

VYMA Mentor Training Package

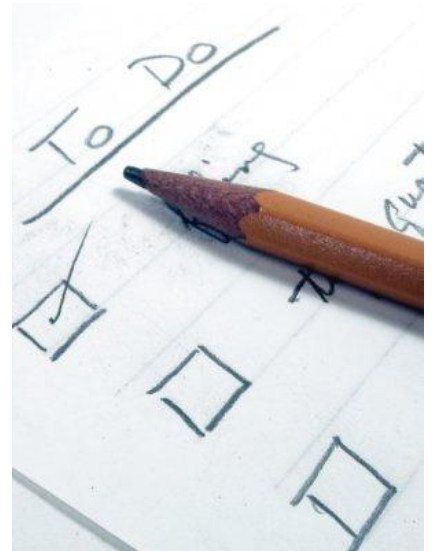
- Train the Trainer -

Supported by:



Overview

- Housekeeping
- Context within which the package was developed
- Important things to remember when utilising the package
- Training facilitation
- Lunch
- Practice delivery of activities in package
- Evaluation and close



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Overview

- Background
- Creating the package
- Online consultation
- Member's pilot
- About the package
- Acknowledgements



Background

In August 2007 the VYMA and Office for Youth ran a Training Summit

The summit explored the training needs of volunteer mentors, young people and paid staff

Program coordinators from across Victoria identified a number of priority areas including the need for a generic Mentor Training Package

In 2009 the VYMA was funded to develop a package in consultation with youth mentoring programs across Victoria

Our strength lies in our membership and we acknowledged that consultation and use of existing training resources was key to the success of the package



Best practice

We recognised that there are already Australian benchmarks regarding mentor training and development

The 'National Youth Mentoring Benchmarks' and 'A Guide to Supporting Effective Programs for Mentoring Young People' both outline what is required for volunteer mentor training including content on:

- **The responsibility of the mentor**
- **Establishing the mentoring relationship**
- **Helping the mentee along their way**



Non-negotiable topics

The most highly rated core, non-negotiable topics (in order of preference) were:

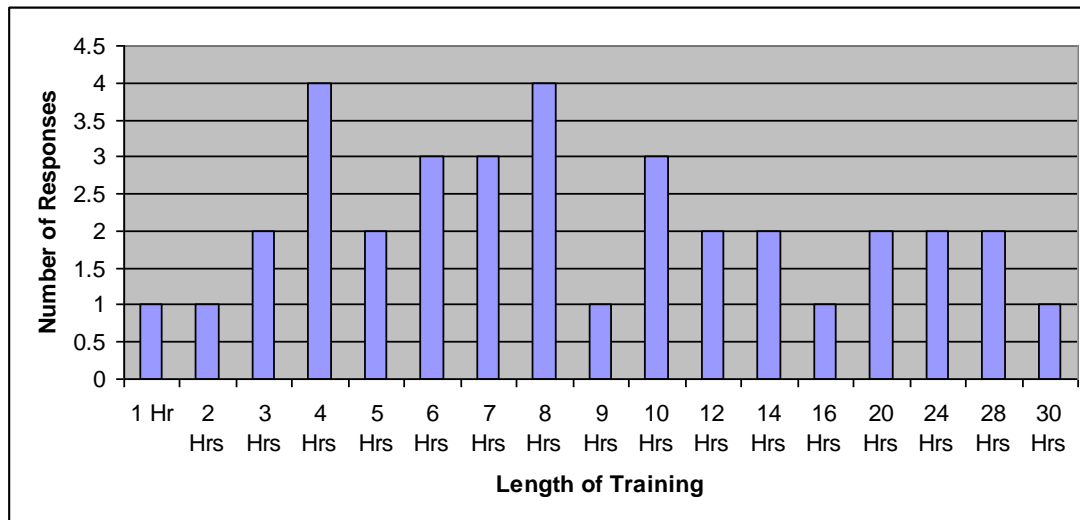
- Roles and responsibilities of mentors
- Boundaries and the mentoring relationship
- Confidentiality
- Building relationships and trust
- Aims and objectives of program
- Communication & active listening
- Adolescence & issues facing young people
- Values & ethics
- Defining youth mentoring
- Conflict resolution & crisis management



