M4PRIS
PEER MENTORING PROGRAMME FOR PRISON STAFF

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Co-funded by the European Union

M4PRIS: DEVELOPING A PEER MENTORING PROGRAMME FOR PRISON STAFF

WP4 | Training course for mentoring coordinators

Training Curriculum

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Introduction

This Peer Mentoring Programme was developed as part of the M4Pris project: Peer Mentoring Programme for Prison Staff (2022-1-DK01-KA220-VET-000086675). It was informed by the Blueprint of Prison Staff Mentoring, developed under WP2, with the aim of defining the structure of the mentoring programme.

M4Pris is an Erasmus+ project developed by the partnership of the organisations: BrainLog (Denmark - Project Coordinator) - Danish Prison Federation (Denmark), Aproximar – Cooperativa de Solidariedade Social, CRL (Portugal), Sindicatul al Politistilor de Penitenciare (Romania), Asociatia Vis Juventum (Romania), Athens Lifelong Learning Institute (Greece) and HIVA, KU Leuven (Belgium). This partnership includes a group of organisations with experience in providing services in prisons and a multidisciplinary research institute. Each organisation has its own specific responsibilities in the whole.

The Peer Mentoring Programme will be piloted in prisons from 4 different countries with the following organisation and responsibilities:

- Prison Trade Union will recruit the prison staff and, alongside Brainlog, pilot the programme in Denmark;
- SNPP will recruit the prison staff and, accompanied by Vis Juventum pilot the programme in Romania;
- Aproximar will recruit the needed participants and pilot the programme in Portugal;
- ALLI will recruit the prison staff and deliver the pilot in Greece.

The training course for mentoring coordinators was created to assess three general objectives of the project: (1) develop and pilot a “train the trainer” course for prison personnel responsible for the development of staff competence level as an integral part of the overall capacity-building strategy, (2) and promote a holistic, health-promoting prison approach by improving the quality and effectiveness of capacity building programmes for correctional staff, (3) increase the awareness of European prison administrations to the challenges of occupational stress among prison staff, and to the importance of staff well-being programmes, specifically peer-support and mentoring schemes.

To achieve these general goals, the training course for mentoring coordinators has the following specific objectives: (1) innovate in VET provision on a prison context in line with the digital and green transition; (2) involve criminal justice system stakeholders in the transnational training event, bringing awareness to M4Pris, especially to peer mentoring schemes; (3) develop a coordinator profile in terms of competences, attitudes and knowledge to inform the training curricula and participants selection; (4) identifying the specific features for a mentor coordinator for prison staff (5) develop pilot, and finetune a training course for prison personnel responsible for the development of staff competence level.

Key words: Mentoring, mentoring programme, mentor training, prison staff, peer mentoring, coordinator

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Course Curriculum

The present document represents the course curriculum to be applied for the training course titled "*Training course for mentoring Coordinators".* It consists of six (6) modules developed by the M4Pris partnership and each one of which is structured as follows:

1. Module overview,
2. bibliographic references,
3. asynchronous part, and
4. synchronous part.

The Curriculum has been developed in English and has been translated in partner languages, i.e. Greek, Portuguese, Romanian, Danish.

1. Name of the Course

Training course for mentoring coordinators

2. Beneficiaries

The primarily target group of this training course is prison staff since they are directly involved in the Peer Mentoring Programme as coordinators, dedicated to decreasing levels of job-related stress and burnout among prison staff.

3. Format and learning methods

The coordinators training will be conducted in a **blended-learning format**, a model that combines **asynchronous online sessions**[1] (consisting of viewing content and activities on a Learning Management System) and **synchronous sessions**[2] (online and/or face-to-face). The trainees must visualise the content autonomously and before each syncronous session. This asynchronous study will be conducted through Aproximar's Learning Management System, which is used to make the necessary theoretical content available.

During the sessions, the following methods will be used:

- Expository – through presentations concerning each module, along with the main concepts involved in the subject;
- Demonstrative – through the exemplification and reproduction of specific strategies and techniques.
- Interrogative – through the creation of space for clarifying doubts and questions, promoting debates and, in particular, facilitating the exchange of experiences.

[1] **Asynchronous session** - the learning schedule is controlled by the trainees who work autonomously, explore educational and training resources and other materials made available on the online learning platform.

[2] **Synchronous session** - sessions facilitated by the trainer/facilitator in real time, in a classroom or online, in which the entire training group participates simultaneously, following a session plan and allowing for active exercises, clarification of doubts and presentation of work.

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- Active – through practical exercises, group dynamics and role-play activities, as a way to consolidate the learning of content and the transfer of knowledge to reality, especially to consolidate and transfer specific techniques and strategies;

4. Learning outcomes

By the end of the coordinators' training, participants should be able to:

- gain a broad understanding of the mentor coordinator role, preparing them with the skills and expertise required for effective mentoring.
- identify signs and symptoms of burnout, with a heightened awareness of how burnout impacts both staff members and the prison system.
- become proficient in evaluating mentee needs and mentor strengths, facilitating strategic mentor-mentee pairings that has the potential to enhance the mentorship experience.
- enhance their skills in: active listening, active constructive responding (ACR), and resolving conflicts.
- enhance their stress management techniques and learn to implement proactive burnout prevention strategies, contributing to their overall well-being and resilience in the mentor coordinator role.

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5. Contents of the training modules

Mentorship Fundamentals

- Overview of the mentor coordinator role
- Definitions, responsibilities, and qualifications
- Analysis of successful mentorship programs
- Enhancing mentor-mentee relationships

Communication Skills

- Active listening
- OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing)
- ACR (Active Constructive Responding)
- Conflict resolution

Mentor Matching

- Factors related to mentor-mentee matching
- Coordinator role
- Matching phases and guidelines
- Initial meeting requirements

Monitoring Mentoring Relationships

- Introduction to Mentoring Relationships
- Understanding Monitoring
- Significance of Monitoring in Correctional Facilities
- Techniques for Overcoming Challenges
- Tools for Effective Monitoring

Crisis Intervention

- Overview of crisis intervention in mentorship relationships
- Roberts' Seven-Stage Model
- Crisis situations in mentorship

Self Care & Wellbeing

- Essential skills for effectively managing stress
- Burnout prevention & management skills
- Measures to prevent burnout within the mentor coordinator role

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6.Course load

Modules	Duration	
	Synchronous/ face-to-face	Asynchronous
Module 1. Mentorship Fundamentals	02:00h	02:00h
Module 2. Communication Skills	02:00h	01:00h
Module 3. Mentor Matching	02:00h	01:00h
Module 4. Monitoring Mentoring Relationships	01:00h	01:00h
Module 5. Crisis Intervention	02:00h	01:00h
Module 6. Self-Care & Wellbeing	01:00h	01:00h
Total programme hours	10:00h	07:00h
	17:00h	

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MODULE 1

OVERVIEW

Module 1:	**MENTORSHIP FUNDAMENTALS**
Module summary/ Main contents	This module provides a comprehensive overview of the role of the mentor coordinator within the prison setting. It defines the position, outlines the responsibilities, and discusses the qualifications and skills necessary for effective mentor coordination. Emphasis is placed on the importance of the mentor coordinator in fostering supportive relationships, enhancing professional development, mitigating burnout, and improving organizational effectiveness within the prison environment.
Timetable & schedule	***(Effective division of the module activities/ didactic methodology/ Activities duration)*** **Self-Guided Learning – 2 hours** • Introduction of the module: Overview of the mentor coordinator role (30 minutes) • Presentation of key concepts: Definitions, responsibilities, and qualifications (1 hour) • Case studies and real-life examples: Analysis of successful mentorship programs (30 minutes) **Synchronous Session – 2 hours** • Practical exercises: Enhancing mentor-mentee relationships (1 hour) Interactive activities: Role plays, case studies, and brainstorming sessions (1 hour)
Learning	Upon completion of this Module, trainees should be able to:

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outcomes of the module	• Define the role and responsibilities of a mentor coordinator within a prison setting. • Identify the key qualifications and skills required for effective mentor coordination. • Explain the importance of supportive relationships in mentorship programs. • Describe strategies to enhance professional development and mitigate burnout among prison staff. • Outline methods for monitoring and evaluating mentorship programs.
Objectives of the module	• Present the definition and scope of the mentor coordinator role. • Highlight the responsibilities and tasks involved in effective mentor coordination. • Recognize the essential qualifications and skills necessary for mentor coordinators. • Promote the importance of mentorship in enhancing staff well-being and professional development. Demonstrate strategies for effective mentor-mentee matching and ongoing support.
Assessment methods	Self-Assessment test before and after the training course - Module assessment after completing the module - At the end of the training (Satisfaction survey)

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The bibliography must be structured according to the APA metodhology. See this link to learn about APA Bibliography format: https://libguides.unf.edu/citationguide/apasample

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A. Asynchronous part

Duration: 2h

This section provides a comprehensive overview of the role of a mentor coordinator within a prison setting. It delves into the definition, responsibilities, and necessary qualifications for this pivotal position. Participants will learn about the various duties involved in managing a mentoring program, from recruitment and training to support and evaluation. Through detailed sections, the asynchronous part aims to equip learners with the knowledge and skills needed to effectively coordinate mentorship programs, ensuring they can foster supportive relationships, enhance professional development, and improve organizational effectiveness. Additionally, real-life case studies and practical guidance on building trust and encouraging group discussions will provide valuable insights and actionable strategies.

1. Role of the Mentor Coordinator: Definition, Responsibilities, and Qualifications

The mentor coordinator role is pivotal in ensuring the successful implementation and sustainability of the peer support initiative for prison staff. Here's a definition and outline of the mentor coordinator role:

1.1. Definition: A mentor coordinator is an experienced and skilled individual tasked with overseeing the mentorship program within the prison setting. They serve as a central point of contact, providing guidance, support, and resources to both mentors and mentees throughout the mentoring process. The mentor coordinator acts as a liaison between participants, management, and external stakeholders, facilitating communication and collaboration to enhance the effectiveness of the program.

1.2. Roles and Responsibilities:

- Program Management: The mentor coordinator is responsible for the overall management of the mentoring program, including planning, implementation, and evaluation of program activities.
- Recruitment and Training: They oversee the recruitment of mentors and mentees, ensuring that suitable candidates are selected based on predefined criteria. Additionally, they conduct training sessions to equip mentors with the necessary skills and knowledge to fulfil their role effectively.
- Matchmaking: The mentor coordinator assesses mentee needs and mentor strengths to facilitate appropriate mentor-mentee pairings. They consider factors such as personality, experience, and goals to ensure successful matches that foster meaningful relationships.
- Support and Guidance: Throughout the mentoring process, the mentor coordinator provides ongoing support and guidance to mentors and mentees. They offer resources, advice, and encouragement to address challenges and maximize the benefits of the mentorship experience.

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- Monitoring and Evaluation: The mentor coordinator monitors the progress of mentor-mentee relationships, gathering feedback and assessing outcomes to continuously improve the program. They evaluate the effectiveness of strategies and interventions, adjusting as needed to enhance program impact.
- Communication and Advocacy: Acting as a communication bridge, the mentor coordinator communicates program updates, policies, and expectations to all stakeholders. They advocate for the importance of mentoring within the prison system, promoting awareness and participation among staff members.

1.3. Qualifications and Skills:

- Experience: A mentor coordinator should have previous experience in mentoring or related fields, preferably within a correctional or similar setting.
- Communication: Strong interpersonal and communication skills are essential for building rapport with participants and fostering trust within the program.
- Organizational Skills: The ability to manage multiple tasks, deadlines, and stakeholders is crucial for effective program coordination.
- Empathy and Support: The mentor coordinator should demonstrate empathy and understanding towards the unique challenges faced by prison staff, offering compassionate support and guidance.
- Adaptability: Flexibility and adaptability are necessary to navigate the dynamic and often challenging environment of the prison system.

The mentor coordinator plays a vital role in promoting the well-being and professional development of prison staff through effective mentoring coordination. They serve as catalysts for positive change, fostering a supportive culture that enhances job satisfaction, reduces burnout, and ultimately contributes to a safer and more productive prison environment.

2. Unlocking Potential: The Essential Role of Mentor Coordination in Driving Success

Effective mentor coordination serves as the backbone, acting as a catalyst for positive change within prison settings. This section explores in detail the critical role of mentor coordination, emphasizing its profound impact on the well-being of prison staff and the overall success of the initiative.

2.1. Fostering Supportive Relationships:

Effective mentor coordination establishes and nurtures supportive relationships between mentors and mentees. These relationships provide a crucial source of guidance, encouragement, and understanding within the challenging environment of the prison system.

By facilitating meaningful connections, mentor coordination promotes a sense of belonging and camaraderie among staff members, reducing feelings of isolation and enhancing morale.

2.2. Enhancing Professional Development:

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Mentor coordination plays a pivotal role in the professional development of prison staff. By matching mentors with mentees based on their unique needs and strengths, coordination ensures tailored guidance and skill development opportunities.

Through structured mentorship programs, coordinated by mentor coordinators, staff members have the opportunity to enhance their competencies, expand their knowledge base, and advance their careers within the prison system.

2.3. Mitigating Burnout and Promoting Well-being:

One of the primary objectives of effective mentor coordination is the prevention and mitigation of burnout among prison staff. Mentor coordinators are trained to recognize the signs of burnout and provide proactive support and interventions to address them.

By fostering a culture of support and resilience, mentor coordination contributes to the overall well-being of staff members, reducing stress levels, and enhancing job satisfaction. This, in turn, leads to lower turnover rates and a more stable workforce within the prison environment.

2.4. Improving Organizational Effectiveness:

Effective mentor coordination has a ripple effect on organizational effectiveness within prison settings. By equipping staff members with the skills and support they need to succeed, coordination enhances productivity, efficiency, and safety within the facility.

Through strategic mentor matching and ongoing support, mentor coordinators contribute to the overall success of the M4Pris project, driving positive outcomes for both staff members and the prison system.

In conclusion, effective mentor coordination is not merely a supportive function. it is a cornerstone of success. By fostering supportive relationships, enhancing professional development, mitigating burnout, and improving organizational effectiveness, mentor coordination maximizes the impact of the initiative, ultimately leading to a safer, more resilient, and more fulfilling prison environment for staff and inmates alike.

3. Exploring the In-Depth Duties of Mentor Coordinators

Within the M4Pris project, mentor coordinators serve as linchpins, orchestrating the intricate dynamics of the mentorship program. This section delves into the multifaceted responsibilities shoulder by mentor coordinators, highlighting their pivotal role in driving the initiative's success.

3.1. Recruitment and Training:

Mentor coordinators spearhead the recruitment process, identifying suitable mentors and mentees based on predefined criteria. They collaborate with stakeholders to ensure diversity and inclusivity in mentorship pairings.

Additionally, mentor coordinators conduct comprehensive training sessions, equipping mentors with the requisite skills, knowledge, and resources to fulfil their roles effectively. These sessions cover topics such as active listening, conflict resolution, and cultural sensitivity.

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3.2. Mentor-Mentee Pairing:

A cornerstone of mentor coordination is strategic mentor-mentee pairing. Mentor coordinators assess mentee needs and mentor strengths, employing a meticulous matching process to optimize compatibility and foster productive relationships.

By considering factors such as personality, experience, and goals, mentor coordinators facilitate pairings that promote mutual growth, support, and accountability.

3.3. Ongoing Support and Guidance:

Mentor coordinators provide continuous support and guidance to mentors and mentees throughout the duration of the mentorship relationship. They serve as a resource hub, offering advice, feedback, and encouragement to navigate challenges and capitalize on opportunities.

Through regular check-ins, mentor coordinators monitor progress, identify areas for improvement, and facilitate constructive communication between mentors and mentees.

3.4. Program Management and Evaluation:

Mentor coordinators assume overarching responsibility for the management and administration of the mentorship program. They develop and implement policies, procedures, and guidelines to ensure program integrity and effectiveness.

Furthermore, mentor coordinators conduct comprehensive evaluations to assess the impact of the mentorship program. They collect feedback from participants, analyse outcomes, and make data-driven adjustments to enhance program efficacy and relevance.

3.5. Stakeholder Engagement and Advocacy:

Mentor coordinators serve as ambassadors for the mentorship program, engaging stakeholders and advocating for its importance within the prison setting. They foster partnerships with management, staff, and external agencies to garner support, resources, and collaboration.

