussion and any impact of this.

This activity works well before the activity around active listening as it helps to explore the issue of barriers to listening in relation to different cultural identities.

Supporting materials:
Appendix 52: Worksheet ‘Cultural identity’
4. Equal opportunities and respecting diversity (30 minutes)

**Aim of the activity:** This activity raises issues about equality in society as well as perceptions about this. It is intended to prepare volunteers for working with people with different cultural identities, backgrounds and those who may be subject to discrimination or disadvantage. It is adapted from an exercise in the training pack ‘Choosing to Foster’, published by the National Foster Care Association.

**Note:** prior to running this session, you will need to cut the handout: ‘Equality role cards’ into individual cards.

**Facilitator instructions:** Give out the role cards and ask everyone not to let any one else know their role. Hand out the role cards in number order. The order is designed to raise the key issues even if the group has no more than eight members. Ask participants to line up against a wall or a clear starting point. Explain that you want them to take a step forward if they can answer ‘yes’ after each of the questions you will ask. Read out the following questions using the handout ‘Facilitator questions - equal opportunities’.

After asking all the questions, some participants will have moved many steps forward and others will have moved very little. With the group in position, ask people in role how it felt to be out at the front or at the back? Participants remain in position as they de-role. Ask individuals to say what was on their role card so that everyone can get a sense of where the ‘roles’ ended up.

**Managing feedback and learning:** Bring together the groups thoughts and ideas about the activity and what it revealed to them, and refer to the equal opportunities policy and procedures of your own project for dealing with:

- The provision of services to users, employment of staff and recruitment of volunteers
- Action to eliminate and procedures to deal with alleged cases of discrimination
- Action to raise awareness and promotion of services to disadvantaged groups
- Compliance with any relevant legislation, such as
   - Disability Discrimination Act 1995
   - Race Relations Act 1976
   - Sex Discrimination Act 1986
   - Children Act 1989

**Supporting materials:**
- Appendix 53: Handout ‘Equality role cards’
- Appendix 54: Handout ‘Facilitator questions - equal opportunities’
5. Conversation carousel – dealing with challenging statements (30-40 minutes)

Aim of the activity: This activity gives participants the opportunity to practise techniques for working with challenging conversations in a safe and supportive environment.

You will need to set up pairs of seats facing each other in a circle formation (the carousel) and there must be an even number of seats in each circle to make up the pairs. Also prepare a set of cards with a different challenging statement on each card, and place these on the outer circle seats. You will need to consider some of your own prior to this activity.

Facilitator instructions: Ask the participants to take their seats and explain that this exercise is designed to help them practise their skills in dealing with difficult conversations in a safe and supportive environment. Explain that the people in the outer circle are going to be in the role of mentee or befriendee and the inner circle will be in the mentor or befriender role. They now be asked to have a mentoring/befriending conversation in those roles for 2-3 minutes each.

Ask the mentees to start their conversations with the challenging statements. Mentors listen in a non-judgemental way and help the mentee explore what is behind the statement. After 2-3 minutes everyone to move to the right and start the exercise again - mentees will take their challenging statement with them around the carousel and try it out on each mentor.

Managing feedback and learning: Ask those who took the mentee role to feedback on what they saw/heard. What useful techniques did they spot? Participants who took the mentor role to feed back on how it felt initially and how they were able to deal with the statements at the end of the session. What techniques did they develop? What techniques will they use in the future? It is helpful to consider the sorts of challenging conversations that your volunteers might face in your project.

You can swap the roles over so that everyone gets the opportunity to learn how to develop the skills for dealing with challenging statements.

Supporting materials:
Appendix 55: Challenging statements cards

6. Building rapport (10 minutes)

Aim of the activity: To show participants how they can go about building rapport and how it will benefit the mentoring/befriending relationship.

Trainer instructions: Introduce the topic and explain that building rapport is the foundation of a successful mentoring or befriending relationship. It can best be described as the link and mutual understanding that exists between two people, often built over time and through shared experiences.

Ask the group to describe the term ‘rapport’ in the context of a mentoring or befriending relationship, identifying the main characteristics.

Feedback and learning: Write their answers on the flip chart, give your comments and then compare the responses from the PowerPoint ‘Building rapport’. Consolidate the learning by explaining the following key points (similar to those on the slide) in relation to your programme:

Establishing rapport depends on a number of factors, including:

- The degree of mutual respect
- Broad agreement on the purpose of the relationship
- The establishment of trust
- An alignment of expectations about roles and behaviour

Supporting materials:
Appendix 56: PowerPoint ‘Building rapport’
7. Developing empathy (20 minutes)

**Aim of the activity:** This activity is designed to enhance participants’ understanding of ‘empathy’ by using a series of statements to help them recognise an ‘empathic response’. The exercise has been adapted from work originally developed by the Face To Face Foundation.

**Facilitator instructions:** Present the PowerPoint slides and invite comments and questions. Then divide participants into pairs and distribute the worksheets. Ask each pair to read the statements and tick the response that they consider is the most empathetic.

**Managing feedback and learning:** Share the results and comment on differences of opinion. Distribute the handout: ‘Demonstrating empathy’. Make sure you check the participants understanding of the difference between sympathy and empathy. Empathy is the capacity to identify with someone and ‘see the world through his or her eyes’. Sympathy differs from empathy, in that it is a reaction based on one’s own experience.

**Supporting materials:**
- Appendix 57: PowerPoint: ‘Empathy is the ability to’
- Appendix 58: PowerPoint: ‘Empathy involves’
- Appendix 59: PowerPoint: ‘Creating a climate of empathy enables’
- Appendix 60: Worksheet: ‘Empathetic statements’
- Appendix 61: Handout: ‘Demonstrating empathy’

8. Questioning styles (30 minutes)

**Aim of the activity:** This exercise is designed to enhance participants’ understanding of different questioning styles used in mentoring and befriending.

**Facilitator instructions:** Explain that you are going to focus first on the two main types of question. These are:
- Closed questions - the response is generally yes/no or single choice answer e.g. did you come here by train today?
- Open-ended - encourages people to talk and invites further information e.g. What would you like to happen next? How has this been affecting you?

Ask participants to break into pairs and distribute the worksheet: ‘Open and closed questions’. Ask the pairs to turn the closed questions into open questions, as indicated in the worksheet. Feedback and Distribute the handout: ‘Using different types of questions’. Go through the different types of questions and statements and how they can be used.

**Managing feedback and learning:** Discussion points:
- Ask participants to think about their own experience of being asked questions they didn’t understand or made them feel uncomfortable. Why was this?
- Highlight the importance of the questioner’s manner, sensitivity, body language and tone of voice in conveying interest and respect.
- Link the use of different questioning styles to participants’ future role as mentors or befrienders.

**Supporting materials:**
- Appendix 62: Worksheet: ‘Open and closed questions’
- Appendix 63: Handout: ‘Using different types of questions’
9. Assessing your own helping skills (10-30 minutes)

**Aim of the activity:** To enable participants to assess their own competence in a range of helping skills. Used during initial training and then again after a period of time as a mentor or befriender, it can reveal the development of these important skills.

**Facilitator instructions:** Give participants the worksheet: ‘Helping skills inventory’ to complete on their own. You may wish to add things which you feel are particularly important within your own project.

**Managing feedback and learning:** Feedback can be taken in the group or, preferably, on an individual basis (perhaps during support meetings). It is important that participants do not feel that they are taking part in some kind of competition or examination. Emphasise that the exercise can be used regularly so they can see how much they have progressed.

**Supporting materials:**
- Appendix 64: Worksheet: ‘Helping skills inventory’

10. Practising ‘active listening’ (40 minutes)

**Aim of the activity:** The purpose of this exercise is to give participants an opportunity to practise active listening skills in a supportive environment.

**Facilitator instructions:** Divide the group into smaller groups of 3: each person will take it in turn to be the ‘talker’ (A), the ‘listener’ (B) and an observer/timekeeper (C). ‘A’ will talk for ten minutes about a time when they felt happy, sad, or angry (Use a different topic if this one is not appropriate). ‘B’ sits opposite the speaker at a distance that feels comfortable for both of them and practises active listening. ‘C’ observes the process and makes notes using the observation worksheet.

At the end of ten minutes, ‘C’ will share with ‘A’ and ‘B’ what s/he observed. ‘A’ and ‘B’ will then talk briefly about how it felt to be in their respective roles. This sharing should take no longer than ten minutes. Repeat the process until each person has had the opportunity to perform all of the roles. Rotate the roles in the following order: speaker – observer – listener – speaker.

When you are introducing the exercise, tell participants that they can stop at any time and ask you for help. Also remind them of the importance of maintaining confidentiality. You may need to spend some time discussing what the observers will be looking for in terms of ‘verbal’ and ‘non-verbal’ communication and refer back to the activity on giving feedback.

**Managing feedback and learning:** After the three rounds have been completed, call everyone back into the group and lead a short discussion. Take feedback on the process and ask participants what they have learnt about themselves. Distribute the handout: ‘10 steps to positive communication’.

**Discussion topics for the feedback session:**

- How easy was it for the ‘listener’ to focus on what the other person was saying without becoming distracted by external factors or the desire to contribute something from their own perspective?
- Which role was the easiest/most difficult to play?
- What did participants learn about their listening skills from the feedback

**Supporting materials:**
- Appendix 65: Worksheet: ‘Observer’s feedback’
- Appendix 66: Handout: ‘10 steps to positive communication’

(Appendix 36: Handout ‘Giving feedback’)
11. Review of module 4: ‘Interpersonal behaviour and communication skills’

**Aim of this exercise:** This activity is to give your volunteers an opportunity to give feedback on the training and consider how they can apply the learning in their roles as mentors or befrienders.

**Facilitator instructions:** Ask the delegates to complete the review sheet – explain that it gives them an opportunity to give you honest feedback so that you can develop the training to meet their needs. You can adapt the review sheet according to the final training programme you put in place.

**Manage feedback and Learning:** You need to reassure participants that they need to be honest and that you value their honest feedback.

**Supporting materials:**
*Appendix 67: Handout ‘Review of module 4’*
Evaluating your training programme

Evaluation will be at its most effective when the following features are present:

- If you are to assess the success of your training programme, you need to know what it is that you hoped to achieve. Clear training objectives are a must, e.g. to enable participants to develop active listening skills

- Before you start the training, spend time thinking about what sort of information you want to receive at the final evaluation stage

  - Were the training objectives achieved?
  - Were participants’ expectations met?
  - Which activities worked well or otherwise?
  - Which sessions did participants feel were particularly helpful or unhelpful?
  - Was the programme structured appropriately e.g. too loose or rigid, not in sufficient depth?
  - Were any further training/development needs identified?
  - Did any issues arise connected with the organisation and administration of the programme?
  - Were there any issues concerning the trainer’s approach and style?
  - What changes could be made next time?

