NOTES

Module 7

Mentor Training and Facilitation

NRGize Workshop - Kickstart and Strengthen your Mentoring Program

Module Handouts

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Handout #1

Session Goals

As a first step toward providing training to their program's mentors, participants will explore fundamentals that are important for becoming an effective facilitator. By the end of the workshop, they should:

• Identify the reasons for training mentors

• Have identified characteristics of adult learners

• Understand effective approaches for facilitating training sessions

• Understand the importance of reflection for strengthening their skills as trainers.

• Have identified the skills and knowledge their program's mentors should possess

• To discuss strategies for providing ongoing training and support

• Have identified some existing training resourcess

The Basics

1. Training is an essential component of a mentor program

2 Adult learners tend to be practical and goal-oriented. They *want* to learn what they *need* to learn in order to succeed

3. People are most likely to learn when they are active participants in the learning experience.

4. "Facilitate" means "to make easier." A good facilitator makes learning "easier" for participants in the training session

5. *Mentor training materials should be adapted to address the issues most relevant to your program, the children/youth who participate and the adults who are mentoring.*

Handout #2 *Agenda*

Activity #1 Introduction to Training (30 minutes)

Participants describe what they want to gain out of this session and consider why mentors need to be trained

Activity #2 A Good Learning Experience (40 minutes)

Small groups explore the question: "What makes a good learning experience?" to highlight the way adults learn. The activity includes discussion about strategies for co-facilitating and managing challenging situations.

Activity #3 Training Mentors (20 minutes)

Participants discuss the skills and knowledge that mentors should possess

Activity #4 Providing On-Going Support and Training (10 minutes)

Participants consider strategies for providing support groups for mentors

Activity #5 Where to find training resources (10 minutes)

 Participants are made aware of places they may find training resources and understanding training jargon

Activity #6 Now What? (10 minutes)

The group reflects on their experiences during this session.

Handout #3 *Purposes of training*

Why might training be important for:

The 'mentee'

The mentor

A parent or family

The mentoring coordinator

The organisation responsible for the mentoring program.

Handout #4 *Volunteer Management*

This area could be a topic in itself and if you are not familiar with it, it may be useful to check your local area for the network of volunteer managers for information and training. Two issues are immediately relevant

a) **Risk management and duty of care** Organisations have a duty of care to mentors and mentees. The requirements of working with volunteers carries responsibilities similar to paid staff (eg job description, grievance procedures, occupational health and safety awareness, emeregency procedures). For more information about Volunteer Management contact your local volunteer referral Centre or organisations such as NSW Volunteering. (Rights and responsibilities of volunteers are covered in more detail in Module 32 Handouts)

b) **Know your volunteers** As a coordinator, knowing the reason that your volunteers are volunteering can help with mentor retention, ongoing support and debriefing. Common examples of reasons include meeting people; developing new skills; to help and be useful ; make contact with young people; build experience in a new area of work; fill in time; have fun. Considering ways to incorporate these needs into your volunteer management program will help you retain volunteers

Handout #5A Tips for Facilitators *and co-facilitators*

"Facilitate" means "to make easier." Think about yourself as a "facilitator"— someone who helps mentors learn, rather than as someone who attempts to impose learning upon them. "Facilitating" suggests the idea of a collaborative relationship between the trainer and participants. A facilitator is a:

▪ Coach

▪ Listener

▪ Trainer

▪ Learner

▪ Manager of group process

What follows are some good practices for facilitating.

Before Each Training Session

1. Know the training curriculum thoroughly.

As necessary, customize activities, handouts, and overheads so they best address characteristics of your program, your specific group of mentors, and the strengths and needs of the children and youth they will be mentoring. Be prepared to offer real-life examples that illustrate your program's experiences.

Think about how you will facilitate the session, and be prepared to make onthe- spot adjustments. Adjustments might be needed if, for example, an activity is not working well or one activity takes longer than expected so that you have to shorten another.

2. Select a space for the training that is physically comfortable and contributes to group interaction.

The room should be:

• Large enough for the number of participants, but not too large

• Private (people from outside the group should not be walking in and out)

• Quiet (traffic noises or loud voices from the next room can be very distracting)

• Clean and well-lighted

Avoid a traditional classroom setup. Depending on the size of your group, have a table large enough for all the participants to sit around, or multiple tables (square or round) for

smaller groups to sit around. If that is not possible, arrange chairs in a circle—this will facilitate discussion.