Through outreach initiatives and communication strategies, mentor coordinators raise awareness about the benefits of mentorship, dispel misconceptions, and cultivate a culture of inclusivity and participation.

In essence, mentor coordinators are the unsung heroes behind the scenes, orchestrating the symphony of mentorship within the M4Pris project. Through their dedication, expertise, and unwavering commitment, mentor coordinators empower staff members to thrive, grow, and contribute to a safer and more resilient prison environment.

4. Highlighting the Significance of Mentor Coordinators within Mentorship Programs

Mentor coordinators play a pivotal role in mentorship programs, serving as catalysts for positive change and driving the success of initiatives like the M4Pris project. This section underscores the profound significance of their role, illuminating how their expertise and dedication shape the outcomes and impact of mentorship programs.

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4.1. Ensuring Program Effectiveness:

- Mentor coordinators are instrumental in ensuring the effectiveness of mentorship programs. Through their strategic oversight and management, they create a structured framework that maximizes the potential for positive outcomes.
- By carefully matching mentors with mentees based on their needs and strengths, mentor coordinators foster relationships that are conducive to learning, growth, and support. This personalized approach enhances the relevance and impact of the mentorship experience.

4.2. Providing Guidance and Support:

- Mentor coordinators serve as mentors to mentors, offering guidance, support, and resources to facilitate their success in mentoring roles. They provide mentorship training, coaching, and ongoing supervision to empower mentors to fulfil their responsibilities effectively.
- Additionally, mentor coordinators offer support to mentees, helping them navigate challenges, set goals, and access resources that promote their professional development and well-being.

4.3. Fostering Collaboration and Connection:

- Mentor coordinators play a key role in fostering collaboration and connection within mentorship programs. They facilitate communication and interaction between mentors and mentees, creating opportunities for mutual learning, sharing experiences, and building relationships.
- By cultivating a sense of community and belonging, mentor coordinators create an environment where mentors and mentees feel supported, valued, and motivated to actively engage in the mentorship process.

4.4 Monitoring Progress and Evaluation:

- Mentor coordinators are responsible for monitoring the progress of mentorship relationships and evaluating the impact of the program. They track key metrics, gather feedback from participants, and assess outcomes to measure the effectiveness of the mentorship program.
- Through ongoing evaluation and data analysis, mentor coordinators identify areas for improvement and adjust optimize program delivery and impact.

4.5. Advocating for Mentorship:

- Mentor coordinators play a crucial role in advocating for the importance of mentorship within organizations and communities. They raise awareness about the benefits of mentorship, dispel myths and misconceptions, and promote a culture of mentorship as a valuable tool for professional development and growth.
- By championing mentorship initiatives, mentor coordinators inspire others to participate, contribute, and invest in the success of mentorship programs.

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In conclusion, mentor coordinators are integral to the success and sustainability of mentorship programs. Their expertise, leadership, and dedication are essential in creating an environment where mentors and mentees can thrive, grow, and achieve their full potential. As catalysts of change, mentor coordinators play a vital role in shaping the future of mentorship and empowering individuals to reach new heights of success and fulfilment.

5. Real-life examples and case studies

Real-life examples and case studies can provide valuable insights into the practical application and impact of mentor coordination within prison settings. Here are a few examples that illustrate the significance of mentor coordinators and their role in driving positive outcomes:

5.1. Case Study: Enhancing Professional Development: The Danish Prison Mentor Program

- Background: The Kriminalforsorgens praktikvejlederordning (Mentor program for new prison officers) is a structured mentoring program established in Danish prisons to ensure high-quality practical training for new prison officers. It aims to establish common standards, enhance the learning environment, and support student retention and qualification.
- Mentor Coordinator Role: The program is overseen by the School of the Danish probation service, which coordinates and manages mentor activities. They are responsible for recruitment, training, and support of mentors. Additionally, they facilitate joint meetings for mentors and provide guidance throughout the mentoring process.
- Outcome: The program has resulted in positive feedback from students regarding the support they receive. However, challenges exist, such as inconsistent mentor-student relationships and the need for more committed mentors. Program evaluations have highlighted areas for improvement, including the enhancement of mentor training and collaboration between schools and prisons.

5.2. Case Study: Mentor Course 2023 in Denmark: Enhancing Mentorship Skills for Prison Officer Training

- Background: The Mentor Course 2023 in Denmark is designed to enhance the mentorship skills of prison officers involved in training new recruits. Through a structured program, participants gain knowledge and tools to effectively guide and support trainee prison officers during their practical training.
- Mentor Coordinator Role: The Mentor Coordinator plays a crucial role in facilitating the course in Denmark. They oversee the schedule, coordinate presentations, and ensure that participants engage in activities aimed at improving communication, understanding their role as mentors, and preparing for real-world scenarios through exercises and assignments.
- Outcome: The Mentor Course aims to equip participants with the skills and knowledge necessary to excel in their role as mentors. By enhancing communication skills, deepening understanding of mentorship responsibilities, and providing practical exercises, the course prepares mentors to effectively support and guide trainee prison officers, ultimately contributing to the success and professionalism of the Correctional Service.

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5.3. Case Study: Enhancing Prison Officer Training: A Comprehensive Mentorship Program Case Study from Denmark"

- Background: The mentor program for prison officer training in Denmark aims to standardize and enhance the practical training experience for new officers. It ensures a safe and conducive learning environment, promotes active learning, and supports the retention and qualification of applicants.
- Mentor Coordinator Role: Mentors play a vital role in the practical training process in Denmark. They provide regular support, guidance, and educational assistance to students. Mentors conduct guidance interviews, participate in assessments, facilitate communication between service locations and HR units, and contribute to creating a positive and safe learning environment.
- Outcome: The mentor program results in standardized and high-quality practical training for prison officers. It ensures uniformity in training, fosters the development of necessary skills and competencies, and supports students in their journey toward becoming qualified officers within the Correctional Service.

These examples highlight the diverse ways in which mentor coordinators contribute to the success of mentorship programs within prison settings. By providing guidance, support, and advocacy, mentor coordinators play a vital role in enhancing staff well-being, promoting professional development, and creating a positive and supportive prison environment.

6. Building trust and rapport

Building trust and rapport is essential for effective mentoring relationships. Here are some strategies for mentor coordinators to facilitate the development of trust and rapport between mentors and mentees:

6.1. Establish Clear Expectations: Clearly define the objectives, roles, and responsibilities of both mentors and mentees at the outset of the mentoring relationship. Setting clear expectations helps build trust by ensuring alignment and understanding of each other's goals and commitments.

6.2. Active Listening: Encourage mentors to practice active listening, which involves fully focusing on what the mentee is saying without interruption or judgment. Mentors should demonstrate empathy, understanding, and genuine interest in the mentee's concerns, experiences, and goals.

6.3. Open and Honest Communication: Foster an environment of open and honest communication where mentors and mentees feel comfortable sharing their thoughts, feelings, and challenges. Encourage mentors to be transparent about their own experiences and vulnerabilities, which can help build rapport and trust through authenticity.

6.4. Respect and Empathy: Emphasize the importance of respect and empathy in mentoring relationships. Mentors should demonstrate respect for the mentee's perspectives, experiences, and boundaries, while also showing empathy and understanding towards their challenges and aspirations.

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6.5. Confidentiality: Stress the importance of confidentiality in mentoring relationships. Ensure mentors understand the need to maintain confidentiality regarding sensitive information shared by mentees and to respect their privacy at all times.

6.6. Consistency and Reliability: Encourage mentors to be consistent and reliable in their interactions with mentees. Timely responses to emails, punctuality for meetings, and consistent availability demonstrate commitment and reliability, which are essential for building trust and rapport.

6.7. Demonstrate Competence and Expertise: Mentors should strive to demonstrate competence and expertise in their field or area of mentoring. Sharing relevant knowledge, skills, and experiences can instil confidence in mentees and enhance their trust in the mentor's guidance and advice.

6.8. Celebrate Successes and Milestones: Acknowledge and celebrate the successes, achievements, and milestones of mentees. Recognizing progress and accomplishments reinforces positive feedback loops and strengthens the mentor-mentee bond.

6.9. Addressing Challenges Proactively: Encourage mentors to proactively address challenges or conflicts that may arise in the mentoring relationship. Providing constructive feedback, offering support, and seeking solutions collaboratively help build trust by demonstrating commitment to the mentee's growth and development.

6.10. Regular Check-ins and Feedback: Schedule regular check-in meetings between mentors and mentees to assess progress, discuss challenges, and provide feedback. Actively soliciting feedback from mentees about their mentoring experience demonstrates responsiveness and commitment to their needs, fostering trust and rapport over time.

By implementing these strategies, mentor coordinators can create a supportive and empowering environment where mentors and mentees can build trust, establish rapport, and cultivate meaningful mentoring relationships.

7. Encouraging group discussions on mentor coordinator

Encouraging group discussions on mentor coordinator experiences can be a valuable way to foster peer learning, share insights, and build a sense of community among mentor coordinators. Here are some suggestions for facilitating these discussions effectively:

7.1. Create a Safe and Supportive Environment: Start by establishing ground rules that promote active listening, respect, and confidentiality within the group. Emphasize the importance of creating a safe space where mentor coordinators feel comfortable sharing their experiences, challenges, and successes without fear of judgment.

7.2. Provide Structure: Structure the discussion around specific topics or themes related to mentor coordination experiences. This could include topics such as mentor recruitment and training, mentor-mentee matching, handling conflicts, or promoting mentorship culture within the organization.

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7.3. Use Facilitated Prompts: Use facilitated prompts or questions to guide the discussion and encourage participation from all group members. For example:

- What are some common challenges you've encountered as a mentor coordinator?
- Can you share a successful mentorship pairing that you facilitated? What made it successful?
- How do you handle conflicts or disagreements between mentors and mentees?
- What strategies have you found effective for promoting mentorship engagement and participation?

7.4. Share Personal Experiences: Encourage mentor coordinators to share their own experiences, anecdotes, and lessons learned from their roles. Personal stories can often provide valuable insights and practical tips for navigating common challenges in mentor coordination.

7.5. Encourage Peer Support and Collaboration: Foster a culture of peer support and collaboration within the group. Encourage mentor coordinators to offer advice, share resources, and brainstorm solutions to each other's challenges. Facilitate networking opportunities for mentor coordinators to connect outside of the discussion group.

7.6. Reflect and Summarize: At the end of the discussion, take time to reflect on key insights, themes, and action points that emerged. Summarize the main takeaways from the discussion and encourage mentor coordinators to apply these insights in their own practice.

7.7. Follow-Up and Continued Support: Follow up with mentor coordinators after the discussion to provide additional support, resources, or guidance as needed. Consider scheduling regular follow-up sessions to continue the dialogue and track progress on implementing strategies discussed during the group discussion.

By encouraging group discussions on mentor coordinator experiences, mentor coordinators can learn from each other, gain new perspectives, and build a supportive community focused on enhancing mentorship programs within their organization.

8. Quiz

1. What is the main responsibility of a mentor coordinator within a prison setting?
    a. Conducting regular evaluations of mentorship programs
    b. **Overseeing the recruitment and training of mentors and mentees**
    c. Advocating for stricter regulations within the prison system
    d. Providing medical assistance to prison staff

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2. What qualifications and skills are important for a mentor coordinator?

a. Technical expertise in computer programming
b. **Strong communication and interpersonal skills**
c. Extensive experience in financial management
d. A background in marketing and advertising

3. What is the primary purpose of mentor coordination in addressing burnout among prison staff?

a. Providing financial incentives to staff members
b. Offering medical treatment for burnout symptoms
c. **Recognizing signs of burnout and providing proactive support**
d. Ignoring burnout issues to avoid conflicts

4. What role does mentor coordination play in enhancing professional development within the prison system?

a. Setting strict rules and regulations for staff members
b. Facilitating mentor-mentee pairings based on personality compatibility
c. **Providing resources and support for skill development**
d. Limiting access to educational opportunities

5. Why is fostering supportive relationships important in mentorship programs?

a. It creates competition among staff members
b. It fosters a sense of isolation and loneliness
c. **It promotes guidance, encouragement, and understanding**
d. It encourages staff members to work independently

6. What is one of the key responsibilities of a mentor coordinator in program management?

a. Ignoring feedback from participants
b. Conducting evaluations without analyzing outcomes
c. **Developing policies and guidelines for program integrity**
d. Avoiding communication with stakeholders

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B. Synchronous part

Duration: 2h

Designing the synchronous part must be done in conjunction with the asynchronous part, because the choices made in one generally affect the choices made in the other. The selection of the content that must be delivered during this part of the training should be based on the judgement about the knowledge and competences that the trainee must acquire attending this module.

This part of the module entails a summary of the previous section and learning activities. Learning activities can be described as interactive resources and practical exercises (e.g. quiz, work groups, case studies, etc.) that the trainer can apply to develop the basic knowledge and concepts that the trainee would benefit from when attending the training.

- Include a short conclusion with a quick summary of the learning outcomes, suggestions on how to apply it, and where trainees can find additional information sources.

1. Q&A sessions

Q&A sessions are an excellent way to provide participants with the opportunity to seek clarification, ask questions, and deepen their understanding of the mentor coordinator training material. Here's how you can effectively organize and facilitate Q&A sessions:

1.1. Schedule Dedicated Q&A Time: Allocate specific time slots during each training session or module for participants to ask questions and seek clarification. Communicate the schedule in advance to encourage participation and ensure that participants come prepared with their questions.

1.2. Create a Safe and Supportive Atmosphere: Emphasize that there are no "silly" questions and create a non-judgmental environment where participants feel comfortable expressing their queries. Encourage active participation by assuring participants that their questions are valued and appreciated.

1.3. Designate a Facilitator: Designate a facilitator, preferably someone with expertise in the training material, to moderate the Q&A session. The facilitator's role is to manage the flow of questions, ensure that each participant has the opportunity to ask their question, and provide accurate and informative responses.

1.4. Encourage Written and Verbal Questions: Offer participants multiple channels for asking questions, such as verbal questions during the live session, written questions submitted in advance, or through a chat feature if the session is conducted online. This allows participants to choose the method they're most comfortable with.

1.5. Acknowledge and Validate Questions: Acknowledge each question as it is asked, even if the facilitator doesn't have an immediate answer. Validate participants' contributions and express gratitude for their engagement in the learning process.

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1.6. Provide Clear and Concise Responses: Ensure that responses to questions are clear, concise, and directly address the participant's inquiry. If the question is complex or requires additional research, commit to following up with a more detailed response after the session.

1.7. Encourage Peer-to-Peer Engagement: Encourage participants to respond to each other's questions if they have relevant insights or experiences to share. Peer-to-peer engagement can enrich the discussion and foster a collaborative learning environment.

1.8. Manage Time Effectively: Monitor the time allocated for the Q&A session to ensure that all questions receive adequate attention without causing the session to overrun. If necessary, prioritize questions based on relevance and importance.

1.9. Document and Follow-Up: Take notes during the Q&A session to document the questions asked and the responses provided. Share these notes with participants afterward for reference and follow up on any unanswered questions or topics that require further exploration.

1.10. Seek Feedback: Encourage participants to provide feedback on the Q&A session format and content. Use this feedback to continuously improve future sessions and address any areas of concern raised by participants.

By incorporating Q&A sessions into the mentor coordinator training, you provide participants with an invaluable opportunity to engage actively with the material, clarify doubts, and deepen their understanding, ultimately enhancing the effectiveness of the training program.