Minimum timing

When asked what the minimum time required to run core training modules should be, respondents gave a broad range of answers

Their answers are representative of a key issue in developing a generic training package - the vastly different frameworks and expectations from individual organisations and trainers



Researcher Jean Rhodes suggests that 6 plus hours for pre-match training results in the strongest mentoring relationships

VYMA decided to develop a core 8-10 hour training

Advanced topics

- **Module Eight - Working with young people from refugee and migrant backgrounds**
- **Module Nine - The strengths-based approach**
- **Module Ten- Mental health and well-being**
- **Module Eleven - Alcohol and other drugs**



Training materials

Respondents were asked to rate which of three training materials they would find most useful:

- **66.7%** preferred a booklet for participants & trainers made up of info sheets for each module
- **35%** preferred handouts with practical activities/ scenarios
- There was some interest in PowerPoint presentations, however only one respondent rated this as the most useful

Based on this feedback the VYMA developed a guide for the trainer and participant handouts (and a workbook) that includes information sheets for each module



About the package

The training package presents the minimum training for volunteer mentors

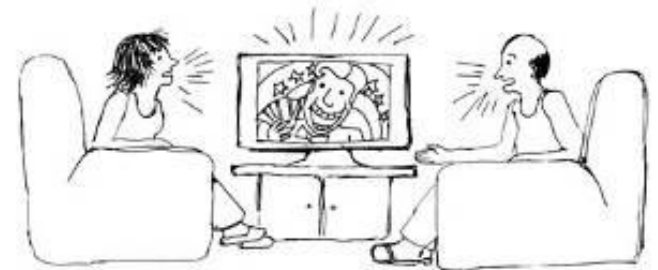
It is important that this training occurs prior to a mentor's interaction with a young person

The package has been designed as a flexible resource that can be adapted to suit individual programs

Content has been tailored from a broad range of existing Victorian training packages as well as specialist sources

The package consists of:

- a workbook and handouts for mentors**
- a facilitator's manual containing running sheets and activities designed to provide participants with an active learning experience**



About the modules

There are 7 core modules that are essential elements of mentor training for all programs:

- **Module One: An introduction to mentoring**
- **Module Two: Building mentoring relationships**
- **Module Three: Self-esteem and resilience**
- **Module Four: Active listening and communication**
- **Module Five: Adolescence and the issues facing young people**
- **Module Six: Conflict management and problem solving**
- **Module Seven: Values, duty of care and confidentiality**

Programs should feel free to adapt the content to suit the nature of their program and its participants

You may choose to spend additional time brainstorming and running group discussions if participants need additional development in a particular area



About the modules

The 4 additional or 'advanced' modules can either be used to strengthen the initial mentor training or used as ongoing training. They include:

- **Module Eight - Working with young people from refugee and migrant backgrounds**
- **Module Nine - The strengths-based approach**
- **Module Ten- Mental health and well-being**
- **Module Eleven - Alcohol and other drugs**



Mentor training and support must be ongoing

Quality programs in Victoria offer mentors the chance to meet or speak at least monthly with the program co-ordinator

These meetings are a great opportunity to introduce additional topics where required

Guest speakers & trainers

We encourage programs to bring in external trainers to provide training on a special topic or to rotate speakers to keep participants interested

For example, a local cultural worker, mental health worker or drug and alcohol worker could be available to present and/or answer questions following modules eight, ten and eleven

A presentation by a current or past mentor and/or young person is a wonderful way of providing participants with a real-life insight into the mentoring experience

Inviting young people and mentors from your program to speak, or even run some of the training, can be a great development opportunity for them



Policies & procedures

Each program must ensure it has appropriate policies and procedures to deal with issues that might arise

Every organisation needs to be aware of the risks to which it is exposed and have a plan to ensure that these risks are reduced

