Anonymised Client, Glasgow
Mandatory Training
Mentor Training for Young People aged 16-25

Design Document Storyboard

Course Overview

Course Description: *Add your course description here as it is to appear in the Learning Management System, catalog, or anywhere else someone may read about the course prior to registering.*

Media Runtime/Seat Time			**Other:**	
Development Level			**Other:**	
Audience Reading Level			**Other:**	
Other Information			**Other:**	

Learning Objectives

Corporate Objective	Learning Objective
Example: Reduce the number of data entry mistakes made in our CRM.	*Participants will understand the importance of entering data correctly, the most common mistakes made in data entry and possible root causes.* *Participants will be able to identify the mandatory fields that are to be completed, enter data properly, save their work, and lookup and verify that the data was recorded.*

Course Outline

Insert your master course outline here. Every page listed in this outline should be accounted for in the storyboard that follows.

Lesson 001 General Introduction to Training
Lesson 01 Listening Skills
Lesson 02 Questioning Skills
Lesson 03 Do's and Don'ts of Mentoring
Lesson 04 The Mentoring Journey
Lesson 05 GROW Model

Lesson 01:

TOPIC 1	OBJECTIVES
Anonymised Client, Glasgow Mentor Training Programme General orientation for all mentor short courses	• To introduce our training programme goals to new mentors • To orientate them and feel comfortable with the software training and approach • To provide a good overview and options before beginning a particular unit Please note this is more of an overview / walk-through lecture format. There are few challenges in it. The next training module has more interactive challenges incorporated in the training. This unit should familiarise the user, with the overall training process and the look and feel of e-learning.

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
000	Background.jpg	Standard branded home screen showing happy mentors / mentees in line with wider branding.	Welcome. Press "**Start**" to begin your training. Please note you can stop at any time and pick up again where you left off. Your progress through the training is tracked automatically.	• **N/A**
001	Welcomevideo.mp4 or Welcomeaudio.mp3	Welcome video from head of VG training or appropriate voice talent with still image. Fades to 2 – 3 second clip or collage of different types of mentor at work in time with walks of life paragraph. Narration and video leads, but bullets fade in on cue with audio.	Welcome to Anonymised Client, Glasgow's Mentor Training Programme. • The training provides foundations **for all our staff and volunteers.** • Every candidate **must have completed this training** before being partnered with a young person. Please click next to continue.	Hello and Welcome to our Volunteer Mentoring Training Programme. This module will help you understand the issues or problems are we trying to address in this training. This short mandatory module has been designed to help volunteer mentors from every walk of life, get "up and running" as quickly as possible. The training provides foundations for all our staff and volunteers. Every candidate must have completed this training before being partnered with a young person.

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
002	Owntime.jpg Measurable-inforgraphic.jpg Benchmark.jpg Colleagues-chatting.jpg na	Slide shows title and then 2 x 2 grid with each square with an image inside it and bullet point overlayed on each square. Reveal is in sync with narration.	**Why are we using e-learning to train volunteer mentors?** As a charity it is not always practical to bring all our volunteers together for on-site training. This approach means; • Candidates can complete the training in their own time • It is cost-effective, quick and measurable • We provide standardised benchmarked training for volunteers from every background and ability • We also provide further telephone or face to face support Please click N or next to continue. H. to return to home menu or B to go back one page.	**Why are we using e-learning to train volunteer mentors?** As a charity it is not always practical to bring all our volunteers together for on site training. This approach means; • Candidates can complete the training in their own time • It is cost-effective, quick and measurable • We provide standardised benchmarked training for volunteers from every background and ability • We also provide further telephone or face to face support
003		Background of slide shows image of happy mentors / mentees alongside each other with confident and effective fading and transitioning as overlay. Timed with narration, confident on LHS, effective on RHS.	**What will you be able to do after this training?** Anonymised Client, Glasgow require all our mentors to be *confident* and *effective*. Please click N or next to continue. H. to return to home menu or B to go back one page.	After this training Anonymised Client, Glasgow require all our mentors to be **confident** and **effective**.

		User interaction when word is clicked	What does confident mean?	What does confident mean?
		Pop up definition appears on screen.	**Please click on the word "confident" to continue.**	**Please click on the word "confident" to continue.**
		• feeling or showing confidence in oneself or one's abilities or qualities. [Click again for more]] • feeling or showing certainty about something Narration adds extra warm tone and expands the explanation by commenting on the pop up text. **On lower third of screen** **This text appears then fades** It relates to you as an individual mentor, knowing **what** you are able to do and **why** you are able to do them. Then this text comes in to match narration Here, *certainty* refers to the mentoring process itself and the trust relationships between you and the young person which are essential to your success…	It relates to you as an individual mentor, knowing **what** you are able to do and **why** you are able to do them. Here, *certainty* refers to the mentoring process itself and the trust relationships between you and the young person which are essential to your success… Please click N or next to continue. H. to return to home menu or B to go back one page.	Confident can be described as; feeling or showing confidence in oneself or one's abilities or qualities. feeling or showing certainty about something It relates to you as an individual mentor, knowing *what* you are able to do and *why* you are able to do them. Here, *certainty* refers to the mentoring process itself and the trust relationships between you and the young person which are essential to your success

