



S2S

Head Mentor

Handbook

2024/25



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

S2S 
Student 2 Student

Welcome Message

Breda Walls




Breda Walls
Director of Student Services



As you join Trinity's 600-strong team of Student 2 Student Mentors and Head Mentors here at Trinity, I want you know how incredibly proud we are of you. Your dedication and hard work play a pivotal role in shaping the Trinity experience for new students in countless ways, and I truly hope you find personal growth and fulfilment from being part of such an amazing team.

During this busy period, I want to emphasise self-care. As classes begin, balancing academic responsibilities with S2S activities can be challenging. Your dedication to helping others in your personal time is deeply appreciated, and I extend a special thank you for this commitment.

Supporting each other and taking care of yourselves is essential. The close-knit S2S community is a resource for new students and a supportive network for all of you. This experience is enriching for everyone involved, so lean on each other, share experiences, and reach out if you need.

I hope you find your involvement with the S2S program as rewarding as it is impactful. The bonds you create and the positive difference you make will resonate throughout the year and beyond.

Thank you for your incredible dedication and hard work and here's to a fantastic year ahead!

Welcome Message

Trish Murphy



Patricia Murphy
Student Counselling Service Director

The student counselling services welcomes you wholeheartedly to the S2S programme. S2S volunteers are an essential part of our outreach and prevention programme, where new students benefit from the connection, energy and guidance of their more experienced peers. We know from research that S2S mentors fulfil an essential part of student success in that they create belonging for incoming students and this allows for academic achievement, emotional stability, and robust mental health.

Seeing Red hoodies around campus is a signpost to fun, engagement and genuine care. This is at the heart of volunteering, and it rewards the practitioner as well as the recipient.

We want to thank you for your commitment, for your generosity and your good humour and we'd like you to know that you are creating a positive experience for new entrants that may be the cornerstone of their whole college experience.

We salute you!

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Introducing S2S

Trinity College's Student 2 Student (S2S) Mentoring and Peer Support Programme is part of our Student Counselling Services, and specifically designed to ensure every student in Trinity knows that they belong here. Through S2S, students can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when they're not sure who to approach.



Valerie Tsukanova
2023/24 Mentor

'To me, S2S means helping others and making college a more positive experience. This means helping any students struggling to meet people or struggling to navigate college life.'

Mission of the Trinity Counselling, Learning Development and Student 2 Student Services:

Support through collaboration, connection and compassion.

Vision of the Trinity Counselling, Learning Development and Student 2 Student Services:

To be an internationally accredited service, delivering accessible social, academic, mental health and emotional wellbeing services across the Trinity community, keeping students at the centre of everything we do.

Policies

As a member of S2S there are certain policies that you must be aware of to ensure your safety and the safety of the mentees.

We value you, our volunteers, and want you to get involved at all levels of the organisation. We aim to train, support and supervise to the best of our abilities, and to act quickly and fairly if difficulties arise, and we are proud to uphold the **TCD Volunteer Charter**.

By volunteering with S2S you agree to uphold our data protection and confidentiality agreements. You will also be required to sign an accountable space agreement.

You must familiarise yourself with some key S2S policies, including:

- **S2S Diversity and Accountability Policy**
- **S2S Reimbursement Policy**
- **S2S Room Booking Policy**
- **S2S Volunteer Policy**

As a student of Trinity, you are also expected to uphold **University Policies**, of note:

- **Dignity and Respect Policy**
- **Equality Policy**
- **Accessible Information Policy**

Policies

Data Protection

As S2S Head Mentors, you are required to adhere to the **Student Counselling Service's Privacy Notice** and to be mindful of how and why you process personal data.

Personal data you are likely to encounter as an S2S Head Mentor includes:

- Students' contact details (TCD email addresses).
- Emails written to you by other students.
- Video footage or photos of other students (e.g., recordings of online meetings, or photos taken at meetups).

To ensure that everyone's data and their privacy is respected, you must:

- Use the contact data shared with you from S2S Staff. Don't download or save these contact details anywhere else.
- Adhere to the S2S email protocol. BCC your Mentors (don't paste their email addresses into the "To" or "CC" field).
- Delete emails once you have dealt with them. If emails contain personal/ sensitive data that may be needed in the future, please consult with the S2S office about secure storage on the SCS Titanium system.
- Get permission from all parties before sharing or storing any videos or photographs taken in your capacity as an S2S Head Mentor, including explicit written consent for any dissemination on social media, or in emails etc.

Please refer to **Trinity College's Data Protection Handbook** for more detailed information.

Policies

Confidentiality

As part of volunteering with S2S, it is important that you follow the **S2S confidentiality policy**.

The relationship between a Mentor and Head Mentor is confidential to the service. This means that nothing a mentor tells you can be disclosed to anyone outside the Counselling Service. There are exceptions to this, including:

- 1.** If the S2S Head Mentor is concerned about the **risk of harm to the student or a third party**. In these circumstances you must raise your concerns with staff in the S2S office as a priority (following the referral process wherever possible). S2S will make every effort to discuss the situation directly with the student(s) concerned and to involve them in the disclosure process.
- 2.** S2S staff form part of the Student Counselling Service, who are mandated reporters under The Children First Act 2015. Information regarding **past or current abuse of children (aged under 18)** given to SCS must be reported to the Irish Child and Family Agency (TUSLA) if there is a reasonable suspicion that there is a child (aged under 18) at risk at the time of reporting. Records relating to such matters will be kept indefinitely, in accordance with current legal guidelines.
- 3.** Case notes kept by S2S staff relating to student engagement with an S2S volunteer may be **subpoenaed by court order**. This, along with GDPR, is a good reason not to keep notes unless absolutely necessary for the student's wellbeing.

S2S Staff



Ralph Armstrong-Astley

S2S Coordinator
Pronouns: She/Her

Ralph leads the S2S team and is responsible for the strategic development of the service. As part of the Student Counselling Service Management team, she represents S2S volunteers and the students they support in steering and advisory groups across Trinity College, and within the National Consortium for Peer-led Transition.



Shauna O'Connor

S2S Programme Officer
Pronouns: She/Her

Shauna manages the daily function of the S2S volunteer programmes and volunteer engagement. She provides students support and debriefing to S2S volunteers. She also assists in the strategic development and representation of the service.



Chloe Staunton

S2S Executive Officer
Pronouns: She/Her

Chloe assists with the administrative work of the programme and the daily function of the S2S Student Space in House 47. She manages student and volunteer queries, volunteer reimbursement and assists with the orientation process.

