

Facilitator's Session Plan for a Peer Group Mentoring Program

Initial large group session

The session plan below is designed for a 1 day program combining sessions 1,2 and 3. However, sessions can readily be split between 2-3 days. Each session is approximately 2 hours.

Task/content	Facilitation process	Resources	Timeframe
Session 1			
Introductions – to facilitators	Facilitator introductions – where currently work; previous workplaces; student supervision experience.	Whiteboard Session content: <ul style="list-style-type: none"> ■ Overview- Peer Group Mentoring Framework ■ Group process management ■ Structured approaches to encourage reflection Peer Group Mentoring Framework: <ul style="list-style-type: none"> ■ large group session ■ small group sessions ■ Large group “check-in” 	5 mins
Participant introductions	Go around room – each participant to say: <ul style="list-style-type: none"> ■ Name ■ Where currently work; previous areas of work ■ Involvement with student supervision 		10 mins
Overview of the day 's program	<p>Session 1: introduction to concepts of peer group mentoring</p> <p>Session 2: establishing peer mentoring groups and mentoring agreements</p> <p>Session 3: small groups begin to work through the peer group mentoring process by applying the peer group mentoring framework to a supervision situation.</p>		

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Aims of this session	<p><u>Outline session 1:</u></p> <ul style="list-style-type: none"> ■ Overview- the Peer Group Mentoring Framework – structure, what’s involved. ■ Overview of peer group mentoring generally ■ Discussion of group process management ■ Discussion of structured approaches to encourage reflection 	Refer to whiteboard	5 mins
Hopes/ expectations/ concerns	<p>Ask the group generally if anyone would like to share their hopes and expectations.</p> <p>Provide a general summary of pre program questionnaire responses.</p> <p>Ask the group for their concerns about participating in the peer group mentoring program.</p> <p>Provide a general summary of pre program questionnaire responses.</p>	<p>Pre program summary of questionnaire responses</p> <p>Record on whiteboard/ write down – ask group for permission to do this.</p>	10 mins
Background to Peer Group Mentoring Framework	<p>Provide any relevant background to establishment of the Peer Group Mentoring Framework.</p> <p>For example:</p> <p>Framework a result of previous ICTN projects – MHCC Practice Placement project; SLHD TOTR program; St Vincents hospital STAR program.</p> <p>Partnerships between MHCC, SLHD, HETI and Sydney Uni.</p> <p>Gap identified – ongoing support and further development of student placement supervisors.</p>		5 mins

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<p>Overview of Peer Group Mentoring Framework</p>	<p><u>Who's involved:</u></p> <p>Mentoring each other – co-mentoring/ peer mentoring to develop one's own student supervisory skills (i.e. workshop participants will be providing peer mentoring to each other)</p> <p><u>Over-arching structure:</u></p> <p>Larger group session – externally facilitated to assist participants become familiar with the peer group mentoring process and to learn new skills in student supervision and peer group mentoring.</p> <p>Transition to participants facilitating their small group sessions. Form small groups and develop agreements in small groups (3-4) and set up future meetings.</p> <p>Small group sessions – participants of the small group continue to meet independent to the initial large group. Groups implement the mentoring framework experienced in the larger group.</p> <p>“Check-in” meeting – the larger group comes back together to reflect on the small group mentoring process and review goals and supervision issues that have arisen.</p> <p>Small groups continue to meet between large group meetings.</p> <p><u>In summary:</u></p> <p>Large group session to learn the peer group mentoring process, organise small groups, develop agreements in small groups.</p> <p>Small group sessions to implement the mentoring approach.</p> <p>A check-in meeting to review how the mentoring process is working.</p> <p>Ask for any questions/ thoughts/ comments (prompt: how groups will be formed). Workshop what people think of this model (pros and cons).</p>	<p>Refer to whiteboard.</p> <p>Peer Group Mentoring Framework:</p> <ul style="list-style-type: none"> ■ Large group sessions ■ Small group sessions ■ Large group “check-in” session (date) 	<p>10 mins</p>