- Decide what methods you will use to evaluate the training (e.g. questionnaires, post-training follow up), ensuring that they are ‘fit for purpose’ with information easy to analyse and collate

- Involve participants in the evaluation process. Make it an integral part of their learning experience – they will be as interested as you are in the effects of the training on them!

- Don’t wait until the end of the training without checking that the needs and expectations of participants are being met and that learning outcomes are being achieved. Review progress as you go along and encourage participants to reflect on what they have learnt. Key questions to ask include:

  - Are things going to plan and learning objectives being achieved?
  - What do participants think about how things are going?
  - What is working well and what needs changing?

- Questionnaires can be a useful source of information and feedback, although it is easy to get carried away and ask for too much data, or for information that you don’t really require. Keep questionnaires simple. The shorter the better. You will be far more likely to get a return

- Allow yourself sufficient time to analyse thoroughly any feedback that you receive. The information will not only enable you to assess the effectiveness of the training that has just taken place but can also be used to improve any future provision. It will also provide a basis for planning further training and development for those that have just completed their initial programme

- The role of a mentor or befriender can be a demanding one and will be a new experience for the majority of people undertaking it. Following initial training, make sure there is a structure in place to provide ‘on-going’ support and to assess how the skills learnt during training are being applied in practice

Sample Questionnaires

The examples below are easy and quick to complete and designed to provide you with a useful insight into what participants feel at various stages in the training programme.

It will give you information that you can use to help plan your programme and develop it. They can be easily adapted to suit your own particular circumstances and training activities.

Appendix 68: Pre-course questionnaire
Appendix 69: Mid-course questionnaire
Appendix 70: Final course questionnaire
MBF further support and guidance

The Mentoring and Befriending Foundation (MBF) aims to increase the effectiveness and quality of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential.

We do this by providing training, quality assurance, information, advice and guidance, organisational consultancy and network membership for people interested in mentoring/befriending. For more information visit our website www.mandbf.org

MBF network membership
Join the MBF network and get access to a wide range of additional resources such as our news and events e-bulletin, member-only information sheets and resources, online discussions and access to good practice examples. It’s free and for any individual interested in the growth and development of mentoring and befriending.

National Training Programme
High quality training courses across the country to support the development and management of mentoring and befriending services.

Approved Provider Standard
We promote good practice and encourage organisations to achieve the Approved Provider Standard, our quality standard for mentoring and befriending projects.

Consultancy and other products/services
We offer organisational consultancy and other products/services to support the delivery of mentoring and befriending projects.

MBF toolkits
We have developed a range of toolkits to help you develop successful mentoring and befriending programmes. It is based on a ‘pick and mix’ approach which allows you to build up a comprehensive personalised folder of guidance to meet your needs.

Setting up and managing a successful mentoring or befriending programme toolkit
This covers all the steps involved in setting up, developing and implementing a mentoring or befriending programme, from initial planning, formation and programme delivery though to final evaluation and assessment of success. It contains templates for you to adapt and examples of good practice taken from a wide range of mentoring and befriending settings.

Training volunteer mentors or befrienders toolkit
This supports you to plan and deliver your mentor or befriender volunteer training. Packed with over 20 hours of interactive learning activities, it has all you need to prepare volunteers to become effective mentors and befrienders. It is aimed at scheme co-ordinators with little or no experience of delivering training and it’s suitable for use in a variety of different settings.

Monitoring and evaluating outcomes in mentoring and befriending toolkit
This provides practical step-by-step guidance on all aspects of monitoring and evaluating outcomes in mentoring and befriending. This section has been developed in consultation with mentoring and befriending programmes from across the country and is packed full of good practice examples drawn from a range of programmes and ready to use templates. This comes with an interactive electronic pdf version of the printed toolkit and this is also available separately.

Raising the profile of your mentoring or befriending project – how to run a successful local campaign toolkit
Practical guidance on how to run an effective local campaign. It shows how you can raise the profile of your project with the help of your volunteers and service-users and includes a comprehensive range of templates which you can adapt.

Developing a safety management framework for mentoring and befriending toolkit
This provides guidance on how to establish a robust safety management framework for mentoring and befriending. It outlines the relevant legislation, policies and procedures in relation to the organisation, staff, volunteer mentors or befrienders and service users. It is packed with examples of good practice; checklists and templates drawn from across the sector to help you establish an effective framework for your specific programme.
Setting up and managing an ‘on-line’ mentoring or befriending scheme toolkit
This is a practical resource to help you set up and run an effective e-mentoring or e-befriending scheme. It draws from examples of current on-line mentoring or befriending models across the sector and is packed full of templates.

Setting up and managing a peer mentoring or peer support programme in schools and colleges toolkit
This section is designed to assist people working in schools or colleges to design, plan and introduce a programme which involves students supporting their peers in relation to a range of issues. The pack covers the implementation of a safe, sustainable support programme where the main resource is the young people themselves. It has been developed using materials from our ‘Peer mentoring resource pack’ and the Childline in Partnership (CHIPS) ‘Peer Support Toolkit’.

Training peer mentors and peer supporters in schools and colleges toolkit
This contains a full training package to help you develop your students’ skills and knowledge to be effective peer mentors or peer supporters. Divided into learning modules, the tried and tested materials can be adapted for use with a wide range of programmes and students of all ages.

Resource packs:
Lean on me! Primary school peer support resource pack
This pack was developed to assist schools that want to set up a peer support programme in a primary setting with very young pupils. The resource pack takes co-ordinators through the process from initial planning to training and supervising the young peer supporters.

DVDs
Friends in Deed
A powerful film following the fortunes of five very different mentoring and befriending relationships, each of which are changing people’s lives for the better.

Someone to turn to
A selection of short films showing the impact of peer mentoring featuring case studies from educational and voluntary and community settings.

Information sheets
A range of updated information sheets are available to download at www.mandbf.org

• What is mentoring and befriending?
• Want to volunteer as a mentor or befriender?
• How to find a mentor or befriender
• Funding opportunities for mentoring and befriending projects
• Influencing commissioning at a local level
• How to start building a relationship with your MP

Guides
The following are available to download at www.mandbf.org

Promising returns – a commissioners guide to investing in mentoring and befriending
Gives an overview of the range, diversity and positive impact of mentoring and befriending activity to encourage commissioners to invest in high-quality provision. Case studies are included from commissioners who fund mentoring and befriending projects.

Promising returns – a funders guide to investing in mentoring and befriending programmes
Gives an overview of the range, diversity and positive impact of mentoring and befriending activity to encourage funders to invest in high-quality provision. Case studies are included from funders who give grant funding to mentoring and befriending projects.

Policy and impact
The following are available to download or order at www.mandbf.org

Befriending works: building resilience in local communities
Provides an overview of how befriending can contribute to improving the health and well-being outcomes of vulnerable people at risk of social isolation or exclusion from mainstream society. It aims to inform commissioners, practitioners and clinicians working in the health and social care system, local authorities and civil society partner organisations, about how befriending is being delivered in local communities to improve health outcomes, reduce social isolation and contribute to wider local priorities.
Funding for mentoring and befriending: impact of spending cuts on the survival and sustainability of projects across the UK

Report on the findings of our annual funding survey outlining the impact that spending cuts are having on mentoring and befriending projects as well as featuring strategies and good practice tips that demonstrate how projects are coping within the changed funding environment.

Transforming lives: examining the positive impact of mentoring and befriending

Focuses on the positive impact that mentoring and befriending can have on people who are facing challenges in their lives. It draws on the work of previous research and examines evidence from projects across a range of settings.

Mentoring and befriending: a case study approach to illustrate its relevance to cohesion and cross cultural issues

Explores how mentoring and befriending relationships can play a major part in bringing about social cohesion and reducing tension among communities. Examples of research and case studies are included to support this view.

Research and evaluation

The following are available to download at www.mandbf.org

Research summaries

A set of research summaries which list key findings and links to research studies that demonstrate the impact of mentoring and befriending with a range of service users including looked after young people, asylum seekers and refugees, older people, disabled people, carers, young people involved in gangs, mental health users, people who are homeless or substance misusers, ex-offenders and those involved in intergenerational activity.

Offender mentoring pilot project report

MBF was commissioned by the Learning and Skills Council North East to manage this pilot project which aimed to reduce re-offending and improve employability skills by helping to improve standards of mentoring and befriending services currently delivered within organisations working with ex-offenders in the North East of England. This report outlines the project, how it was monitored and the outcomes achieved.

National Peer Mentoring Anti-Bullying Pilot

This pilot project ran from 2008-2010 funded by the Department for Education and managed by MBF.

The pilot selected 150 schools to take part and was designed to develop several models of peer mentoring and assess their effectiveness as part of wider school strategy to support the health and well-being of young people through mentoring, while also identifying good practice approaches. An evaluation was undertaken by The Children’s Society and their findings have been incorporated throughout this report.

Peer mentoring in schools: a review of the evidence base of the benefits of peer mentoring including findings from the MBF Outcomes Measurement Programme

This report reviews the success of peer mentoring and the outcomes which peer mentors and mentees have achieved within schools throughout England. It contains a research review into existing research on school based peer mentoring. These findings have been supplemented by primary data from MBF’s outcomes measurement pilot which collated outcomes from a range of peer mentoring projects in schools.

National peer mentoring pilot dissemination manual

Highlights the good practice and methods used to successfully set up and sustain peer mentoring schemes. Evidence is drawn from the national peer mentoring pilot which was managed by MBF across 180 schools in England and an independent study carried out by the University of Canterbury.

National mentoring pilot for looked after children – Final evaluation Report and Dissemination manual

This pilot project was undertaken by the charities Rainer, MBF and the Prince’s Trust and funded by the Department for Children, Schools and Families. Twenty eight pilots were commissioned to provide one-to-one mentoring relationships for looked after children aged 10-15 each supported for one year. The key aims included improving school attendance and schoolwork, their social and life skills and helping young people to participate in social networks and group activities.

A synthesis of published research on mentoring and befriending

Commissioned by MBF, this review by Dr Kate Philip and Jenny Spratt of the University of Aberdeen, brings together evidence about research and practice in youth mentoring and befriending in the UK. It highlights both positive and negative findings on the value of these interventions.

Online Research and evaluation directory – brings together in one central place, research studies and evaluation reports that help to expand the evidence base for mentoring and befriending, adding to our knowledge of what works best, how and with whom.
Other organisations support and guidance

**Befriending Network Scotland**
Befriending Network Scotland provides support, training and guidance to befriending projects across the country.