Here to Support You

Email: student2student@tcd.ie

Phone: 01 896 2658

Ralph's mobile: 085 7833 548

Address: House 47, Trinity College Dublin

Book a **drop-in session** with an S2S Staff Member

In an emergency, please use the **after hours services information**

Peer Supporters



Peer Supporters are student volunteers who are highly trained in active listening, confidentiality, and emotional support. They are available for any student in Trinity College, so you can call on them yourself, as well as referring Mentors who you think may need a bit more support to them.

You don't need to be in distress or crisis to talk to a Peer Supporter, but they can help with the larger problems as well as the smaller things.



Joanna Jarmolowicz - 2023/24 Peer Supporter

'Peer supporters don't pass any judgement and being in a similar age group can make it easier to understand certain situations you might be struggling with'

You can request a meeting with a Peer Supporter by:

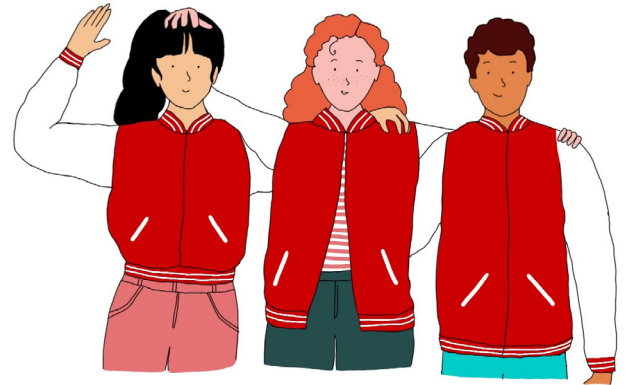
- emailing student2student@tcd.ie.
- using our [online form](#).

You can also view **Peer Supporter profiles** to find out more about the team, and you can specify any Peer Supporter you'd prefer to talk to (or not talk to) when you request a meeting.

It may not always be possible, but the aim is for you to receive a response from a Peer Supporter within 48 hours of making your application (excluding weekends). They will email you with some suggested times and venues for a meetup, and all you will need to do is reply with the one that most suits you.

Head Mentors

Head Mentors are the first port of call for our volunteer Mentors. They answer their questions, help them stay on track, and keep an eye out to make sure mentees have active groups to engage with. They also organise social events for Mentors to get to know each other, and faculty events for mentors to bring their group members to.



What is involved?

Head Mentors are critical to the S2S Mentor programme and are a fundamental part of TCD's orientation process. Head mentors commit to:

Orientation:

- Assisting with the running of orientation sessions
- Debriefing new Mentors after orientation
- Standing in to help run a session in a Mentor's absence.

During the year:

- Keeping your Mentors engaged and encouraging them.
- Regularly checking your Head Mentor Gmail account.
- Keeping track of involvement worthy of an S2S award.
- Hosting two Mentor meetups per term.
- Hosting one Faculty event per term for all the Mentors and mentees in your assigned courses.
- Liaising with class reps to ensure good working relationships.
- Logging all your activity online.

What do you get?

- Full training (one in person 3hr training).
- Excellent experience in delegation, coaching, and leadership.
- The opportunity to do something positive and rewarding.
- Guaranteed references based on logged activity and involvement.
- Support from Faculty Reps on Committee and S2S Staff.
- Strong social network within S2S Society.

What is expected?

- Attend one in-person training session (3 Hours).
- Assist with orientation in September.
- Contribute a minimum 1-3 hours per week.
- Regularly check and respond to your TCD emails and Head Mentor Gmail.
- Attend monthly meetings with S2S.
- Respond to and liaise with S2S staff.

House 47

Student Space

You can find us here: **House 47, Trinity College Dublin**
(check us out on the **TCD Sense Map** for accessibility information).

S2S is based in House 47, where there is a dedicated student space for you! Equipped with a microwave, cutlery and tea and coffee facilities for you to use. You can use this space to host a meet-up, have lunch, or just come hang out. We're working on getting a set-up that will allow you to stream movies too. Something you'd like to see in the space? Let us know!



Along with the communal space, there is a bookable Zoom Room and Private 1:1 space. If you have an online appointment, need to study or want to have a private convo with someone, you can book these spaces!



Booking Links:

The Zoom Room (Room 7)

The 1:1 Room (Room 8)

Student Space (for group meet-ups)

Please see the **S2S Room Booking Policy**.

Role Overview

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Head Mentor Areas

Single Honours Arts



Emma Coyle



Samantha Lopez

s2shead.ahss@gmail.com

- Ancient and Medieval History and Culture
- Classics, Ancient History and Archaeology
- Clinical Speech and Language Studies
- Deaf Studies
- Drama and Theatre Studies
- Early and Modern Irish
- English Studies
- European Studies
- Film
- History
- History of Art & Architecture
- Music
- Psychology
- Religion

Joint Honours



Evie Gibbs



Phoebe Olkkola

s2shead.joint@gmail.com

- Joint Honours Courses

Law



Lucy May Roberts



Pavel Toderic

s2shead.law@gmail.com

- Law Courses

Business, SSP, Social Work, and Computer Science



Yukta Kanoria



Ka Yi Liu



Albertina Arockiyasamy

s2shead.bussocsci@gmail.com

- BESS
- Computer Science
- Computer Science, Linguistics, and a Language
- Economics and Social Policy
- Global Business
- Management Science and Information Systems Studies
- Modern Language and Social Policy
- Political Science and Social Policy
- Philosophy
- Philosophy Political Sci Economics and Sociology
- Social Studies
- Sociology and Social Policy

Hospitals

James' Campus



Darin Poon



Tristan Lim

- Human Nutrition and Dietetics
- Medicine

TBSI



Anna Patterson



Aviva Rynne Browne

- Human Health and Disease
- Occupational Therapy
- Physiotherapy
- Radiation Therapy

s2shead.hospitals@gmail.com

Engineering & MIDFY



Aoife Mitchell Arijita Aggarwal Níse Ó Cuill

s2shead.engineering@gmail.com
s2shead.midfy@gmail.com

- Engineering
- Engineering with Management
- Environmental Science and Engineering
- Foundation Year (TAP)
- Foundation Year Mature Students (TAP)
- Mature Student Panel
- Irish Student Panel
- TCPID

Nursing, Dental & Pharmaceutical (NDP)



Promise Okafor

s2shead.ndp@gmail.com

- Dental Hygiene
- Dental Nursing
- Dental Science
- Dental Technology
- Pharmacy
- Children's and General Nursing
- Midwifery
- Nursing (General)
- Nursing (Intellectual Disability)
- Nursing (Mental Health Nursing)

Sciences



Alison Zobenko Gabi Kwiecien Athina Tsiappa

s2shead.science@gmail.com

- Biological & Biomedical Science
- Chemical Sciences
- Geography and Geoscience
- Mathematics
- Physical Sciences
- Theoretical Physics

Head Mentor

Goals



Connection:

Keep the mentors engaged in the programme.



