

Module 6: Implementation Guide (Trainer-Focused)

A. Learning Outcomes

By the end of this module, trainers will be able to:

- Design and facilitate mentoring training sessions that develop reflective leadership and change management skills.
 - Embed leadership, growth, and culture change principles into mentoring exercises.
 - Adapt training delivery to operational constraints while maintaining learning outcomes.
 - Monitor and evaluate participant engagement, skill acquisition, and application of leadership in mentoring.
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B. Core Theory Content

1. Mentoring as a Leadership Tool

- **Theory & Rationale:**
 - Mentoring is not just about supporting individual growth. It is a strategic tool for cultivating leadership across the institution.
 - Effective mentors model ethical decision-making, reflective leadership, and proactive problem-solving.
 - Mentoring relationships provide a safe space to practice influence, change management, and cultural transformation.
- **Key Concepts to Convey:**
 - **Reflective Leadership:** The ability to evaluate one's own decisions, adapt to feedback, and consider the human impact of leadership choices.
 - **Change Management:** Mentors teach mentees to navigate systemic challenges, identify improvement opportunities, and lead constructively.
 - **Cultural Leverage:** Using mentoring relationships to increase trust, equity, and collaboration throughout the institution.
- **Trainer Facilitation Tips:**
 - Use real-world examples of mentoring programmes that impacted organisational culture. Examples and references are provided throughout and summarised in Section E of each module.
 - Ask participants: "How could your mentoring accelerate positive change in your prison?"

2. Adult Learning and Leadership Development Principles

- **Adult Learning Principles:**

- **Experiential Learning:** Learning through doing. We highly encourage practicing scenario-based learning and ensuring that participants actively engage in the scenario-based conversations.
- **Reflection:** Linking theory to real-life practice. Throughout the guide you will find structured exercises and integrated feedback loops that encourage you and your participants to engage in ongoing reflection on how concepts translate into everyday mentoring.
- **Self-direction:** Participants define their personal leadership goals. Embedded in a “Train-the-Trainer” approach and designed to “Mentor the Mentor” during the training, the guide empowers you to support mentors in taking control over their own development, so that they in turn can enable mentees to do the same.
- **Relevance:** Contextualising learning within high-stress correctional settings. This is why the guide emphasises scenario-based learning, ensuring that all content and activities are closely aligned with the realities, pressures, and environments that mentors and mentees face. For this purpose, it is recommended you adapt training materials and practices to your national and local context to increase relevance.

- **Leadership Integration:**

- Encourage participants to reflect on their own leadership style.
- Highlight how mentoring accelerates leadership development by:
 - Modeling adaptive behavior
 - Providing structured feedback
 - Offering decision-making practice

- **Trainer Guidance:**

- Include scenarios where mentors influence change in operational settings.
- Demonstrate reflective questioning techniques that leaders can use.

3. Designing Mentoring Training Sessions

- **Session Components:**

- **Learning Objectives:** Clear, measurable, leadership-oriented outcomes.
- **Theory Input:** Core mentoring, leadership, and change management concepts.
- **Experiential Practice:** Scenarios, simulations, and case studies.
- **Reflection & Discussion:** Debrief exercises focusing on leadership lessons.

- **Action Planning:** Application of mentoring and leadership in workplace settings.
- **Example Session Flow (90 min):**
 - Icebreaker & Leadership Reflection (10 min)
 - Mentoring Theory & Leadership Principles (20 min)
 - Leadership Simulation / Role-Play (30 min)
 - Group Discussion & Reflection (15 min)
 - Action Planning: Leadership in Mentoring (15 min)

4. Facilitating Leadership and Change Management in Mentoring

- **Techniques for Trainers:**
 - **Scenario-Based Learning:** Use real or fictional institutional challenges to practice leadership in mentoring.
 - **Reflective Questions:** Encourage mentees to consider impact, ethics, and long-term outcomes.
 - **Modeling Leadership Behaviors:** Trainers demonstrate empathy, problem-solving, and ethical decision-making.
 - **Managing Group Dynamics:** Show how to navigate hierarchical or resistant groups during mentoring exercises.
- **Prompts to Encourage Leadership Thinking:**
 - “What would you do if a colleague resists mentoring guidance?”
 - “How can small mentoring actions create broader cultural change?”
 - “Which leadership skills are you using as a mentor right now?”

C. Self-Learning Practice Activities

Activity 1: Reflective Leadership Journaling

Purpose: Develop self-awareness of leadership style, biases, and change management skills.

Time: 20–30 minutes per session (can be repeated weekly)

Materials: Journal or digital document, pen

Instructions:

1. Reflect on a recent mentoring session or training you delivered.
2. Answer the following prompts:
 - Which leadership behaviors did I model effectively?
 - Did I notice any moments where my own biases influenced my guidance?
 - How did I encourage reflective thinking in participants?
 - What change management strategies did I implicitly or explicitly model?
3. Identify one small action to enhance your leadership or mentoring impact next session.