If small groups are going to be meeting as part of the activities, make sure there are rooms available nearby, or be sure the training room is large enough that small groups can meet within it without distracting each other.

3. *Have everything ready.*
• Copy handouts and prepare overheads.
• Gather any required materials and equipment: flipcharts, markers, masking tape, name tags, an overhead projector (and extension cord, if necessary), and anything else you might need for the session.

4. *Arrive early.*

If necessary, be sure there are signs just inside the building entrance that show participants where to go for the training session.
• Get to the training room about 30 minutes early to set up the area: arrange chairs, do any necessary advance writing on flipcharts, and check equipment.
• Be sure that refreshments (coffee, water, soft drinks, etc.) are available.
• Greet participants as they arrive at the training room.

5. *Other:*
6. *Other:*
7. *Other:*

During Each Training Session
1. *Create a comfortable learning environment.*

Be sure the physical space is conducive to group learning, and that participants can hear each other as they speak.

Create an atmosphere where participants are taken seriously and where they can also laugh. Think about ways to inject humor into the training session—for example, using relevant cartoons as overheads, or telling funny anecdotes about experiences of mentors. People are usually most open to new ideas when they are enjoying themselves and feel comfortable enough to risk making mistakes.

2. Pace the training appropriately.

Encourage the exchange of ideas and information, while also keeping activities on track. Move things quickly enough to keep participants from being bored but slowly enough to make sure they absorb what is being discussed.

Allow time throughout the session for participants to ask questions. Where appropriate, involve the whole group in answering questions—but also have a feel for which questions should be answered quickly so the session can proceed.

3. Model good listening, feedback, and problem-solving skills.

Listen carefully and respectfully. Acknowledge what people say even if you don't agree. People need to feel they are being listened to and that their ideas and concerns are recognized as worthy contributions.

- Maintain eye contact with each person as he or she speaks. Monitor your nonverbal signals as well as your verbal comments.
- Respond by guiding, not imposing. Be nonjudgmental. Repeat and address key points.
- Help participants develop collaborative problem-solving skills. Involve them in answering other participants' questions, and have them work together to arrive at solutions to problems.

4. Think about how people learn best.

Keep this point in mind: People remember about 20 percent of what they hear; 40 percent of what they hear and see; and 80 percent of what they discover for themselves.

- Use overheads and flipcharts to help people see and remember. Flipcharts are also a useful tool for group thinking and problem solving. Summarize major discussion points on flipcharts—it dramatizes the variety and extent of the group's thinking. Post the flipchart pages on the walls around the room so you and your group can keep referring back to, and expanding upon, earlier ideas and contributions.
- Use the three effective strategies for facilitators—brainstorming, group work, and role-plays—that are described below.
- Build in success. People learn best when they experience success frequently.
- Structure activities so participants have a sense of accomplishment at the end of each. Structure the training session so participants' sense of accomplishment grows throughout.

5. *Be yourself.*

Know your limitations—if you don't know the answer to a question, that's okay. You don't need to know all the answers. Just say you will try to find the information they requested and get back to them. And then do it.

• Have a sense of humor.

6. *Other:*
7. *Other:*
8. *Other:*

After Each Training Session

1. *Get feedback from participants.*

Prepare an evaluation form that asks for feedback on both the process and the content of the training session. Distribute it at the end of the session, and ask participants to complete it before they leave.

Schedule about 10 minutes at the end of the session for participants to complete this task, so they do not feel rushed and have time to write thoughtful feedback.

2. *Reflect on what worked well and what did not.*

Don't use the feedback forms to give yourself a rating. Instead, use the information to help you think through what went well from the participants' point of view, what you need to modify about the content, and what facilitation skills you want to work on.

Along with participants' feedback, give yourself your own feedback on the training. Think about the situations when participants seemed involved, bored, stimulated, confused, angry, or having fun. Based on your self-observations, make necessary adjustments in session content and your facilitation strategies.

3. *Follow-up on information you promised participants you would get for them.*

During the training session, keep a "to do" list of information (or answers to questions) that you tell participants you will obtain for them.

Try to get the information, and then contact the participants who requested it. If you can't find the information (or the answer to a question), contact the participant to let him or her know about the situation.

4. *Other:*
5. *Other:*
6. *Other:*

Three Strategies for Effective Facilitation

During training sessions for mentors, you will want to take advantage of three important strategies: brainstorming, group work, and role-plays.

1. *Brainstorming*

Brainstorming is an excellent way to generate ideas—and it is an effective technique for getting all of the participants involved and contributing, especially at the beginning of a session when you are trying to get everyone focused on the same subject.