**Toolkits**
Improving training in befriending
Quality of the Moment: Working 1:1 with people with dementia
[www.befriending.co.uk](http://www.befriending.co.uk)

**Volunteering England**
Volunteering England is an independent charity and membership organisation, committed to supporting, enabling and celebrating volunteering in all its diversity. Its work links policy, research, innovation, good practice and programme management in the involvement of volunteers.
[www.volunteering.org.uk](http://www.volunteering.org.uk)
Appendices
Contents

48 Appendix 1  Worksheet: ‘Template training schedule’
49 Appendix 2  Worksheet: ‘Hopes and challenges’
50 Appendix 3  Powerpoint: ‘Our working together agreement’
51 Appendix 4  Powerpoint: ‘Training Programme – main themes’
52 Appendix 5  Powerpoint: Defining mentoring and befriending - learning outcomes
53 Appendix 6  Handout: ‘Why do I want to be a mentor or befriender?’
54 Appendix 7  Worksheet: ‘Who are your mentors or befrienders?’
55 Appendix 8  Handout: ‘Befriending is’
56 Appendix 9  Powerpoint Slide: Definition of mentoring and befriending
57 Appendix 10 Worksheet: ‘Defining mentoring and befriending’
58 Appendix 11 Handout: ‘An introduction to mentoring’
59 Appendix 12 Handout: ‘An introduction to befriending’
60 Appendix 13 The befriending/mentoring spectrum
61 Appendix 14 Worksheet: ‘Key words’
62 Appendix 15 Worksheet: ‘Qualities of effective mentors and befrienders’
63 Appendix 16 Worksheet: ‘The skills used by mentors and befrienders’
64 Appendix 17 Worksheet: Case Study- Voluntary action East Renfrewshire’s ‘Chataway’ Project
65 Appendix 18 Worksheet: Case study - Broadway Mentoring Programme
66 Appendix 19 Worksheet: Case study - Rushcliffe Mental Health Befriending Scheme
67 Appendix 20 Worksheet: Case study - Turning Point
68 Appendix 21 Powerpoint: ‘What is it that mentors and befrienders do?’
69 Appendix 22 Worksheet: ‘Flier for recruiting mentors (or befrienders)’
70 Appendix 23 Handout: Review of module 1
71 Appendix 24 Powerpoint: ‘The mentoring and befriending cycle’ – learning outcomes
72 Appendix 25 Worksheet: ‘The supporting relationship’
73 Appendix 26 Handout: ‘Model for a supporting relationship’
74 Appendix 27 Powerpoint: ‘Stages of the mentoring relationship’
75 Appendix 28 Worksheet: ‘Case study – Gemma’
76 Appendix 29 Powerpoint: ‘The 3 cornered contract’
77 Appendix 30 Handout: ‘Roles and responsibilities’
78 Appendix 31 Worksheet: ‘Preparing for your first meeting’
79 Appendix 32 Powerpoint ‘Aims of the first meeting’
80 Appendix 33 Powerpoint: ‘Smart goals’
81 Appendix 34 Worksheet: ‘Supporting others to set goals’
82 Appendix 35 Handout: ‘Case study- Joe’
83 Appendix 36 Handout: ‘Giving feedback’
Appendix 37 - Powerpoint: ‘Limits of the relationship (1)’
Appendix 38 - Powerpoint: ‘Limits of the relationship’ (2)
Appendix 39 - Worksheet: ‘Sign-posting - who else can help?’
Appendix 40 - Worksheet: ‘Mentor/befriender – final evaluation sheet’
Appendix 41 - Handout: Review of module 2
Appendix 42 - Powerpoint: ‘Ground rules in mentoring and befriending’
- learning outcomes
Appendix 43 - Handout: ‘Boundaries’
Appendix 44 - Boundary Cards
Appendix 45 - Handout: ‘Guidelines on boundaries’
Appendix 46 - Handout: ‘Self-disclosure’
Appendix 47 - Handout: ‘Guidelines on confidentiality’
Appendix 48 - Handout: Review Of Module 3
Appendix 49 - Powerpoint: ‘Interpersonal behaviour and communication skills’
- learning outcomes
Appendix 50 - Worksheet: ‘Attitudes and values’
Appendix 51 - Handout: ‘Demonstrating acceptance’
Appendix 52 - Worksheet: ‘Cultural identity’
Appendix 53 - Handout: ‘Equality role cards’
Appendix 54 - Handout: ‘Facilitator questions - equal opportunities’
Appendix 55 - ‘Challenging statement cards’
Appendix 56 - Powerpoint ‘Building rapport’
Appendix 57 - Powerpoint: ‘Empathy is the ability to:’
Appendix 58 - Powerpoint: ‘Empathy involves’
Appendix 59 - Powerpoint: ‘Creating a climate of empathy enables’
Appendix 60 - Worksheet: ‘Empathetic statements’
Appendix 61 - Handout: ‘Demonstrating empathy’
Appendix 62 - Worksheet: ‘Open and closed questions’
Appendix 63 - Handout: ‘Using different types of questions’
Appendix 64 - Worksheet: Helping skills inventory
Appendix 65 - Worksheet: Observer’s feedback
Appendix 66 - Handout: ‘10 steps to positive communication’
Appendix 67 - Handout: Review of module 4
Appendix 68 - Pre-course questionnaire
Appendix 69 - Mid-course questionnaire
Appendix 70 - Final course questionnaire
APPENDIX 1
Worksheet: ‘Template training schedule’

You should always start with some sort of introductory session such as an icebreaker.

Then decide on the outcomes you want to achieve in the session - for example, to help your delegates to identify the skills of active listening (in module 4). Choose the activities that you feel would be most appropriate. This will be the main part of the session. Finally, the closing session will need to include time for questions and an opportunity for your volunteers to review the session and complete an evaluation.

The length of the session will depend on the time you have available - for example a full day or several half days.

It is good practice to include specific examples in relation your own project.

The following is an example only:

<table>
<thead>
<tr>
<th>What do I want to achieve?</th>
<th>What activities will I use?</th>
<th>Timings</th>
<th>Resources I will need</th>
</tr>
</thead>
<tbody>
<tr>
<td>To introduce the topic to the volunteers</td>
<td>Introductory activities and icebreakers:</td>
<td>5 mins</td>
<td>Flipchart and pens</td>
</tr>
<tr>
<td>To explore their expectations</td>
<td>Welcome and introduction</td>
<td>5 mins</td>
<td>Appendix 2: Worksheet ‘Hopes and challenges’</td>
</tr>
<tr>
<td>To establish a working agreement for the session</td>
<td>Hopes and challenges</td>
<td>30 mins</td>
<td>Appendix 3: PowerPoint ‘Our working together agreement’</td>
</tr>
<tr>
<td></td>
<td>Working together agreement</td>
<td>10 mins</td>
<td>_appendix_3: PowerPoint ‘Our working together agreement’</td>
</tr>
<tr>
<td>To help the volunteers discuss the effect that one’s assumptions can have on others</td>
<td>Activities from module 4: Activity 1: making assumptions</td>
<td>30 mins</td>
<td>Pictures from magazines</td>
</tr>
<tr>
<td></td>
<td>Activity 10: practising active listening skills</td>
<td>40 mins</td>
<td>Appendix 65: Worksheet ‘Observer’s feedback’</td>
</tr>
<tr>
<td>To identify the skills of active listening and practise them.</td>
<td>Individual review of the session</td>
<td>20 mins</td>
<td>Pens</td>
</tr>
<tr>
<td></td>
<td>Question and answer</td>
<td></td>
<td>Appendix 66: Handout: ‘10 steps to positive communication’</td>
</tr>
<tr>
<td>To close the session and provide volunteers with the opportunity to review the session and ask questions</td>
<td></td>
<td></td>
<td>Appendix 67: Handout: ‘Review of module 4’</td>
</tr>
</tbody>
</table>
**APPENDIX 2**

**Worksheet: ‘Hopes and challenges’**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know or need to know about the people that I want to support?</td>
<td></td>
</tr>
<tr>
<td>What skills do I need to be an effective mentor or a befriender?</td>
<td></td>
</tr>
<tr>
<td>What will I get most from working as a mentor or befriender?</td>
<td></td>
</tr>
<tr>
<td>Do I have any worries about being a mentor or befriender? If so, what are they?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3
PowerPoint: ‘Our working together agreement’

We will:

• Keep anything said in the training room confidential

• Actively listen to each other without interrupting

• Respect our own and others boundaries

• Work at being non-judgemental and supportive of each other

• Respect our diversity and range of views and opinions

• Contribute to creating a learning environment where it is safe to make mistakes

• Participate positively in the activities and learning

• Switch mobile phones to silent or off during our training sessions
APPENDIX 4
PowerPoint: ‘Training programme – main themes’

Defining mentoring and befriending

The mentoring and befriending cycle

Ground rules in mentoring and befriending

Interpersonal Behaviour and Communication Skills
This module will help participants to:

• Gain an insight into their motives for wanting to become a mentor or befriender

• Develop an understanding of the nature and purpose of mentoring or befriending

• Develop an understanding of the role of the mentor or befriender

• List and explain the qualities and skills of effective mentors/befrienders

• Develop an understanding of what mentoring/befriending can achieve for all
APPENDIX 6
Handout: ‘Why do I want to be a mentor or befriender?’

I would like to be a mentor or befriender because:

• I want ‘to give something back’

• I want to train for a qualification and this experience might give me some useful experience

• I want to use the experience I already have to help others

• I think this voluntary work is worthwhile

• I had a difficult time myself and want to help others

• I think I’ve got the right skills and experience for the role

• I want to feel useful

• To get out and make new friends

• A friend said that I’d be good at it, so I thought I’d find out more
APPENDIX 7
Worksheet: ‘Who are your mentors or befrienders?’