Responsibility:

Let the mentors know they have someone to answer to and go to.



First Port of Call:

Be available and accessible in case any issues arise.



Insight:

Use your experience to guide new Mentors, and share what you learn from them with the S2S team.



Committee:

Engage with the S2S committee - make sure they're kept up to date, and make sure you have all the updates from them.



Complaints and Grievances:

Be a sounding board for Mentors, and refer anything of concern to the S2S office.

Head Mentor

Duties

There are a number of duties you will be undertaking as a head mentor. Below is a breakdown of what you can expect to be doing:

- Send weekly emails to your Mentors.
- Check emails from your Mentors.
- Checking in with Mentors not engaging.
- Handle any questions, complaints or issues.
- Attend monthly meetings with S2S office.
- Organise 2-3 mentor meet-ups per term.
- Organise one faculty event per term (Mentor & mentees).
- Liaise with class reps & committee faculty reps.



Monthly Meetings:

Head Mentors attend mandatory monthly meetings during term time.

The meetings include of 3 rotating responsibilities: facilitator, minute-taker and time-keeper. Everyone will have the opportunity to take on some of these roles throughout the year.

These meetings allow you to share your queries and suggestions. They are a great opportunity to meet fellow Head Mentors and create collaborations.

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Emails

Before you meet your Mentors, they need to know who you are! Make sure to stay in contact with your Mentors and encourage them to stay in touch with you. There are a number of ways to do this.



We always recommend that email be the main source of contact. Emails don't have to be weekly, but they should be frequent enough that the Mentors always know you're there. Emails are also a good opportunity to recognise any impressive events, activities or emails that the volunteers are working on. If you'd like to personalise your email, check out this **Mail Merge video tutorial** to learn more.

All mentors will be given your Gmail addresses, and these will be next to your profiles on the website as well. Mentors are expected to CC you on their communications to their groups, and to contact you on the HM Gmail address if they need help or support, so it's critical that you monitor this mailbox.

When using your Head Mentor Gmail accounts, here are some guidelines to keep in mind:

Account Security

- A unique password for your Gmail account will be given to you with enabled two-factor authentication for an extra layer of security. Do Not change the password.
- Ralph's phone number will be set as the primary phone number for 2FA on your account. Do Not Change Ralph's Phone Number to your own personal number.
- If you need to log in and receive the 2FA code, please reach out to Ralph and ask her for the code direct-ly. Call, WhatsApp or text 085 7833 548.
- Be cautious of suspicious emails, phishing attempts, and avoid clicking on unknown links or download-ing attachments from untrusted sources.

Email Etiquette

- Double-check the recipients before sending an email to ensure you are sending it to the right person.
- Use clear and concise subject lines to help recipients understand the purpose of your email or click-bait subject lines to encourage them to open it!

Efficient Email Management

- Speak to your Head Mentor Buddy and discuss a rota for maintaining the email inbox.
- Regularly clean up your inbox by archiving, tagging or deleting unnecessary emails. You can create an annual folder (e.g. Mentor emails 24/25) and file all completed emails in there.
- Remember to check your handbooks for **GDPR policy** – if an email contains personal data don't save it. Refer anything that needs to be stored to the S2S Office and hard delete it on your accounts.
- Take advantage of Gmail's search functionality to find specific emails or use advanced search to refine your search queries.

Email Response Time

- Please try to reply to emails promptly.
 - Maintain a professional and timely response by replying within a reasonable timeframe.
 - Aim to reply to emails within 24 hours, excluding weekends and holidays.
- ### Boundaries for Email Communication
- To maintain boundaries and a healthy balance, please keep your email communications to 9 am to 4 pm.
 - If it is an urgent matter that requires immediate attention, reach out to Ralph as soon as possible.

Events and Meet-ups



Holding events for your Mentors is equally as important as events for mentees. Fostering social connection and community with your Mentors can provide a great support to them. Giving them opportunities to connect and find support in one another.

After orientation it is important to hold a debrief session with your Mentors. Find out how they got on, any supports they might need and give them a chance to hang out with one another. It's a debrief session, but you can make it fun!

As Head Mentors you are expected to organise 3 events per term along with a Faculty/HM Area, which involves Mentors and their mentees. Connect in with the S2S society, they can be a great support for events.

Alison Zobenko

2023/24 Head Mentor

'In terms of organising you need an action plan - suitable venue, date, time, materials and availability to all align.

S2S is amazing with letting your creative ideas thrive so you don't always need a pizza and a movie, let's think outside the (pizza) box '



- 1. Alternate Times and Days:** Offer events at different times and on various days to accommodate diverse schedules.
- 2. Mix Alcohol and Non-Alcohol Events:** Provide a balance of events with and without alcohol to cater to all preferences.
- 3. Include Free Events:** Ensure some events are free to increase accessibility for everyone.
- 4. Avoid Empty Events:** Focus on promoting and organizing events that are likely to attract participants. If you're using social media, or anything that advertises how many people have said they are going, ask a couple of friends to boost your numbers before you circulate the link. No one wants to be the first to say "yes".
- 5. Start Smaller, Aim Bigger:** Begin with smaller events to build interest and scale up as needed.
- 6. Collaborate with Other Groups:** Combine efforts with other S2S groups and integrate with larger society, School, and S2S events.





- 7. Give Notice and Send Reminders:** Provide ample notice for events and send reminders to keep participants informed.
- 8. On-Campus Meet-Up Points:** For off-campus events, arrange a meet-up point on campus so everyone can arrive together.
- 9. Choose Accessible Locations:** Ensure locations are physically accessible (e.g., no stairs or with lifts). We can help book accessible rooms on campus if notified in advance. Don't forget to use the **TCD Sense Map**.
- 10. Use Accessibility Event Generator:** Plan events inclusively using the **Accessibility Event Generator**.
- 11. Collaborate and Share Responsibilities:** Don't feel pressured to do everything yourself. Work with other Mentor groups, use college and society events, and share the organisational load with mentor buddies.
- 12. Encourage Informal Chats and Questions:** Allow time for informal conversations and questions to create a more relaxed and engaging environment.

