Teach
SINGAPORE

TEACH SINGAPORE

MENTOR GUIDE 2

How to be an Effective Mentor

NATIONAL UNIVERSITY OF SINGAPORE

ROLES & EXPECTATIONS

#1 MENTOR CODE OF CONDUCT
#2 ROLES IN A TEAM

MENTOR CODE OF CONDUCT

Professional Conduct
- Lead by example and be good role models.
- Be punctual and accountable. If unable to do so, provide sufficient notice to team leader, CP and TSG staff.
- Conduct proper risk assessments when planning activities.
- Dress in smart casual attire and be well-groomed.

Respect and Equality
- Treat others with fairness, respect, courtesy and consideration.
- Observe personal boundaries.
- Be respectful and open to diverse points of view without putting others down.
- Do not consume intoxicating substances prior to mentoring.

Protection of Beneficiaries
- Work in pairs or groups when interacting with beneficiaries.
- Do not engage in any activity that may cause physical, mental or emotional harm or violate a beneficiary's dignity.
- Avoid exchanging personal information and social media.
- Avoid contact beyond stipulated contact times.
- Do not publish beneficiary's photograph to any online platform.

Responsibility and Engagement
- Declare any conflict of interest.
- Refrain from using Teach SG's name, information, resources or funds for any purpose other than for mentoring duties.
- Do not disclose any personal information of beneficiaries except when necessary in fulfilling voluntary responsibilities.

ROLES IN A TEAM

Team Leader

- Main liaison between TSG staff, community partner staff and team.
- Ensures deliverables are submitted on time.
- Monitors progress of team's duties.
- Takes attendance of team for every session.
- Conducts debrief with team after every session.

Co-Leader/ Programmes Executive

- Shares duties of team leader.
- Takes charge of programme proposal.
- Conduct risk assessment and contingency planning, whenever required.
- Assign roles to team for weekly activities.

Finance Executive

- Takes charge of team's budget proposal.
- Keeps track of team's expenditure via a shared document.
- Uploads receipts.
- Fill in actual amount spent in budget proposal at the end of the project.

Logistics Executive

- Prepare logistics for weekly activities.
- Liaise with community partner staff for specific venue or logistics required. e.g. laptops
- Liaise with learning journey vendors for booking of tickets, transport, etc.
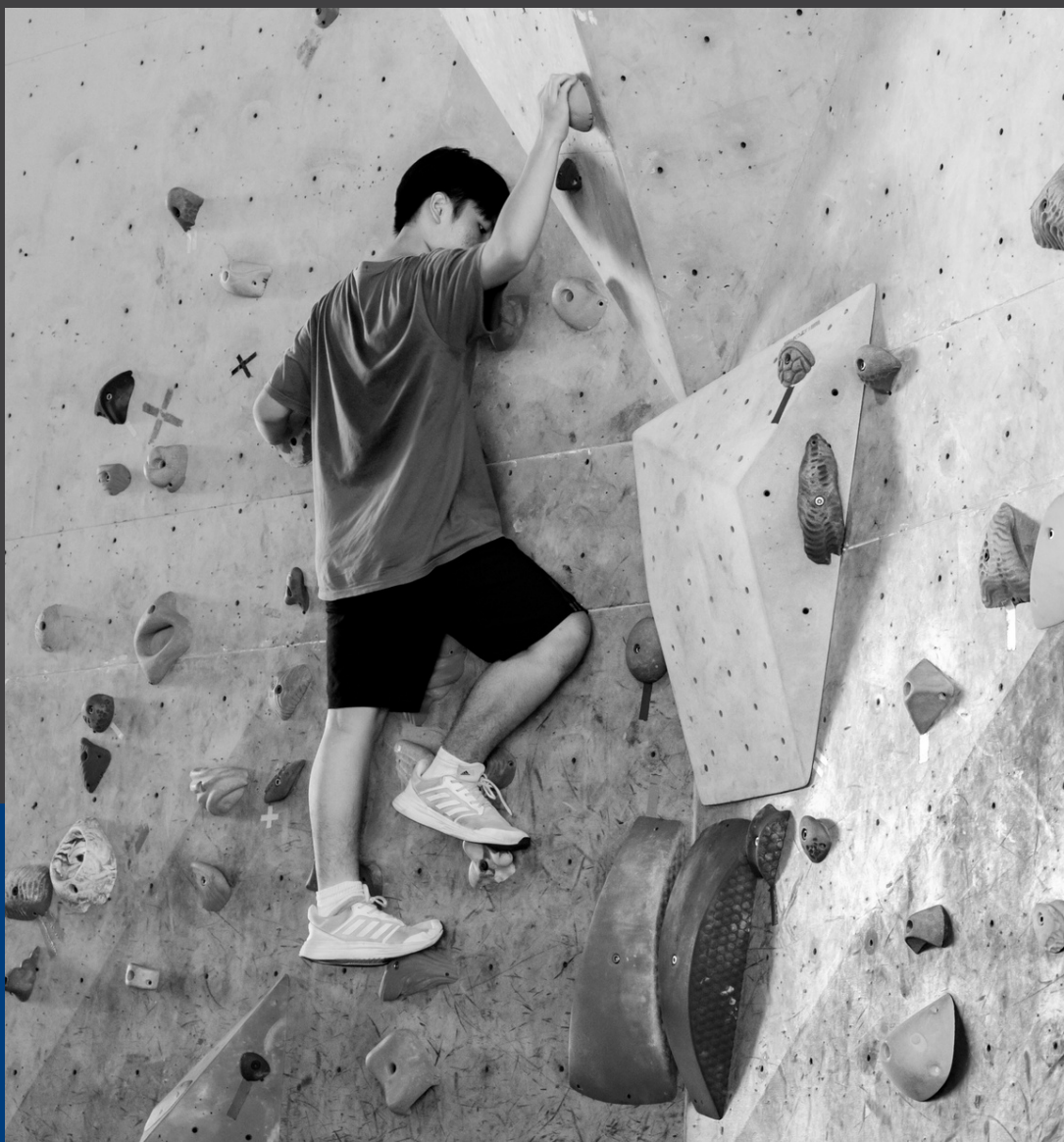
MENTOR CHECKLISTS