Consider a current or past situation where you felt you lacked the confidence or experience to move forward positively

<table>
<thead>
<tr>
<th>In your work or school life, perhaps in your personal life?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did anyone in particular help you work things out?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What did they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you feel then? How did you react? What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 8
Handout: ‘Befriending is’

Befriending is:
- Spending time together
- Giving individual attention and support
- Supporting people to help themselves
- About encouraging choice
- Active listening
- Helping to reduce social isolation

Befriending is not:
- Trying to solve all the befriendee’s problems
- Making judgements about lifestyle and behaviour
- Counselling or psychotherapy
- Doing practical tasks such as child minding or personal care
- Feeling responsible for the befriendee’s decisions or actions
- Giving lots and lots of advice
- About creating dependencies

Befriending helps by:
This list shows some of the positive changes that can happen when someone is befriended.
- Raising self confidence
- Building trust in others
- Reducing social isolation
- Increasing independent thought and action
- Inspiring and helping others to access their communities
- Signposting befriendees to previously unknown support and resources
- Improving relations with families/carers/professionals

Source: Befriending Network Scotland (this version is adapted by MBF)
APPENDIX 9
PowerPoint: Definition of mentoring and befriending

Purpose
- **Specific/targeted** e.g. find education, employment, stop re-offending, help integrate into the community, develop a career etc
- **Change behaviour** e.g. improve relationships, reduce unwanted behaviours etc
- **Expand opportunities** e.g. develop personal skills, build confidence, improve attainment etc
- **Supportive** e.g. build trust and resilience, reduce isolation etc

Models
- **One to one**: one person mentors or befriends another.
- **Group**: a group of people come together with shared aims and objectives to learn, share and support each other.
- **One to many**: an individual provides support for a number of people either in a small group together or individually.

**Definition of mentoring and befriending**
A voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life.

Process
Whatever the setting or degree of formality, mentoring and befriending share the same process, which includes:
- Building relationship and trust
- Clarifying purpose and intended outcomes
- Communicating and reviewing progress with individuals
- Building the relationship

Methods
- **Face-to-face**: the participants meet in person
- **Telephone**: the use of telephone and telephone conferencing – often referred to as ‘tele-befriending’ or ‘tele-mentoring’
- **Internet based**: using electronic methods such as email to deliver the support. Often referred to as ‘e-mentoring’ and ‘e-befriending’.

Mentoring and befriending foundation 2011
APPENDIX 10
Worksheet: ‘Defining mentoring and befriending’

Definitions
‘A voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life’ (MBF)

Mentoring is ‘Offline help by one person to another in making significant transitions in knowledge, work or thinking’ (Clutterbuck, D & Megginson, D)

‘Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be’ (Eric Parsloe, The Oxford School of Coaching & Mentoring)

‘Mentoring is a one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee’s life, and lasts for a significant and sustained period of time’ (Home Office).

‘Friendship is a private, mutual relationship. Befriending is a service...’ (Befriending Network Scotland)

‘Befriending is a process where two or more people come together with the aim of establishing an informal and social relationship. Befriending can take place in either a ‘formal’ context, in which the activity is initiated and/or supported by an organisation, or informally, with the individual volunteering independently of any organisation, for example, visiting a neighbour. Ideally the relationship is non-judgemental, mutual, purposeful and there is a commitment over time’ (Home office)

What are your first thoughts about these definitions?

Reflecting on the different definitions, what are the key things you need to consider in your role as a mentor/befriender?

What could be an appropriate definition for the project in which you will be working?
Defining mentoring

A voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life (MBF)

‘Offline help by one person to another in making significant transitions in knowledge, work or thinking’
(David Clutterbuck and D Megginson)

A one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee’s life, and lasts for a significant and sustained period of time (Home Office).

“Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be.” (Eric Parsloe, The Oxford School of Coaching & Mentoring)

The development of mentoring

In modern times mentoring is now used as a support technique in a range of settings – within community, business and statutory sectors. It’s usually employed in one of two ways: participants come forward and go through an application and screening process and are then matched together within a formal mentoring project or used as a tool within other forms of support, e.g. line managers may use mentoring techniques when supporting staff. Whatever the setting, mentoring relationships share the following key elements:

• An alliance based on trust and respect
• An opportunity to reflect and explore possible actions
• The identification of clear objectives and intended outcomes for the person being supported
• A process that includes testing out actions and reviewing progress
• Listening to each other
• Working together within time limitations

Those that receive mentoring support are referred to as ‘mentees’ and those providing the support are the ‘mentors’, although it must be noted benefits occur on both sides.

Formal programmes tend to focus on working with a specific group of mentees sometimes within a particular age group, including:

• People experiencing substance misuse or mental health issues
• People who find themselves homeless or unemployed
• People involved with the criminal justice system
• Younger people who may be experiencing some of the above issues
• Colleagues within a similar work setting
• People wanting to set up their own business
APPENDIX 11 (continued)

The difference between mentoring and befriending

Both forms of support aim to build supportive, trusting relationships over time. The main difference between the two is the emphasis placed on goals. Mentoring focuses more on goal setting within a time-limited process whereas befriending tends to develop more informal, supportive relationships, often over a longer period of time.

What are the aims of mentoring programmes?

There are four main purposes for mentoring programmes:

- **Specific/targeted**: for example to find education, employment, stop re-offending, help integrate into the community, develop a career
- **Change behaviour**: for example to improve relationships, reduce unwanted behaviours etc
- **Expand opportunities**: for example to develop personal skills, build confidence, improve attainment etc
- **Supportive**: for example to build trust and resilience, reduce isolation etc

Some of the outcomes we see in mentoring programmes are:

- Increased motivation and confidence (often for both mentor and mentee)
- Mentees sustaining and progressing within employment
- Increased ability to make independent decisions for the future
- Reductions in anti social behaviour
- Increased ability to instigate changes in one’s own life
- Improved listening skills (to self and others)
- Increased self awareness
APPENDIX 12
Handout: ‘An introduction to befriending’

Some definitions of befriending

‘Befriending is a process where two or more people come together with the aim of establishing an informal and social relationship. Befriending can take place in either a ‘formal’ context, in which the activity is initiated and/or supported by an organisation, or informally, with the individual volunteering independently of any organisation, for example, visiting a neighbour. Ideally the relationship is non-judgemental, mutual, purposeful and there is a commitment over time.’ (Home Office)

‘Friendship is a private, mutual relationship. Befriending is a service…’ (Befriending Network Scotland)

‘A voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life.’ (MBF)

‘Formal befriending involves a relationship between a skilled volunteer and a service user within a structured and supervised programme managed by an organisation.

Befriending makes a real difference to people who find themselves struggling, often at a time of change, and find that they need the dedicated support of another person to help them navigate their way through. It covers a range of supportive and purposeful activity involving the development of a relationship in which one person, who is not family or a close friend, gives time to support and encourage the other person.

The primary role of the volunteer is to offer informal social support by forming a trusting and supportive relationship with the service user, usually in order to reduce isolation and to provide a relationship where none previously existed. In many projects this core function is supplemented by additional objectives e.g. increased independence, growth in confidence and greater involvement in community activities.’ (Adapted from Befriending Network Scotland – Code of Practice)
APPENDIX 12 (continued)
Handout: ‘An introduction to befriending’

The range of befriending projects

Befriending projects come in all different shapes and sizes. They may be stand alone - providing only a befriending service, or operate as one of a number of complementary services provided by a larger organisation.

Projects tend to work with a specific group of people or particular age group, including:

- People that are isolated or lack social contact
- People experiencing mental health issues
- Individuals who are tackling substance misuse issues
- Older people
- People who find themselves homeless or unemployed
- Lone parents or carers
- People who have a shared common issue (eg. experiencing homophobia)

The range of objectives that befriending projects might try to seek to achieve are:

- To support people to exercise their right to participate in decisions taken about them
- To reduce social isolation
- To provide signposting services to other sources of support
- To increase social networks
- To provide support around a shared issue

Those that receive befriending support are usually referred to as ‘befriendees’, clients, or service users

A note about befriending and friendship

‘Friendship is a private, mutual relationship. Befriending is a service...’
(Befriending Network Scotland)

Although befriending is often a rewarding and satisfying relationship, befrienders are there primarily to support and empower the befriendee. However, friendships may develop from a befriending relationship. Projects have different approaches to managing this, and may choose to see this as a significant point to say the befriending relationship has ended.

The difference between mentoring and befriending

Both forms of support aim to build supportive, trusting relationships over time. The main difference between the two is the emphasis placed on goals. Mentoring focuses more on goal setting within a time-limited process whereas befriending tends to develop more informal, supportive relationships, often over a longer period of time.
APPENDIX 13

The befriending/mentoring spectrum

The Befriending/Mentoring Spectrum is based on the nature of the objectives in a supportive relationship, on the importance given to achieving those objectives and on the importance attached to the social aspect of the relationship. There are six broad types on this spectrum illustrated and described below:

1) Befriending – The role of the volunteer is to provide informal social support. The primary objective of the relationship is to form a trusting relationship over time; usually in order to reduce isolation and to provide a relationship where none currently exist. Other outcomes may occur e.g. a growth in confidence, but these are never set as objectives for the relationship.

2) Befriending – The role of the volunteer is to provide informal social support. There may be additional stated objectives at the start of the relationship e.g. increasing involvement in community activities. The success of the relationship is not dependent on these objectives being achieved, but they are seen as a potential benefit of befriending over time.

3) Befriending/Mentoring – The role of the volunteer is to provide informal social support and through this supportive relationship to go on to achieve stated objectives e.g. increasing clients' confidence to enable them to do activities independently in the future. The objectives do form a basis of discussion between project, volunteer and client at an early stage, and are reviewed over time.

4) Mentoring/Befriending – The role of the volunteer is to develop objectives with the client over time. Initially the role is to develop a relationship through social activities in order to establish a level of trust on which objective setting can be based. Due to the client’s changing circumstances, objectives may take time to set, and may be low-key.

5) Mentoring – The role of the volunteer is to work with the client to meet objectives which are agreed at the start of the relationship. These are achieved through the development of a trusting relationship which involves social elements but which retains a focus on the objectives agreed at the start.

6) Mentoring – The role of the volunteer is to work with the client solely on agreed objectives which are clearly stated at the start. Each meeting focuses primarily on achieving the objectives, and the social relationship achieved is incidental.

Q) Based on the Befriending/Mentoring Spectrum, where do you feel that your project fits?

Source: © Befriending Network Scotland Befriending/mentoring spectrum
### APPENDIX 14

**Worksheet: ‘Key words’**

<table>
<thead>
<tr>
<th>Potential</th>
<th>Partnership</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Needs</td>
<td>Listening</td>
</tr>
<tr>
<td>Role-model</td>
<td>Counselling</td>
<td>Development</td>
</tr>
<tr>
<td>Boundaries</td>
<td>Empathy</td>
<td>Friendship</td>
</tr>
<tr>
<td>Alliance</td>
<td>Sharing</td>
<td>Goals</td>
</tr>
<tr>
<td>Advocate</td>
<td>Non-judgemental</td>
<td>Respect</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Voluntary</td>
<td>Choice</td>
</tr>
</tbody>
</table>

Source: Adapted from an exercise produced by the Youth Justice Board
APPENDIX 15

Worksheet: ‘Qualities of effective mentors and befrienders’

Consider the following list of skills and qualities and rate them as essential (E), desirable (D), or unimportant (U).