When facilitating brainstorming activities, keep these points in mind:
- The purpose of brainstorming is to allow participants to generate ideas in a nonjudgmental atmosphere.
- As participants offer ideas, record them—all of them—on a flipchart. Brainstorming is a free exchange of ideas on a topic. It is important to accept everyone's contribution.

Then, after all ideas have been offered and recorded, the group can evaluate them to identify those it considers most realistic or useful.

2. *Group Work*

During many activities, organizing the whole group into small groups of 4 to 6 people will encourage participation, involvement, and collaborative problem solving.

In some cases, you might want to assign—or have group members assign to themselves—these specific roles:
- The **leader**, who (like a facilitator) takes responsibility for helping the group complete its task. She or he helps group members work together and encourages all members to participate in positive ways.

- The **recorder**, who writes down group members' ideas, their answers to questions assigned by the trainer, and anything else that needs to be recorded.
- The **reporter**, who presents the small group's ideas and conclusions back to the whole group. (You might want to combine the recorder and reporter roles, since it is sometimes hard to read from someone else's notes.)

You will want to make sure that, over the course of several sessions, participants'group roles vary and that everyone has an opportunity to be the "leader."

You will also want to make sure participants understand that, whatever other roles they may have, everyone in the group works together to complete the group task. Everyone suggests ideas, gives opinions, agrees or disagrees with others, asks questions, and offers solutions.

3. Role-Plays

When preparing to facilitate role-plays, keep these points in mind:

- Role-plays are informal dramatizations through which participants can try out ways they might handle a potential situation with their mentee or mentee's family, and increase their insight into someone else's feelings, values, or attitudes

- If the session's curriculum materials include suggested scenarios and characterizations for the role-plays, you should modify these, where possible, to reflect actual situations that have arisen or are likely to arise in your particular program

- Always allow time after the role-plays for participants to discuss their own and others' "performances" and to talk about what they learned from the activity. Many people initially feel uncomfortable doing role-plays. However, once they have some practice with them, they usually enjoy the experience and see that role-playing is an effective way to develop skills. Most importantly, perhaps, they see that practice in role-plays can make potentially uncomfortable situations feel much less uncomfortable when they actually occur during their experiences as mentors.

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The Power of Discovery

Tell me, and I'll forget.

Show me, and I may not remember.

Involve me, and I'll understand.

—A Native American saying

People remember:

20 percent of what they hear,

40 percent of what they hear and see,

80 percent of what they discover for themselves.

—A widely accepted principle about how people learn

If You're Going to Have a Co-facilitator

There may be times when you want to have a co-facilitator working with you during a training session. You may need someone to do role-plays or the session might include small-group work and another person would be helpful to circulate among the groups. In other instances, you might feel uncomfortable dealing with a particular subject (such as diversity and cultural awareness). You may choose to have a co-facilitator who has more expertise in an area. Your co-facilitator might be another staff member, someone from another agency, a school employee, or an experienced mentor.

Here are a few guidelines for working effectively with a co-facilitator.

Before the training session:
• Set aside time to plan the workshop together. Review the materials and decide which activities each of you will be responsible for leading.
• For role-plays, decide in advance on what scenarios to use. You might also decide to practice the role-plays before the actual training session.
• Decide whether the co-facilitator who is not leading a particular activity can interrupt the one who is. If so, agree on a method for interruptions.

During the training session:

• Introduce yourselves at the beginning of the workshop and explain your roles as co-facilitators.

• Have one co-facilitator perform helpful tasks while the other is leading an activity.

• For example, she or he could record participants' ideas on the flipchart and distribute handouts.

• While one co-facilitator is leading an activity, the other should be quietly attentive to the participants. For example, she or he can be alert for misunderstood questions and indications of participants' confusion or discomfort.

• Be sure that both of you circulate through the groups when there are small group activities.

• Be sure that both of you remain in the training room throughout the entire session.

After the training session:

• Meet together to reflect on the experience of co-facilitating. What went smoothly?

• Were there moments when either of you felt uncomfortable? What would you do differently next time?

During this meeting, also share your thoughts about the successes and challenges of the training workshop. What worked well for the participants? What could be changed in the training content or method of delivery?

Handout #5B *Principles of Adult Learning*

Learning results in a change in knowledge, skills, and/or attitudes. Some of the factors that contribute to adult learning are not very different from those that contribute to learning by children and youth.

