

What is Mentoring? Stations of Reflection

(1 hour 30 minutes)



Training and Mentoring Skills Series
Staff Skill Building Library
Raising Voices



This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA! An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Training and Mentoring Skills* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org. The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org



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Objective

- Participants reflect on personal experiences of being mentored and connect those experiences with how they can mentor others.

Competencies

By the end of this session, participants will be able to:

- Explain what mentoring is.
- Describe why mentoring is critical to preventing violence against women and HIV.
- Name 2 characteristics of a good mentor, based on reflections about a personal mentor.

Preparations

- Write 5 stations of reflection questions in Handout: *Who Mentored Me? Stations of Reflection Questions* at the top of 5 different flip chart papers and post around the room, with multiple markers and a couple of chairs at each station.
- Photocopy Handout: *Who mentored me? Stations of Reflection Questions*.





Steps

1. Explain: *Welcome to this session about mentoring! In this session, we will talk about what mentoring is and reflect on times in our lives when we have been mentored, so that we can see what qualities and skills we will need to tap into to mentor community activists and others within SASA!*
2. Ask: *What is mentoring? Can anyone give an example?*
3. Invite 2-3 participants to share. If necessary, give a personal example (e.g. someone who sat with you and taught you computers when you were afraid to learn, or someone who encouraged you over time and demonstrated how to talk in front of groups when you used to be anxious about it, etc)
4. Write on a flip chart: "A mentor is someone who allows you to see the hope within yourself" –Oprah Winfrey
5. Ask: *What do you think of that definition?*
6. Explain: *In this session, we will do an activity to reflect more on an experience in your life when you were mentored by someone else.*
7. Invite participants to sit back and relax. If they like, they can even close their eyes.
8. Ask them to think of a person who was most influential in helping them to grow, in their personal lives. Think of someone who allowed them to see the hope within themselves. Note that this could have been at any age for them—it could be someone who mentored them as a child, or someone who mentors them even now.
9. Ask participants to picture that person—what they looked like, what qualities they had, and one memorable time when they interacted with that person. Allow a few moments to pass to let participants reflect. Invite them to open their eyes, once they have pictured that person.
10. Ask: *Did anyone have a hard time thinking of a person?*
(Note: *If so, ask someone who DID think of a person to share very briefly about their person. After hearing an example, typically people can think of someone. If anyone still cannot think of a person, ask them to complete the rest of the activity thinking of what they would have wanted from such a person when they were in need. Go to stations with them and assist them in shifting questions, as necessary.*)
11. Explain:
 - *Now, we are going to spend a few minutes considering what this person did for us.*
 - *Each of you will try to answer the questions posted at the 5 stations around the room, individually, for yourselves. You are welcome to chat about it with the other participants if you like, or welcome just to write and reflect for yourself.*





- *We will talk about our mentors in a group, after this personal exercise.*
- *Go to the station that has the least people, read the questions, and sit down if you like. Reflect on the questions and think of the person who mentored you. I will hand out a sheet with all the questions on it, so you can make personal notes, if you like.*
- *Write an answer of a few words under each question on the handout you will be receiving. You may also choose to share a few of your thoughts by writing something on the flip chart posted at the station, for others to see. This part is optional—feel free to keep your reflections private. Move on to the next station, until you have completed all 5.*
- *We will have 20 minutes for this exercise, or about 4 minutes at each station.*

12. Distribute Handout: **Who mentored me? Stations of Reflection Questions**

13. Ask for questions, and clarify where necessary. Ask participants to go to one of the stations and begin. If anyone feels a question does not apply, they can move to the next question.
14. Every 4 minutes, remind the group 4 minutes has passed. It is ok if not everyone moves on in exactly 4 minutes, but be sure people are moving around to more than 1-2 stations.
15. After 20 minutes, call “stop”!
16. Go around to each of the stations and read the question and any comments. Ask participants to share any reflections about their mentor.
17. Ask: *What can we learn about good mentoring by reflecting on the way these, wonderful people influenced and mentored us?*



18. Invite a few participants to comment. Note: You do NOT need to go through every question and have people answer in plenary that question—just ask overall impressions from the exercise, and a few comments that they learned about good mentoring from the exercise. You may ask for a few examples or read out a few examples written on the sheets. If participants are having trouble, probe:

- What did we learn about a mentor going beyond their set duties?
- What did we learn about the importance of helping someone feel valued?
- Etc.

19. Ask: *Why do we need to know how to mentor others in our efforts to prevent violence against women and HIV?*

20. Summarize comments given and include: (Note: No need to write these—just be sure they are mentioned).

- Training is not enough. Extra skills practice and encouragement build confidence and skills.
- It allows new people to take leadership and allows us to build something stable.
- We all need the support and safety of trusted others in our lives to help us grow, to gently challenge us and to reflect back to us our achievements and weaknesses.
- If we do not mentor others, we are the only ones that have certain skills—but if activism spreads, we can create a critical mass to prevent VAW and HIV.

21. Ask participants to keep these good examples of “model mentors” with us as we think of how to build leadership in ourselves, our staff, and the CA’s working with *SASA*. Remember how they talked with you, built a relationship with you, and helped you—as you talk with and listen to others.

22. Explain Optional Homework, for further reflection about their mentors.

Validation Option: Activity in Training

This activity allows for group validation of the competency:

- Explain what mentoring is.

During Stations of Reflection exercise and debrief, are participants able to fill in the *Who Mentored Me? Stations of Reflection Questions*? Are participants able to describe what mentoring looked like in their lives? If so, then they as a group have demonstrated the competency. If not, further training is recommended.





Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with and ‘X’ for each competency.
3. Plan a time in the training agenda to use the validation method you’ve chosen to test each competency.

Competency (Specific skill)	Suggested Validation Methods									
	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>				
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz	
Explain what mentoring is	X									
Describe why mentoring is critical to preventing VAW and HIV**		X	X	X	X		X	X	X	
Name 2 characteristics of a good mentor, based on reflections about a personal mentor**		X	X	X	X		X	X	X	

*Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, agree/disagree/hot sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.



Validation Questions



Why is mentoring important in preventing violence against women and HIV?

Thinking about your own mentor, what are 2 characteristics a good mentor?



Answers Bingo



Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.





Handout: Who Mentored Me? Stations of Reflection Questions

Instructions:

The purpose of this exercise is to work with an example that is directly applicable to your life – a person who has mentored and supported you and who has influenced your life in a positive way. Select a mentor in your life whose traits and actions can be used as a good example.

Name the person in your life who has influenced you the most:

Station 1:

Did this person's support of you extend beyond what would have been expected of them in terms of any duties/ obligations? If so, how?

Why do you think they helped you or took special interest in you?



Station 2:

Did the person make you feel valued? How?

Station 3:

Imagine your life without that person's influence? What kind of person would you have been?

Station 4:

What was it about the person's behavior/mannerisms that affected you? What did they say/not say? How did they behave (non-verbal)?

Station 5:

What is the difference between how it felt when this person helped you and when someone only gave you financial support?



Optional Homework:

1. Think of someone that you have mentored in your life. Did you apply any of the lessons you learned from your mentor? What do you think is important about your role as a mentor? Who in your life has benefitted because your mentor helped you to grow? Write one page explaining your experience as a mentor.
2. Ask the person you mentor what they think of your mentoring skills. You can use the same questions listed on your handout. Interview the person and record their answers. This will help you to understand how your actions have (or have not) supported others. These exercises demonstrate the cycle of support, helping us all to understand that we have mentors and we act as mentors – often at the same time.