#1 FIRST/LINKUP SESSION
#2 REGULAR SESSIONS
#3 LEARNING JOURNEY
#4 FAREWELL SESSION

#1: FIRST/LINKUP SESSION

Pre-session Preparation
- Review Teach SG code of conduct
- Plan for first session (Icebreakers)
- Delegate roles among team members

Things to Bring
- Wear Teach SG t-shirt
- Programme proposal (hard/softcopy)
- Icebreaker logistics & sticker name tags

Icebreaker Tips
- Introduce yourselves
- Refer to Volunteer Toolkit for ideas
- Spread out to mingle with mentees

Post-icebreaker Activities
- Establish ground rules
- Share agenda for session
- Find out more about mentees' interests to plan your programme

Admin Matters
- Mentee pre-survey
- Mentor pre-survey
- Endorsement of programme proposal by community partner supervisor

#2: REGULAR SESSIONS

Pre-session Preparation

- Have one overall I/C for each session
- Ensure all members are clear on roles
- Inform CP on logistics required, if any

Execution of Activities

- Reiterate ground rules
- Ensure safety of mentees at all times
- Keep to the time allocation

Building Rapport

- Greet students warmly
- Prepare conversation topics
- Incorporate our Mentoring Strategies (see below)

Debrief/ Reflections

- Communicate activities' objectives
- Recognise and reward deserving students
- Get mentees excited for next week's activities

Tip: Feel free to use the Reflections template provided in the Annex!

Admin/ Safety Matters

- Take Attendance
- Ensure safety at all times
- Conduct debrief among mentor team

#3: LEARNING JOURNEY

Pre-session Preparation
- Ensure clear learning objectives
- Book bus, tickets, food, if applicable
- Inform school early to complete RAMS & consent forms, if needed

Pre-session Safety Briefing
- Establish ground rules
- Assign students to a partner/small group
- Share itinerary

Execution Tips
- Do a head count at each checkpoint
- Take into account rest stops and breaks
- Check in with students on their wellbeing

Debrief/ Reflections
- Allow students time to reflect
- Communicate learning journey objectives
- Application to classroom learning

Admin Matters
- Take Attendance
- Check for media/ photography consent
- Take photos for documentation

#4: FAREWELL SESSION

Pre-session Preparation

- Plan a meaningful closing activity
- Order food, gifts and other logistics
- Note any allergies/dietary requirements *All food must be halal.*

Things to Bring

- Farewell gifts/cards, messages etc.
- Programme proposal

Execution Tips

- Ensure food will be arriving in time
- Do something memorable
- Share your closing message with mentees

Activity Ideas

- Mutual appreciation/ Reflection activity
- Photo Montage/ Video to recap sessions
- Presentation of appreciation gifts/tokens

Admin Matters

- Mentee post-survey
- Mentor post-survey
- Endorsement of programme proposal by community partner supervisor

MENTORING STRATEGIES

IN MEETING THE NEEDS OF YOUR MENTEES

#1 MOTIVATION
#2 SELF-ESTEEM
#3 ACADEMIC PERFORMANCE
#4 SUPPORT FIGURE

MOTIVATING MENTEES

My mentee shows a lack of motivation in their studies.. How can I encourage them?

Give Effective Feedback
Using the BOOST Model

B — **Balanced**
Provide positive feedback and areas for improvement

O — **Observed**
Provide observed feedback and not pre-conceived ideas

O — **Objective**
Focus on what the learner does, and not who you think the learner is

S — **Specific**
Be specific on what was good and what to improve

t — **Timely**
Give immediate feedback

MOTIVATING MENTEES

My mentee shows a lack of motivation in their studies.. How can I encourage them?

Provide Intrinsic & Extrinsic Motivations

Goal Setting

- Guide mentees to set S.M.A.R.T goals
- Design an action plan to meet goals
- Review goals from time to time to track progress

Tip: Feel free to use the template provided in the Annex!