1. Adults learn what they are motivated to learn.

Adults want to see a reason for learning something—the learning has to be applicableto their work or other responsibilities to be of value to them. Adults learn in order to solve perceived problems.

Practical implications for facilitators:
- In planning a training session for mentors, first think through the concerns that your participants are likely to have. Those concerns will change over time and may include having a successful first meeting with their mentee, communicating effectively, dealing with a mentee's apparent lack of interest in the relationship, or addressing problems that have arisen with the mentee's parent or guardian
- Other:
- Other:

2. Adults are practical and goal-oriented.

They focus on aspects of a training that are most useful to them.

Practical implications for facilitators:

- Be explicit about how activities during the session will be of practical help to mentors.
- Other:
- Other:

3. Adult teaching should be grounded in learners' experiences.

Adults have accumulated a foundation of knowledge and life experiences that is a valuable resource. Adults learn best when new information and concepts are built on this foundation.

Practical implications for facilitators:

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• During the training session, draw out mentors' experience and knowledge that are relevant to the subject, and help them see new information in relation to what they already know.

• Other:

• Other:

4.Adults learn best when they are in a supportive environment.

They want guidance, not competition—they don't want to be put on the spot or feel like they are being tested. They learn best when they are both psychologically and physically comfortable.

Practical implications for facilitators:

▪ During the training session, create an environment that encourages mutual inquiry and shared learning.

▪ Other:

▪ Other:

5.Other principles:

Handout #5C *What If "Life Happens"?*

Nothing in life goes perfectly all the time, and facilitating training workshops is no exception. Despite all your planning and skillful facilitation, things can (and sometimes will) become unexpectedly challenging. Below are suggestions for handling some of those awkward situations.

1.   *What if one of your participants is disruptive?*

Try to figure out the cause of the disruption. Does the person seem to have a need to dominate? Is it someone who seems to enjoy arguing with the facilitator (like a participant who always says, "Yeah, I tried that and it doesn't work")?

Different strategies will work for different types of disruption. Here are a few ideas:
- Stand next to the person.
- Say, "Can we hear from others who haven't contributed yet?"
- If the person is beating a dead horse, you can say, "Let's put this issue up on the flipchart to try to address later. For now, we'll go back to the agenda and our goals."
- Switch to a small-group or paired activity so the disruptive person no longer has the stage.
- Take a short break in the training and talk with the person individually to see how his or her needs might be better met.

2.   *What if you notice that participants' eyes are glazing over?*
- Ask yourself if you're talking too much without giving the participants a chance to contribute.
- Get the participants engaged in an activity where they have to do the thinking.
- Do a reality check. Are you addressing the needs that participants have come with?
- Do another reality check. Do you all need a break? Have a store of 'energising bars' and refreshments.
- Inject some humor—fast.

3.   *What if you don't have enough participants for group work you have planned?*
- Use pairs instead.
- Change the activity so it is a whole-group activity, and change the layout of the room so that the group is sitting in a circle.

4. What if there's a heated discussion that is moving the group off track and taking up too much time?

- Say, "Let's stay with this discussion for two more minutes." Then, after two minutes, sum up what's been said and move on.
- Refer back to the agenda and goals and say, "We need to move on, so let's have two or three final comments on the topic."
- Say, "We need to move on if we are to accomplish our goals, but those who are interested in continuing the discussion can meet afterwards," and offer to find a meeting room for them. Or suggest that they get together at lunch or dinner to continue their conversation.

5. What if participants want to spend much longer on an activity than you had planned?

- Acknowledge their interest in the topic, and refer to the agenda and goals.
- Give them the choice of staying with the activity or moving on to the rest of the agenda.
- Let them keep going with the activity and then move quickly through the rest of the agenda (so they don't even notice the difference!).

6. What if you realize you're going to run out of time before you've accomplished your goals?

- Move quickly through the rest of the agenda. Cover everything, even though the coverage will not be as deep.
- Stop the activities a little earlier than planned and have a longer wrap-up session where you talk about the topics you didn't get to. Relate those topics to the workshop's goals. Give participants the handouts.
- Get through as much as you can. At the end of the workshop, mention to participants what you did not get through and give them the handouts.

7. Other:

8. Other:

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Handout #5D *Good Layouts for Setting Up a Training Classroom*

The physical environment in a classroom can make or break active training. No setup is ideal but there are many options to choose from. The "interior decorating" of active training is fun and challenging (especially when the furniture is less than ideal). In some cases, furniture can be easily rearranged to create different setups. If you choose to do so, ask participants to help move tables and chairs. That gets them "active," too.

