**Transition Mentoring**

**Training session for mentors - sample session**

**12noon Welcome – introductions and rationale for project**

Clarify aims and objectives of project:

 To offer non-academic support for first year undergraduate students aiding the settling in of students into HE.

Objectives:

* To alleviate worries and anxieties
* To help first year UG students to settle into university
* To clarify and manage students’ expectations
* To facilitate collaborative learning and support
* To help build students’ confidence and self-efficacy
* To contribute to the building of a Birkbeck learning community

In pairs:

What do you think you will bring to mentoring? What are your strengths? Any concerns/fears?

**12.15pm Learning from last year’s mentoring projects**

Feedback and recommendations from previous mentoring projects (ie in the School of Law)

**12.30pm The role of the mentor**

- What do you think first year students struggle with?

- Thinking back to your first term, was there anybody who supported you? What were the qualities that made this person supportive to you?

- What do you think are do’s and don’ts of mentoring?

**12.50 Group work : Case studies/troubleshooting (see below)**

In pairs:

Discuss suitable responses to these scenarios

**13.15 Plenary discussion**

How to approach the situations in the case studies

**13.45 Any questions?**

**Mentoring Training Morning: Scenarios for Discussion**

1. A mentee who is struggling with her first essay wants you read through all her drafts and suggest changes (i.e. use you as an additional tutor). You explain that this is an academic matter to be dealt with in the School, but she says that she doesn’t get on with any of the academic staff and finds them unapproachable.
2. A mentee tells you that he is being excluded by his tutor in seminars, and that he feels this is the reason for his poor performance. He is a shy student with little confidence.
3. A mentee agrees to meet you at a particular place and time but does not show up or contact you in advance to cancel. When you ask him about this, he seems dismissive and not very apologetic.
4. A mentee who you get on well with starts to make demands on your time that you consider to be unreasonable. You try to explain this, but the mentee says that you are being the unreasonable one.
5. You suspect that your mentee is not telling you the whole truth about the reasons why they are having difficulty studying, and that the reasons may be domestic problems. The mentee withdraws and is defensive when you raise this as a possibility.
6. Your relationship with your mentee starts to deteriorate and you think that this is because you don’t “click” personally. They seem keen on continuing the mentoring relationship, but you are not sure what benefit you are bringing them.
7. A mentee phones you at home late in the evening in tears saying that they are going to drop out of the course because they can’t cope.
8. A mentee starts bad-mouthing members of the administrative and academic staff in the School when you ask why they are having difficulties studying. They blame their weak performance on the staff’s incompetence.
9. You have made an arrangement to see a mentee, but at the last minute you are unable to make it. The mentee is just preparing their first piece of coursework, is very anxious, and the meeting has been planned long in advance.