

**Orientation and Training – Policy and Procedure**

**GenYZ Mentoring**

**Purpose**

## The intention of this policy and procedure is to ensure that we provide quality initial and ongoing training for mentors and young people that prepares them for their role and for the mentoring relationship.

**Policy**

GenYZ is committed to providing high-quality training to prepare mentors for their role and ensure ongoing skill and knowledge development throughout the mentoring relationship. It also recognises the importance of orientation for young people to manage expectations and aid the transition into the mentoring relationship.

General observations and evaluation formed from each training and professional development session will be used to improve the content and delivery of the training.

**Young People**

**Information/orientation session**

An orientation session should be carried out with all young people who will be participating in the program. This should occur before the young person begins their participation. The group sessions should be delivered in a flexible format and provide young people with written information that the young person refer back to. The orientation should cover the young person’s rights and responsibilities as well as create a safe environment in which young people can ask questions and raise any concerns.

**Mentors**

**Information/orientation session**

An information session should be held to orientate potential mentors through the program and the recruitment process. Attendance is not compulsory but encouraged. The orientation sessions should clearly outline the roles and responsibilities and should give enough information to allow potential mentors to ‘opt out’ of the program if they do not meet the eligibility criteria or cannot make the necessary commitment.

**Initial training**

Every mentor must attend training before being matched with a young person. Pre-match training should take approximately six hours.

Program staff will plan, develop and deliver all training sessions with the help of outside experts and mentors and young people currently in the program.

If a mentor fails to attend initial training twice without good reason, they will not be accepted into the program.

**Ongoing professional development**

Once matched with a young person, each mentor will attend two-hour professional development sessions at least twice per year. These sessions will be offered every two months. Unmatched mentors can attend these sessions to assist their ongoing engagement.

If a mentor does not attend two of these sessions, program staff will remind the mentor of the agreed commitment. If the mentor doesn’t attend two ongoing professional development sessions per year, they will not be eligible to be matched again at the end of their existing mentoring relationship.

If they are experiencing match problems, failure to attend professional development might result in the match being closed and the mentor being excluded from the program in future.

**Procedure**

**Initial mentor training**

1. After potential mentors have attended an orientation session and completed the application form, program staff will notify them of upcoming training times and schedule them to attend a training session.
2. At least two days prior to the training, program staff will contact participants to ensure they will attend.
3. Initial training covers:

* an introduction to mentoring
* building mentoring relationships
* self-esteem and resilience
* active listening and communication
* adolescence and the issues facing young people
* conflict management and problem solving
* values, duty of care and confidentiality.

**Ongoing mentor professional development**

1. Ongoing mentor professional development sessions will be combined with peer support sessions every second month.
2. Content for these sessions will be determined by feedback provided by mentors and mentees during the support meetings. Topics may include:

* relationship building
* communication and limit-setting skills
* cultural awareness
* risk management
* ways to interact
* the program’s rules and requirements
* understanding people with disabilities
* resilience and protective behaviours.