Reimbursement Process



S2S has a small budget that can be used by volunteers to fund activities and meet-ups. Please read the **reimbursement policy document** to become familiar with the process - you must follow the principles in order to be reimbursed.

- 1.** Fill out a **request for funding** with all the details we require at least 3 working days prior to the event happening. We cannot offer reimbursement at short notice, or retrospectively.
- 2.** For large events you will be required to share a plan and predicted spend.
- 3.** Once we review your application, we will respond within 24 hours of approval or denial of the reimbursement.
- 4.** Once spending is approved, we will send you a Non-Staff reimbursement form.
- 5.** After the event volunteers need to fill in their bank details and email the completed reimbursement form to the S2S staff as a PDF, along with a photo of the receipt and proof of event. Proof of event can be the email inviting mentees to the event – just forward it on to us marked “for reimbursement”.
- 6.** S2S staff will process reimbursement forms as a priority and send them to Trinity Finance, who will send the money into your bank account by EFT.
- 7.** FIS process forms once a week, so alert S2S staff if you have not been paid within 2 weeks.

Remember:

- Ask for reimbursement before you buy anything!
- Requests are limited to €30 per event unless there are exceptional circumstances, agreed with the S2S Office in advance.
- Keep your receipts.
- Don't rely on quick reimbursement.
- Don't pay for deposits out of your own pocket. If you're arranging an event for which a deposit is required, ask everyone who's coming to give you their portion of the deposit in advance.
- Alcoholic drinks will not be reimbursed by Trinity's Finance Office.

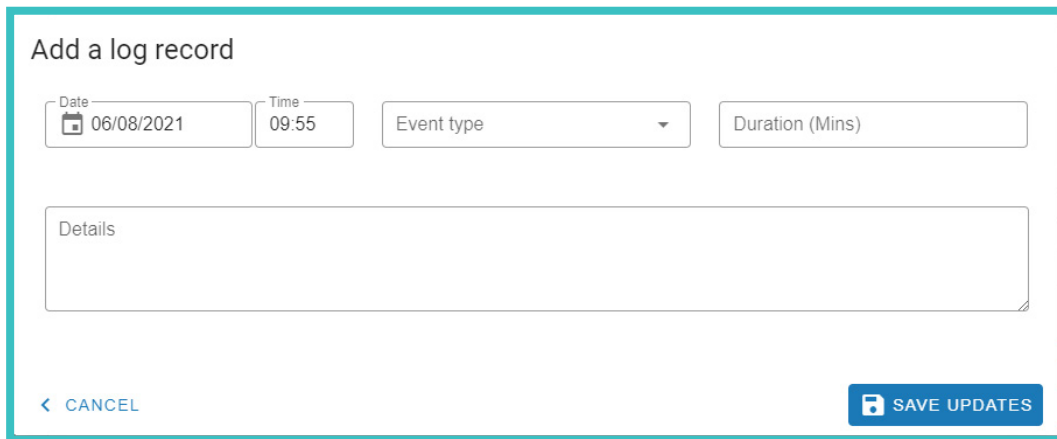
Logging Activity

It is important that you log your activity regularly on Odyssey so that we can write quality references for you, and so you can apply for awards including the Dean's List of Volunteering and the Trinity Employability Award! It also really helps the S2S programme, as the activity you log helps us to directly advocate for funding!

The screenshot shows the 'S2S (Student 2 Student)' interface. The top navigation bar includes the Trinity College Dublin logo, the text 'S2S (Student 2 Student)', the email 'test.a@dovetail.ie', and a 'LOG OUT' button. The left sidebar lists navigation options: Activity, Training, Buddies, Mentor Group, Profile, and Withdraw. The main content area is titled 'Activity History' and features a dropdown menu for 'Academic Year' currently set to '2021/2022'. A message states: 'Thank you for all these hours you have contributed to your fellow students.' Below this are three summary cards, each displaying '0.25' and a corresponding time period: 'Hours this week', 'Hours this month', and 'Hours this academic year'. At the bottom of the page, there is an 'Activity Log' section with a 'Hide minor events' checkbox, an 'EXPORT ACTIVITY HISTORY' button, and a '+ ADD A LOG RECORD' button.

To log your hours:

1. Log onto <https://s2svolunteer.tcd.ie/> with your TCD credentials.
2. On the side menu, click on the “**Activity**” page. This will open your activity log.
3. To add a new activity, click the blue “**+ ADD A LOG RECORD**” button. This will open a popup menu.
4. Enter the details of your meetup including the date, time, event type and duration. Make sure the duration is in **minutes** or it won't be added properly.



Add a log record

Date: 06/08/2021 Time: 09:55 Event type: [dropdown] Duration (Mins): [input]

Details: [text area]

< CANCEL SAVE UPDATES

5. Under details, write a short description of your meetup/email.

There are a number of “**Event Types**” in the dropdown menu - here are some guidelines for when to use each type:

- **Group meetup:** Any time you arrange a meetup for your Mentors. The duration should be as long as you stayed with them.
 - **One-to-one:** Use this if you meet up with a Mentor one-to-one.
 - **Orientation:** To log your orientation meet-ups, and any orientation sessions you assist with or facilitate.
 - **Email by Volunteer:** Log any emails to your Mentors under this category, both your weekly email and any direct emails you may send. We ask that you log all emails as 30 mins - some might take you a little longer, some a little less but it will balance out in the end!
 - **Training:** Use this category to log any S2S training you take.
 - **Planning:** If you spend extra time planning a meet-up, you can log that time in this category!
- 6.** When you are done, make sure to click the blue “**SAVE UPDATES**” button to add it.

Orientation

It is always good to familiarise yourself with the orientation plan and sequence of events so that if your Mentors have questions, you can help answer them. Orientation is busy, and with the staggered start we need all hands on deck. There are a number of ways we will need your help.



Orientation takes place **Monday 16th September - Friday 20th September**. Orientation sessions will take place after 6pm these days.