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MODULE 2

OVERVIEW

Module 2:	**COMMUNICATION SKILLS**
Module summary/ Main contents	This module aims to explore different approaches, techniques and methodologies related to the communication between the mentoring coordinator and the mentors/ mentees who are involved in a mentoring process for the specific group of prison personnel. The module will focus on communication aspects such as active listing, and the application of OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) and of ACR (Active Constructive Responding).
Timetable & schedule	***(Effective division of the module activities/ didactic methodology/ Activities duration)*** Self-guided learning – 1 hour • Introduction to the module • Active listening • OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) • ACR (Active Constructive Responding) • Conflict resolution • Quiz Synchronous session – 2 hours • Clarification of doubts (asynchronous session) • Brainstorming • Pair work

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	• Active listening activity • Case study- conflict resolution • Module assessment
Learning outcomes of the module	Upon completion of this Module, trainees should be able to: • Understand the importance of active listening and apply it when communicating with mentors and mentees • Apply OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) when communicating with mentors and mentees; • Respond effectively to mentors and mentees using Active Constructive Responding; • Resolve conflicts which might arise during the mentoring process effectively,
Objectives of the module	The objectives of the module are for mentoring coordinators to: • Enhance skills related to active listening in various contexts related to the mentoring process • Develop skills related to the application of OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) when communicating with mentors and mentees. • Develop and practice skills related to Active Constructive Responding in different situations encountered in the mentoring process. • Identify common sources of conflict. • Enhance skills related to conflict resolution between different actors in the mentoring process for prison staff
Assessment methods	- Self-assessment test before and after the training course - Module assessment after completing the module - Satisfaction survey at the end of the training

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Online resources: see footnotes

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A. Asynchronous part

Duration: 1h

Introduction to the module

Module Summary

The role of the coordinator is crucial in the mentoring process. The mentoring coordinator is responsible for developing and designing the mentoring program tailored to the specific needs of mentors and mentees, for recruiting and matching mentors and mentees, for monitoring the progress of mentor-mentee relationship, providing support, guidance, and feedback as needed and for resolving potential conflicts or challenges which might arise between mentors and mentees, by mediating and resolving issues in a constructive manner. All these responsibilities can be carried out effectively and successfully only through effective communication, so that all parties and actors involved feel satisfied and benefit from the mentoring process.

This module aims to explore different approaches, techniques and methodologies related to the communication between the mentoring coordinator and the mentors/ mentees who are involved in a mentoring process for the specific group of prison personnel. The module focuses on communication aspects such as active listening, and the application of OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) and of ACR (Active Constructive Responding).

Timetable & Schedule

Self-guided learning – 1 hour

- Introduction to the module
- Active listening
- OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing)
- ACR (Active Constructive Responding)
- Conflict resolution
- Quiz

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Learning outcomes of the module

Upon completion of this Module, trainees should be able to:

- Understand the importance of active listening and apply it when communicating with mentors and mentees
- Apply OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) when communicating with mentors and mentees;
- Respond effectively to mentors and mentees using Active Constructive Responding;
- Resolve conflicts which might arise during the mentoring process effectively,

Objectives of the module

The objectives of the module are for mentoring coordinators to:

- Enhance skills related to active listening in various contexts related to the mentoring process
- Develop skills related to the application of OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing) when communicating with mentors and mentees.
- Develop and practice skills related to Active Constructive Responding in different situations encountered in the mentoring process.
- Identify common sources of conflict.
- Enhance skills related to conflict resolution between different actors in the mentoring process for prison staff

1. The role of the mentoring coordinator and communication responsibilities

In a mentoring program, the coordinator is typically responsible for overseeing and managing the overall operations and activities of the program. The coordinator plays a crucial role in ensuring that the mentoring program runs smoothly and effectively, facilitating communication between mentors and mentees, and providing support and guidance to both parties. The coordinator's primary responsibilities include recruiting and selecting mentors, matching mentors with mentees based on their needs and goals, providing training and orientation to mentors, monitoring the progress of mentoring relationships, and evaluating the effectiveness of the program. They also serve as a point of contact for mentors, addressing any concerns or issues that may arise during the course of the program.

Communication between the coordinator and mentors and mentees is essential for the success of the mentoring program. The coordinator should establish clear channels of communication to ensure that mentors and mentees have access to necessary information, resources, and support. This can be achieved through various means such as regular meetings, email updates, newsletters, or an online platform specifically designed for coordinator- mentor- mentee communication.

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The coordinator should maintain open lines of communication with mentors and mentees to provide ongoing guidance, answer questions, address concerns, and offer feedback. They should be readily available to respond to inquiries or provide assistance when needed. Regular check-ins with mentors and mentees can help identify any challenges they may be facing in their mentoring relationships or areas where additional support may be required. It is therefore important for the coordinator to establish clear expectations regarding communication with mentors and mentees from the outset. This includes outlining preferred methods of communication, response times for inquiries or requests, and any specific guidelines or protocols that need to be followed. By setting these expectations early on, the coordinator can ensure that communication remains consistent and effective throughout the duration of the mentoring program.

On the other hand, mentors and mentees are also responsible for the effective communication with the coordinators. Mentors should communicate with the mentoring program coordinator on a regular basis to ensure effective collaboration and support for the mentees. Communication between the mentor and the program coordinator is crucial for maintaining a successful mentoring relationship and achieving the desired outcomes. Similarly, mentees are also expected to communicate with the coordinator in different occasions, such as prior to the initial meeting with their mentor, when evaluation and discussion on the mentoring progress is required by the coordinator, or when they face critical incidents or emergencies involving themselves as mentees or their mentors. The coordinator can and should provide guidance on how to handle such situations appropriately, using effective communication skills and, more specifically, active listening.

2. Active listening

The most important part of any relationship is communication, which is why it is especially important for both mentors and mentees as well as mentoring coordinators to take note of their own communication styles (e.g. passive, aggressive, assertive, etc.[3]) and ensure that they work for the rest of the actors involved in the mentoring process[4].

Active listening can support this communication process, since it a crucial communication skill that involves going beyond simply hearing the words that another person speaks. It is about actively processing and seeking to understand the meaning and intent behind them[5]. It requires being a mindful and focused participant in the communication process and it is an important life skill that can be applied in various settings, such as the workplace, at home, or in any communication situation. Active listening is probably the most basic mentoring skill; the other skills build on—and require—it[6].

At the core of it, active listening is a communication technique that involves *more* than just hearing the words the speaker is saying. It involves focusing on what the speaker is saying, as well as their intonation, body language, and facial expressions. Active listening involves paying

[3] https://www.snhu.edu/about-us/newsroom/liberal-arts/types-of-communication-styles
[4] https://mentorloop.com/blog/active-listening/
[5] https://www.verywellmind.com/what-is-active-listening-3024343
[6] https://my.lerner.udel.edu/wp-content/uploads/Skills_for_Sucessful_Mentoring.pdf

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attention to what is behind the words the speaker is saying – their feelings, emotions, and concerns. Rather than just responding to the words, active listeners make sure that they truly understand what the speaker is communicating.

It is an important life skill to have in any relationship, whether it is with a friend, family member, or colleague- as in the case of a mentoring process when all actors involved, such as the mentor, the mentee and the coordinator, need to actively listen to what and how the other person is communicating and respond accordingly. It can assist in creating a safe space for speakers to express themselves freely and respectfully, and it allows the listener to gain a better understanding of the speaker's thoughts and feelings. It contributes in building trust and respect between people as it demonstrates that the listener is truly engaged in the conversation and is taking the time to understand the speaker's perspective.

Active listening is a skill that can be developed with practice. It involves being more mindful of others' words and body language, responding in a way that shows understanding – and it involves asking questions to gain further insight into thoughts and feelings. With practice, active listening can become an invaluable tool for creating meaningful conversations and relationships, closely related to empathy[7].

Active listening and reflecting, responding, and giving feedback aren't always easy. Mentoring coordinators should:

- Pay close attention to the speaker's behavior and body language (whether they are mentors or mentees) to gain a better understanding of their message.
- Signal that they are following along with visual cues like nodding and eye contact;
- Ask clarifying questions to ensure their understanding.
- Avoid potential interruptions — from technology (e.g., phone or email notifications) and from humans (e.g., knocks on their door).
- Keep an open mind. Rather than evaluating the message and offering an opinion, they should make the speaker feel heard and validated. They should try to view the conversation from the speaker's perspective.
- Confirm they have understood what the speaker has said by verifying their understanding[8].
- Encourage the speaker to continue talking by providing verbal responses such as "yes" or "go on", as well as non-verbal cues such as nodding.
- Be aware of their personal biases or preconceived notions that may be influencing their listening.
- Resist the urge to dish out advice or judgement during the conversation, and instead focus on truly understanding the speaker's words and feelings.

[7] https://mentorloop.com/blog/active-listening/

[8] https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/

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- Practice active pauses: Taking pauses before responding can help coordinators correctly process the information presented to them[9].

3. Active listening techniques and examples

Effective active listening is a crucial skill for mentoring coordinators to foster successful mentoring relationships. Here are some of the most important active listening techniques for coordinators:

1. Giving full attention: Coordinators should make eye contact, maintain an open body language, and avoid distractions such as checking emails or texting during the conversation. This shows the mentor/mentee that their thoughts and ideas are valued.
2. Providing feedback: Reflecting back what they have heard to ensure understanding and clarify any misunderstandings is important. Using phrases like "What I'm hearing you say is..." or "It sounds like you're saying..." can be used to provide feedback.
3. Avoiding interruptions: Allowing the mentor or the mentee to finish speaking before responding is crucial. Interrupting can make others feel disrespected and undervalued. Active listeners suppress the urge to focus on how they want to respond and first actually *listen* to what others have to say.
4. Using open-ended questions: Coordinators should encourage the person they are communicating with to elaborate on their thoughts by asking open-ended questions that cannot be answered with a simple yes or no response. Active listeners are rarely happy with a "yes" or "no" answer. Instead, they avoid close-ended questions and employ open-ended ones, using broad queries to guide their mentors/ mentees to discover solutions for themselves. Some examples of leading questions may be "What other alternatives have you considered to X?" or "How do you envision your career-changing once you do Y?"[10] Examples of open-ended questions which may be used when active listening include:
    - Can you tell me a bit more about that?
    - What did you think about that?
    - What do you think is the best path moving forward?
    - How do you think you could have responded differently?

    The key to open-ended questions is to have a framework of curiosity about the other person. It signals genuine interest – making the other person feel valued[11].
5. Paraphrasing: It is about repeating key points in own words to demonstrate understanding shows that the person is actively engaged in the conversation. One way to reflect what mentors and mentees say is to paraphrase their words. For example, coordinators might

[9] https://mentorloop.com/blog/active-listening/
[10] https://mentorloop.com/blog/active-listening/
[11] https://www.verywellmind.com/what-is-active-listening-3024343

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say, "In other words, what you are saying is that you're frustrated" or "I'm hearing that you're frustrated about this situation."

6. Minimizing judgments: Coordinators should avoid making assumptions or jumping to conclusions based on limited information. Instead, they should focus on understanding the mentor's/ mentee's perspective and feelings without passing judgment.
7. Maintaining a nonverbal positive response: Coordinators should use nodding, smiling, and other nonverbal cues to show that they are engaged and interested in what the other person is saying.
8. Summarizing: At the end of the conversation, summarizing key points can ensure that both parties are on the same page and have a clear common understanding of the situation. It may sound something like, "It sounds like you're frustrated because your boss dismissed your idea, am I hearing that correctly?" Summarizing what has been said and giving the person the opportunity to say whether the coordinator has captured their meaning or intent is very important.
9. Paying attention not only to the words but also to the feelings behind the words. For example, by referring to the speaker's feelings ["It seems that you are angry about..."], coordinators can make it clear that they understand what the speaker is saying and also understand the speaker's feelings about the topic[12].

Based on the previously mentioned tips and techniques, here is an example of a conversation in which several different active listening techniques are used.

Lisa: *I'm sorry to dump this on you, but I had a fight with my sister, and we haven't spoken since. I'm upset and don't know who to talk to.*

Jodie: *No problem! Tell me more about what happened.* (open-ended question)

Lisa: *Well, we were arguing about what to do for our parents' anniversary. I'm still so angry.*

Jodie: *Oh that's tough. You sound upset that you're not speaking because of it.* (reflecting what was heard)

Lisa: *Yes, she just makes me so angry. She assumed I would help her plan this elaborate party—I don't have time! It's like she couldn't see things from my perspective at all.*

Jodie: *Wow, that's too bad. How did that make you feel?* (another open-ended question)

Lisa: *Frustrated. Angry. Maybe a bit guilty that she had all these plans, and I was the one holding them back. Finally, I told her to do it without me. But that's not right, either.*

Jodie: *Sounds complicated. I bet you need some time to sort out how you feel about it.* (withholding judgment)

Lisa: *Yes, I guess I do. Thanks for listening—I just needed to vent*[13].

[12] https://ictr.wisc.edu/mentoring/mentoring-practices-for-active-listening/
[13] https://www.verywellmind.com/what-is-active-listening-3024343

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Active listening has been shown to be helpful in many communication situations and helps to build relationships by showing the speaker that they are being heard and understood. This can help to create an atmosphere of trust and transparency. On the other hand, not listening or defaulting to offering unsolicited advice can actively lead to misunderstandings and feelings of frustration and resentment. It's also a tool to help resolve conflicts and understand complex situations by really absorbing what is being said and attempting to comprehend it.

3. OARS (Open-ended questions, Affirmations, Reflective listening, Summarizing)

Another important technique (or framework) which mentoring coordinators should be able to apply during their interactions with mentors and mentees, closely related to active listening, is OARS. It is a technique widely used in Motivational Interviewing, which is an "empathic, person-centered counselling approach that prepares people for change by helping them resolve ambivalence, enhance intrinsic motivation, and build confidence to change." (Kraybill and Morrison, 2007). Open questions, affirmation, reflective listening, and summary reflections (OARS) are the basic interaction techniques and skills that are used "early and often" in the motivational interviewing approach[14], an approach which is highly relevant for the interactions of different actors in a mentoring process (mentor- mentee, mentor- coordinator, coordinator mentee, etc.).

OARS: Open Questions

Open questions invite others to "tell their story" in their own words without leading them in a specific direction. Open questions should be used often in conversation but not exclusively.

Open questions are the opposite of closed questions, which typically elicit a limited response such as "yes" or "no." The following examples contrast open vs. closed questions. It should be noted that even though the topic is the same, the responses will be very different:

- Do you have a good relationship with your colleagues?
- What can you tell me about your relationship with your colleagues?

More examples of open questions:

- How can I help you with ___?
- Help me understand ___?
- How would you like things to be different?
- What are the good things about ___ and what are the less good things about it?
- When would you be most likely to___?
- What do you think you will lose if you give up ___?

[14] https://www.homelesshub.ca/resource/motivational-interviewing-open-questions-affirmation-reflective-listening-and-summary

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- What have you tried before to make a change?
- What do you want to do next?

OARS: Affirmations

Affirmations are statements and gestures that recognize other people's strengths and acknowledge behaviors that lead in the direction of positive change. Affirmations build confidence in one's ability to change. To be effective, affirmations must be genuine and congruent.

Examples of affirming responses:

- I appreciate that you are willing to meet with me today.
- You are clearly a very resourceful person.
- You handled yourself really well in that situation.
- That's a good suggestion.
- If I were in your shoes, I don't know if I could have managed nearly so well.
- I've enjoyed talking with you today.

OARS: Reflective Listening

Reflective listening is a primary skill in outreach. It is the pathway for engaging others in relationships, building trust, and fostering motivation to change. Reflective listening appears easy, but it takes hard work and skill to do well. Sometimes the "skills" people use in working with others do not exemplify reflective listening but instead serve as roadblocks to effective communication. Examples are misinterpreting what is said or assuming what a person needs.

It is vital for everyone involved in a mentoring relationship, especially for coordinators, to learn to *think* reflectively. This is a way of thinking that accompanies good reflective listening. It includes an interest in what the person has to say and respect for the person's inner wisdom. Listening breakdowns occur in any of three places:

- Speaker does not say what is meant
- Listener does not hear correctly
- Listener gives a different interpretation to what the words mean

Reflective listening is meant to close the loop in communication to ensure misunderstandings do not occur. The listener's voice turns down at the end of a reflective listening statement. Some people find it helpful to use some standard phrases:

- So you feel...
- It sounds like you...
- You're wondering if...

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There are three basic levels of reflective listening that may deepen or increase the intimacy and thereby change the affective tone of an interaction. In general, the depth should match the situation. Examples of the three levels include:

- Repeating or rephrasing: Listener repeats or substitutes synonyms or phrases, and stays close to what the speaker has said
- Paraphrasing: Listener makes a restatement in which the speaker's meaning is inferred
- Reflection of feeling: Listener emphasizes emotional aspects of communication through feeling statements. This is the deepest form of listening.

Varying the levels of reflection is effective in listening. Also, at times there are benefits to over-stating or under-stating a reflection. An overstated reflection may cause a person to back away from their position or belief. An understated reflection may help a person to explore a deeper commitment to the position or belief.

OARS: Summaries

Summaries are special applications of reflective listening. They can be used throughout a conversation but are particularly helpful at transition points, for example, after the person has spoken about a particular topic, has recounted a personal experience, or when the encounter is nearing an end.

Summarizing helps to ensure that there is clear communication between the speaker and listener.