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Purpose of peer group mentoring program	<p>Ask participants:</p> <p>What they see as the purpose of the peer group mentoring program?</p> <p>What they hope to get out of participating in the program?</p>		5 mins
Overview of peer group mentoring	<p><u>Explain terminology:</u></p> <ul style="list-style-type: none"> ■ a range of terms are used in practice and in the literature when discussing “mentoring”. ■ Some participants may be familiar with “supervision” or “group/peer supervision” – this is separate mentoring. <p>Mentoring: a voluntary professional relationship based on mutual respect and agreed expectations that is mutually valuable to all involved and includes professional development and growth and support. Mentors act as “critical friends” in encouraging reflection to achieve success.</p> <p>There are many mentoring models within the literature and in practice:</p> <ul style="list-style-type: none"> • One - on - one senior mentor and junior mentee model. Traditionally used in the past; hierarchical; often informal; • Group mentoring – peers co-mentor each other in small groups; mixed experience of participants. <p>We are in a peer group mentoring program. Mentoring each other.</p> <ul style="list-style-type: none"> ■ Outline the general purpose of mentoring: ■ Personal and professional growth; ■ Reflection and development of reflective practice skills; ■ Support; ■ Career development. 	<p>Handout:</p> <p>What is mentoring?</p>	5 mins
Peer group mentoring Process	<p>Explain that there are two parts to process – setting up a group management process and selecting an approach or model to encourage reflection</p>		5 mins

Task/content	Facilitation process	Resources	Timeframe
<p>Establishing the group management process</p>	<p>Ask participants for their experience of group work.</p> <p><u>Brainstorm issues faced</u></p> <p>How do we overcome these issues?</p> <p>→ Mentoring agreement important part of this.</p> <p>Some issues to consider in a peer group mentoring agreement for student supervision:</p> <ul style="list-style-type: none"> ■ This is a voluntary program – no one should feel they have been forced to attend; ■ Peer aspect – peers co-mentor each other. Here as equals – varying experiences, work places; ■ Participants share responsibility for the relationships formed within the group; ■ Support is around student supervision issues; career development is around student supervision; ■ Reflection on our student supervisor experiences is a critical component of the peer group mentoring program; ■ Participation should be mutually valuable to all. <p>Ask for any comments/ questions – workshop what people think of this (pros and cons)</p>	<p>Handout:</p> <p>Stages of developing a peer mentoring group.</p>	<p>15 mins</p>

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Introduction to peer group mentoring agreement	<p>Explain that for effective peer group mentoring it is important that the group develop and agree on some principles; the goals and outcomes for the program; structure and format to sessions; and any other ways of working everyone thinks important. Links in with above discussion on peer group management processes.</p> <p>Refer to principles on agreement.</p> <p>Ask participants to read through. Ask participants for comments/ additions/ any changes requested.</p> <p>Workshop what people think of this agreement. Make any necessary changes to hard copy (distribute electronically prior to next meeting).</p> <p>Explain that in the next session, small groups will develop their own mentoring agreement.</p>	<p>Handout:</p> <p>Mentoring agreement.</p>	15 mins
Structured approaches and models to encourage reflection	<p>Refer back to purpose of peer group mentoring and the need to have in place a structured approach that encourages reflection, provides support and also encourages professional and personal growth around student supervision.</p> <p>Workshop each model of reflection using a real example from practice.</p> <p>Ask group for their thoughts on using any particular model – advantages and disadvantages. Workshop ideas.</p> <p>Content for discussion at peer group mentoring sessions:</p> <p>Provide some examples of the types of issues participants might bring to a mentoring session:</p> <ul style="list-style-type: none"> ■ Student behaving unprofessionally – ■ A student struggling with meeting competency ■ Time management with managing having a student ■ Objectively assessing a student 	<p>Handout:</p> <p>4 Approaches to encourage reflection within peer mentoring groups</p>	30 mins

Task/content	Facilitation process	Resources	Timeframe
Self development plans	<p>Emphasise the importance of participants implementing an individual self development plan to track and promote deeper learning through the peer group mentoring sessions.</p> <p>To be discussed in more detail at the following session.</p>	<p>Handout:</p> <p>Self development plan template</p>	5 mins
Prep for next session (if running sessions separately)	<p>Participants to come to next session with ideas on how they think small groups would be best formed.</p> <p>Participants to think about what would be included within their small group mentoring agreement.</p> <p>Explain that, prior to each small group mentoring session, participants are encouraged to identify an experience regarding student supervision that they would like to discuss within their peer mentoring group.</p>		5 mins
Feedback on session (if running sessions separately)	<p>Facilitators to facilitate discussion on unpacking the mentoring process:</p> <ul style="list-style-type: none"> ■ What aspects of our facilitation process have helped your learning? ■ What has hindered your learning? ■ What needs changing? <ul style="list-style-type: none"> ■ What worked in the session? ■ What didn't work? ■ What would you like to change for the next session? 	<p>Note: facilitator to make any changes to the mentoring agreement and send electronically to participants.</p>	15 mins
break as required			

