SESSION 1/ DEFINING MENTORING AND BEFRIENDING:-
This session will help define the nature and purpose of mentoring and befriending. We will deal with the motivation of volunteers and the reasons they wish to become mentors and befrienders. We will also introduce participants to the role of a volunteer.

CONTENT
- Why volunteer?
- What is befriending?
- Defining mentoring and befriending?
- Key words?
- Personal attributes?
- The benefits of mentoring and befriending?
- What is it that befrienders and mentors do?

LEARNING OUTCOMES:–
- Gained an insight into their motives for wanting to become a mentor/befriender.
- Developed an understanding of the role of befriender/mentor.
- Been introduced to the personal attributes and qualities required.
SESSION2/ THE MENTORING/BEFRIENDING CYCLE;

This session deals with the key stages of the mentoring/befriending ‘life cycle’ it looks at the issues and processes connected with the formation and ending of relationships and introduces participants to the techniques of goal setting, action planning and review of progress.

CONTENT;-

- A model for a helping relationship.
- The phases of a mentoring relationship.
- Roles and responsibilities.
- Planning your first meeting.
- Setting goals.
- Reviewing progress.
- Limits of the relationship.
- Winding up the relationship.

LEARNING OUTCOMES;-

- Been introduced to the mentoring/befriending cycle and its key stages.
- Identified important factors in starting a relationship.
- Developed an understanding of the limits of the relationship.
- Developed an understanding of how to end a relationship.
SESSION 3 / GROUND RULES:-
Clearly identified boundaries are essential to mentoring/befriending. Firstly, for the protection and safety of the service user and the mentor/befriender; secondly, in order to create a safe and secure framework in which a relationship can develop. This session will introduce participants to the issues surrounding boundaries and confidentiality in the context of mentoring/befriending.

CONTENT:-
- Defining boundaries.
- Boundary cards.
- Disclosure.
- Confidentiality.
- Confidentiality case studies.

LEARNING OUTCOMES:-
- Being given the opportunity to discuss issues relating to confidentiality and appropriate boundaries.
- Identified their own personal boundaries as mentors/befrienders.
- Developed an understanding of what confidentiality means within the context of the project.
- Identified their own responses to situations involving boundary issues and confidentiality.
- Identified situations where they should seek support.
SESSION 4/INTERPERSONAL BEHAVIOUR AND COMMUNICATION SKILLS.

This session will introduce participants to the key interpersonal behaviours and skills that they need to develop and communicate effectively as a mentor/befriender, particularly those concerned with ‘active listening.’ This session will also encourage participants to develop self-awareness within their role as mentor or befriender and acknowledge and respect their own needs as well as those of the person they are supporting. The activities will allow participants to examine their own beliefs and attitudes.

CONTENT:-

- Making assumptions.
- Attitudes and values.
- Diversity and cultural awareness.
- Equal opportunities.
- Challenging situations.
- Building rapport.
- Developing empathy.
- Questioning styles.
- Assessing your own skills.
- Practicing ‘active listening.’

LEARNING OUTCOMES:-

- By the end of this unit participants will have:-
- Discussed the affect that their assumptions can have on others.
- Developed an understanding of why it is important to remain non-judgemental in a relationship.
- Developed an awareness of diversity and equality issues.
- Been asked to respond to case studies that demonstrate difficult mentoring befriending situations.
- Identified the key principles of active listening and put them in to practice.