Reflection Prompts:

- “What did I do well that I want to repeat?”
- “Where could I improve to better support mentee growth and culture change?”
- “How can my behavior influence organisational culture through mentoring?”

Activity 2: Scenario-Based Role Reversal

Purpose: Practice empathy, reflective leadership, and understanding mentee perspectives.

Time: 30 minutes

Materials: Pre-prepared mentoring challenge scenarios, pen, paper

Instructions:

1. Take a scenario from a real or fictional prison mentoring challenge (e.g., mentee resistant to change, overwhelmed by workload).
2. Write down how you, as the mentor, might respond.
3. Now, switch perspectives: write what the mentee might feel, think, or need from you in this situation.
4. Compare the two perspectives and identify any gaps in your understanding, potential biases, or missed opportunities for leadership.

Reflection Prompts:

- “What assumptions did I make about the mentee?”
- “How could I adjust my approach to enhance engagement and growth?”
- “Which actions would foster trust, cohesion, and reflective practice?”

Activity 3: Mini Change-Management Project

Purpose: Apply mentoring as a tool for culture change in a safe, self-directed exercise.

Time: 45–60 minutes

Materials: Flipchart or digital mapping tool, markers

Instructions:

1. Identify a small “change” you want to foster in your training environment (e.g., improving engagement, increasing reflective discussion, fostering peer mentoring among participants).
2. Map out:
 - The current state (challenges, barriers)
 - Desired state (impact on participants and culture)
 - Steps you can take as a trainer to influence change
3. Implement one small action during your next session and observe outcomes.

Reflection Prompts:

- “Which strategies worked to influence participant behavior?”
- “What unexpected reactions or barriers appeared?”
- “How did I model reflective leadership and mentoring principles?”

Activity 4: Bias Awareness and Adjustment Exercise

Purpose: Increase awareness of unconscious biases and their effect on mentoring delivery.

Time: 30 minutes

Materials: List of common biases in mentoring (hierarchical, personality, similarity, confirmation, past performance), journal.

Instructions:

1. Reflect on participants or mentees you have previously trained:
 - Who do you tend to give more attention or opportunities to?
 - Are there participants whose potential you underestimated?
2. For each bias identified, write an actionable adjustment:

- How will I ensure equitable support next session?
- How can I model openness and reflective leadership to counter bias?

Reflection Prompts:

- “How might my biases impact participant engagement and learning outcomes?”
- “What specific strategies will I implement to foster equity?”

Activity 5: Mentoring Observation and Feedback

Purpose: Practice evaluating and giving feedback on mentoring interactions to enhance leadership modeling.

Time: 30–45 minutes

Materials: Video of mentoring session (real or simulated), observation checklist, pen

Instructions:

1. Watch a recorded mentoring session.
2. Use a checklist to observe:
 - Communication style
 - Leadership behaviors
 - Reflective questioning
 - Bias or assumptions evident
 - Opportunities for fostering culture change
3. Write a short feedback report highlighting strengths, growth areas, and actionable suggestions.

Reflection Prompts:

- “What behaviors did I notice that I could incorporate into my own training?”
- “How effectively did the mentor model change management and leadership?”
- “What small adjustments could enhance mentoring outcomes?”

Activity 6: Peer Reflection Circle

Purpose: Enhance self-awareness, leadership, and reflective practice through dialogue with fellow trainers.

Time: 40–50 minutes

Materials: Peer group, discussion prompts

Instructions:

1. Form a small group of trainers.
 2. Each trainer shares:
 - One challenging mentoring situation
 - How they responded
 - Reflection on leadership, change management, or bias
 3. Peers provide constructive feedback, alternative strategies, or leadership insights.
 4. Summarize key takeaways and plan one actionable adjustment for next session.
- Reflection Prompts:
- “How can feedback from peers help me model better leadership?”
 - “What did I learn about my assumptions or approach?”
 - “Which change management strategies can I incorporate into my training?”
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D. Key Trainer Reminders

- **Integration:** Always tie mentoring exercises back to leadership, culture change, and staff cohesion.
 - **Flexibility:** Adapt exercises to timing, staffing, and security constraints.
 - **Measurement:** Encourage participants to track their actions and reflect on leadership outcomes.
 - **Modeling:** Trainers must model reflective leadership, problem-solving, and proactive change behaviors throughout delivery.
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E. Resources and References

You can watch some inspirational videos on leading change here:

- Unlocked Graduates Youtube - Make it Count Playlist
<https://youtube.com/playlist?list=PLetbiiZfGfJnCMDXVTU7TYVYwqBQKmG&si=D-ZPnL-NLSQ8gox->
- Unlocked Graduates Youtube - Norwegian Prison Service
<https://www.youtube.com/watch?v=XrLnIMC10DI>
- Little Scandinavia Prison Project in the US (Extended Trailer):
<https://www.youtube.com/watch?v=gTC1KI0STIY>