You may be asked to:

- Step in and assist in an orientation meetup. If there are any no-show mentors, technical difficulties, or last-minute dropouts we may need you to step in and help run a Mentor meet-up.
- Troubleshoot technical problems or answer questions if any of your Mentors are struggling with the general running order of their orientation meetup.
- If mentees show up late or their group heads off without them, we will need you to walk the mentee to where their group is.

What your Mentors can expect from orientation:

1. Collect their hoodies in advance.
2. Connect with buddy/buddies in advance & plan out session.
3. Attend session & check in with S2S.
4. Write group number on balloon.
5. Spread out! Remember that students will be gathering around them, and groups can easily get mixed up.
6. Time to give the tour (20 mins library, 25 mins campus) and run an icebreaker session (45 mins).

There will be many orientation sessions running at the one time, so your involvement is crucial to ensuring orientation 1) happens and 2) is a success!

Run an orientation session:

1. Stop into S2S in House 47 to get all the materials you need.
2. Head over to the lecture theatre for Mentor check-in. Mentors are asked to arrive 15-45 minutes before the mentees (depending on the group size).
3. Have Mentors line up. Once checked in, give them their running order and balloon and let them know what group number they are. If a Mentor is a no show, you can either have a Head Mentor fill in or merge two groups together. Never let a Mentor take a group on their own. **Remember** to note any changes made to groups, so we can update our lists.
4. Take the mentee lists and circulate them throughout the theatre.
5. Have your Mentors space out on the steps/stage. Give enough space as it can get crowded when mentees start to join their groups. Remind Mentors to hold their balloons up high!
6. Mentees will start filing in. Once they're all in, introduce yourself. Explain what S2S is, what the Mentors are and what they can expect during their session and for the rest of the year from their mentors.
7. Inform mentees to have a look through the lists in front of them and find their group number. Once they find it, tell them to look at the balloons and find their groups. Let them know if they are not on the list, to head down to you and you will assign them a group. Remember to get them to put their details down on the missing group sheet (this is important so we can put them in that group on our system)
8. Once everyone appears to be in their group you can send them off! Wait about 5-10 minutes after in case of late comers, rooms not open etc.

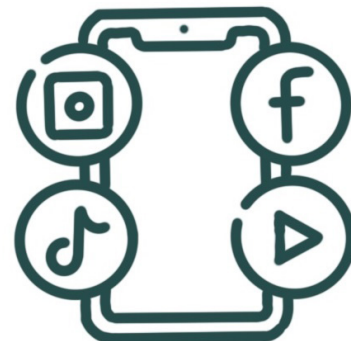


Materials Needed

- Mentee lists
- Mentor running orders
- Missing group form
- Ballons, markers, pens

Social Media

Social media can be a great addition to your emails, to encourage engagement within your group! When creating an engaging social media space, it is important to also protect your privacy, which can be done by setting up a new profile specifically for your group.



Aviva Rynne Browne - 2023/34 Mentor

‘Social media can be good to remind volunteers of special events and meet-ups.

Make the accounts before campus tour and get them to follow the account as soon as possible.

- Emails are the primary communication for you and your mentors – social media can be a fun, optional, space to use in addition to your emails.
- Only relevant content should be shared, related to Trinity, academics, personal growth and any Mentor group updates like your weekly emails.
- Make your posts accessible, so everyone can enjoy them. Check out **AHEAD’s accessible communication guidelines** for top tips:

- 1.** Use **CamelCase hashtags** - for example #S2SMentorMeetUp, not #s2smentormeetup.
- 2.** Always offer **captions**, where applicable for video-type materials. If screening a movie, put the subtitles on.
- 3.** Ensure all images include **alternative (alt.) text** to provide extra context for screen readers.
- 4.** Use **high contrast colours** to accommodate colour blindness and make reading the information easier.
- 5.** Provide a **variety of formats** (text, video, audio) - different people learn and access information in different ways.
- 6.** Clarify **specialised terms** and phrases - explain the many Trinity abbreviations when using them!
- 7.** Use **emojis** sparingly - too many can lose the message's meaning.
- 8.** Use **accessible fonts** (sans serif and equal to or greater than 12pt) - where possible avoid italics, underlining, and all capital letters which can be more challenging to read.
- 9.** Be mindful of **language use** - make sure your tone and vocabulary is suitable for your Mentors.
- 10.** Don't assume you don't have a **disabled audience** - many students have disabilities, including invisible ones.

Social Media

Instagram

If you don't already have an Instagram account:

- Download the Instagram app from the App Store (iPhone) or Google Play Store (Android).
- Once the app is installed, tap Instagram to open it.
- Tap Create New Account and enter your email address or mobile number, then tap Next.
- Enter the confirmation code sent to your email address or mobile number, then tap Next.
- Create a password, then tap Next.
- Enter your birthday, then tap Next.
- Create a username, then tap Next.
- Read Instagram's terms and policies, then tap I agree, to create your account.
- Add a profile picture, then tap Next. If you'd like to add a profile picture later, tap Skip.

If you already have an Instagram account:

- Go to your profile page and select the down arrow next to your username.
- Select "Add Instagram account"
- Select "Create new account" and follow the instructions.
- If you opt to "share login in your Accounts Center" you will be able to switch between profiles without logging out and logging in. Consider getting into the habit of switching back to your personal profile every time you leave Instagram, so you don't post/share personal things to your group by accident.

Supporting your Mentors

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Meeting your Mentors

As a Head Mentor you can bring together Mentors of similar courses. This is a fantastic way for Mentors to meet fellow mentors and share experiences.

Your group will likely have a lot of questions for you. Some of them, however, will not have the courage to ask. Others won't think about what they'd really like to know until later, and some just won't know what they don't know.

Organising a 'Get to know you' session with your Mentors ahead of orientation is a fantastic way for Mentors to meet each other and to share these queries. Once you have your Mentor lists you can start reaching out. Mentors are going to be collecting their hoodies on the **9th and 10th of September**. It's a good idea to organise your get to know you session around this time, and put your training's summer-homework to work!

Feedback from Mentors shows that they want more opportunities to meet other Mentors. This is why organising several meetups during term is so important!

"I really enjoyed the whole program the only thing I would have changed is having more get togethers with the mentors"

"I liked when the S2S society held mixers and I think more would be helpful to both mentees and mentors"

"I would like more interaction between the mentors and communication with the head mentors"

Delegating Tasks

S2S is all about community and working together - so why not put it into practice. Sometimes there's a lot to be done, and it requires working with others to see it through. Here are some top tips to use when delegating tasks.