Short-term goals i.e. achieve within the semester/year
e.g. Academic grades, character, etc.

Long-term goals i.e. for the future
e.g. Share with your mentees on possible career pathways

Extrinsic Rewards

- Conduct weekly quizzes to test understanding and challenge with their peers
- Use a sticker chart - Accumulate points to receive a prize for good participation/ improvement

ENHANCING SELF-ESTEEM

My mentee has low self-esteem.. How can I build their confidence?

Scaffolding

Guiding learners to do more than what they can achieve on their own
- A Vygotsky theory

How to Scaffold?

1. Break learning into chunks
2. Equip learner with tool to approach each chunk
3. Use techniques:
- Draw connections to mentee's prior knowledge
- Model thought processes
- Use visual aids
- Focus on one concept at a time

How may this translate in the coaching session?

Humanities

- Break down questions
- Writing frames e.g. PEEL

Mathematics

- Model with worked examples
- Progress from simpler to more complex questions

Science

- Vocabulary list
- Visual aids

How to Scaffold #2: Facilitate Group Learning

1. Get more skilled learners to guide less skilled peers
- e.g. check peers' work, explain why they chose certain methods, etc.
2. Design group tasks with different levels of difficulty
3. Vary activities to engage different learning styles

ACADEMIC COACHING

My mentee performs poorly in school..
How can I mentor them academically?

Impart Effective Study Habits

Plan Ahead
- Plan a schedule to allocate time for each subject
- Create a to-do list for each session
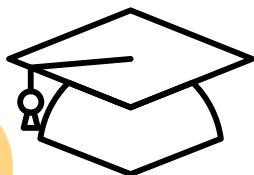- Set clear study goals (time/content-based)

Prepare a Study Space
- Find a conducive area
- Remove distractions
- Get ready study materials

Study Techniques
- Helps retain knowledge
- See next page!

Tip: Apply these habits during mentoring sessions AND impart them to your mentees for their own study sessions!

Review Progress
- Take practice tests
- Revisit to-do list

My mentee performs poorly in school..
How can I mentor them academically?

Adopt Study Techniques based on Learning Style

Visual

- Draw pictures
- Videos/ animations
- Flash cards
- Mindmaps
- Relate to daily objects

Auditory

- Songs/Rhymes
- Tell stories
- Recall learning points by repeating aloud
- Teach a friend

Kinesthetic

- Learn through doing
- Hands-on activities
- Play games
- Experiments

Read/Write

- Note-taking
- Recall learning points by writing a summary
- Journaling/ Reflection

SUPPORT & BEFRIEND

My mentee lacks a support figure at home.. How can I befriend and support them?

Show Empathy

The ability to understand the thoughts and emotions of others

Attempt to see the world as others see it

Observe Body Language

S: face the mentee Squarely
O: adopt an Open posture
L: Lean towards your mentee
E: maintain good Eye contact
R: be Relaxed

Communicate

Express your empathy through verbal and non-verbal communication to help others feel understood.
See ways below!

Be non-judgmental

SUPPORT & BEFRIEND

My mentee lacks a support figure at home.. How can I befriend and support them?

Active Listening

The ability to understand the thoughts and emotions of others

Reflection of Content

- Paraphrase
- Summarise
- Clarify

what the other is sharing, without adding your response

Reflection of Feelings

- Identify what the other is feeling
- Clarify if they feel that way
- Be tentative in your reflection e.g. "You seem.."

Use Clarification Questions

- Open-ended: Allows more freedom to express
- Close-ended: Easy to reply

Tip: Build up a vocabulary of feeling words using a feelings wheel!

Adapted from The Feeling Wheel (Willcox, 1982)

TEMPLATE: GOAL SETTING

Specific	Write down what you hope to achieve in specific terms and description.
Measurable	Your goal should be measurable over time to show progress.
Achievable	Your goal should be something that you are able to achieve.
Realistic	The goal should be realistic given the amount of time and resource you have.
Time-bound	There should also be a fixed time frame for you to achieve your goal.

Academic Goals:

Subject	Target Grade	Action Plan using S.M.A.R.T.	Actual Grade
e.g. Math	A	I will spend one hour revising Math daily, and complete at least 5 practice questions.	

Non-Academic Goals:

Goal	Action Plan using S.M.A.R.T.
e.g. To be kinder	I will do one good deed daily for another person like a family, friend or stranger.

TEMPLATE: REFLECTIONS

Reflect on one positive and one challenging experience you have gone through during the session using the following guiding questions.

Positive Experience:

What experience was positive for me?
How did I feel about the experience?
(Description, Feelings)

What have I learnt from the experience?
(Evaluation)

What strengths have I discovered about myself?
(Analysis)

What can I do better?
(Conclusion)

Challenging Experience:

What experience was challenging for me?
How did I feel about the experience?
(Description, Feelings)

What have I learnt from the experience?
(Evaluation)

What strengths have I discovered about myself?
(Analysis)

What can I do better?
(Conclusion)

Adapted from Gibbs' Reflective Cycle, Graham Gibbs (1988)

Contact us at **teachsg@nus.edu.sg** if you have other questions.

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