Structure of Summaries

1) Begin with a statement indicating you are making a summary. For example:

- Let me see if I understand so far…
- Here is what I've heard. Tell me if I've missed anything.

2) Give special attention to Change Statements. These are statements made by the other person that point towards a willingness to change. Miller and Rollnick (2002) have identified four types of change statements, all of which overlap significantly:

- Problem recognition: "My use has gotten a little out of hand at times."
- Concern: "If I don't stop, something bad is going to happen."
- Intent to change: "I'm going to do something, I'm just not sure what it is yet."
- Optimism: "I know I can get a handle on this problem."

3) If the person expresses ambivalence, it is useful to include both sides in the summary statement. For example: "On the one hand…, on the other hand…"

4) It can be useful to include information in summary statements from other sources (e.g., , research, courts, or family).

5) Be concise.

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6) End with an invitation. For example:

- Did I miss anything?
- If that's accurate, what other points are there to consider?
- Anything you want to add or correct?

7) Depending on the response of the other person to the summary statement, it may lead naturally to planning for or taking concrete steps towards the goal[15].

4. Active Constructive Responding

There is an assumption that one of the fundamental purposes of any relationship is to provide emotional and psychological support in times of hardship and responsive to each other's needs (Collins & Ford, 2010).

It also transpires the field of psychology, counseling and mentoring, as a wealth of studies investigate how the coping methods enable the relationship to thrive in the long run (Logan & Cobb, 2016). Psychologists have outlined four different types of responding:

- Active and constructive
- Passive and constructive
- Active and destructive
- Passive and destructive

Active constructive responding encourages people to listen and respond to the successes of others in a positive way[16]. Let's consider the following example[17]: Jane bursts into the living room and tells Mihail that she was just promoted at work. Her role involves new responsibilities as well as a higher pay. Jane has been waiting for this promotion for years; she could not be more head over heels and could not wait to share the news with Mihail, her husband.

In the living room, Mihail is fully absorbed by his novel. He is starting a new chapter in which the whole structure of narrative seems to finally be coming together. His communication style will determine the outcome of the scene.

Active constructive:

Mihail puts his book down and gets up from the sofa. He smiles, hugs Jane and tells her, "that's wonderful! You are amazing. I always knew you would get it. All your hard work really paid off." Jane's smile only grows wider- she feels even more excited about the opportunity and feels very happy that the news is also making her partner feel so energized. She feels validated, understood and closer to Mihail.

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[15] https://www.homelesshub.ca/resource/motivational-interviewing-open-questions-affirmation-reflective-listening-and-summary

[16] https://open.byu.edu/addressing_wellbeing/active_constructive_

[17] https://positivepsychology.com/active-constructive-communication/

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Passive and constructive:

Mihail looks up at Jane, semi-interested, the book still in his hands, and says: “That’s good! We will now be able to go on holidays more often”. He smirks and goes back to his reading. Jane appreciates the acknowledgement but is disappointed that Mihail does not experience the same degree of excitement that she does.

Active and destructive:

Mihail throws his book on the sofa, gets up in an agitated fashion, looks at Jane straight in the eye while saying: “what? I thought you hated the company you are working for- and they are giving you a new role with a new contract? Unbelievable. Don’t accept it- I think you are not made for this kind of role, anyway.” On hearing this, Jane answers violently, which stirs up an argument.

Passive and destructive:

Mihail’s eyes do budge away from his book- he is captivated by the novel’s plot. Acting like nothing was ever said, he answers lazily: “Oh. When are we having dinner, by the way?”. Jane feels like her feelings are being completely dismissed; left speechless, she leaves the room and slams the door. Mihail recognizes that he could have put more effort into responding better but would not know how he would be able to do so anyway.

The reason why only the active constructive type of responding plays a part in building relationships is because, research has shown, that it is directly linked with commitment, satisfaction, intimacy, and trust (Gable et al., 2004)[18].

5. Conflicts and conflict resolution

Conflicts can occur in mentoring programs that require problem solving[19]. Conflicts are a natural result of putting diverse people together and asking them to work as partners, or in the case of mentoring, as mentors- mentees. If a mentoring pair can work through conflicts by valuing how diverse they are, the richness of their different viewpoints, background, and experience, then they can learn a great deal more from each other, precisely because they are not thinking the same way. Seen from this perspective, differences can be a strength, not a weakness of any relationship.
Conflict management can be a healthy way to open up lines of communication, initiate problem solving and discuss change. Knowing how to best manage conflict can have many benefits both for mentors and mentees, influencing subsequently the role of the coordinator. The fact that conflict exists is not necessarily a bad thing: as long as it is resolved effectively, it can lead to personal and professional growth. In many cases, effective conflict resolution can make the

[18] https://www.researchgate.net/publication/360578478_Positive_Psychology_Techniques_-_Active_Constructive_Responding

[19] https://metprogram.com/wp-content/uploads/2016/01/Conflicts-and-conflict-resolution-strategies.pdf

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difference between positive and negative outcomes in mentoring as well as in any type of relationship[20].

A Conflict Resolution Process

The mentoring coordinator might need to intervene and resolve potential conflicts between mentors and mentees, while in other cases conflicts between coordinators and mentors/ mentees can also occur. Coordinators need to possess the skills related to conflict resolution, so as to support the mentoring process for the benefit of all people involved. A starting point for dealing with conflict is to identify the overriding conflict style employed by the people involved in the mentoring process (mentors, mentees and coordinators). The process below provides a clear idea on how to resolve a conflict in a mentoring process:

Step One: Setting the Scene: It is important that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression. If you, as coordinator, are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand other's positions and perceptions, such as restating and summarizing.

Step Two: Gathering Information: At this point the underlying interests, needs, and concerns need to be understood. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem. Try to understand his or her motivations and goals, and see how your actions may be affecting these. Also, try to understand the conflict in objective terms: Is it affecting the mentoring process? Disrupting team work? Hampering decision-making? The focus should be on the issue and not on personalities and characters in general.

Step Three: Agreeing the Problem: This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. It is necessary to agree the problems that you are trying to solve before you'll find a mutually acceptable solution. Sometimes different people will see different but interlocking problems – if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorming Possible Solutions: If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiating a Solution: By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all. However you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

The guiding principles for any conflict resolution are calmness, patience and respect.

[20] http://ecomentor.itee.radom.pl/mod/book/view.php?id=94&chapterid=78

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Quiz

1. Active listening is a crucial communication skill that involves simply hearing the words that another person speaks.

   a) true;

   b) false;

2. Which of the following is NOT among the active listening techniques?

   a) nodding

   b) providing feedback

   c) giving advice, even when not asked

   d) summarizing

3. OARS stands for Open-ended questions, ... , Reflective listening, Summarizing)

   a) Affirmations

   b) Acknowledgment

   c) Active listening

   d) Appreciation

4. Conflicts between mentors and mentees are always bad and should be avoided at any cost.

   a) true.

   b) **false**.

5. Agreeing on the problem is always the first step for conflict resolution.

   a) true

   b) false

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B. Synchronous part

Duration: 2h

- Clarification of doubts from the asynchronous part. Presentation of key concepts using a ppt – 30 min

- Brainstorming: barriers to effective communication – 15 min

The trainer quickly reviews the content and the characteristics of effective communication. Trainees are then asked to brainstorm potential barriers for the effective communication between the following pairs:

1. Mentor- mentee

2. Mentor- coordinator

3. Mentee- coordinator.

The trainer writes down the answers for each pair in three columns on the board. Together with the trainees, they find the common barriers for all pairs. As a second step, trainees are asked to brainstorm solutions to overcome the barriers recorded. Solutions can be common to more than one barrier. The trainer summarizes the ideas and concludes highlighting the importance of active listening as key for overcoming communication barriers.

- Pair work: open ended versus closed questions- 15 min

The trainer divides the whole group in pairs and gives each pair a list of closed questions. The trainer asks all pairs to consider rephrasing the questions and turn them to open-ended ones.

The list can include the following questions[21]:

Closed questions	Open ended questions
First day on the job: Closed: Did you like your first day? Personal Style: Closed: Do you like to go out? Do you go home after work?	First day on the job: Open: Tell me about your first day—How was it? What did you do? Personal Style: Open: How do you spend your free time? How do you unwind after a long day?

[21] https://www.phinational.org/wp-content/uploads/legacy/clearinghouse/PM_Handouts.pdf

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Learning Style: Closed: Do you like the training? Workload: Closed: Are you getting everything done? Adjusting/Fitting In: Closed: Is everyone treating you fairly? Home life: Closed: Is everything at home okay?	Learning Style: Open: What have you liked about the training? What was most interesting to you? Workload: Open: How do you feel about the amount of time you have to get everything done? Adjusting/Fitting In: Open: How are you getting along with the consumers? How are you getting along with your coworkers? What are your coworkers like? Home life: Open: How does the schedule here fit in with your home life? How are you managing?

The trainer allows for 5 minutes for all pairs to finish the task. Then the trainer listens to the answers by the pairs and asks for comments from the rest of the group. When all pairs have shared their answers, the trainer asks trainees to reflect on the difference between asking closed or open-ended questions. The trainer summarizes the benefits of open-ended questions, especially for the communication between co-workers, mentors, mentees and coordinators.

- Active Listening Activity – 20 minutes

The trainer starts a story with an opening line. Each team member continues by adding a sentence. The story moves quickly from one member to another. This activity's objective is to encourage active listening, as participants need to follow the evolving story, and can be performed remotely. It also stimulates creativity and collaboration as the team builds a narrative together[22].

When the final trainee has told the story, the trainer asks trainees on their feedback from the activity. The trainer wraps up the activity by pointing out the importance of being focused when

[22] https://unboxedtechnology.com/blog/activities-to-improve-communication-skills-in-the-workplace/

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listening to others and the crucial role that active listening can play in the communication of two (or more) people.

- Case study – conflict resolution – 35 min

The trainer divides the whole group in three or four subgroups. The trainer provides each group with the following case:

"You are a coordinator for a mentoring program, for the support of newly recruited prison staff. All mentoring pairs have already done three meetings and everyone seems very happy. At one point, you receive a message from a mentor and another message from his mentee that they need to speak to you about a disagreement and a conflict between them. Both of them request an appointment with you to discuss the issue, without providing any more information about it. How do you proceed? How do you prepare for the meetings? What do plan to tell each one during the meeting? What will be the basic things to remember when discussing with each one of them?"[23]

The trainer lets each group think about the case (more specific cases can also be used, identifying specific conflicts between mentors and mentees. It is up to the trainer to choose which case to use with the trainees). After 10 minutes, the trainer asks each group to present their answers, requesting from the rest of the trainees to make comments on the answers provided. When all groups have presented their answers and commented on the others' answers the trainer, in cooperation with all trainees, points out some key advice to be followed for effective conflict resolution as well as tips on what to avoid.

[23] https://fastercapital.com/content/Resolving-Conflicts-through-Mentorship-Programs.html#Real-life-Examples-of-Conflict-Resolution-through-Mentorship-Programs

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MODULE 3

OVERVIEW

Module 3:	**MENTOR MATCHING**
Module summary/ Main contents	This module focuses on the matching between mentor and mentee, considering the criteria involved, the stages of the matching process, and the initial meeting requirements.
Timetable & schedule	***(Effective division of the module activities/ didactic methodology/ Activities duration)*** Self-guided learning – 1 hour • Introduction to the module • Factors related to mentor-mentee matching • Coordinator role • Matching phases and guidelines • Initial meeting requirements • Quiz Synchronous session – 2 hours • Clarification of doubts (asynchronous session) • Exercise - requirements • Case studies • Brainstorming • Module assessment
Learning outcomes of the module	Upon completion of this Module, trainees should be able to: • Establish requirements for matching mentors and mentees; • Adapt mentor-mentee pairings to optimize the mentoring experience;

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	• Conduct match meetings effectively.
Objectives of the module	• Enhance skills required to evaluate mentees' needs and mentors' strengths; • Develop coordinators' capacity to appraise the requirements of mentees and assess the strengths of prospective mentors; • Develop the ability to adapt mentor-mentee matching to optimize the mentorship experience.
Assessment methods	- Self-assessment test before and after the training course - Module assessment after completing the module - Satisfaction survey at the end of the training

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A. Asynchronous part

Duration: 1h

Introduction to the module

Module Summary

This module focuses on the matching between mentor and mentee, considering the criteria involved, the stages of the matching process, and the initial meeting requirements.

Timetable & Schedule

Self-guided learning – 1 hour

- Introduction to the module
- Factors related to mentor-mentee matching
- Coordinator role
- Matching phases and guidelines
- Initial Meeting Requirements
- Quiz

Learning outcomes of the module

- Establish requirements for matching mentors and mentees;
- Adapt mentor-mentee pairings to optimize the mentoring experience;
- Conduct match meetings effectively.

Objectives of the module

- Enhance skills required to evaluate mentees' needs and mentors' strengths;
- Develop coordinators' capacity to appraise the requirements of mentees and assess the strengths of prospective mentors;
- Develop the ability to adapt mentor-mentee pairings to optimize the mentorship experience.

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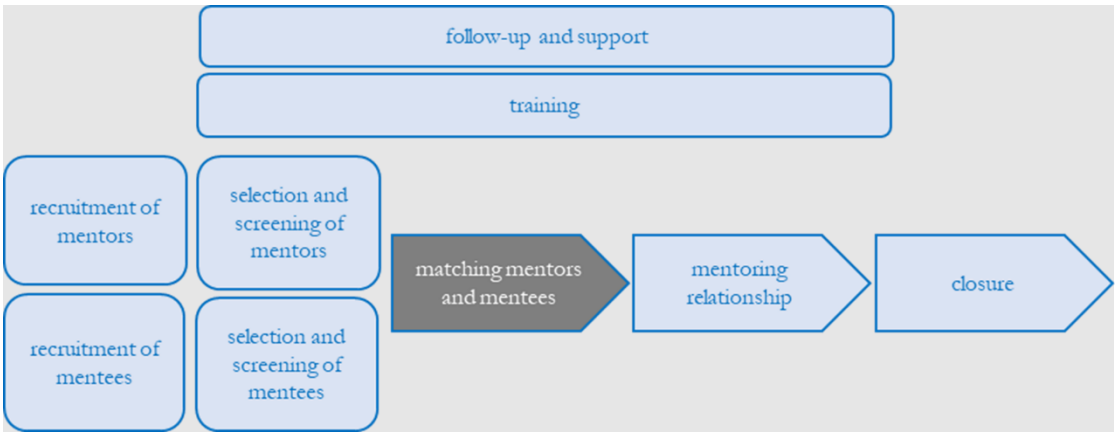
The matching process is one of the key elements in a mentoring programme:



The matching of mentors and mentees is the process of determining the best match possible. Creating a good match between the mentee and mentor is fundamental (M4Pris Blueprint, 2024, p. 22) and an incorrect match can lead to the failure of the mentoring process. Indeed, the literature shows that the dynamics between mentor and mentee, and their ability to form a positive connection, will impact the quality of the relationship and its capacity to reach positive outcomes (NZ Youth Mentoring Network, 2018).

Matching dynamics vary according to the context where the mentoring process will take place. In the context of workplace, mentoring programmes can be used as a tool to encourage the sharing of institutional knowledge, enhance employee retention through socioemotional support and facilitate job-related skill development to ease the transition into the role of a worker (MENTOR, 2019).**The coordinator's role** is to work with other management staff to determine the goals and needs of the mentoring programme and implement it accordingly. One of the coordinator's main duties is to identify individuals who would make good mentors. A technique for identifying suitable mentors is interviewing candidates who possess the desired traits (e.g. knowledge of the organisation and ability to instruct others). The coordinator also interviews mentees to explain the programme and to understand their specific needs. Then, the coordinator conducts the mentor training, and matches each mentor with a mentee. Besides that, coordinators are responsible for monitoring and evaluating mentor-mentee relationships through face-to-face or phone conversations, written reports developed by mentors, and feedback provided by both mentors and mentees. It is important to evaluate these relationships to determine if any adjustments are necessary, such as reassigning the mentor and mentee (Women's Empowerment Principles, 2020).

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1) Factors related to mentor-mentee matching

Mentoring programmes are more likely to result in desired outcomes when the mentors and mentees have a high-quality relationship based on mutual respect, trust, and interest (Ragins, 2016 cited in Deng, Gulseren, & Turner, 2022). In other words, a greater identification is linked with higher perceptions of mentoring support, and perceived similarity can facilitate liking and interpersonal comfort (Eby et al, 2013; Ghosh, 2014; Allen et al., 2005; Lankau et al, 2005, cited in Deng, Gulseren, & Turner, 2022). According to the Blueprint of M4Pris (2024), mutual chemistry and mutual trust are matching aspects that needs to be given attention.