- 1. Identify work to delegate:** what projects or events can you work together on?
- 2. Identify skills and strengths:** Your Mentors have a variety of skill sets - find out what they are and encourage everyone to play their strengths!
- 3. Clarify priorities:** provide clear context and guidance to set everyone up for success. This includes clear deadlines and a desired outcome.
- 4. Effective communication:** communicate with each other! To make sure you are all on the same page, make sure you are in regular contact and checking-in.
- 5. Support:** delegation is never about dumping work. You are giving someone time and space to see what they can do, but also supporting them.
- 6. Utilise existing resources:** remember to engage with the faculty reps on S2S Committee – they're there to help.
- 7. Acknowledgment:** recognise and celebrate when someone has helped and done good work.



Mentor Engagement

As the year goes on and students get busy, your Mentors might start to lose steam or lose morale at not getting responses. It is your job to keep their spirits up and encourage them to keep going!

What can disengagement look like?

- Mentees get involved in the beginning but drop off and stop showing up.
- Mentors stop organising events and emailing.
- Head Mentors become discouraged because Mentors stop responding or attending events.
- S2S Staff see a drop in attendance and involvement in monthly meetings from Head Mentors.

How to encourage engagement:

Check-in and Openly Communicate

Make sure your Mentors know who you are, and that your Head Mentor inbox is open. By maintaining regular communication, you can catch any issues as they arise. Use your **active listening** to truly hear what Mentors are saying. Sometimes there is more than meets the eye, and you'll need to read between the lines – is the workload too high, is there conflict?

Embrace Community

We're called Student 2 Student for a reason! Community is everything to us, and this should be embodied throughout! Arrange **meet-ups** regularly so Mentors can meet each other and share their ideas or concerns. Don't forget to use existing networks too, such as S2S Society events!

Understand Mentors' Motivations

Everyone volunteers for different reasons. Some students may be looking to develop skills and gain experience. Others may be looking to meet like-minded people and share their passion with an enthusiastic community. Understanding mentors' motivation can help you support and enhance their performance and wellbeing!

Give Recognition

Giving recognition builds self-esteem and confidence. Showing gratitude towards the mentors is a great way to maintain engagement. Maybe you include shout-outs in your emails or reach out to Mentors individually to recognise their efforts. Not to forget the annual **S2S Award Ceremony** too!

Frequently Asked Questions

As a Head Mentor you will often be a Mentor's first stop for any queries, especially relating to their mentees! Here are some frequently asked questions to help you get started. But remember you can always reach out to the S2S staff if you need a hand!

Engaging Mentees

Remind your Mentors to send their weekly emails. Weekly emails are a great way to keep mentees engaged. We always recommend making emails fun. Over the years, we have seen so many emails where Mentors add memes, recipes, good deals, workshops etc., which add a bit of a personal element.

Another excellent way for better engagement would be to hold fun events for them. It's always better to ask mentees what they'd like to do. There are more chances of more people attend if you organise something that most of the group is interested in. If turn out is low, organising a multiple group meetup with other Mentors normally guarantees a bigger crowd, and gives mentees more opportunities to meet new people!

Can't Answer Mentee Query

It is completely okay to not know an answer to mentee questions. Your Mentors are not expected to have an encyclopaedic knowledge of Trinity. Remind your Mentors they can promise to get back to them after

some research of their own. You can help them and guide them on finding an answers for the question. You can also reach out to S2S for additional help.

Buddy doesn't contribute / has conflict

We are aware that issues may arise between your Mentors. In these instances, encourage your Mentors to address their concerns with their buddy. This is where the S2S **conflict resolution exercise** comes to play. If the conflict resolution exercise does not work, then S2S staff are always available for exactly these situations.W

Mentees are not responding

If you find that your Mentors' mentees are not responding to their emails, encourage them to reach out to you and you can find a solution together (use the **GROW model** with the Mentors). Whether it's brainstorming ideas, offering alternative communication methods, or exploring possible reasons for the lack of response you can find a way around it together.

Communication Essentials

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Boundaries

Please pay attention to these - we've drawn them up to make sure you're never in a difficult position, and that you and your mentees are safe!



- Only use your TCD email or Head Mentor Gmail address to contact your group.
- Be clear about your role - you are not a PA; you are not available all day every day. When you can, hide your online status between meetups, so no one attempts instant messaging when you're not expecting it.
- If one-to-one meet-ups are requested, only hold them in public places, or book the 1:1 Room in **House 47**.
- Keep one-to-one meetups between the hours of 9am-4pm, Monday-Friday



in case you need to make a referral.

- Refer anyone under 18 seeking support to S2S Peer Support unless you are specifically Garda vetted as an S2S Head Mentor.
- Trust your instincts. If anything doesn't feel right, or worries you in any way, or if you just feel like you have too much going on, debrief with an S2S staff member.
- But, don't talk to anyone outside of S2S without explicit consent.
- Remember that anything you say about your Mentors or S2S could be overheard by someone who uses or is thinking about using the service.

Empathy

Empathy is the ability to hold off on assuming that we know how someone else feels, and to engage with what they are saying in a way that helps us to understand their experience of something. It's not about knowing how you would feel in someone else's shoes, but what it's really like for them.

To understand empathy better, Dr Brené Brown has some great insights:

- Perspective Taking, or putting yourself in someone else's shoes.
- Staying out of judgement and listening.
- Recognizing emotion in another person that you have maybe felt before.
- Communicating that you can recognize that emotion.

'Empathy fuels connection. Sympathy drives disconnection'

'Rarely can a response make something better. What makes something better is connection'

'Empathy is a choice, and it's a vulnerable one'

To learn more, watch this really helpful video from Brené Brown:



Active Listening

Active listening is the practice of listening that reflects understanding back to the speaker. It is a fantastic way to demonstrate empathy and understanding and ultimately creates a more enriching conversation.

Alannah Markham - 2023/34 Mentor

‘Responding to mentees queries and questions in a well-rounded manner. Trying to understand and processing it before responding to them helps!’

- **Stop talking:** you can't listen while you are talking.
- **Don't interrupt:** give them time to say what they have to say.
- **Smile:** respond appropriately, don't overdo it.
- **Look at them:** their face, mouth, eyes, hands, it will all help them to communicate with you. They also help you to concentrate, too. Make them feel that you are listening.
- **Work with them:** only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand and, if you don't, ask for clarification.
- **Pause your emotion:** try to push your worries, your fears, your problems, outside the meeting room. They may prevent you from listening well.
- **Avoid distraction:** find a quiet place where you can sit with your back towards most of what is going on.