1. U shape. This is an all-purpose setup. The participants have a reading and writing surface, they can see you and a visual medium easily, and they are in face-to-face contact with one another. It is also easy to pair up participants, especially when there are two seats per table. The arrangement is ideal for distributing handouts quickly to participants because you can enter the U and walk to different points with sets of materials. You can set up oblong tables in a squared-off U: Be sure there is enough perimeter space in the room so that subgroups ofthree or more participants can pull back from the tables and face one another.

When there are more than sixteen participants, a U can start to resemble a bowling alley: or a bridge: It is much better, in this case, to bring all participants in closer contact by seating some participants inside the U: You can also arrange circular or oblong tables in a U that appears more like a semicircle or a horseshoe:

2. Team style. Grouping circular or oblong tables around the room enables you to promote team interaction. You can place seats fully around the tables for the most intimate setting. If you do, some participants will have to turn their chairs around to face the front of the room to see you, a flipchart/blackboard, or a screen. 17 Or you can place seats halfway around the tables so that no participant has his or her back to the front of the room.

3. Conference table. It is best if the table is circular or square. This arrangement minimizes the importance of the leader and maximizes the importance of the group. A rectangular table often creates a sense of formality if the facilitator is at the "head" of the table: If the facilitator sits in the middle of a wider side of a rectangular table, the

participants on the ends will feel left out. 18 You can form a conference table arrangement by joining together several smaller tables (the center will usually be hollow).

4. Circle. Simply seating participants in a circle without tables promotes the most direct face-to-face interaction. A circle is ideal for full-group discussion. Assuming there is enough perimeter space, you can ask participants to quickly arrange heir chairs into many subgroup arrangements. If you want a table surface available for participants, use a eripheral arrangement.

Reprinted from Melvin L. Silberman and KarenLawson. *101 Ways to Make Training Active*, ©1995. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA94104,

Handout #6: *Mentor Training Checklist*

Does your program require training for mentors? If so, how much training is required? When does the training occur? Before mentors and mentee first meet? Early in the relationship? Ongoing throughout their mentoring experience? What topics does the training include? Who delivers the training?

Does your program offer optional training sessions for mentors? If so, when dot hese occur? Before the mentor and mentee first meet? Early in their relationship? Ongoing throughout their mentoring experience? What topics does the training include? Who delivers the training? Are the sessions well-attended?

What training do you give? What would you like to offer?

	Currently offer	Would like to offer
1. Mentors responsibilities to the mentee and to the agency, organsiation, and/or school district	☐	☐
2. Resources available to help mentors	☐	☐
3. Characteristics of mentees who participate in the program	☐	☐
4. Child/youth development	☐	☐
5. Mentors roles and expectations	☐	☐
6. Ideas for mentor/mentee activities	☐	☐
7. Listening skills	☐	☐

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8. Cultural sensitivity/diversity training ☐ ☐

9. Goal setting ☐ ☐

10. Skills for setting limits with their mentees ☐ ☐

11. Problem-solving skills ☐ ☐

12. Conflict resolution ☐ ☐

13. Potential issues with mentees families ☐ ☐

14. Child abuse and neglect ☐ ☐

15. Teen pregnancy/sexual activity ☐ ☐

16. Alcohol and other drug issues ☐ ☐

17. Domestic violence ☐ ☐

18. Ongoing mentor support groups ☐ ☐

19. Local community resources ☐ ☐

20. Other:

21. Other:

22. Other:

23. Other:

Handout #7: *Keeping the Relationships Going:*

Mentor Support Groups

Providing opportunities for your mentors to come together for an hour or two once a month (or bimonthly, or quarterly, depending on your mentors' time availability) can be an effective strategy for helping mentor-mentee relationships endure and grow. It allows mentors the opportunity to discuss challenges they are facing and to share their own approaches and successes. It also provides an opportunity for you to provide training in specific areas your mentors have requested. One suggested format for these monthly meetings follows. You may want to modify the format so that it suits your particular program and mentors.

1.   Have the mentors re-introduce themselves

2.   Go around the table, inviting each mentor to share something valuable that she or he has learned during the past month about mentoring children/youth. At the same time, encourage people to raise any questions they may have. Questions you can ask include:
   - *What is going well?*
   - *What has worked for you?*
   - *What personal learning would you be willing to share with the group today?*
   - *What hasn't been going so well?*
   - *Is there a specific question you would like answered or a specific problem you would like help in addressing?*

   Record responses on a flipchart: make one list of what has been going well and what they have learned; and make another list of questions and problems.