- Non-judgemental
- Able to give advice and then withdraw
- Is consistent
- Committed to the development of others
- Has other interests and hobbies
- Good listener
- Willing to use own time on user’s behalf
- Discreet
- Able to respect confidentiality
- Open and self-aware
- Sense of humour
- Reliability – Being there and keeping promises
- Well informed
- Conveys confidence in self and in the person being helped
- A caring attitude
- Calm in difficult situations
- Has an understanding of the client group

Are there any other qualities or attributes you think are important?
APPENDIX 16

Worksheet: ‘The skills used by mentors and befrienders’

Consider the following list of skills used by mentors/befrienders and rate them as essential (E), desirable (D), or unimportant (U).

- Motivating others
- Giving information
- Helping others to set realistic goals
- Managing expectations
- Establishing and maintain rapport
- Managing self-disclosure
- Using effective communication
- Practising active listening
- Assessing and evaluating problems
- Assessing progress toward outcomes
- Specific questioning skills
- Networking skills
- Self - direction
- Giving advice
- Decision making
- Exercising personal boundaries
- Exercising professional boundaries
- Managing time
- Negotiating

Are there any other skills you think are important?
APPENDIX 17

Worksheet: Case study - Voluntary Action East Renfrewshire’s ‘Chataway’ project

Just over a year ago, Voluntary Action East Renfrewshire’s BefriendER Project (a befriending project working with older people) set up a telephone befriending service called Chataway, to offer regular contact for people on its one-to-one waiting list. It aims:

- To open up volunteering opportunities for people who might otherwise be excluded from volunteering
- To reach a larger number of isolated people who do not necessarily want a visitor but still want a regular point of contact with the outside world

Chataway dovetails with Voluntary Action’s larger befriending project: BefriendER, by offering befriending through a different format. The service aims to offer a caring, personal and friendly service and to keep things client-led. Telephone befriending appeals to people who are intimidated by group and one-to-one situations, helping to build this group’s confidence.

Chataway volunteer and former client, Betty says:
“I can empathise with the people I phone because I am an older person in the same situation. You can be lonely anywhere, at any time of the day, even if you live with family. A lot of the time the telephone conversations I have are spent listening about the past, the old days, which suits me as an older person. Sometimes we chat for 20 minutes, sometimes for longer. I always keep notes about our conversations – these serve as a memory prompt as well as a tool that can be used to reflect on the ground covered. If my befriendee has an appointment in the week, I’ll always know to ask them about it; if they keep having appointments I’ll know that there might be a new pattern emerging in their lives which they might need more support with.’

What are the specific benefits of this project for:

The service users?

The befrienders?

The project?

Case study provided by Voluntary Action East Renfrewshire’s ‘Chataway’ project
APPENDIX 18

Worksheet: Case study - Broadway mentoring programme

Broadway is a London based homelessness charity, whose vision is that every person finds and keeps a home. They provide a full range of services to help people find accommodation, improve their physical and mental health, gain training and employment and to live successful, independent lives.

Broadway’s mentoring programme is part of the charity’s work and learning service and involves matching up Broadway clients and suitable volunteers in a one-to-one relationship to meet on a weekly basis for one or two hours a week over a nine month period. The mentoring support can include:

• One-to-one support and guidance with learning and employment choices
• Extra support with a client’s job searches, CVs, covering letters and interview techniques
• Help prepare clients for their new workplace and provide a ‘sounding-board’ for them whilst they’re settling into work
• Advice to clients in overcoming previous obstacles, and in making full use of their own strengths and inner resources

What could the mentees in the Broadway mentoring project achieve through engaging in the mentoring programme?

What could be the benefits for the mentors?

How does the mentoring project support the wider work of the charity?

Source: based on a case study produced by Broadway Mentoring Programme
APPENDIX 19

Worksheet: Case study - Rushcliffe Mental Health Befriending Scheme

The Rushcliffe mental health befriending scheme supports adults with mental health issues and who may become isolated due to the impact of their enduring mental health difficulties. They experience stigma, isolation, loneliness, low confidence and self esteem, reduction in social networks.

K has had severe depression for 9 years and has had several admissions in to hospital due to enduring mental health issues. K lives in a rural town and felt very isolated by her lack of confidence with making friends and accessing social support. As a result K felt desperately lonely and worthless. Having a befriender has helped her regain confidence and she is now able to access several facilities and services in and around her local area. Although there are times where K is still low in mood, it has been a while since her last admission to hospital which has given her hope that she is coping better.

What do you think the befriender did to support K?

How would that have helped K?

How else could they support K in the future?

Source: based on a case study produced by Rushcliffe mental health befriending scheme
APPENDIX 20

Worksheet: Case study - Turning Point

Scott is 15, and was referred to Base 10 Turning Point’s Mentoring Service after being significantly affected by his father’s alcohol use.

Base 10 Turning Point in Leeds is a service working to reduce the harm associated with young people affected by problems associated with drugs and alcohol.

Their Mentoring Service matches volunteer mentors with these young people and helps them to develop their skills, confidence, knowledge and social support networks. They see their mentors for about 3 hours once a week and this goes on for approximately six months.

Scott had trouble controlling his temper and was often in fights with his peers. He has been in trouble with the law for being aggressive towards his aunt. He has been diagnosed with ADHD, has difficulty with social skills and lacks self-confidence. When he first met his mentor they developed an action plan of goals between them and Scott, his mentor and the volunteer co-ordinator regularly review this.

Since being referred to the service, Scott has made remarkable progress. He has a girlfriend and has started a two-year college course.

“Before I met my mentor I was shy. Now I feel loads more confident,” says Scott. “My mentor has helped me with my anger. I don’t argue with my Auntie anymore. My mentor’s idea to keep an ‘anger diary’ has helped me. It’s better to write stuff on paper than have it in my head.”

Scott’s also doing well at college.

“I tried a lot more in my first year and got 86% attendance. Next year I’m going to get 100%.”

Scott’s mentor feels that he has also experienced the benefits of the relationship.

Scott has made significant changes in his life through working with his mentor, what do you think the long term impact of this will be for Scott?

His mentor also said he has benefited from working with Scott, what do you think some of those benefits could be?

Source: based on a case study produced by Turning Point
APPENDIX 21

PowerPoint: ‘What is it that mentors and befrienders do?’

• Listen

• Take an interest

• Build rapport and gain trust

• Create a safe and supportive environment

• Share stories and experiences

• Help others to set their own agenda

• Work within the boundaries of the relationship
APPENDIX 22
Worksheet: ‘Flier for recruiting mentors (or befrienders)’

Interested in **********? (insert your own volunteer role and the target group [e.g. young people)

Why not become a mentor (or befriender)?

Want to find out more? Contact the project co-ordinator ********** on tel. no. **********

The ********** project works with (insert a brief description of your own target group) to ********** (insert 2-3 of the key outcomes the project supports people to achieve)

Scott would like a mentor (or befriender) who...

Rashpal says it is important that a mentor (or befriender) can...

It’s not just the people that you support who can benefit! Here’s what you could get out of being a mentor (or befriender)...

What training and support will you get...
## APPENDIX 23

**Handout: Review of module 1**

<table>
<thead>
<tr>
<th>‘Defining Mentoring and Befriending’</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have you learnt most from this module?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you clear about your volunteering role now?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is there anything we didn’t cover in the session you still would like to know?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What were you able to contribute to the sessions?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How will you use what you have learnt once you start volunteering?</th>
</tr>
</thead>
</table>
APPENDIX 24

PowerPoint: ‘The mentoring and befriending cycle’ – learning outcomes

This module will help you to:

• Understand the mentoring and befriending cycle and its key stages

• Identify important factors in beginning a supporting relationship

• Develop an understanding of how to work with another person to develop plans and goals

• Start to develop the necessary skills to review progress towards the achievement of goals

• Understand the limits of mentoring and befriending relationships

• Identify how to end a relationship in a planned and positive way
APPENDIX 25
Worksheet: ‘The supporting relationship’

What are the key things to do at each of these stages?

Beginning a supporting relationship

Getting to know the person

Focusing on the issues

Helping the person develop new perspectives

Action planning and goal setting

Standing alongside

Ending the relationship
APPENDIX 26

Handout: ‘Model for a supporting relationship’

Beginning a relationship
• Being introduced
• Getting to know each other
• Being clear about what you can and can’t offer
• Beginning to feel at ease with each other
• Negotiating when/where you meet or call and for how long
• Knowing what to expect of yourself, the other person and the project co-ordinator

Getting to know the person
• Encouraging dialogue
• Exploring the issues
• Listening
• Spending time with each other

Focusing on issues
• Drawing out the issues from their ‘story’
• Being clear about what you can support or help them with
• Identifying areas of potential support and encouragement

Helping the other person develop a new perspective
• Helping make sense of their ‘story’
• Agreeing what you can do that will help
• Broadening their view of the issues and not going for a ‘quick fix’
• Developing your own objective understanding of the person and the issues
• Creating alternative scenarios for their life
• Recognising and developing their strengths

Action planning
• Choosing, committing to and setting goals to be achieved
• Recognising barriers and planning to overcome these
• Exploring ways of achieving and developing strategies to get there
• Planning how you will work together to get there
• Setting a time-scale when goals might be achieved

Standing alongside
• Encouraging and affirming
• Evaluating
• Modifying plans and goals
• Changing plans or goals
• Being prepared for not achieving as planned
• Celebrating achievements

Ending the helping relationship
• Identifying that the other person has no more need of support
• Both begin planning for an ending
• Leaving a door open for the future
• Developing new goals

Source: Befriending Network Scotland
APPENDIX 27

PowerPoint: ‘Stages of a mentoring relationship’

- Getting to know each other and building trust
- Working together
- Reviewing progress
- Ending the relationship
APPENDIX 28
Worksheet: ‘Case study – Gemma’

Background
Gemma is 18 years old and living at home with her mother, although she is desperate to move into her own flat. Gemma has a part-time job at a local supermarket, although she remains keen to train as a hairdresser. Gemma has difficulty in managing money and has got herself into considerable debt.

Gemma has been banned from local off-licences for shop lifting and abusive behaviour. She has an anti social behavioural order for shoplifting and resisting arrest.

Gemma has many personal problems, such as her chaotic drug and alcohol use, negative impact from friends, peer pressure and lack of direction in life. However, she wants to change.

You have been matched with Gemma on a local mentoring scheme.

What would be your role as a Mentor at each of the following stages?

Getting to know each other and building trust
Gemma attended an initial meeting involving you (her mentor); the scheme co-ordinator and her mother. Now you are going to meet together on your own for the next month or so.

- How would you approach this first month working with Gemma?
- What topics would you cover?
- What ‘ground rules’ do you think are important to support this?