Two main factors are related to matching:

A. The matching process – how matches are made?

B. Individual characteristics – what individual characteristics matches are made on?

A. The matching process

Research shows that the matching process is an important factor to take account of when making mentoring matches. According to Deng, Gulseren, & Turner (2022), "... **seeking participant input and consultation into matches may enhance perceptions of the quality of the mentoring relationship, satisfaction with the mentorship, and perceptions of formal mentoring program effectiveness" (p. 390).**

B. Individual characteristics

The same authors considered three sub-categories of individual characteristics which need to be considered for the matching process:

- **Experiential characteristics** – which include educational background, career experience, and geographic location (Eby et al, 2013, cited in Dutton, Deane, & Bullen, 2022). Experiential similarity is positively associated with perceptions of instrumental support and relationship quality between mentor and mentee, but there is a stronger effect size for instrumental support than relationship quality (Eby et al, 2013).
- **Surface-level characteristics** – it refers to demographic features such as gender and race (physically visible) (Harrison et al, 1998 cited in Deng, Gulseren, & Turner, 2022). This type of characteristics show a more consistent association with psychological and social support compared to instrumental support and role modelling outcomes, nevertheless this effect is small (Eby et al., 2013; Ghosh, 2014 cited in Deng, Gulseren, & Turner, 2022). The results of those studies suggest that the negative effects of surface-level dissimilarity are more relevant during the early stages of the mentoring relationship, but may become less relevant over time, because mentor and mentee begin to discover similarities and differences on deep-level characteristics (de Janasz and Godshalk, 2013, cited in Deng, Gulseren, & Turner, 2022).
- **Deep-level characteristics** – refers to attitudes, interests, values, beliefs, and personality – characteristics that are not immediately visible and take time to uncover (Harrison et al., 1998, cited in Deng, Gulseren, & Turner, 2022). Compared to surface-level similarity and

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experiential similarity, deep-level similarity is a stronger and consistent predictor of various mentoring outcomes. Therefore, we posit that is crucial to match mentors and mentees based on deep-level characteristics, considering the following key dimensions:

- **Personality** – refers to the stable psychological characteristics and the most commonly used framework is the Big Five/Five Factor Model that details dive broad personality traits (Digman, 1990, cited in Deng, Gulseren, & Turner, 2022): 1) openness to experience, 2) conscientiousness, 3) extraversion/introversion, 4) agreeableness, and 5) emotional stability. According to Menges (2016) the matching should be based on similar levels of openness to experience to increase career support, and matching based on similar levels of openness to experience and conscientiousness to increase psychological and social support. To Deng, Gulseren & Turner the research suggests that matching mentors and mentees based on similar personality traits may increase mentoring outcomes and relationship quality.
- **Personal values** – could be defined as "trans-situational goals, varying in importance, that serve as guiding principles of a person" (Schwartz et al., 2012, p.664, cited in Deng, Gulseren, & Turner, 2022), that can be divided in:
  - **self-enhancement versus self-trancendence** – refers to a concern for the self and personal interests contrasted with a concern for others and their interests, respectively;
  - **openness to change versus conservation** – refers to readiness for novelty contrasted with maintaining the status quo, respectively.

Similarity among personal values may facilitate positive mentoring outcomes.

In sum, deep-level characteristics should be more valued on matching mentor and mentee, particularly personality and personal values (Deng, Gulseren, & Turner, 2022). It is also important for both parts (mentor and mentee) to have a word in the match, before a final match is made (Miller, 2010, cited in Hale, 2000).

Summary of the factors related to mentor-mentee matching and exemplar evidence linking practical guidance (Note: "Protégé" refers to the mentee)

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Factors related to mentor–protégé matching	Practical guidance	Exemplar research evidence
Matching process Refers to the process of how matches are made and facilitated by formal mentoring program administrators. For example, seeking and incorporating participant input	Ask for mentors' and protégés' input about the match. Revise match based on the input from participants where necessary	Allen *et al.* (2006a)
Individual characteristics		
Experiential characteristics Refers to the characteristics related to an individual's experience. For example, educational background, career experience, and geographic location	Understand what developmental needs protégés have. Then find mentors with the relevant knowledge, skills, and experience who can fulfill protégés' needs	Eby *et al.* (2013)*
Surface-level characteristics Refers to the physically visible characteristics of an individual. For example, an individual's gender and race/ethnicity	Ask mentors and protégés about their preferences for being matched on these characteristics	Eby *et al.* (2013)*, Ghosh (2014)*
Deep-level characteristics Refers to characteristics of an individual that are not immediately visible. For example, attitudes, interests, values, beliefs, and personality	Assess mentors' and protégés' deep-level characteristics using valid psychometric measures. Then match based on deep-level similarity. The objective is to create an initial bond between mentors and protégés	Eby *et al.* (2013)*, Ghosh (2014)*

Note(s): * Meta-analysis

Source: (Deng, Gulseren, & Turner, 2022)

2) The coordinator role

The mentoring coordinator manages and supervises the mentoring process to ensure it proceeds as planned and that goals are achieved. The responsibilities of the mentoring coordinator include recruiting, developing, and retaining mentors and mentees, matching appropriate mentees to mentors ("pairing off"), helping mentors define their mentoring purpose, and supervising the entire process while providing organizational support for development and empowerment. A mentoring coordinator should be someone who understands the organizational culture and acknowledges mentoring as a means of enhancing job satisfaction within a broader project or programme (MPath, 2016).

The coordinator's role is to work with other management staff to determine the goals and needs of the mentoring programme and implement it accordingly. One of the coordinator's main duties is to identify individuals who would make good mentors. A technique for identifying suitable mentors is interviewing candidates who possess the desired traits (e.g. knowledge of the organisation and ability to instruct others). The coordinator also interviews mentees to explain the programme and to understand their specific needs. Then, the coordinator conducts

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the mentor training, and matches each mentor with a mentee. Besides that, coordinators are responsible for monitoring and evaluating mentor-mentee relationships through face-to-face or phone conversations, written reports developed by mentors, and feedback provided by both mentors and mentees. It is important to evaluate these relationships to determine if any adjustments are necessary, such as reassigning the mentor and mentee (Women's Empowerment Principles, 2020).

Among other responsibilities, one of the coordinator's roles is to get to know the mentor and mentee, match them appropriately, and monitor and evaluate the mentor/mentee relationship. To perform this role effectively, the coordinator should take the following key steps:

a. **Open applications to participate in the mentoring programme (for mentors and mentees)**: entails the preparation of a registration form for mentors and mentees and its dissemination through various channels tailored to the target group. In correctional services, the registration form should be shared among the prison staff.

b. **Define the matching criteria**: the coordinator must establish the matching criteria at the onset of the program. These criteria should align with the mentoring programme's objectives and context of implementation. A good "fit" between mentor and mentee ensures a strong connection, enhancing the relationship's quality and potential for positive outcomes. Conversely, a poor fit can undermine the programme's success by preventing the development of trust and rapport.

c. **Collect and make a screening of the answers**: to gather data on mentors and mentees, the coordinator can use or develop different tools (application forms, interviews, inter alia). It is crucial that the coordinator ensures these tools are designed to collect relevant information which can then be used for screening according to the established matching criteria.

d. **Matching process:** the coordinator is typically responsible for deciding on a suitable matching process (according to the context, programme objectives, etc.). This matching process can involve a group event or be based on the mentee's developmental needs and considering the relevant characteristics, skills, and interests of both the mentor and mentee (the previously called individual characteristics). At this stage, it is advisable to allow both parties (mentor and mentee) to have a say in the match before a final decision is made (Miller, 2010, cited in Hale, 2000).

e. **Preparing the initial meeting**: the coordinator must invest time in preparing all parties (mentor and mentee) for the initial meeting, as it is crucial for ensuring the success of the mentoring relationship.

f. **Initial meeting:** the coordinator needs to ensure a safe environment for mentors and mentees. Coordinators play a key role in defining the meeting's goals, location, attendees, and duration. It is important to ensure that mentors and mentees have plenty of time to introduce themselves.

g. **Mentoring Agreement**: the coordinator should prepare the mentoring agreement and any other necessary paperwork beforehand. This agreement sets out expectations and commits participants to the mentoring programme.

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3) Matching phases and recommendations

Effective mentoring relationships require a good 'fit' between mentor and mentee. Some criteria that the coordinator can consider when defining the matching criteria include (based on NZYMN Effective Practice Guide, 2021):

- ✓ the programme's overall goal and desired outcomes
- ✓ preferences and goals of the mentees and mentors
- ✓ mentor's experience, skills and expertise
- ✓ similarities and shared interests between the mentor and mentee that will assist them in forming a strong bond
- ✓ similarity of personality and temperament
- ✓ age, gender and ethnicity
- ✓ special needs
- ✓ any other significant considerations that may be important for the mentee, such as religion
- ✓ geographic closeness and compatibility of meeting times
- ✓ other logistical matters, such as access to transport, internet and phone and holding a current driver's licence.

In the context of corrections, and according to the M4Pris Blueprint, mentor and mentee should work at the same shift/building to guarantee the constant contact. It can happen that is not always possible to have a mentee and mentor who work – constantly - during the same shifts, but at least a few shifts per month are recommended.

Here are some other recommendations to enhance the effectiveness of the mentoring matching process:

✓ Consider deep-level similarity-based matching

To facilitate an initial bond, the coordinators can consider matching mentors and mentees based on similarities such as personality traits and personal values, rather than on surface-level characteristics.

To implement it, coordinators might include questions about personal traits and personal values in the application form/ interviews. They could also administer assessments to evaluate the deep-level characteristics of both mentors and mentees, ensuring a better fit based on these similarities:

- Personality assessment – Short-form of the International Personality Item Pool (IPIP) - https://ipip.ori.org/
- Personal values inventory - https://personalvalu.es/

✓ Pay attention to developmental needs during matching

Coordinators should take account of the developmental needs of the mentee, as well as the skill set, expertise, and experience of the mentor (Allen et al., 2009, cited in Deng, Gulseren, &

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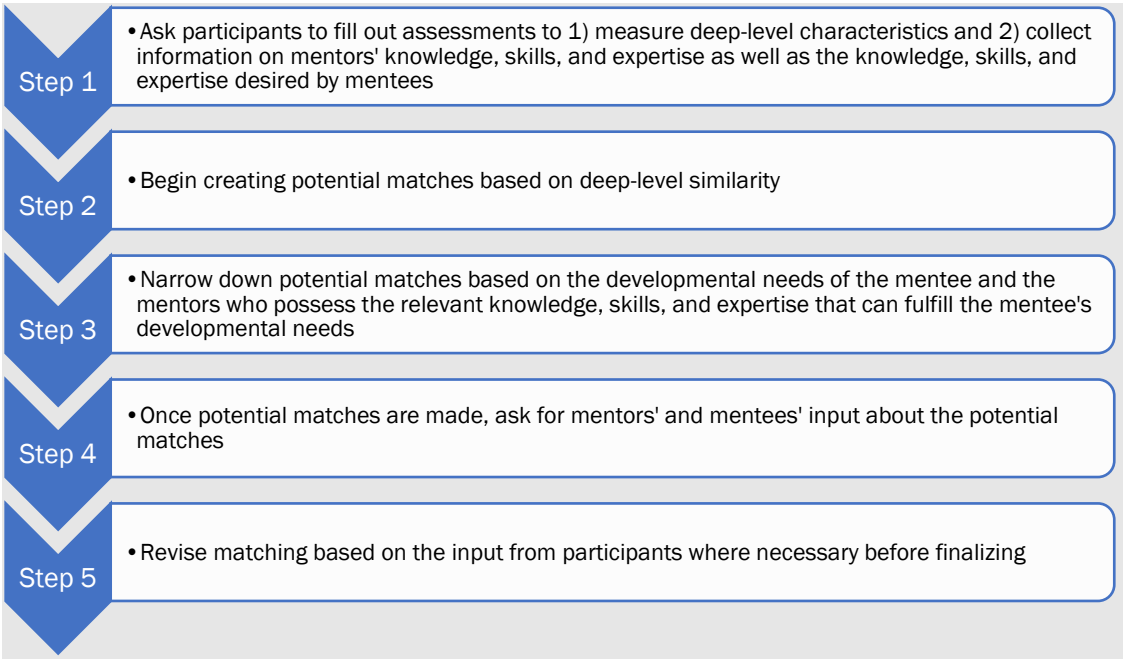
Turner, 2022). A way to enhance mentees' skills is to assess mentors' capabilities, including their relevant knowledge and experience, to effectively address the mentees' needs.

✓ Ask for input from mentors and mentees during the matching process

Coordinators should gather input from mentors and mentees in the matching process, for example allowing mentor and mentees to review potential mentoring matches before a final decision is made (Chao, 2009, Finkelstein and Poteet, 2010, cited in Deng, Gulseren, & Turner, 2022). It could also considered to allow individuals to indicate preferences for being matched with an individual who shares similar social identities (e.g. gender, race, etc.) on the application form – e.g. allowing mentees to rank in order of preference the mentor they wish to be mentored by (Deng, Gulseren, & Turner, 2022).

✓ Make sure mentor and mentee have a connection (mutual interests) to improve communication and establish a trusted relationship.

Deng, Gulseren & Turner proposed the following steps to guide coordinators in implementing deep-level similarity-based, developmental needs-based, and input-based matching:



Adapted from (Deng, Gulseren, & Turner, 2022)

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4) Initial Meeting Requirements

Preparation

The initial meeting between the mentor and mentee is crucial to ensuring the relationship starts out positively. It can be helpful to share information about their potential match with mentors and mentees prior to matching.

Initial match meeting

This meeting should provide a safe environment for the mentors and mentees to discuss what they hope to get out of the relationship and to get the relationship off to a positive start.

Match agreement

The initial match meeting provides an opportunity to complete any paperwork including consent forms and a match agreement between the mentor and the mentee. This agreement demonstrates their understanding of their roles, responsibilities, boundaries and expectation of the relationship. The agreement should cover:

- Programme requirements – including intended duration of the programme (6 months) and frequency of meetings;
- Roles, responsibilities and expectation of all participants;
- Boundaries of the relationship and confidentiality. (NZ Youth Mentoring Network, 2018)

Quiz

1. The matching process is one of the key elements in mentoring programmes. It occurs:
   a) Before recruiting the mentors
   b) Before recruiting the mentees
   c) Before starting the mentoring relationship
   d) After closing the mentoring relationship.
2. The coordinator's role is to work with other management staff to determine the goals and needs of the mentoring programme and implement it accordingly. One of the key duties of the coordinators is to identify individuals who would make good mentors. One of the techniques to identify good mentors is by interviewing candidates who possess the desired traits (e.g. knowledge of the organisation and ability to instruct others).
   a) True
   b) False
3. Two main factors are related to a successful mentoring matching:
   a) The matching process and individual characteristics
   b) Age and ethnicity of the mentors and mentees

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c) Mentor role and personal characteristics

d) The initial meeting and the mentoring agreement

4. What are the three sub-categories of individual characteristics which need to be considered for the matching process?

   a) Age, gender and career experience

   b) Experiential characteristics, surface-level characteristics, deep-level characteristics

   c) Career experience, surface-level characteristics, deep-level characteristics

   d) Matching process, surface-level characteristics, demographic characteristics

5. Among other responsibilities, one of the coordinator's roles is to get to know the mentor and mentee, match them, monitor and evaluate the mentor/mentee relationship. To carry out this role effectively, in what order should the following key steps be taken by the coordinator?

   a) Prepare open applications; Define matching criteria; Screen applications; Matching process; Prepare the initial meeting; Facilitate the initial meeting; Mentoring Agreement

   b) Prepare open applications; Screen applications; Define the matching criteria; Matching process; Prepare the initial meeting; Facilitate the initial meeting; Mentoring Agreement

   c) Prepare open applications; Define the matching criteria; Screen applications; Matching process; Prepare the initial meeting; Mentoring Agreement; Facilitate the initial meeting

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B. Synchronous part

Duration: 2h

- Clarification of doubts – asynchronous part - 15min
- Exercise – requirements of mentees and assessing the strengths of potential mentors – 20 min

Trainees must think about a possible matching between an experienced employee and a new employee. They could use real workers (without using real names) or think in an invented person based on real characteristics that are common in that facility. Then they should think about the needs that the mentee (newcomer) might have and, in parallel, what characteristics of the mentor (experienced worker) could help to solve these needs. At the end, each trainee should justify their choices and discuss it with the group.