Task/content	Facilitation process	Resources	Timeframe
Session 2			
Recap on previous session	<p><u>Recap on:</u></p> <ul style="list-style-type: none"> ■ Purpose of peer group mentoring program ■ Overarching Peer Group Mentoring Framework ■ Peer group mentoring – two important processes; <ol style="list-style-type: none"> 1. Setting up group management process – facilitation/ leadership, agreements 2. Establishing a format to sessions to encourage reflective practice ■ Recap on 4 approaches/ models to encourage reflection 	Whiteboard	5 mins
Aims of this session	<ul style="list-style-type: none"> ■ Establish small groups ■ Confirm/ agree on an approach/ model to sessions to encourage reflective practice ■ Developing a peer group mentoring agreement within small groups ■ Work through an experience using the model agreed to previous session/ this session 	<p>Whiteboard:</p> <p>Outline of session:</p> <ul style="list-style-type: none"> ■ Agree on format/reflective approach to sessions ■ Establish small groups ■ Mentoring agreements ■ Small group mentoring 	5mins
Establishing small groups	<p>Ask participants for ideas on how small groups could be formed to maximise learning – brainstorm ideas (someone scribe if no white board available).</p> <p>Aim for self selection based on:</p> <ul style="list-style-type: none"> ■ Diversity in groups ■ Relationships already formed in first session ■ Geography ■ Goals of individuals ■ Level of experience – groups people with masses of experience together otherwise may become a mentor – mentee relationship. <p>Ask participants to form their own groups (3-4). Facilitator may need to facilitate this process.</p>		15 mins

Task/content	Facilitation process	Resources	Timeframe
Approach to encourage reflection	<p>Recap on previous session examples given.</p> <p>Ask participants for their views on using particular approaches.</p> <p>Seek agreement by groups on which approach will be used (if aim is for consistency across groups).</p>	<p>Handout:</p> <p>Written case example of using Phase approach.</p>	20 mins
Mentoring agreement	<p>Ask participants for any further feedback on peer group mentoring agreement template that was circulated.</p> <p>Change/ add to as necessary.</p> <p>In their small groups, participants to develop their mentoring agreement.</p>		20 mins
Prep for next session (if running sessions separately)	<p>Prior to next session, participants are encouraged to identify an experience regarding student supervision that they would like to discuss within their peer mentoring group.</p> <p>Participants to bring experience to the next peer mentoring group.</p>		5 mins
Feedback on session (if running sessions separately)	<p>Facilitators to facilitate discussion on unpacking the mentoring process:</p> <ul style="list-style-type: none"> ■ What aspects of our facilitation process have helped your learning? ■ What has hindered your learning? ■ What needs changing? ■ What worked in the session? ■ What didn't work? ■ What would you like to change for the next session? 	<p>Note: facilitator to make any changes to the mentoring agreement and send electronically to participants.</p>	15 mins
break as required			

Task/content	Facilitation process	Resources	Timeframe
Session 3			
Recap on previous session	<p><u>Recap on:</u></p> <ul style="list-style-type: none"> Smaller peer mentoring groups established; Mentoring agreements developed; Model of reflective practice agreed upon. 		5 mins
This session	Implementing the peer group mentoring process		
Implementing the agreed upon mentoring format	<p>In small groups, participants to work through a student supervision experience/ issue:</p> <p>Follow their agreement and group management process to work out the process in deciding which experience to discuss.</p> <p>Facilitators to “float” between groups – explain that this will occur.</p>		40 mins
Debrief on mentoring process	<p>Ask small groups to spend 5 minutes discussing what worked well with process; what didn’t work; what would we change next time.</p> <p>Report back to larger group process feedback.</p>		20 mins
Small group mentoring	Reform small groups and repeat peer group mentoring process		40 mins
Self development plans	<p>Re-emphasise the importance of participants implementing an individual self development plan to track and promote deeper learning through the peer group mentoring sessions.</p> <p>Ask participants to share their ideas in their small groups. Note they don’t have to all agree on same way. Aim is to just share and learn of other ideas.</p> <p>Report back to larger group.</p>	Refer to handout: Self Development plan template	5 mins plus 10 mins