We have provided a checklist of topics that mentors should have knowledge of either through organisational policies or through discussion in the training itself. Some of these include:

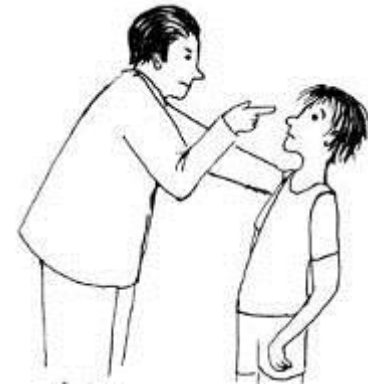
- Rights and responsibilities of mentors
- Child safety and Duty of Care
- Privacy, confidentiality and disclosure
- Legal liability
- Crisis and after-hours support
- Use of alcohol and drugs (including smoking)
- Health and medical consent (including forms)



Acknowledgements

Online consultation contributors (who identified themselves):

- Allison Trethowan (Whitelion)
- Anita Rank (Portland YMCA)
- Barry Ibrahim (Mates Mentoring)
- Caitlin Wilks (Centre for Multicultural Youth)
- Camille Bowles (Red Cross)
- Christine Gray (School Volunteer Program, WA)
- Damien Becker (Kalay Wartee Indigenous Mentoring Program)
- Damien Litchfield (Anglicare)
- Emma Bishop (It's All About Me)
- Glenn Broome (Whitelion)
- Karen Crawford (Echo)
- Kate Boyer (Gippsland Mentoring Alliance)
- Leigh Candy (Loddon Mallee Youth Mentoring Project)
- James Fitzpatrick (True Blue Dreaming, NSW)
- Jeanette Pritchard (Baimbridge College)
- Sodany Chea (Whitelion)
- Vicki Condon (Young Love Foundation, NSW)



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VYMA Member's Advisory Group

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- Allan Snashall (MacKillop Family Services)
- Amanda Wiggs (Shire of Yarra Ranges Youth Services)
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- Gippsland Mentoring Alliance
- Good Shepherd Youth and Family Services
- Maribyrnong and Moonee Valley Local Learning & Employment Network
- Southern Directions Youth Service
- Whitelion

Module nine: 'Working with young people from refugee and migrant backgrounds' was prepared by Caitlin Wilks from the Centre for Multicultural Youth



Any Questions?



Facilitation Activity

**What makes a good learning
experience?**

From the Strengthening Mentoring Programs Curriculum - Module 7: *Preparing to Facilitate*, National Mentoring Center, USA

Facilitation

Making things easier



Facilitation

Characteristics of effective facilitators

ENERGETIC

ASSERTIVE

FLEXIBLE

RESPECTFUL

POSITIVE

RESILIENT

Facilitation

BE YOURSELF



Facilitation

Know your content back to front and inside out

- How it applies to the young people in your program
- How it applies to the particular mentors you are training
- Utilise examples from your experience
- Be prepared to be flexible in your delivery



Facilitation

Know your space

- Suitable size – ensure enough room for small group activities
- Quiet
- Clean
- Well-lit
- Can you have food in the space? – food is very important!
- Ensure the set up of the room is conducive to participation



Facilitation

BE PREPARED

- Develop and use resources for a range of different learning styles
- Have handouts, handbooks and other materials ready
- Arrive early
- Make sure any electrical and AV equipment you are using is working – and that you know how to use it!
- Ensure any catering you are providing is ready to go



Facilitation

During the training:

- Create a comfortable learning environment
- Pace the training appropriately
- Model the skills you would like to see the mentors display
- Summarise and reflect on the learnings from the session



Facilitation

REFLECTION



Questions for small group feedback

Participants:

- What did the facilitator do really well in your group?
- What is something the facilitator could do to improve the process if they had more time to prepare?
- How would you describe the facilitator's style?

Facilitators:

- How did you feel as you were leading the group?
- What did you think was going well?
- What were you less comfortable with?
- Would you do anything differently if you were to run it with mentors?