- **Concentrate:** actively focus your attention on their words, ideas, and feelings related to the subject.
- **How is it said?** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitudes and emotional reactions may be more important than what he says in so many words.
- **Allow space to think:** the temptation is to fill silence with questions or comments, which may not be helpful. Try to be comfortable with silence and allow time for people to think about what they are going to say.
- **Don't judge:** wait until all the facts are in before making any decisions.
- **Don't solve:** you are there to listen. If you are focused on finding answers, you are not listening completely.
- **Avoid assumptions:** assumptions can get you into trouble in trying to understand other people. Don't assume that they:
 - Use words in the same way that you do.
 - Feel the same way that you'd feel.
 - Are distorting the truth because what they say doesn't agree with what you think.
 - Are lying because they have interpreted the facts differently from you.
 - Are unethical because they are trying to win you over to their point of view.
 - Are angry because they are enthusiastic in presenting their views.



Active Listening

Question Types

Open questions cannot be answered with a “yes” or “no” response, or with a static response

This type of question encourages exploration.

“How are you?”

“What happened next?”

Closed questions are questions to which an answer must be selected from a limited set such as “yes” or “no” or to which the answer is finite.

This type of question is useful to check-in or clarify.

“Do you want to take a break?”

“What month did you move to Dublin?”

Hypothetical questions ask someone to imagine how a possible plan of action could work out.

This type of question is a great way to introduce suggestions/ideas.

“What do you think would happen if you told your dad about the debt?”

Leading questions assume that the questioner knows the answer, and puts it in the other person’s mouth.

This type of question tells someone what you want them to think/say.

“That’s hard for you, isn’t it?”

“When will you tell your parents?”

Judgmental questions are coloured by your personal opinion on the situation. This type of question tells someone how you feel.

To maintain a non-judgemental, non-directive space:

- Ask to explore – not to persuade.
- Be mindful of context, and tone of voice.
- Don’t put pressure on them to answer.

“You would never do something like that, would you?”

Reflect:

I've got so much on, I hate my course, I can't afford to eat and I'm an alien!

You're an alien...

Paraphrase:

I've got so much on, I hate my course, I can't afford to eat and I'm an alien!

So, you're from another planet...

Summarise:

I've got so much on, I hate my course, I can't afford to eat and I'm an alien!

So, you're overwhelmed, you don't like your course, and you have concerns about your visa. Where would you like to start?

Conflict Resolution

When we are not confident asserting our needs or boundaries, we start to blame the person who is “making” us speak up. They should have known not to have done this, or said that, without us having to tell them.

We also tend to respond to criticism defensively, which means that we listen to someone to correct them (e.g., fact checking) rather than with empathy.

There are two simple things you can practice doing in arguments that will help to keep things calm and to strengthen a bond with the person you’re talking to:

- 1.** Use “I” statements. Talk about how you feel without the “because you...”
- 2.** Employ as much empathy as you can. Someone might be using very blaming language or making inaccurate accusations. Instead of making your case in response, try reflecting, paraphrasing, summarising, helping them to feel heard and understood. Go back to the “I” statements to share your perspective, respectfully, with them.



Instead of saying:

‘You’re not pulling your weight, and it’s not fair. You’ve left me holding everything’.

Try:

‘I feel like the workload isn’t evenly distributed. I get angry when I think I have to do the lion’s share.’

Instead of saying:

‘It’s not my fault if you decide to take everything on. You’re making it all about you when you have no idea what’s going on for me’.

Try:

‘I hear you saying that I’ve let you down, is that how you feel?’

‘I am genuinely sorry that you’ve been left with all the responsibility. Can I take a minute to explain to you what’s been going on for me, and then hopefully we can work out a better way to manage the workload together?’

Adapted from Harriet Lerner, ‘The Dance of Anger’

GROW Model

During your training we practised the GROW Model which is a framework for coaching. It is helpful to use, to help your Mentors reach their goals and grow in their role. When a Mentor comes to you with something, instead of taking charge of the situation, empower and encourage them to take it on themselves. You can help guide them and work through the situation themselves so that they take ownership of what they need to do.

Goals

What is the Mentor's ideal outcome?
What do they really want?

Reality

What is the current situation?
Get a really good feel of what's actually going on.

Obstacles

What is in the way? Is there something that could stop them achieving their goal?

Will

How will the Mentor get from Reality to Goal, overcoming obstacles?

Signposting

- As we discussed in training, if support goes beyond practical information giving and becomes emotional support, we are asking you to signpost your Mentor to another service.
- Use your active listening tools to make sure your Mentor feels heard and to figure out what service might be best suited to their needs.
- If you need more information or support around where to signpost someone, please reach out to the S2S Office - we're here to help!
- Remember - hearing your Mentor out and helping them access the **right** support is helping them! You don't have to provide all support yourself!
- If and when the time is right to signpost, there are plenty of useful resources. Please check these resources regularly for access and service updates.
- If your Mentor requires more direct support, then it's time to make a referral.

Health and Wellbeing

Chaplaincy
College Health
Dignity, Respect and Consent
Advisors
DisAbility Service
Healthy Trinity
Niteline
Student Counselling Service
S2S Peer Support
TCDSU Welfare & Equality Officer

Academic

Academic Registry
Library
Student Learning Development (SLD)
TCDSU Education Officer
Your Tutor

Careers

Careers Service

Financial

Senior Tutor Financial Assistance

IT Support

IT Services
Microsoft Apps (Office 365)

Accommodation

TCD Accommodation Office
TCDSU Accommodation Advisory
Service

Student Parents

Breastfeeding rooms and supports
Trinity Day Nursery

International Students

The Global Room

Mature Students

The Mature Students' Officer

Referrals

You may occasionally come across situations when it is inappropriate for you to get involved, when the case is too close to your own experience, or when the issues require professional involvement and support.

Referrals can often be confused with signposts, but here's the key difference:

A **signpost** involves informing a student about a service or services, and making sure they know how to get there.

A **referral** means making sure a service is aware that a student may need their help and asking the service to offer support.

It can be much harder to make the distinction in practice, but you can always come and talk to someone in the S2S office if you are unsure of whether and/or how to make a referral.

Don't wait to talk to us if a referral is urgent though!