Questions for discussion:

- What where the main difficulties?
- What were the mentees' needs?
- How can the characteristics of mentors respond to the needs of the mentees?

- Case study – mentoring programme steps - 30 min

In this case study, the trainees should think about the organization of the mentoring programme, taking into account the requirements defined by the project partners, but also other requirements that should be considered based on the specificity of their organization.

Step 1 – Identify the purpose of the Mentoring Program

Define objectives

Criteria to match – align with organizational goals

Step 2 – Determine the type of matching for mentors and mentees

Requirements for mentors and mentees

How to recruit them

Hou much influence you'll give to participants in the matches

Step 3 – Create Profiles and Criteria for Matching

Questions – current position; previous job experience; educational background; personal interests, hobbies

Create questions – e.g. what skills do you feel proficient in?

Establish mentee's preferences to them in a match

- Case study – mentees' needs vs mentors' strengths – 30 min

"Open a cell and saw dead inmates – some by natural reasons, others by hanging, others by overdosing – sometimes when I'm sleeping, I remember the position they were in …

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Unfortunately, we don't have psychological support. There are some guards who freeze." Prison officer interviewed

Based on the above transcript, trainees should describe a set of skills that a potential mentor possesses, in order to help their mentee who has gone through that experience. At the end, each trainee should justify their choices and discuss it with the group.

- Brainstorming – core competencies– 20 min

Based on the trainees' prison knowledge, the trainer asks them to Identify potential mentor profiles and brainstorm the skills that mentors should possess. This activity should be carried out in group, so that trainees can share and discuss their opinions.

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MODULE 4

OVERVIEW

Module 4:	MONITORING MENTORING RELATIONSHIPS
Module summary/ Main contents	This module provides a comprehensive guide to understanding and implementing effective mentoring relationships within correctional facilities. It begins with an introduction to the fundamental concepts of mentoring, highlighting the mutual benefits for mentors and mentees. Participants will learn the crucial role of monitoring in these relationships, particularly in the context of correctional facilities, where it can significantly impact inmate rehabilitation and reintegration. The module underscores the importance of monitoring. It addresses the unique challenges encountered in correctional settings and equips mentors with practical techniques to overcome these obstacles. Through introducing a sample of tools and methods for effective monitoring, the module ensures that coordinators are prepared to track progress, provide constructive feedback, and adapt their approaches to meet the evolving needs of their mentors and mentees. Through this module, participants will gain the knowledge and skills necessary to build strong, supportive, and impactful mentoring relationships within correctional facilities.
Timetable & schedule	***(Effective division of the module activities/ didactic methodology/ Activities duration)*** <u>Self-guided learning – 1 hour</u> Introduction to Mentoring Relationships Understanding Monitoring Significance of Monitoring in Correctional Facilities Techniques for Overcoming Challenges Tools for Effective Monitoring

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	Synchronous session – 1 hour Facilitate reflection and discussion on mentorship journeys, highlighting key milestones, challenges, and successes. Equip participants with practical tools and techniques for effective mentorship, including tracking progress and overcoming challenges. Foster commitment and accountability by encouraging participants to identify and share specific actions to apply workshop content.
Learning outcomes of the module	Upon completion of this Module, trainees should be able to: • Develop a Comprehensive Understanding of Mentoring Relationships • Recognize the Importance of Monitoring in Mentorship • Apply Effective Monitoring Tools and Techniques • Overcome Common Mentorship Challenges • Commit to Implementing Best Practices
Objectives of the module	• Participants will gain a foundational understanding of mentoring relationships, including their significance and dynamics within correctional facilities. • Participants will understand the critical role of monitoring in mentorship, particularly in correctional settings, and how it contributes to successful outcomes. • Participants will be equipped with practical tools and techniques to track progress, address challenges, and enhance mentor and mentee performance. • Participants will learn and practice strategies for overcoming common challenges in mentoring, ensuring more effective and supportive relationships. • Participants will identify and commit to specific actions for applying the learned tools and techniques in their mentoring practice, fostering a sense of accountability and ongoing improvement

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Assessment methods	- Self-assessment test before and after the training course - Module assessment after completing the module - Satisfaction survey at the end of the training

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A. Asynchronous part

Duration: 1h

Introduction to the module

Module Summary

The presentation emphasizes the crucial role of monitoring in mentoring programs, especially within correctional facilities. It highlights the importance of systematic observation and action to ensure these programs' effectiveness.

Monitoring ensures alignment with objectives and fosters mutual growth through systematic observation and recording. In correctional facilities, it is vital for professional development, staff well-being, compliance, positive institutional culture, and overall performance and safety.

Key aspects include tracking mentee progress, assessing mentor performance, and making necessary adjustments to maintain effectiveness. Robust monitoring mechanisms help identify early signs of distress or burnout among staff, allowing timely intervention and support, thus promoting a healthier work environment and improving job satisfaction.

Monitoring also ensures compliance with guidelines and standards, fostering accountability and professionalism. It cultivates a positive culture of teamwork and support, enhancing job satisfaction and operational efficiency.

The module attempts to show that effective mentoring monitoring improves performance and safety, fostering a supportive and cohesive team environment. Understanding actions to prioritize and avoid is crucial for maintaining vigilant oversight of mentoring relationships.

To address workplace stress, it recommends individual screenings and organizational evaluations to identify stress factors and implement tailored interventions for a healthier work environment.

In conclusion, the module offers recommendations: embrace flexibility, foster peer support, approach conflicts professionally, and utilize tools for ongoing monitoring. The synchronous training part allows practicing these techniques and tools. Participants will be encouraged to complete a quiz to assess their understanding.

Timetable & Schedule

Self-guided learning – 1 hour

- Introduction to Mentoring Relationships
- Understanding Monitoring
- Significance of Monitoring in Correctional Facilities
- Techniques for Overcoming Challenges
- Tools for Effective Monitoring

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Learning outcomes of the module

Understand monitoring's role in correctional facility mentoring, including systematic observation and recording. Identify key aspects like mentee progress and mentor performance, implement staff well-being and compliance mechanisms, address workplace stress, apply flexibility, peer support, conflict resolution, and ongoing monitoring recommendations, practice techniques in training sessions, and complete a quiz to assess understanding.

Objectives of the module

- Grasp monitoring's role in correctional facility mentoring.
- Recognize the need for systematic observation and recording.
- Identify key monitoring aspects like mentee progress and mentor performance.
- Implement mechanisms for staff well-being, compliance, and positive culture.
- Address workplace stress through screenings and evaluations

Theoretical support

Mentoring relationships are a two-way street. When discussing a mentoring relationship, it is essential to consider both perspectives—the mentor and the mentee—while also focusing on the process itself. It is equally important for both mentor and mentee to benefit from the relationship, and simultaneously ensure that the activities reach their intended purposes (Allen & Eby, 2011; Zachary, 2012).

Monitoring involves the regular observation and recording of activities within a project or program. This process includes routinely collecting information on all aspects of a project, encompassing both observation and action: observation to gather necessary data to ensure that everything is proceeding according to plan, and action to make necessary adjustments whenever deviations are detected (Kram, 1985; Megginson et al., 2006).

Within correctional facilities, prison officers play a crucial role in maintaining safety, security, and order. However, the demanding nature of their work can lead to stress, burnout, and other professional difficulties. Mentorship programs for prison officers offer valuable support and guidance, but effective monitoring is essential to ensure the success and sustainability of these initiatives (Berk et al., 2005).

Importance of Mentor Monitoring in the Prison Context

1. **Supporting Professional Development:** Mentorship programs provide opportunities for prison officers to enhance their skills, knowledge, and confidence in their roles. Monitoring ensures that mentors are actively engaged in providing guidance and support to mentees, facilitating their professional growth (Ragins & Kram, 2007).
2. **Promoting Staff Well-being:** Prison officers face significant stress and trauma in their work environment. Mentor monitoring helps identify signs of distress or burnout among mentees, enabling early intervention and support to promote staff well-being and mental health (Johnson & Ridley, 2008).

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3. **Ensuring Compliance and Accountability:** Monitoring mentorship interactions helps ensure that mentors adhere to program guidelines and standards of conduct. It promotes accountability and professionalism among mentors, fostering a positive and supportive mentoring environment (Clutterbuck, 2004).
4. **Improving Institutional Culture:** Mentor monitoring contributes to the development of a positive institutional culture characterized by teamwork, collaboration, and mutual support. It reinforces the importance of mentorship in promoting a healthy and effective work environment within correctional facilities (Tolan et al., 1995).
5. **Enhancing Performance and Safety:** Effective mentorship and monitoring contribute to improved performance and safety outcomes within correctional facilities. Mentored prison officers are better equipped to handle challenging situations, reduce incidents of misconduct, and maintain security and order in their assigned areas (Roberts, 2000).

Techniques for Overcoming Challenges in Prison Mentoring Programs

1. **Training and Education:** Provide comprehensive training for mentors, mentees, and prison staff to ensure they understand the goals, expectations, and protocols of the mentoring program. Training should cover topics such as effective communication, conflict resolution, cultural competence, and trauma-informed care (Zachary, 2012).
2. **Clear Communication:** Establish open and transparent communication channels between mentors, mentees, program coordinators, and other prison staff. Encourage participants to express their concerns, ask questions, and seek support when needed (Megginson et al., 2006).
3. **Goal Setting and Planning:** Encourage mentors and mentees to collaboratively set clear, achievable goals and develop action plans. Breaking down larger goals into smaller, manageable steps can help prevent overwhelm and maintain motivation (Johnson & Ridley, 2008).
4. **Flexibility and Adaptability:** Recognize that challenges are inevitable and be prepared to adapt mentoring strategies as needed. Encourage mentors to be flexible in their approach and willing to pivot if certain methods are not producing the desired outcomes (Clutterbuck, 2004).
5. **Peer Support and Mentoring Networks:** Foster a sense of community and peer support among mentors and mentees by facilitating networking opportunities, collaboration, and mutual learning (Ragins & Kram, 2007).
6. **Conflict Resolution Strategies:** Equip mentors and mentees with effective conflict resolution strategies. Encourage participants to approach conflicts with empathy, active listening, and a focus on finding mutually satisfactory solutions (Kram, 1985).
7. **Access to Resources and Support Services:** Ensure that mentors and mentees have access to relevant resources and support services within the prison environment, such as educational programs, vocational training, and counseling services (Tolan et al., 1995).
8. **Continuous Evaluation and Improvement:** Establish mechanisms for ongoing evaluation and feedback to monitor the mentoring program's progress. Solicit input from all stakeholders

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to inform programmatic adjustments and ensure alignment with participant needs and goals (Berk et al., 2005).

Tools to Monitor the Mentoring Process

1. **Progress Tracking Forms:** Develop standardized forms for mentors to document mentee progress during each interaction, including specific goals, milestones, or behaviors targeted for improvement (Clutterbuck, 2004).
2. **Goal Setting Worksheets:** Provide mentees with goal-setting worksheets to establish clear, measurable objectives for their development and rehabilitation journey (Megginson et al., 2006).
3. **Feedback Surveys:** Implement feedback surveys for both mentors and mentees to evaluate their satisfaction with the mentoring program and assess the quality of their interactions (Allen & Eby, 2011).
4. **Performance Reviews:** Conduct formal performance reviews for mentors to assess their adherence to program guidelines and overall effectiveness (Johnson & Ridley, 2008).
5. **Behavioral Observations:** Train prison officers and program coordinators to conduct behavioral observations of mentoring interactions, focusing on communication skills and adherence to program objectives (Berk et al., 2005).
6. **Outcome Measures:** Define specific outcome measures for the mentoring program, such as reduced disciplinary incidents and improved social skills. Collect data on these measures to assess the program's impact (Ragins & Kram, 2007).
7. **Case Management Software:** Utilize case management software to track mentee progress, monitor mentor-mentee matches, and store relevant documentation (Zachary, 2012).
8. **Regular Check-Ins:** Schedule regular check-in meetings to review progress, address challenges, and adjust mentoring strategies as needed (Kram, 1985).

Implementing these tools and strategies to monitor mentee progress and mentor performance, prison mentoring programs can effectively track outcomes, identify areas for improvement, and maximize the impact of their efforts on inmate rehabilitation and reintegration (Megginson et al., 2006).

Knowledge and Techniques for Handling Challenges

Handling challenges during the mentorship journey requires a combination of knowledge, skills, and techniques. Here are some strategies to address common challenges:

1. **Establish Clear Expectations:** From the outset, clarify expectations, goals, and boundaries with both the mentor and mentee (Allen & Eby, 2011).
2. **Active Listening:** Practice active listening to understand the mentee's concerns, goals, and challenges (Zachary, 2012).
3. **Empowerment:** Encourage the mentee to take ownership of their development journey (Clutterbuck, 2004).

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4. **Problem-Solving Skills:** Help the mentee develop problem-solving skills by exploring different perspectives and brainstorming solutions together (Kram, 1985).
5. **Conflict Resolution:** Address conflicts or disagreements constructively, focusing on finding mutually acceptable solutions (Johnson & Ridley, 2008).
6. **Managing Expectations:** Manage expectations by being transparent about what can realistically be achieved within the mentoring relationship (Ragins & Kram, 2007).
7. **Flexibility:** Remain flexible and adaptable in your approach to mentoring (Megginson et al., 2006).
8. **Seeking Support:** Encourage both mentors and mentees to seek support from program coordinators or other trusted individuals when facing difficult situations (Tolan et al., 1995).
9. **Continuous Learning:** Emphasize the importance of continuous learning and growth for both mentors and mentees (Berk et al., 2005).
10. **Celebrate Progress:** Recognize and celebrate small victories and milestones along the mentoring journey (Zachary, 2012).

Using these techniques, mentors can effectively navigate challenges and obstacles, fostering a positive and impactful mentoring relationship (Allen & Eby, 2011).

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B. Synchronous part

Duration: 1h
Objective: Facilitate reflection on mentorship experiences, equip with monitoring tools, overcome challenges, and foster accountability in applying workshop content.

Session Outline:

1. Icebreaker: "Mentorship journey map" (10 minutes)

Objective: To set the context and encourage participants to reflect on their mentorship experiences.

Materials Needed: Blank paper, pens, colored markers.

- **Activity:**
  1. Ask each participant to draw a simple map that represents their journey as a mentor or mentee (ex: Point A represents when they started work, point B where they are now. Along the way they will include key milestones, challenges and successes).
  2. Encourage them to include key milestones, challenges, and successes.
  3. Once the maps are completed, have participants share their maps with a partner and discuss their experiences briefly.
  4. Reconvene as a group and ask a few volunteers to share highlights from their discussions.

Purpose: This activity warms up the participants, gets them thinking about the topic, and sets a reflective tone for the workshop.

2. Main Activity: "Toolbox for effective mentorship" (40 minutes)

Objective: To provide practical tools and techniques for monitoring progress, overcoming challenges, and handling obstacles.

Materials Needed: Handouts with monitoring templates, challenge scenarios, technique cards, whiteboard, markers.

Breakdown:

A. Monitoring progress (15 minutes):

1. Distribute handouts with templates for tracking mentee progress and mentor performance (e.g., goal-setting charts, feedback forms, progress logs).
2. Explain how each tool can be used effectively.
3. Have participants pair up and discuss how they might implement these tools in their mentoring relationships.
4. Invite a few pairs to share their ideas with the group.

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B. Overcoming challenges (25 minutes):

1. Present a list of common challenges in mentoring (e.g., lack of communication, differing expectations, motivational issues).
2. Hand out cards (name of technique, on the front; how to apply the technique on the back) with techniques for overcoming these challenges (e.g., active listening, setting clear boundaries, regular check-ins).
3. Divide participants into small groups and give each group a scenario involving a mentoring challenge.
4. Ask each group to discuss and apply the techniques to their scenario.
5. Reconvene and have each group share their scenario and solutions.
6. Facilitate a brief discussion on how these techniques can be integrated into the mentoring process.

Purpose: This activity equips participants with practical tools and techniques, encouraging collaboration and real-world application.

3. Wrap-Up Activity: "Commitment Circle" (10 minutes)

Objective: To reinforce learning and create accountability for applying workshop content.

