Community Engagement

Supporting community groups through mentoring and coaching

TASK

- Consider the key influential people within your life to date either personal or work related.
- Who would you describe as a mentor?
- Who would you describe as a coach?
- What are the characteristics that define each of those roles according to your experience and understanding?

The concept of mentoring

Mentor was the friend, adviser and protector of Telemachus, son of Odysseus in Homer's Odyssey.

Depicted as a reliable advisor who is endowed with wisdom.

Current Meanings – some of the descriptions offered, not definitive

- Someone "who guides and teaches" (as opposed to a supervisor who oversees) (Wilkins 1990)
- A mentor is "an experienced adult who benefits and guides a less experienced adult." (Fagan and Walter, 1982)
- "Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained". - Audrey Collin
- Mentoring is "A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship…mentoring is not two people who just spend time together sharing". - Thomas Addington and Stephen Graves

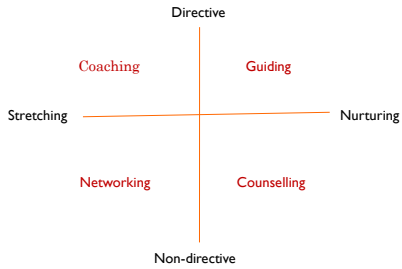
- "Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey". - Suzanne Faure
- "The purpose of mentoring is always to help the mentee to change something - to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. This movement from where they are, ('here'), to where they want to be ('there'). - Mike Turner
- "Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" - David Clutterbuck

Criteria for Mentoring

- An intentional process
- A nurturing process which fosters the growth and development of the protégé towards full maturity
- An insightful process in which the wisdom of the mentor is acquired and applied by the protégé
- A process in which the mentor serves as a role model for the protégé
- A supportive and protective process in which the mentor guards the interests and wellbeing of the protégé. Hence, key aspects of the relationship are encouraging, counselling and befriending

Four basic styles of helping

Source: Clutterbuck, D. (1985)



Community Mentoring Programme

- Watch the video and consider the key benefits of the mentoring programme described.
- What can be the advantages/challenges of a community mentoring programme?
- What might be the key considerations for undertaking such a project?
- 100 Black Men of London

Models for Mentoring

- Apprenticeship model
- Competency model
- Reflective practitioner

Types of mentoring approaches

- One-to-one
- Group
- Peer
- Non-peer
- Face-to-face
- Electronic/online
- Volunteer or paid
- Reverse mentoring

Task: *Can you think of an engagement scenario for each of these types of mentoring methods? What could be the key advantages/disadvantages for each of these methods?*

Task

- What would you say are the key skills that someone engaged in a mentoring role requires?

The top 10 mentor competencies

What has the research said about what works?

- Clear rationale and purpose
- A good understanding of the developmental climate within the organisation
- Establish a formal structure to administer the programme where possible
- Effective participant selection
- Effective measurement and review

Some factors which have been found to be important when engaged in mentoring.

These are all activities in which you engage when mentoring
anyone from a pupil to a colleague. It is what you do.

- Building trust
- Showing empathy
- Active listening
- Using influence tactics
- Helping others set goals
- Monitoring performance
- Giving feedback

'Sharing a laugh?' Joseph Rowntree Foundation

- Family relationships, particularly relationships with mothers, were highly valued even where these were problematic. A key benefit of a good mentoring relationship was in helping young people to come to terms with parental relationships.
- Peer relationships could be both supportive and negative but there was little work done with peer groups.
- Making new friends was risky and problematic, particularly in rural areas because of the difficulties of 'living down' reputations. Some evidence showed that mentoring relationships assisted in addressing this.
- Mentoring relationships often allowed young people to explore different aspects of their identities.
- Good mentoring was often a starting point for young people to consider their own skills in supporting others.
- Mentoring was often perceived as a safe way of addressing difficulties that young people faced

Task

- Imagine that you are developing a community engagement initiative of your choice that will involve some variation of mentoring in assisting socially excluded groups within a community.
- In groups consider and produce a training plan for new mentors to your programme. Think about what you view as important for the helping relationship to work.
- Now design an outline plan for the first 3-4 mentoring sessions of the programme, how do you envisage they would work in practice? What would be the areas of focus for the mentor/mentee?
- Be prepared to present and discuss this with the class and justify your decisions.