If you have any concerns for the student's safety, or for the safety of others, please bring the student directly to S2S, to the Student Counselling Service or to the College Health Centre. If the student won't come with you, it's important that you come to the service directly and let them know who you are concerned about, and why. Our services are safety-first, so they will take any measure necessary to ensure the student's wellbeing and/or the wellbeing of others. Remember that this includes your wellbeing!

If you must make a referral of any kind, please come and debrief with an S2S staff member as soon as possible, even if you feel as though it has had no direct impact on you.



Reasons to make a referral include:

- Concern that a student may be at risk of significant harm, and/or may harm others (remember that in this case referral is mandatory - see confidentiality agreement).
- Recognising that the student's needs require expertise/ experience outside of your training.
- Not feeling personally comfortable with the students' support needs (e.g. their issue is outside of your experience, or is uncomfortably close to your own experience).
- Not having personal capacity - regardless of your ability to support someone, you will not always be in a place where this is feasible or good for you to offer this support.

It is always ok to make a referral if you are in any way uncomfortable or unsure of your capacity to support someone directly. It is better to ensure someone has appropriate and sustainable support than to take everything on yourself.

Emergency contacts:

Ralph Armstrong-Astley: 085 7833 548

Student Counselling Service: 01 896 1407

Trinity College Health Services: 01 896 1591 / 8555 / 1556

SCS **out of hours support information.**

If you are making a referral:

- Use your **active listening skills** wherever possible. If you know that the subject or issue is going to impact negatively on you, be honest about this and politely redirect the student. Otherwise, you can stay listening and make the referral calmly at the appropriate point in the conversation. You don't need to cut someone off or to end a conversation unless it's better for you not to continue with it.
- Be **honest** about why (e.g., "I hear you saying you're not sure if you can go on, and it makes me very concerned for your safety.")
- **Let them choose** who, if you can (e.g., "we can go to the Counselling Service, or to the College Health Centre. It depends on who you'd feel most comfortable talking to, but you do need to talk to someone.")
- Stay **supportive**. If it is appropriate to go with them, meet them after or check-in with them online before/after if you can't meet face-to-face.
- Name your **concerns** - it's better to ask and be wrong, than to not ask and be right. If you say the word suicide you will not be putting ideas into people's heads, but you might be giving them an opening to say something they didn't know how to express out loud.
- Acknowledge the **strength and courage** the student has shown by talking to you. Asking for help is one of the bravest things a person can do.
- Talk to an **S2S staff member** as soon as possible. If you are concerned about someone's safety then it's important that you go to S2S, Student Counselling and/or College Health with that information straight away. Encourage the person you're worried about to join the meeting if you can. Tell them you are going to tell S2S, Student Counselling and/or College Health even if they will not join the meeting with you.

S2S
Community

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Award Ceremony

Every year there is a dedicated award ceremony for all our fantastic volunteers. This is a time to reflect on the incredible work done, and to give each other a well-earned pat on the back! Logging your activity is particularly crucial for this, so the S2S staff know the work you have been doing behind the scenes and can celebrate your contributions.

As Head Mentors you will also be able to suggest Mentors for awards. Encourage your mentors to strive for these awards and keep track of those that stand out.

Mentors can win awards for:

- Most creative emails
- Best meme
- Best event organised.
- Commendations for excellence in their role
- Mentor of the year
- Volunteer of the year

Other categories are possible too, based on who and what you think needs to be rewarded!



Trinity Graduate Attributes

Trinity Graduate Attributes

To Act Responsibly

A Trinity Graduate

- Acts on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is an effective participant in teams
- Has a global perspective
- Is ethically aware

To Develop Continuously

A Trinity Graduate

- Has a passion to continue learning
- Builds and maintains career readiness
- Commits to personal development through reflection
- Has the confidence to take measured risks
- Is capable of adapting to change



To Think Independently

A Trinity Graduate

- Has a deep knowledge of an academic discipline
- Can do independent research
- Thinks creatively
- Thinks critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesises evidence

To Communicate Effectively

A Trinity Graduate

- Can present work through all media
- Is expert in the communication tools of a discipline
- Connects with people
- Listens, persuades and collaborates
- Has digital skills
- Has language skills

Trinity College Dublin has identified specific Graduate Attributes that students should be able to demonstrate upon graduation. They are important because they will:

- Enhance your learning. Working on them will help you become a better and more successful student.
- Help to prepare you for your future and lifelong learning given the changing nature of society.
- Enhance your employability as they are skills highly desired by employers.

During your time as an undergraduate in Trinity you will have the opportunity through your coursework and assessments as well as cocurricular and extra-curricular activities to develop and improve these attributes - being an S2S Head Mentor allows you to develop these attributes.

Employability

Your learning and involvement during your time as a Trinity student gives you the opportunity to develop key attributes and skills that will allow you to succeed in your future as an individual and as a member of society.

The Trinity Careers Service offers current students and graduates advice and resources to help prepare you for your future.

- **Trinity Employability and Employment Guide**
- **MyCareer portal**
- **Applications and interviews**
- **More Career Service resources**



Trinity students can avail of the Trinity Careers Service for advice and resources relating to interviewing, searching for jobs, career planning and more.



James Carey
2023/ Mentor

‘It has gave me a great sense of accomplishment and pride over the past year. I never thought I would have the confidence to take up a role like a mentor but the feeling you get from knowing you are making a difference is unmatched.’

Good interview preparation can improve your performance on the day and help to reduce interview nerves. When the day of the interview comes you should feel that you have a good understanding of the role and the company from your research and have prepared evidence to demonstrate how you meet the role requirements. Anticipating and preparing for the types of questions they are likely to ask will help you to make a strong impression.

Interview Questions

In advance of an interview, it's advisable to review the job description, highlight the key requirements, and come up with a list of questions that you think they could ask, alongside a list of your evidence to support the reasons why you are a suitable candidate. You can then practice answering these before the interview itself.

STAR

When asked to give examples, structure your answers using the STAR framework, which can help you to communicate your competencies clearly and simply. When you outline your example, make sure to tell describe each of the following elements:

S ituation:	Describe the context of the example
T ask:	Explain what you had to do
A ction:	Describe the actions you took, give details about what you did.
R esult:	What was the outcome? What made it successful or unsuccessful? What would you do differently another time?

Adapted from the [TCD Careers Website](#)

**Thank you for being a Head
Mentor - S2S couldn't do it
without you!**



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and Student 2 Student Services
2024



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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