Materials needed: N/A

- **Activity:**
  1. Have participants stand in a circle.
  2. Ask each participant to share one key takeaway from the workshop and one specific action they will commit to implementing in their mentoring practice.
  3. Go around the circle using a prop (a feather, a cane, a toy, etc) until everyone has had a chance to speak.

Purpose: This activity reinforces the learning, fosters a sense of commitment, and closes the workshop on a positive and proactive note

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MODULE 5

OVERVIEW

Module 5:	**CRISIS INTERVENTION**
Module summary/ Main contents	The module aims to equip coordinators with the skills and knowledge to effectively respond to critical incidents or emergencies in mentorship relationships, providing steadfast support to mentors and mentees in challenging situations.
Timetable & schedule	***(Effective division of the module activities/ didactic methodology/ Activities duration)*** <u>Self-guided learning – 1 hour</u> Introduction and Theoretical Background (10 min) • Overview of crisis intervention in mentorship relationships. • Video introduction: https://www.youtube.com/watch?v=WfM93xbGFQg&t=143s Roberts' Seven-Stage Model (20 min) • Breakdown of each stage with examples and slides. Case Studies and Real-Life Scenarios (10 min) • Participants review case studies on crisis situations in mentorship. Self-Assessment & Practical Exercises (10 min) • Role-play and scenario analysis exercises. Review and Feedback (10 min) • Discussion and evaluation of case study responses and key takeaways. <u>Synchronous session – 2 hours</u> • Icebreaker: Lemon Dessert Challenge (10 min) • Personal Reflection Exercise (10 minutes) • Impact Web (30 min) • Dealing with conflict (Thomas/Kilmann model) (10 min) • Silent picture (30 min)

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	• The Wish list (10 min) Review, TIPS & Assessment (20 min)
Learning outcomes of the module	Upon completion of this Module, trainees should be able to (based on the completion of asynchronous and synchronous sessions): Understand and apply key components of crisis intervention in mentorship using Roberts' seven-stage model: • Icebreaker: Lemon Dessert Challenge: Encourages creativity, collaboration, and problem-solving—essential for managing crises in mentorship. • Impact Web: Demonstrates the ripple effects of conflict resolution strategies on individuals and the broader community, critical for mentorship crisis intervention. • Dealing with Conflict (Thomas/Kilmann model): Explores conflict-handling styles that align with Roberts' model for crisis management. Demonstrate active listening, empathy, and emotional support in crisis situations: • Personal Reflection Exercise: Encourages self-awareness in conflict resolution, a vital part of empathy and active listening. • Silent Picture: Reinforces active listening and empathy by interpreting and practicing different conflict styles in real-life scenarios. Develop and implement action plans for crisis resolution: • The Wish List: Fosters the development of tailored conflict resolution strategies. • Impact Web: Highlights the creation of effective, interconnected action plans for resolving mentorship crises. Recognize triggers and signs of critical incidents and respond appropriately: • Review, TIPS & Assessment (20 min): Synthesizes key insights from all activities to identify critical incidents and implement appropriate responses, ensuring comprehensive crisis management in mentorship contexts

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Objectives of the module	Responding to Critical Incidents • Apply Roberts' seven-stage crisis intervention model. • Establish rapid assessment protocols for emotional, mental, and physical well-being (lethality, harm risks). • Explores conflict-handling styles (Thomas/Kilmann model) that align with Roberts' model for crisis management. • Ensure safety, de-briefing, and follow-up after incidents. Providing Support in Crisis • Implement active listening, empathy, and non-judgmental communication. • Help coordinators manage emotions and stress by leveraging strengths. • Use Introspections, role plays and case studies to practice real-time problem-solving and decision-making.
Assessment methods	- Self-assessment test before and after the training course - Module assessment after completing the module - Satisfaction survey at the end of the training

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A. Asynchronous part

Duration: 1h

The asynchronous part of the module is estimated to take 1 hour covering theoretical content, video presentations, case studies, and self-assessment exercises.

Introduction to the module

Module Summary:

The Crisis Intervention Module equips mentorship coordinators with the skills and knowledge to manage critical incidents in mentor-mentee relationships. Based on Roberts' seven-stage crisis intervention model, the module emphasizes rapid crisis assessment, emotional support, active listening, and action planning. The participants will engage with theoretical and practical aspects, including real-life scenarios and case studies in crisis intervention.

Timetable & Schedule:

Introduction and Theoretical Background (10 min)

- Overview of crisis intervention in mentorship relationships.
- Video introduction: https://www.youtube.com/watch?v=WfM93xbGFQg&t=143s

Roberts' Seven-Stage Model (20 min)

- Breakdown of each stage with examples and slides.

Case Studies and Real-Life Scenarios (10 min)

- Participants review case studies on crisis situations in mentorship.

Self-Assessment & Practical Exercises (10 min)

- Role-play and scenario analysis exercises.

Review and Feedback (10 min)

- Discussion and evaluation of case study responses and key takeaways.

Learning Outcomes of the Module:

- Understand the key components of effective crisis intervention within mentorship relationships.
- Apply Roberts' seven-stage model to assess and manage crises.
- Demonstrate skills in active listening, empathy, and emotional support.
- Develop and implement action plans for crisis resolution.
- Recognize the triggers and signs of a critical incident and respond appropriately.

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Objectives of the Module:

- ✓ Equip participants with a structured protocol to respond to critical incidents in mentorship.
- ✓ Enhance the ability to support both mentors and mentees during crises by fostering a trusting relationship.
- ✓ Provide practical training through role-playing and case studies on real-life crisis management scenarios.
- ✓ Ensure participants can assess crises, offer emotional support, and devise effective action plans.

Definitions

(European Interagency Security Forum, 2010)

A **critical incident (CI)** is an event or series of events that pose a serious threat to the welfare of personnel, potentially leading to death, life-threatening injury, or illness. While critical incidents may have severe impacts on individual staff and programs, they typically do not affect the organization as a whole and are managed by standard management structures, with additional support from headquarters when needed.

A **crisis** is an event that severely disrupts normal operations, causes or is likely to cause significant distress, and has serious consequences for individual staff or the organization. It requires extraordinary measures to restore order and normality, demanding immediate intervention from senior management. Crises can take various forms, including threats to an organization's reputation, image, programs, assets, financial stability, or the safety and security of its staff. In some cases, a crisis may be triggered by a critical incident.

A **critical incident** or series of incidents escalates into a **crisis** when its nature, severity, or broader consequences exceed the capacity of routine management mechanisms, necessitating leadership and coordinated response at the senior management level.

Theoretical support

Crisis intervention is crucial in supporting mentorship relationships, particularly in high-stress environments such as prisons or situations involving vulnerable populations. In these settings, mentoring coordinators play a vital role in guiding both mentors and mentees during crisis scenarios. This theoretical framework focuses on Roberts' seven-stage crisis intervention model (Roberts & Ottens, 2005), which offers a comprehensive, evidence-driven method for managing crises. Understanding key crisis elements:rapid assessment, emotional support, and action planning; allows mentoring coordinators to effectively address crises and strengthen mentorship dynamics.

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The Seven-Stage Crisis intervention model

Roberts' seven-stage model (Roberts & Ottens, 2005) serves as an established structure for navigating crisis situations. Its applicability spans across various settings, including mentorship programs, where it proves highly effective when used by coordinators assisting mentors and mentees during challenging times. Each stage outlines practical steps for assessing, managing, and resolving crises.

Rapid Assessment of the problem and resources: the first step in crisis intervention involves assessing the crisis severity and identifying available resources. For mentoring coordinators, rapid assessment allows for swift identification of the issues faced by mentors and mentees, whether related to emotional distress, conflict, or external pressures. Coordinators must evaluate the crisis immediately, considering factors such as emotional, physical, and mental well-being. This phase is essential for prompt intervention and preventing the situation from worsening (Roberts & Ottens, 2005).

Collaborative goal selection and attainment: after assessing the crisis, coordinators must work with both mentors and mentees to set realistic, attainable goals. This collaborative process encourages engagement from all involved, ensuring collective responsibility in resolving the crisis. Roberts (2005) highlights that this collaborative effort boosts the likelihood of successful outcomes, creating shared responsibility and reinforcing the mentorship bond.

Identifying alternative coping methods: one of the coordinator's key roles is to assist mentors and mentees in developing effective coping strategies. In crisis situations, usual coping mechanisms often fail, leading to increased stress and emotional turmoil (James & Gilliland, 2001). Coordinators can help identify alternative strategies, such as stress management techniques or emotional regulation tools, guiding mentors and mentees toward healthier ways of addressing the crisis. This may also include training mentors to handle crises better and equipping mentees with tools specific to their situations (Roberts, 2005).

Developing a working alliance: establishing a trusting and supportive relationship is central to effective crisis intervention. The working alliance between coordinators, mentors, and mentees fosters safety and understanding, which are critical for managing crises. Mentors need to feel confident in their role, while mentees should feel heard and supported. As Roberts (2005) notes, this alliance creates a foundation for both problem-solving and emotional recovery, allowing crises to be resolved more effectively.

Building on strengths: recognizing and leveraging the strengths of both mentors and mentees is a powerful tool in crisis intervention. Coordinators can identify these strengths and encourage their application in overcoming challenges. Focusing on strengths rather than weaknesses helps build confidence and resilience, making it more likely for mentees to successfully manage the crisis (Roberts & Ottens, 2005).

Structured crisis intervention protocol: a structured protocol like Roberts' seven-stage model is critical for mentoring coordinators to deliver support efficiently. Given the limitations of time and resources, a clear framework enables consistent, evidence-based guidance during crises. This structured approach ensures clarity in decision-making and intervention planning, helping coordinators respond swiftly and appropriately (James & Gilliland, 2001).

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Crisis components and the mentorship setting

Crisis events may be triggered by several factors, such as a stressful, traumatic, or aversive situation. However, individuals react differently to the same crisis event due to varying levels of vulnerability (James & Gilliland, 2001). In a mentorship context, understanding a mentee's vulnerability is vital. Coordinators must consider both personal traits and external factors like past traumas or socio-economic conditions that may aggravate the crisis.

Perception plays a significant role in how mentees experience a crisis. Dysfunctional or irrational thoughts concerning the crisis's causes and consequences can heighten feelings of anxiety, hopelessness, and powerlessness (Roberts, 2005). In these instances, coordinators need to assist mentees in reframing their perceptions, utilizing cognitive restructuring techniques to challenge negative thought patterns and encourage adaptive thinking.

PROTOCOL FOR CRISIS INTERVENTION IN MENTORSHIP

In high-pressure environments such as prisons, mentoring coordinators should adhere to specific protocols to manage crises effectively. The following steps outline the essential components of the crisis intervention protocol:

A. **Crisis assessment and lethality measures**

Mentoring coordinators should start by determining the crisis's severity, including any risks of harm (e.g., suicidal thoughts or self-harm). They should use assessment tools and direct questioning to evaluate the mentee's emotional, physical, and mental state (Roberts & Ottens, 2005).

B. **Establishing rapport and trust**

Developing a quick, trusting relationship with the mentee is crucial for fostering open communication and effective crisis resolution. Coordinators should employ empathy, active listening, and nonjudgmental understanding to build rapport (James & Gilliland, 2001). Establishing transparency in the process and clearly outlining expectations further strengthens the relationship.

C. **Identifying the crisis precipitants**

Understanding the core causes of the crisis is crucial for resolution. Coordinators should collaborate with the mentee to explore the events leading up to the crisis, encouraging the mentee to share their narrative without assigning blame. Since past traumas may affect memory, coordinators must be sensitive to this (Roberts, 2005).

D. **Managing emotions and feelings**

Emotional regulation is a key element in crisis intervention. Coordinators should encourage mentees to express and process their emotions. Reframing emotional responses as adaptive allows mentees to manage their feelings more effectively (Roberts, 2005).

E. **Exploring solutions**

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Coordinators should work with mentees to brainstorm potential solutions and develop coping strategies. Empowering the mentee to take an active role in generating alternatives fosters a sense of control and ownership over their well-being (James & Gilliland, 2001).

F. **Action plan development**

An action plan, outlining specific and achievable steps, should be formulated. The plan should clarify tasks, assign responsibilities, and provide a timeline for implementation to ensure accountability and follow-up (Roberts & Ottens, 2005).

G. **Follow-up and monitoring**

Consistent support is critical for crisis resolution. Coordinators should schedule regular follow-up meetings to assess progress, make adjustments as needed, and ensure that the mentee feels continuously supported (James & Gilliland, 2001).

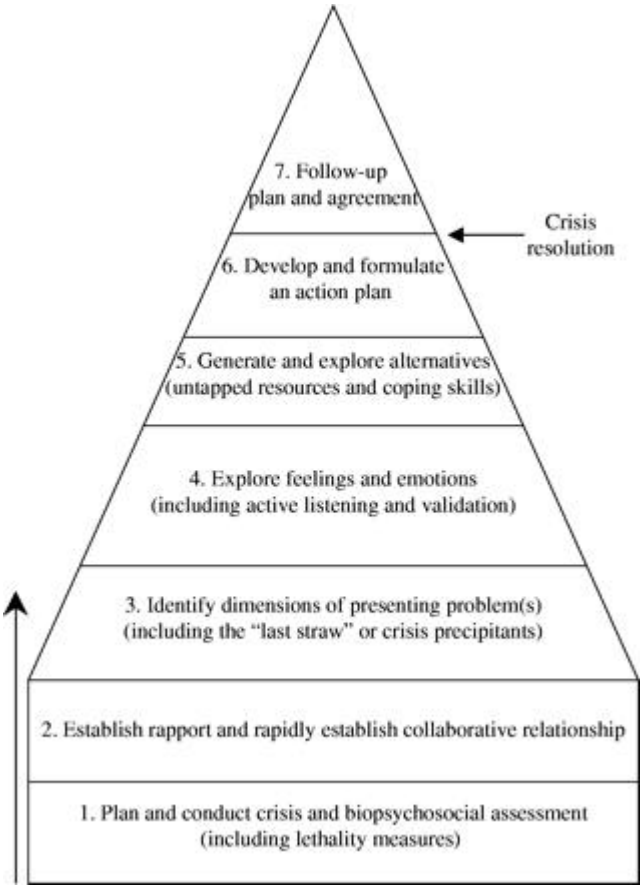

Fig 1. Roberts' Seven Stage Crisis Intervention Model, retrieved from (Roberts & Ottens, 2005, pg. 333).

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*** While a solid theoretical foundation is essential, incorporating case studies and practical examples can significantly enhance the learning experience and solidify the information in participants' memory.

Conclusion

Applying Roberts' seven-stage crisis intervention model enhances mentoring coordinators' ability to support mentors and mentees during crises. This model provides a structured, evidence-based framework for crisis management, offering clear protocols for assessing situations, providing emotional support, and planning actionable steps. Through this approach, coordinators can strengthen mentoring relationships and ensure crises are resolved effectively.

Quiz

1. What is the primary focus of Roberts' seven-stage model in mentorship programs?
   a) Building rapport between mentors and mentees
   b) Offering financial support to mentees
   c) Providing a framework for assessing, managing, and resolving crises
   d) Matching mentors and mentees based on shared interests
2. What is the goal of collaborative goal selection in crisis intervention?
   a) To assign responsibility solely to the mentor
   b) To encourage both mentors and mentees to engage in resolving the crisis
   c) To remove the mentee from the mentorship program
   d) To immediately end the crisis without setting goals
3. In crisis intervention, why is rapid assessment important?
   a) It helps identify available financial resources
   b) It immediately solves the crisis
   c) It prevents the need for emotional support
   d) It allows for swift identification of the issues faced by mentors and mentees
4. Why is identifying alternative coping methods important in crisis intervention?
   a) Usual coping mechanisms may fail during a crisis
   b) It eliminates the need for professional intervention
   c) It helps mentors disengage from the mentee
   d) It allows the crisis to escalate further

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5. Which of the following techniques can coordinators use to assist mentors/mentees in managing their emotions?

   a) **Reframing emotional responses as adaptive**

   b) Ignoring the mentee's feelings

   c) Assigning blame for the crisis

   d) Telling mentors/mentees to stay strong and not show vulnerability

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B. Synchronous part

Duration: 2h
Objective: Facilitate reflection on mentorship experiences, equip with monitoring tools, overcome challenges, and foster accountability in applying workshop content.