3.   Review the questions/problems list to see which items overlap or fit into similar categories. On another sheet of the flipchart, re-list the questions/problems so they are organized by these categories

4.   Working through the categories, have the group collaborate in answering questions and suggesting solutions to the problems. (You might also want to

invite an outside "expert" to attend the meeting to serve as a problem-solving resource.) If the group is large, you can organize participants into two or three smaller groups, with each small group working on part of the list. The small groups should then report out to the whole group.

To help participants (or the small groups of participants) become involved in addressing the questions/problems, you can ask, for example:

- *Does anyone want to respond to this question?*
- *Has anyone faced this type of situation? How did you respond to it? What was the outcome of the way you dealt with it?*
- *How might you approach this challenge? What would some of you have done in this type of situation?*

5.   If you are also using this session to provide training on a special topic—such as working with the children/youth's families, understanding child development, or being able to talk to mentees about sexual behavior—you should provide that training after the group discussion of problems. As an alternative, you can schedule those training sessions for a separate time

6.   At the end of each mentor support session or in-service training session, give each participant a short evaluation form to complete. On the form, include a space where they can indicate topics they would like to receive more training in. Have them complete the form before they leave the room.

7.   Be sure to provide refreshments during the sessions. If they take place around a mealtime, provide pizza or other food that serves as a meal.

[Meeting format adapted from *Everyday Heroes: A Guidebook For Mentors*. 1998. Jim Kavanaugh. Wise Men & Women Mentorship Program, "Los Sabios." Albuquerque, New Mexico.]

Handout #8: *Training Resources*

Australian resource list

*Curriculum referred for USA research Mentor Training Curriculum.*1991. National Mentoring Working Group. Washington, D.C. Contains a unit on "training the trainer." Available through the National Mentoring Partnership, orthrough the "Volunteer Marketplace Catalog".

Books for trainers

*Basic Training for Trainers: A Handbook for New Trainers.*1995. Gary Kroehnert. New York: McGraw-Hill.

*101 Ways to Make Training Active.*1995. Melvin L. Silberman and Karen Lawson. San Francisco: Jossey-Bass, Inc.

*The Trainer's Tool Kit.*1997. Cyril Charney and Kathy Conway. New York: Amacom Books.

*The Winning Trainer: Winning Ways to Involve People in Learning.*3rd Edition. 1996. Julius E. Eitington. Houston: Gulf Publishing Company.

Supplement to Handout #8 Training Resources
Australian Resources

Nationally Accredited Curricula

9803A NSW Mentoring in the Community (NSW Crown Copyright Clearinghouse, www.nswccn.net). There is also a Facilitator Guide and a Student Workbook.

21317 VIC Short Course in Mentoring (Australian Community and Further Education Board, available from Merinda Adult Community Park Community Centre, 151-153 Endeavour Drive, Cranbourne, Vic 3977. 03 59969056)

QLD Course in Youth Mentoring *(currently seeking accreditation)* (Centre for Training Materials, Education Queensland) For information contact Suzanne Donovan suzanne.donovan@det.qld.gov.au

Training Resources Developed for Specific Programs

Mentor Training Program: Mentoring Young People to Support them with Educational and Employment Goals. Produced by Katherine Bakos for the Maribyrnong and Moonee Valley Local learning and Employment Network. (03 927438766, www.mmvllen.org.au)

Allsorts Mentor Program Training Manual. The Salvation Army Peninsula Youth Services, 9 Vale Arcade, 234 Main St, Mornington, Vic 3931. 03 597765500.

Cairns Youth Mentoring Scheme. Produced by Jeanette Harvey. j.harvey@iig.com.au

Relationships Violence No Way Project Mentoring Guidelines. Produced by Brooke Friedman. brook.friedman@dhs.sa.gov.au

Metropolitan Aboriginal Team offer training program for indigenous mentors. Family and Youth Services South Australia

Commercially Available Resources

Learning Assistance Program Training Kit. (Contact Catholic Education Office, South Australia.)

The Advocacy Program. (Contact Gary Buckridge Department of Education, Victoria)

Handout #9: *Three Things I Will Use*

Briefly describe three things you learned during this session that you will use at your program. These might be facilitation strategies, content for mentor training sessions, or anything else.

1.

2.

3.

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