Working together
You’ve been working together for a couple of months, the relationship is progressing and Gemma has identified from your conversations that she would like to change some of the things she’s been doing, maybe focusing on not getting so drunk all the time, going out and getting in trouble and maybe getting a job in a hairdressers.

- What is your role here?
- What skills will you be using?
- What will be the focus of the relationship over the next few months?

Reviewing progress
You’ve been working with Gemma for around 6 months, things were progressing ok but she has started to miss your meetings recently.

- Why might this be?
- What could you do to help sustain the relationship?
- What would you want to talk about in a review session with Gemma?
- How would you prepare for a review meeting?

Ending the relationship
After the difficult start, Gemma and you are doing well. According to Gemma, the mentoring relationship has been instrumental in assisting her to make significant changes to her lifestyle: “I have stopped drinking, I hardly ever go out clubbing anymore and I have not been in trouble with the law for some time. I have managed to decorate my flat with my mentor’s help. I live a quiet life now really and my mentor is a part of that and helped me to get away from people who were bad to be around. Now I see my family more and not people who are always in trouble.”

The scheme co-ordinator believes that one of the most important things the pair has achieved is “the budgeting work that has been undertaken between young person and mentor, as the young person really struggles with managing money”. Gemma explains: “My mentor has helped me to get a crisis loan, and sort some claims out that have helped”.

The relationship is now due to end as Gemma is more settled and you have been matched to another young person.

- How could Gemma’s success be celebrated?
- How would you prepare and plan for the ending?
- What could you be doing with Gemma to prepare her for the road ahead?

Source: Based on a case study produced by the Youth Justice Board
APPENDIX 29

Powerpoint: ‘The 3 cornered contract’

![Diagram showing the three parties involved in a mentoring relationship: Project co-ordinator, Volunteer, and Service user.]
APPENDIX 30
Handout: ‘Roles and responsibilities’

Responsibilities of the project co-ordinator
• To manage, develop and co-ordinate the project
• To recruit volunteers in accordance with the project’s recruitment process
• To plan and deliver initial and on-going training for volunteers
• To seek referrals to the project and match volunteers and service users
• To provide on-going support and supervision to matched pairs and help them achieve the maximum benefit from their involvement in the project
• To represent the project (organisation) in the wider community

Responsibilities of the mentor/befriender
• To actively participate in initial and ongoing training activities, networking events and meetings with the project co-ordinator
• To meet with the service user on a weekly (or other agreed regular) basis
• To work with the service user and provide support, guidance and encouragement
• To respect the confidentiality of the service user at all times
• To establish and maintain appropriate boundaries
• To work within the policy and procedures of the project
• To inform the project co-ordinator of any concerns you might have about the person you are supporting
• To keep a record of contacts and actions
• To participate in the evaluation of the project

Responsibilities of the service user
• To actively work in partnership with the volunteer to build a relationship within which you can work towards your potential
• To keep meetings with the volunteer on an agreed regular basis
• To alert the project co-ordinator to any problems
• To respect the confidentiality of the mentor/befriender
• To maintain appropriate boundaries within the relationship
• To help chart your own progress and support the evaluation of the project by providing feedback
APPENDIX 31
Worksheet: ‘Preparing for your first meeting’

1. What would you like to take away from your first meeting?

2. How will you make that happen?

3. Have you got any concerns about the first meeting? If so what?

4. What do you imagine the other person wants to get out of it?

5. What concerns may they have?

6. How could you prepare? (Is there anything you need to know beforehand?)

7. How will you start and finish the meeting?

8. What should you make sure gets covered?
APPENDIX 32

PowerPoint: ‘Aims of the first meeting’

- Start to actively build rapport by getting to know each other
- Find out how to work best together
- Talk about any relevant boundaries you need to abide by
- Identify some objectives that you could work on (if appropriate)
- Agree contact arrangements
- Arrange the next meeting
The most successful action plans are **SMART**:

**Specific**
Goals should be stated in terms that are precise and clear. What exactly do you want?

**Measurable**
Goals should be measurable. How will we know when progress has been made or when you have achieved your target?

**Achievable Steps**
Goals should be achievable i.e. within your reach. There should be a sense of progression.

**Realistic**
Goals should be realistic and relevant to your particular circumstances. What will stop you reaching your goal?

**Time related**
Goals should be set within a time frame, broken down into dated stages. When do you plan to have achieved your target?
APPENDIX 34

Worksheet: Supporting others to set goals

Uriah is leaving care and has been matched with an adult mentor who is going to support him through his transition to independent living over the next 12 months. He has never lived outside of care before and once he moves he will need to be able to pay his own rent and bills, cook and buy his own food and do all his own domestic tasks. At the moment he is receiving an allowance but that will finish once he makes the move into independent housing.

What areas could the mentor and Uriah work on?

How could the mentor help Uriah visualise his goals for the next 12 months?

What skills will the mentor be using?

What are some of the key questions for the mentor to explore with Uriah during the action planning process?
Background

Joe is a formerly homeless person who was referred to Grassroots Ltd 3 years ago. Since reducing his substance misuse and becoming more stable over the last year he has been working one to one with a befriender/mentor. Joe has just moved into supported accommodation as a result of this work and says he has benefitted from the weekly support provided and is now exploring his next steps with their support.

Over the last 6 months, since the last review, Joe has:

- Continued to build on his success in getting to the various support groups he attends more regularly, although this is still a bit ‘hit and miss’ (his own words)
- Started to attend a ‘basic IT skills’ class, although he has missed the last 2 sessions
- Made some friends, mainly those with whom he shares his accommodation
- Been approved to apply to be considered for the independent housing schemes run by Grassroots Ltd in the next 2 years
- Managed to stay off drugs and alcohol for at least 3 months with the exception of 1-2 occasions
- Made contact with his 8 year old daughter again

Joe is having a 6-month review meeting with you, his mentor. The goals you agreed together at the outset of the relationship were for Joe:

- To work on staying ‘dry’ and ‘drug free’ for a continuous 6 month period
- To move into independent accommodation again
- To get back to work, perhaps with an initial goal of part time work
- Be able to have custody of his daughter for the weekends again

What do you need to do to prepare for a review with Joe?

Other than the goals Joe has outlined for himself, what else would you want to review?

How would you prepare for that?
APPENDIX 36
Handout: ‘Giving feedback’

When offering feedback to someone:

• It’s a good idea to ask permission and check feedback is welcome

• Agree on what you are giving feedback and keep it specific

• Take a ‘medals and missions’ approach, meaning talk about what is going well and what needs developing, rather than what’s good and what’s bad

• Highlight the major positive aspects - what deserves ‘medals’

• Agree actions around the ‘missions’ or areas for development

• End on a positive and encouraging note
APPENDIX 37

PowerPoint: ‘Limits of the relationship (I)

- Is it within the context of our project?
- Is it realistic?
- Am I the best person to deal with it?
- Do I need to talk to someone else about this?
APPENDIX 38
PowerPoint: ‘Limits of the relationship’ (2)

Sign-posting
Having knowledge of different contacts and/or sources of information and pointing the person you are helping in the right direction

Networking
Having direct contact with relevant individuals or groups and providing an introduction for your mentee or befriendee
APPENDIX 39

Worksheet: ‘Sign-posting - Who else can help?’

Use this handout to see how well you know what support is available. Depending on the purpose of your project and the particular circumstances of the person that you support many of the individuals and agencies listed may not be relevant. However, you can add other more appropriate contacts to the list.

<table>
<thead>
<tr>
<th>People who help</th>
<th>Who to contact</th>
<th>Where can I find them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Co-ordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Samaritans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheltered housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voluntary groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probation Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support groups (e.g. AA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Offending Team (YOT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Always keep this handy so that you know who to refer to when you need extra support or guidance.
APPENDIX 40
Worksheet: ‘Mentor/Befriender – Final evaluation sheet’

Before you complete this evaluation sheet look back at:

- The goals set for the relationship
- Reviews of progress
- Your notes recording the relationship’s development
- Feedback from others

Reflect on successes and problems, including any concerning the organisation of the project as well as those centred on the relationship itself.

- How did you cope?
- Which of your skills worked well? Which could have been better?
- Were the targets realistic?
- Were they achieved or not? Why?

Use this opportunity to identify strengths you can build on and areas you need to develop.

<table>
<thead>
<tr>
<th>What went well?</th>
<th>Why?</th>
<th>How will I build on this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What didn’t go well?</th>
<th>Why?</th>
<th>How am I going to improve this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 41

**Handout: Review of module 2**

<table>
<thead>
<tr>
<th>Module 2: ‘The mentoring and befriending cycle’</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have you learnt most from this module?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What parts of the session were less helpful?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Are you clear about your volunteering role now?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Is there anything we didn’t cover in the session you still would like to know?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What were you able to contribute to the sessions?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>How will you use what you have learned in your role as a mentor or befriender?</td>
</tr>
</tbody>
</table>
APPENDIX 42

PowerPoint: ‘Ground rules in mentoring and befriending’ – learning outcomes

By the end of this Module you will have:

• Been given the opportunity to discuss issues regarding confidentiality and appropriate boundaries

• Have identified your own personal boundaries as a mentor or befriender

• Be able to explain what confidentiality means within the context of the project

• Have identified your own responses to situations involving boundary issues and confidentiality

• Have identified and discussed situations where you should seek support
APPENDIX 43
Handout: Boundaries

Personal
- See the person not the behaviour
- Maintain your respect for the other person even when they choose not to follow what you believe to be the best course of action
- Follow what you believe to be the best course of action only if it fits within the project guidelines
- Do not feel that you have failed if the relationship does not work out

Emotional
- Try to understand the other person’s thoughts and feelings
- Remember, you may not understand a situation when you see only a part of it
- Even if you have had a similar problem, you may not fully understand the other person’s difficulties
- Everyone has different ways of coping. Your way of coping may not be right for another person

Organisational
- It is your right to ask what the project does to maintain its boundaries and if they are consistent with the project’s expectations of volunteers
- It is your responsibility to maintain contact with the project
- It is both your right and your responsibility to accept support in your role as a volunteer