Session Outline:

1. Icebreaker:

Lemon Dessert Challenge (10 min)

Objective:
Encourage creativity, collaboration, and problem-solving using limited resources (introduce the notion of conflict)

Steps:

- Separate participants into pairs to promote teamwork.
- Provide each pair with one lemon as their only ingredient.
- Each participant must create a unique dessert using the lemon
- Allow 5 minutes for preparation and encourage pairs to discuss their ideas.
- Start the timer and let participants create their desserts.
- After 5 minutes, have each participant present their dessert and explain their concept
- Facilitate a brief discussion on their experiences and highlight key takeaways.

Celebrate their creativity!

2. Personal Reflection Exercise (10 minutes):

Section 1: Define conflict

Instructions: create a 15 words definition of conflict.

Section 2: In small groups (4-5 people) create a group definition (15 words) that would integrate your personal definitions.

3. Impact Web (30 min)

Objective:

to recognize the ripple effect that individual conflict resolution strategies have on the self, fellow prison personnel, and the broader prison community.

Materials: Flip-chart paper; strings; markers; paper; pens

Steps & timing:

- **set up the space (2 min):**
  arrange materials and ensure sufficient space for participants.

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- **introduce the activity (5 min):**
  explain the impact web concept and its relevance to understanding conflict resolution strategies.
- **form groups (3 min):**
  divide participants into small groups of 3-5 people for discussion.
- **identify strategies (10 min):**
  each group identifies and writes down individual conflict resolution strategies they use.
- **create the web (5 min):**
  groups draw a central circle labeled "conflict resolution" on flip-chart paper.
  each group connects their strategies to the central circle using strings to illustrate connections to self, peers, and the community.
- **discuss ripple effects (5 min):**
  facilitate a discussion where groups share their strategies and explain potential ripple effects on individuals and the prison environment.

4. Dealing with conflict (Thomas/Kilmann model) (10 min)

Materials: Wi-Fi connection, screen, speakers

Present the Thomas Kilmann Model by watching the following YouTube video

https://www.youtube.com/watch?v=PFIydyH2H8Y

5. Silent picture (30 min)

Objective: rehearse and identify the Thomas/Kilmann styles.

Materials: Post it notes

Description: In groups of 2-4, participants will receive a posted note with one of Thomas/Kilmann styles. Afterwards, they will have to create a silent picture scene, and present it to the audience, in a manner in which the audience will be able to recognize the style.

After each group presented their skit, the whole group will have to decide which style is most generally used in their environment.

6. The Wish list (10 min)

Materials: posted-notes, flipchart or clear wall

Discussion (5min):

Once you identified the most common style in your environment, which style would you wish to have in your workplace?

Follow-up (5 min)

On a flip chart or wall, each participant will write on 4 post-it notes, their key solutions on implementing their desired style of conflict resolution.

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7. Review & TIPS (10-20 min)

The facilitator will review effective mediation behaviors and provide TIPS. A quick assessment of the sessions will take place.

Short assessment

What is the primary objective of the "Lemon Dessert Challenge"?
a) To assess participants' cooking skills
b) To encourage creativity, collaboration, and problem-solving using limited resources
c) To create the best dessert possible
d) To test participants' ability to manage time

How much time is allocated for the preparation phase of the Lemon Dessert Challenge?
a) 2 minutes
b) 10 minutes
c) 5 minutes
d) 15 minutes

What is the key material needed to create the "Impact Web" during the training session?
a) Flip-chart paper and markers
b) Post-it notes and a wall
c) Wi-Fi connection and speakers
d) A lemon and a timer

In the "Impact Web" activity, what do the strings represent?
a) The time limit for the activity
b) The connection between conflict resolution strategies and their ripple effects
c) Different roles in conflict
d) The hierarchy within the prison system

What is the goal of the "Silent Picture" activity?
a) To create a visual representation of conflict resolution
b) To rehearse and identify the Thomas/Kilmann conflict styles
c) To generate creative conflict resolution strategies
d) To demonstrate time management skills

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MODULE 6

OVERVIEW

Module 6:	SELF CARE & WELLBEING
Module summary/ Main contents	This module is designed to equip participants with essential tools and strategies for preventing and managing stress in a high-pressure work environment. Participants will first learn to recognize common workplace stressors specific to the prison setting, such as heavy workloads, interpersonal conflicts, shift work, and exposure to potentially traumatic events. Understanding these sources of stress is crucial for identifying and addressing them effectively. Next, the module focuses on identifying early signs of stress. Participants will be trained to spot indicators like irritability, fatigue, difficulty concentrating, and physical symptoms such as headaches or muscle tension. Recognizing these signs early can facilitate timely interventions, preventing stress from escalating. To manage stress effectively, the module provides practical skills in relaxation techniques, including deep breathing exercises, progressive muscle relaxation, and mindfulness meditation. Time management strategies, such as prioritizing tasks and setting realistic goals, are also covered. Additionally, participants will develop self-care practices that include regular physical activity, adequate sleep, and engaging in enjoyable hobbies. Finally, fostering a supportive work environment is highlighted. The importance of support systems, such as employee assistance programs, and cultivating a culture of well-being are discussed.
Timetable & schedule	***(Effective division of the module activities/ didactic methodology/ Activities duration)*** Self-guided learning – 1 hour • Learn essential skills for effectively managing stress,

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	(extremely important for overall well-being) • Learn about burnout prevention & management skills • Acquire knowledge about how to strategically implement measures to prevent burnout within the mentor coordinator role. Synchronous session – 2 hours • Clarification of doubts (asynchronous session) • Practical exercises • Group work • Brainstorming Module assessment
Learning outcomes of the module	Upon completion of this Module, trainees should be able to: • Identify sources of stress in high-pressure environments like prisons, recognize early indicators of stress, and apply effective stress management techniques and support strategies to promote well-being.
Objectives of the module	• Understand the various sources of stress in high-pressure environments like prisons, including workload, interpersonal conflicts, shift work, and exposure to potentially traumatic events • Learn to recognize early indicators of stress, such as irritability, fatigue, difficulty concentrating, and physical symptoms like headaches or muscle tension, to facilitate timely intervention. • Gain knowledge of effective relaxation techniques (e.g., deep breathing, progressive muscle relaxation, mindfulness meditation), time management strategies (e.g., prioritizing tasks, setting realistic goals), and self-care practices (e.g., regular physical activity, adequate sleep, engaging in hobbies). • Recognize the importance of support systems, such as employee assistance programs, and fostering a culture of well-being to enhance team dynamics, reduce stress and improve both staff and inmate well-being in the prison environment

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Assessment methods	- Self-assessment test before and after the training course - Module assessment after completing the module - Satisfaction survey at the end of the training

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A. Asynchronous part

Duration: 1h

Introduction to the module

Module Summary

This module is designed to equip participants with essential tools and strategies for preventing and managing stress in a high-pressure work environment. Participants will first learn to recognize common workplace stressors specific to the prison setting, such as heavy workloads, interpersonal conflicts, shift work, and exposure to potentially traumatic events. Understanding these sources of stress is crucial for identifying and addressing them effectively.

Next, the module focuses on identifying early signs of stress. Participants will be trained to spot indicators like irritability, fatigue, difficulty concentrating, and physical symptoms such as headaches or muscle tension. Recognizing these signs early can facilitate timely interventions, preventing stress from escalating.

To manage stress effectively, the module provides practical skills in relaxation techniques, including deep breathing exercises, progressive muscle relaxation, and mindfulness meditation. Time management strategies, such as prioritizing tasks and setting realistic goals, are also covered. Additionally, participants will develop self-care practices that include regular physical activity, adequate sleep, and engaging in enjoyable hobbies.

Finally, fostering a supportive work environment is highlighted. The importance of support systems, such as employee assistance programs, and cultivating a culture of well-being are discussed.

Timetable & Schedule

Self-guided learning – 1 hour

- Understanding Stress and Burnout
- Self-Care Strategies
- Burnout Prevention and Management
- Implementing Self-Care Measures
- Q&A and Reflection

Learning outcomes of the module

Identify sources of stress in high-pressure environments like prisons, recognize early indicators of stress, and apply effective stress management techniques and support strategies to promote well-being.

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Objectives of the module

- Learn essential skills for effectively managing stress, (extremely important for overall well-being)
- Learn about burnout prevention & management skills
- Acquire knowledge about how to strategically implement measures to prevent burnout within the mentor coordinator role.

<u>Theoretical support</u>

Identifying stress triggers

Personal stressors and early signs of stress

Stress in the workplace, particularly in high-pressure environments like prisons, can stem from various sources. These stressors include workload, interpersonal conflicts, shift work, and exposure to potentially traumatic events (Harnois & Gabriel, 2000). Recognizing early signs of stress is crucial for timely intervention. Common indicators include irritability, fatigue, difficulty concentrating, and physical symptoms like headaches or muscle tension (American Psychological Association (APA), 2020). Stress becomes problematic when it exceeds an individual's capacity to cope, leading to negative physical and psychological outcomes (Lazarus & Folkman, 1984).

Practical skills for managing stress effectively

A. Relaxation techniques

Relaxation techniques are essential for mitigating stress's physiological and psychological impacts. Techniques such as deep breathing, progressive muscle relaxation, and mindfulness meditation have been shown to reduce stress levels effectively (Grossman et al., 2004). Deep breathing involves slow, deep inhalations and exhalations, which help activate the body's relaxation response, reducing heart rate and blood pressure (Brown & Gerbarg, 2005). Progressive muscle relaxation involves tensing and then slowly releasing different muscle groups, which helps alleviate physical tension (Jacobson, 1938). Mindfulness meditation, which emphasizes present-moment awareness, has been linked to decreased anxiety and improved emotional regulation (Kabat-Zinn, 1990).

B. Time management

Effective time management is another critical skill for stress reduction. Poor time management can lead to increased workload stress and a sense of being overwhelmed. Techniques such as prioritizing tasks, setting realistic goals, and breaking larger tasks into smaller, manageable steps can help individuals feel more in control of their workload (Claessens et al., 2007). The Pomodoro Technique, for instance, involves working in focused intervals followed by short breaks, which has been shown to enhance productivity and reduce burnout (Cirillo, 2006).

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C. Self-care practices

Self-care practices, including regular physical activity, adequate sleep, and engaging in hobbies, are vital for maintaining overall well-being. Exercise has been proven to reduce symptoms of depression and anxiety, partly by increasing endorphin levels (Craft & Perna, 2004). Sleep is essential for cognitive functioning and emotional regulation; chronic sleep deprivation can exacerbate stress and lead to burnout (Pilcher & Huffcutt, 1996). Engaging in leisure activities can provide a necessary break from work-related stress, contributing to improved mental health (Pressman et al., 2009).

Educational content on burnout

A. Understanding burnout

Burnout is a state of emotional, physical, and mental exhaustion caused by prolonged and excessive stress. It is characterized by three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). Burnout develops in stages, starting with job stress, followed by resistance (where coping mechanisms are still in place), and culminating in exhaustion (where coping mechanisms fail) (Leiter & Maslach, 2005). The impacts of burnout are far-reaching, affecting not only the individual's health and well-being but also job performance and organizational outcomes (Schaufeli & Enzmann, 1998).

B. Preventive measures

Preventing burnout requires proactive strategies such as setting boundaries, maintaining a work-life balance, and seeking professional help when needed. Setting boundaries involves learning to say no to excessive demands and ensuring adequate time for rest and recuperation (Maslach & Leiter, 2016). Work-life balance can be achieved by allocating time for personal and family activities, thus reducing work-related stress (Greenhaus & Beutell, 1985). Professional help, such as counseling or therapy, can provide support and strategies for coping with stress (Lambert et al., 2006).

C. Building Resilience

Building resilience through continuous learning and personal development is another effective strategy. Resilience involves the ability to bounce back from adversity and is strengthened by developing skills, seeking social support, and maintaining a positive outlook (Masten, 2001). Training programs that focus on stress management, emotional intelligence, and coping strategies can help individuals build resilience (Hart et al., 2013).

D. Influence on team dynamics and culture

Burnout can significantly affect team dynamics and prison culture. When staff members are burned out, it can lead to increased absenteeism, reduced cooperation, and a decline in overall morale (Bakker et al., 2003). This, in turn, affects the quality of care and management of inmates, potentially leading to a more hostile and less rehabilitative environment. Burnout can also contribute to higher turnover rates, which disrupts team cohesion and increases the workload for remaining staff, creating a vicious cycle of stress and burnout (Leiter & Maslach, 2009).

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E. Ripple effect on inmates

The well-being of prison staff directly influences inmates' experiences. Burned-out staff may be less patient, more prone to conflict, and less effective in their roles, which can exacerbate tensions and negatively impact inmates' rehabilitation (Schaufeli & Peeters, 2000). Conversely, a supportive and well-functioning team fosters a more positive prison culture, enhancing both staff and inmate well-being.

F. Relevance of support systems and well-being culture

Support systems and employee assistance programs (EAPs) play a crucial role in managing stress and preventing burnout. EAPs offer confidential counseling, stress management resources, and support for personal issues that may affect work performance (Attridge, 2009). Access to such programs can provide staff with the tools and support needed to cope with stressors effectively.

G. Fostering a culture of well-being

Creating a culture of well-being within the prison environment involves promoting healthy work practices, encouraging open communication, and providing resources for mental health support. Leadership plays a critical role in modeling and reinforcing these practices (Hakanen & Schaufeli, 2012). Organizations should also focus on creating a supportive work environment where employees feel valued and understood. This can be achieved through regular training, team-building activities, and recognizing and addressing the unique challenges faced by prison personnel (Kinnunen et al., 2010).

Conclusion

Managing stress and preventing burnout among prison personnel is essential for their well-being and the effective functioning of the prison system. Prisons can enhance the health and performance of their staff by identifying stress triggers, implementing practical stress management techniques, educating staff about burnout, and fostering a supportive work environment, Proactive strategies and support systems are critical components in creating a resilient and well-functioning team, ultimately leading to a more positive prison culture and better outcomes for inmates.

Quiz

1. *Which of the following is a common stressor identified in high-pressure environments like prisons?*
   a) Lack of personal time
   b) Exposure to potentially traumatic events
   c) Excessive social media use
   d) Irregular sleep patterns

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2. *Which of the following is NOT an early sign of stress?*
   a) **Muscle relaxation**
   b) Irritability
   c) Difficulty concentrating
   d) Fatigue

3. *Which of the following is a key method for preventing burnout?*
   a) Ignoring stress triggers
   b) Increasing workload without additional support
   c) **Setting boundaries and learning to say no**
   d) Avoiding breaks and rest

4. *Effective time management requires the avoidance of setting any specific goals to maintain flexibility.*
   a) True
   b) **False (Effective time management involves setting realistic goals to maintain control and focus)**

5. Which technique is known for improving emotional regulation through present-moment awareness?
   a) Deep Breathing
   b) Visualization Techniques
   c) Progressive Muscle Relaxation
   d) **Mindfulness Meditation**

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B. Synchronous part

Duration: 1h
Objective: Facilitate reflection on mentorship experiences, equip with monitoring tools, overcome challenges, and foster accountability in applying workshop content.

Session Outline:

1. Icebreaker: "Mentorship journey map" (10 minutes)

Objective: To set the context and encourage participants to reflect on their mentorship experiences.

Materials Needed: Blank paper, pens, colored markers.

- **Activity:**
  1. Ask each participant to draw a simple map that represents their journey as a mentor or mentee (ex: Point A represents when they started work, point B where they are now. Along the way they will include key milestones, challenges and successes).
  2. Encourage them to include key milestones, challenges, and successes.
  3. Once the maps are completed, have participants share their maps with a partner and discuss their experiences briefly.
  4. Reconvene as a group and ask a few volunteers to share highlights from their discussions.

Purpose: This activity warms up the participants, gets them thinking about the topic, and sets a reflective tone for the workshop.

2. Main Activity: "Toolbox for effective mentorship" (40 minutes)

Objective: To provide practical tools and techniques for monitoring progress, overcoming challenges, and handling obstacles.

Materials Needed: Handouts with monitoring templates, challenge scenarios, technique cards, whiteboard, markers.

Breakdown:

A. Monitoring progress (15 minutes):

1. Distribute handouts with templates for tracking mentee progress and mentor performance (e.g., goal-setting charts, feedback forms, progress logs).
2. Explain how each tool can be used effectively.
3. Have participants pair up and discuss how they might implement these tools in their mentoring relationships.
4. Invite a few pairs to share their ideas with the group.

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