Source: Befriending Network Scotland
## APPENDIX 44

**Boundary Cards**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The other person wants to meet outside of the scheduled meetings.</td>
<td>You are asked if the next meeting could be held at Starbucks. Do you agree?</td>
<td>Should you give your mobile phone number or e-mail address to the other person?</td>
</tr>
<tr>
<td>Do you give your home phone number to the other person?</td>
<td>The other person asks you for your home address. Should you give them this?</td>
<td>Should you ever meet together at your own home?</td>
</tr>
<tr>
<td>Your mentee has been successful in a job interview, do you send them a card to acknowledge this?</td>
<td>Your mentee/befriendee asks you to be their friend on Facebook, should you accept?</td>
<td>The other person asks you to lend them their bus fare home. Do you lend them the money?</td>
</tr>
<tr>
<td>Your mentee lives alone and you know they will be on their own at Christmas, do you invite them to join your family for Christmas?</td>
<td>You are out together and meet one of your friends who invites you both for a coffee. Do you accept the invitation?</td>
<td>When you are visiting your befriender, they tell you that some money has gone missing. Do you mention this to anyone else?</td>
</tr>
<tr>
<td>Your mentee asks you to help them with their course-work. Do you agree to help?</td>
<td>You are asked by your befriender to do some minor household chores, do you agree to help?</td>
<td>The other person makes a passing remark that you think is racist. Do you tell them that they are wrong and that you find the comment offensive?</td>
</tr>
<tr>
<td>You have an old computer which your mentee would find useful as they do not have one. Is it ok to give this to them?</td>
<td>You get on well together and you have a personal problem that is troubling you. Do you share this with your mentee/befriendee?</td>
<td>The other person asks you why you wanted to become a mentor/befriender. Do you tell them?</td>
</tr>
<tr>
<td>Your mentee/befriendee tells you something of a personal nature, which is similar to something you have experienced. Do you share your experience with them?</td>
<td>Your befriender is an elderly person who is becoming increasing frail and has no home assistance. Do you mention this to her family?</td>
<td>The other person asks if they can visit you at your workplace. Do you agree?</td>
</tr>
<tr>
<td>You have only met your mentee on a couple of occasions and they ask if you’ll provide a written reference for them. Do you agree to do this?</td>
<td>Your mentee arrives for their appointment with you accompanied by a friend. Do you ask the other person to leave?</td>
<td>Your mentee/befriendee tells you that they have stolen something from another person. What do you do?</td>
</tr>
</tbody>
</table>
APPENDIX 45

Handout: Guidelines on boundaries

Introduction

Clearly identified boundaries are essential in mentoring and befriending for several reasons:

• They protect both the volunteer and the service user by providing clarity about what is and is not acceptable behaviour

• They give both parties greater confidence in opening up about sensitive issues, where otherwise they might feel vulnerable

• They provide a clear framework so that participants can recognise when to stop and question what they are doing

Dos and Don’ts

Do

• Recognise your own personal boundaries

• Avoid getting into situations that could be misunderstood

• Think before you say ‘Yes’

• Remember that the main focus of the relationship is the needs and progress of the other person

Don’t

• Give out your home telephone number or address

• Take the other person to your own home

• Become emotionally over-involved

• Get involved in a sexual or intimate relationship

• Accept any form of harassment/violence from the other person

• Buy expensive gifts or give money to the other person

• Lend money/material goods or ever borrow from the other person

If you are ever in doubt about a boundary issue, speak to the project co-ordinator

Source: Adapted from material produced by the Edinburgh Homeless Project
APPENDIX 46
Handout: ‘Self-disclosure’

Self-disclosure means ‘opening up’ about your own personal experiences. Sharing these experiences can be helpful in strengthening the relationship. The other person may be more likely to see you as someone who is approachable and, in return, may be encouraged to share more about themselves. The skill is in deciding what, and how much to reveal. Generally, good practice is to reveal only as much as is relevant and helpful.

Listed below are some general guidelines to help you decide when and how to share personal information:

- Always be clear that your purpose is to help the other person express themselves more freely. When in doubt, don’t reveal anything

- Keep it brief - focus on how you resolved a situation or how it felt, rather than talking about the detail

- Be careful that you don’t distort the overall balance of the relationship – the other person should remain at the centre and focus of the relationship, not the volunteer
APPENDIX 47

Handout: ‘Guidelines on confidentiality’

Do

- Share with project staff any concerns that you might have about anything that has been disclosed to you
- Be very careful what you talk about so that you don’t break confidentiality
- Ensure that any information about role as a mentor or befriender, that you share with family, friends or colleagues, is restricted to general information only
- Be aware of your own needs and limits about what you disclose to the other person

Don’t

- Promise to keep a secret
- Reveal personal information about the other person to anyone outside the project
- Disclose confidential information without the other person’s consent

If in doubt, ask yourself:

- Does my action place the other person at risk?
- Does it place someone else at risk?
- Does it place me at risk?

If the answer to any of these questions is ‘yes’, then the action is almost certainly inappropriate.

Source: Adapted from material produced by the Edinburgh Homeless Project
## Handout: Review of module 3

### Module 3 ‘Ground Rules in mentoring and befriending’

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have been the main learning points for you in this Module?</td>
<td></td>
</tr>
<tr>
<td>What parts of the Module were less helpful?</td>
<td></td>
</tr>
<tr>
<td>What were you able to contribute to the sessions?</td>
<td></td>
</tr>
<tr>
<td>How will you use what you have learned in your role as a mentor or befriender?</td>
<td></td>
</tr>
<tr>
<td>Are you clear about your volunteering role now?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 49

PowerPoint: ‘Interpersonal behaviour and communication skills’ – learning outcomes

This module will help you to:

• Discuss the effect that one’s assumptions can have on others

• Develop an understanding of why it is important to remain non-judgemental in a relationship

• Develop an awareness of diversity and equality issues

• Develop skills around managing difficult conversations

• Identify the key principles of active listening and put them into practice
APPENDIX 50

Worksheet: ‘Attitudes and values’

Indicate whether you agree/disagree with each of the statements below:

• High earners should pay more tax

• People who recycle their rubbish should be rewarded with lower council tax bills

• This country should welcome immigrants

• The parents of re-offending children should be given compulsory parenting classes

• Gay couples should be able to adopt children

• People who are late for hospital appointments should be charged

• Fox hunting should be legalised again

• All faith schools should be banned

• Young people should be given the vote at 16
The first task of mentors and befrienders is to develop a helping relationship where there is genuine acceptance. This means showing respect for and valuing the other person even when we don’t always agree with their behaviours and attitudes. Acceptance is demonstrated by:

- Valuing the other person separately from their actions
- Offering acceptance consistently and unconditionally
- Respecting the other person’s separateness and unique qualities
- Being aware of your own and the other person’s personal boundaries
- Putting your own opinions, judgements and preconceptions to one side
- Being able to accept yourself and acknowledge your own self worth

When the other person feels accepted, this helps them to:

- Develop trust
- Respect you and feel respected by you
- Become more willing to share their experiences and feelings with you and talk about difficult subjects or behaviours
- Recognise that you have some understanding and insight of who they are and why they behave as they do
APPENDIX 52

Worksheet: ‘Cultural identity’

Cultural identity is often understood to refer to a person’s ethnicity, nationality and ‘race’. However we all inhabit a range of different ‘cultures’, often simultaneously. We negotiate a mix of values, norms and lifestyles associated with the different groups that we belong to or spend time with. We decide which of these we most strongly identify with, although the emphasis may change over time or in different circumstances.

For the purpose of this exercise, consider the following to be potential aspects of your cultural identity.

Age, gender, disability, religion, class, ethnicity, ‘race’, nationality, regional background, educational background, health status and any others that are important to you.

Discuss the topics below with your partner:

• Name some of the ‘cultures’ that you belong to

• Do some influence your sense of identity more than others?

• When you were a young person, did the predominant cultures surrounding you, for example at school, correspond closely to your culture at home?

• Have aspects of your cultural identity changed, as you have grown older?

• Do you feel very different to your peers, for example at work, in certain aspects of cultural identity?

• How does your awareness of your own cultural identity influence your role as a volunteer?

Source: The Trust for the Study of Adolescence
### APPENDIX 53

**Handout: ‘Equality role cards’**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>You are a young woman. Black. Have Down’s Syndrome. Living with foster cares.</td>
<td>9.</td>
</tr>
<tr>
<td>16.</td>
<td>You are a young woman. White. Have Down’s Syndrome. Living with foster carers</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>You are a young man. Black. Have wealthy parents</td>
<td></td>
</tr>
</tbody>
</table>

Source: National Foster Care Association
APPENDIX 54

Handout: ‘Facilitator questions - Equal Opportunities’

Can you easily:

- Use public transport?
- Expect consistent medical care?
- Feel comfortable kissing your partner in public, if you want to?
- Use public toilets?
- Feel safe after dark?
- Expect to make a successful career in business or politics?
- Expect to be judged on more than just your looks?
- Expect not to have to look after young children at home regularly?
- Expect to get good qualifications if you work hard?
- Keep in touch with your immediate family?
- Invite friends home?
- Keep your belongings safe?
- Explain why you are living where you are?
- Stay overnight with a friend?
- Expect others to take your opinion seriously?
- Expect not to experience abuse tomorrow?
## APPENDIX 55

### ‘Challenging statement cards’

<table>
<thead>
<tr>
<th>My step dad is a waste of space</th>
<th>I can’t get through the day without my fix</th>
<th>It’s alright for rich people, they’ve got it easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>This country has been taken over by foreigners</td>
<td>No-one will believe me so what’s the point</td>
<td>The teachers hate me</td>
</tr>
<tr>
<td>School is rubbish</td>
<td>You’re only here because you get paid to help me</td>
<td>I should be able to do what I want</td>
</tr>
<tr>
<td>Why should I go for job interview at a time that suits them</td>
<td>It’s your job to sort it out for me</td>
<td>It doesn’t matter if you nick stuff from the big shops, they rip us off anyway</td>
</tr>
</tbody>
</table>
Building good rapport is based on:

- Mutual respect
- Trust
- Clear understanding of who does what and why
- Defined boundaries and ground rules
Empathy is the ability to:

- Listen and attend to the other person and enter their reality
- Make sense of what you hear
- Identify key experiences, thoughts and feelings and communicate your understanding sensitively
Empathy involves:

- The skills of active listening
- Awareness of your own feelings and perceptions
- Good communication skills
- Sensitivity and respect towards the other person’s viewpoint and frame of reference
Creating a climate of empathy enables the other person to:

- Feel valued and understood
- Develop trust and openness towards the listener
- Open up about what is on their mind
- Focus on what they are trying to express
- Express themselves without pressure
- Feel supported
APPENDIX 60
Worksheet: ‘Empathetic statements’

Read each statement as though the other person is saying this to you. Tick the response that most communicates your attempt to view the issue from their perspective.

1. ‘I’ve got something I want to say but I don’t know how to say it’
   • Would it help if we went for a walk?
   • You want to talk but it is difficult to get started.
   • Well if I don’t know what it is, I can’t help you can I?
   • Is it to do with what happened earlier?

2. ‘Every time I try to get to sleep, I can’t because I’m scared of getting nightmares’
   • You could try sleeping with the light on
   • You’re anxious every night because you don’t want your nightmares back
   • But if you don’t sleep, your health will start to suffer
   • Perhaps you should go to the doctor

3. ‘What was she doing there? Couldn’t she see I wanted to get past? Then I ended up in trouble and she got away with it.’
   • Let’s be honest. Most of the time it is your fault, isn’t it?
   • You’re angry about getting into trouble for something that didn’t seem like your fault
   • Calm down. I’m not going to listen if you’re shouting
   • Who are you in trouble with? Do you want me to talk to them?

4. ‘For weeks that doctor has been telling me that everything is OK and now he says it looks like I’m seriously ill. I’ve got even more tests tomorrow. Who knows what they are going to say to me next.’
   • It won’t help to get upset. These days they can cure anything. You need a few days away to take your mind off things
   • He doesn’t sound up to it, no wonder you’re upset. How about talking to the specialist consultant, she’s very good and was very helpful to me
   • You sound angry about the way you’ve been treated and I can understand why you’re upset. One moment they say that everything is all right and then everything changes and you don’t know what is going to happen

5. ‘I feel so on my own with it. I’m alone all day and then pour it out to my partner when he gets home. He gets upset and takes it out on Steven and we end up having a row with him going down to the pub.’
   • You want him to understand that you are struggling, but he gets angry and you end up feeling more isolated and unsupported
   • He shouldn’t take it out on Steven, it’s not his fault. Maybe you need to get out more and talk to other women who would understand
   • It’s hard for him too you know. He cares for you and feels helpless. I think this has damaged his self-confidence and that’s why he goes to the pub

Source: The Face2Face Foundation
Empathy involves responding attentively to the other person and trying to understand them and their ‘reality’, and communicating this understanding back to them. In a helping relationship, empathy is important because it enables the other person to:

- Feel respected and understood
- Feel trust and openness towards the listener
- Focus on what they are trying to express
- Express themselves without pressure
- Feel supported

In the early stages of a helping relationship, don’t attempt to ‘mind read’ but listen attentively and try to see the other person’s viewpoint. Show sensitivity and respect for the other person’s frame of reference. Don’t confuse empathy with sympathy – it’s not about saying you are sorry.
APPENDIX 62
Worksheet: ‘Open and closed questions’

Have you had a good day?

Do you think our mentoring sessions are going well?

Do you get on with your friends?

Are things ok at home?

You seem restless today, is everything ok?

Were you late for our meeting because you didn’t want to come?

Did it go well at work today?
## APPENDIX 63

### Handout: ‘Using different types of questions and statements’

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open – general</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>“Who could help?”</td>
<td>Allows the other person to open up and elaborate.</td>
</tr>
<tr>
<td>What</td>
<td>“What did you learn from that experience?”</td>
<td>Too many “Why” questions may sound like interrogation, but they do have their place and are less threatening once a trusting relationship has been established.</td>
</tr>
<tr>
<td>Where</td>
<td>“What would you like to happen next?”</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>“What would you like to change to make things better?”</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td>“Where can you find that out?”</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>“When you said that, how did he respond?”</td>
<td></td>
</tr>
<tr>
<td>Tell me about…</td>
<td>“Why did you choose this location?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“How’s everything going?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Tell me more about that”</td>
<td></td>
</tr>
<tr>
<td><strong>Closed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Do you like working here?”</td>
<td>These will often only elicit Yes or No answers.</td>
</tr>
<tr>
<td></td>
<td>“Have you finished?”</td>
<td>Useful for checking specific facts quickly.</td>
</tr>
<tr>
<td></td>
<td>“Did you see this for yourself?”</td>
<td>Useful for starting a conversation that you can follow with more open questions.</td>
</tr>
<tr>
<td></td>
<td>“Is this a convenient moment to talk?”</td>
<td></td>
</tr>
<tr>
<td><strong>Reflective and Summative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“You are feeling upset because…”</td>
<td>By repeating what they have been talking about you can demonstrate that you are listening and understanding what they are trying to tell you.</td>
</tr>
<tr>
<td></td>
<td>“You say you don’t understand when …is that right?”</td>
<td>It allows you to clarify what the other person is trying to say. Repeating back in their language helps people feel more accepted and understood.</td>
</tr>
<tr>
<td></td>
<td>“What I am hearing is…”</td>
<td>Gives the opportunity for the mentee or befriender to talk further about an issue.</td>
</tr>
<tr>
<td></td>
<td>“Let me go over the main points again and you can tell me if I have understood.”</td>
<td>Useful in helping someone to clarify feelings or evaluate experiences.</td>
</tr>
<tr>
<td></td>
<td>“Let me see if I understand correctly what you are saying…”</td>
<td></td>
</tr>
<tr>
<td><strong>Hypothetical – open</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“What would have happened if…?”</td>
<td>An excellent way to get people to think about other ways of dealing with things.</td>
</tr>
<tr>
<td></td>
<td>“What would you do if…?”</td>
<td>This type of question can help people think about other ways of thinking / acting for the future.</td>
</tr>
<tr>
<td></td>
<td>“How do you think so and so would react if you…?”</td>
<td>It gives them a chance to try out a situation in a safe environment and to plan for different outcomes.</td>
</tr>
<tr>
<td></td>
<td>“Given the choice what would you do if…”</td>
<td></td>
</tr>
</tbody>
</table>
You will now have a better idea about the skills that are required to be an effective mentor or befriender. Have a look at the list below and think about the skills you already have and those you would like to improve. Tick the box that most reflects how you feel about your present level of competence in each of these skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Good</th>
<th>OK</th>
<th>Needs more development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using body language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreting body language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact-finding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysing information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating empathy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self disclosure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 65

Worksheet: ‘Observer’s feedback’

Please make brief notes about what you observe. Remember that your concern is the listener, not the talker or what is being talked about.

Make your feedback as specific as you can in order to be helpful to the listener. Give examples where possible.

Name of person being observed (the listener):

- Verbal communication (tone of voice etc)

- Non-verbal communication (good eye-contact, positive body language, use of silence, general demeanour)

After you have provided feedback, please give this worksheet to the listener to keep as a record of their participation in this exercise.
APPENDIX 66

Handout: '10 Ten Steps to positive communication'

Active listening involves not only hearing the words being said, but actually taking them on-board and making positive interpretations about what the speaker is feeling, thinking and responding to, during their conversation with you.

Some things to keep in mind when you are actively listening to another person are:

- Prepare yourself – Active listening means being ‘tuned in’ to the person who is speaking and allowing them the time and space to get their point across to you.

- Try not to talk over the top of the other person – Allowing space for both of you to express yourselves is vital in building rapport and establishing a positive relationship.

- Put the talker at ease – Nod in response, smile and show positive body language. This will help the person to feel that you are engaged with what they are saying.

- Remove distractions – Focus your mind on what is being said, don’t doodle, tap, shuffle papers etc.

- Empathise – Try to understand, and relate to the other person’s point of view; even if it is not one you share. Empathy and compassion provide a positive platform for sharing of information without fear of a negative or judgmental response.

- Be patient – A pause, even a long pause, doesn’t always mean that the speaker has finished. Silence is also okay. Don’t feel as though you have to fill all the silent ‘spaces’. Allow the conversation to ebb and flow as necessary.

- Avoid personal prejudice, discrimination or judgement – appreciate that the person you are speaking to will have their own range of opinions, values and experiences and that these may be different to your own.

- Listen to the voice tone – Volume, pitch and tone can help to show how someone is reacting to what is being said.

- Listen for the message – not just words – You want to get the whole picture, not just bits and pieces.

- Watch for non-verbal signals – It’s not just what we say, it’s the way that we say it. Non verbal communication can either enhance our communication, or detract from what we are trying to say. It also plays a key role in how we perceive others, and how they perceive us. Gestures, facial expressions, and eye movements can all be important.
### Module 4 ‘Interpersonal Behaviour and Communication Skills’

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have been the main learning points for you in this Module?</td>
<td></td>
</tr>
<tr>
<td>What parts of the Module were less helpful?</td>
<td></td>
</tr>
<tr>
<td>What were you able to contribute to the sessions?</td>
<td></td>
</tr>
<tr>
<td>How will you use what you have learned in your role as a mentor or befriender?</td>
<td></td>
</tr>
<tr>
<td>Are you clear about your volunteering role now?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 68
Pre-course questionnaire

1. What do you know about mentoring or befriending?

2. What do you hope to gain from the training?

3. What do you bring to the course in terms of any relevant experience or skills?

4. List 3 things you would like the training to cover?
APPENDIX 69

Mid-course questionnaire

In the activities so far, you have been given a lot of background information about mentoring or befriending and the role of a volunteer. Now is a good time to look back on what you have learned so far.

1. Is the training meeting your expectations? If not, why not?

2. What skills have you started to develop in the training that will help you become an effective mentor or befriender?

3. What have you learnt so far in the training sessions that will help you become an effective mentor or befriender?

4. Is there anything we haven’t covered that you’ve been wondering about?

5. Overall, how do you feel at this moment about becoming a mentor or befriender?
APPENDIX 70
Final course questionnaire

Evaluation of Training
Please take some time to complete this form. Your comments will be used to improve and develop further training.

1. Please rate how useful each Module was on a scale of 1-5 by circling the number you feel is most appropriate
   (1 – not at all useful, 5 – very useful)

   Module 1: ‘Defining Mentoring and Befriending’ 1 2 3 4 5
   Module 2: ‘The Mentoring and Befriending Cycle’ 1 2 3 4 5
   Module 3: ‘Ground Rules in Mentoring and Befriending’ 1 2 3 4 5
   Module 4: ‘Interpersonal Behaviour and Communication Skills’ 1 2 3 4 5

2. Please rate how satisfied you were with the organisation/administration of the event on a scale of 1-5
   (1 - poor, 5 - excellent).
   1 2 3 4 5

3. Which of the following skills and knowledge have you developed as a result of the training?
   (Tick all those that apply)
   - A knowledge of the group you will be working with
   - How to maintain appropriate boundaries in the relationship
   - Active listening skills
   - Open questioning styles

4. Which activities did you find the most helpful and why?

5. Which activities did you find the least helpful and why?

6. Would you like to suggest any changes that we should make to future training programmes?

7. Any other comments?

Thank you for your time in completing this form.
About the Mentoring and Befriending Foundation

The Mentoring and Befriending Foundation (MBF) aims to increase the effectiveness, quality and value of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential.

We do this by providing training, quality assurance, information, advice and guidance, organisational consultancy and network membership for people interested in mentoring/befriending. We also promote the value and showcase the benefits of mentoring and befriending through campaign work, conferences and events.