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
004		Background image shows stock image of outcomes of mentoring with choice of answers using hotspots.	**What does effective mean?** Please click the correct definition to continue ; • successful in producing a desired or intended result. (T) • You feel better, but nothing really changes • It's just whatever you want to be… This training will help you be successful in your mentoring with young people and help you avoid many pitfalls. Please click N or next to continue. H. to return to home menu or B to go back one page.	• successful in producing a desired or intended result. This training will help you be successful in your mentoring with young people and help you avoid many pitfalls.
005		Images of struggle and resilience in background. Text fades in as overlay in time with narration.	**Why is mentoring important?** Mentors will be working in partnership with young people who face tremendous challenges in their life. Many of our young people show tremendous resilience and strength of character, yet may present profound behavioural challenges. Please click N or next to continue. H. to return to home menu or B to go back one page.	**Why is that important?** **Mentors will be working in partnership with young people who face tremendous challenges in their life.** **Many of our young people show tremendous resilience and strength of character, yet may present profound behavioural challenges.**

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
006		Images in 2 x 2 grid. User clicks on grid to reveal difference mentoring makes before progressing. Overlay infographic, pie chart animation over each image. Pictures transition from pale monochrome to colour when clicked.	Mentoring and partnerships help develop new ways of living, with the following benefits; Click on an image to reveal the benefits of mentoring, Young adults who were at-risk for falling off track but had a mentor are: • 55% more likely to enroll in college • 78% more likely to volunteer regularly • 90% are interested in becoming a mentor • 130% more likely to hold leadership positions. Click all images to proceed Please click N or next to continue. H. to return to home menu or B to go back one page.	Click on an image to reveal the benefits of mentoring.

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
			What will this training cover? • Awareness of the issues facing your mentee. • The role of a mentor (objective focused). • Communication skills, including listening skills. • How to start, build and sustain your relationship. • Awareness of key issues such as boundaries in mentoring relationships, disclosure and confidentiality, and exit strategies. • An outline of the support structure including the role of the Mentoring Co-ordinator. S Housekeeping – health and safety, grievance and travel expenses. Please click N or next to continue. H. to return to home menu or B to go back one page.	**What will this training cover?** • Awareness of the issues facing your mentee. • The role of a mentor (objective focused). • Communication skills, including listening skills. • How to start, build and sustain your relationship. • Awareness of key issues such as boundaries in mentoring relationships, disclosure and confidentiality, and exit strategies. • An outline of the support structure including the role of the Mentoring Co-ordinator. S Housekeeping – health and safety, grievance and travel expenses.

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
			What will I be able to do once it is complete (Learning Objectives)? This training will give you : • The knowledge you need to become a successful mentor. • The opportunity to practice skills they will require as a mentor. • The do's and don'ts of mentoring. • Information about how to set clear objectives for the mentee. • Information to enable them to establish ground rules for successful trusting relationships.	**What will I be able to do once it is complete (Learning Objectives)?** This training will give you : • The knowledge you need to become a successful mentor. • The opportunity to practice skills they will require as a mentor. • The do's and don'ts of mentoring. • Information about how to set clear objectives for the mentee. • Information to enable them to establish ground rules for successful trusting relationships. •
			• You will need internet access on a phone, tablet or PC • Visit volunteerglasgow.org • Click on training link • Choose "Getting Started as a Mentor" • Enter your name and email address • The training package will start in a new tab on your browser • Follow the instructions, your progress will be saved and you can leave and return to the training at any time. Once all sections are complete you will be emailed a PDF certificate of completion.	**"I've never done this type of training before, how does it work?"** • You will need internet access on a phone, tablet or PC • Visit clientaddress.org • Click on training link • Choose "Getting Started as a Mentor" • Enter your name and email address • The training package will start in a new tab on your browser • Follow the instructions, your progress will be saved and you can leave and return to the training at any time. Once all sections are complete you will be emailed a PDF certificate of completion.

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration
				What other modules are available? **Further in-depth training is available by choosing a topic below;** • **Mentor application and matching form** • **Mentee application and matching form (schools)** • **Mentee's guidance** • **How to use interpersonal skills to support, counsel and build relationships** • **Types of questions** • **Things to do at the first meeting** • **Prompts for difficult situations** • **Creating an action plan** • **Rules of confidentiality** • **"Now get out of that"** • **The last meeting** • **Mentor/mentee review**
			Other resources The following documents are available for all staff. - Person specification – Mentors - Training mentor co-ordinators **Please click "Start" to begin your training**	**Other resources** **The following documents are available for all staff. - Person specification – Mentors - Training mentor co-ordinators** **Please click "Start" button to begin your training**

Title, #	Media Files	Instructions for Graphic Designers / Developers	Page/Media Text (On Learners' Screen)	Audio File Narration

TOPIC 2			OBJECTIVES	

Title, #	Media Files	Visual Instructions/Developer Notes	Page/Media Text (On Screen)	Audio File Narration
Index Title *Screen/Slide #* *Lecture, Quiz, Activity, etc.*	*AudioFile.mp3* *ImageFile.jpg*	• *For Lecture slide, list accompanying graphics, narration timing notes, etc.*	*List the exact format for any on-screen text that is to accompany the narration. Headers, bullet lists, etc.*	• All audio narration goes here. Average speaking rate is 150 words per minute so avoid having more than 225-300 words in a single screen max (1.5 – 3 min)
		• *For activities, provide notes to programmer. Any other development instructions.*	*Any text that will be put on screen goes here and is spell/grammar checked and approved by SME, etc.*	• To aid in timing of graphic animations, consider adding a new row each time a significant visual change will occur
		• *Consider putting a thumbnail screenshot in this section (like rough draft PPT screen)*		• Insert an asterisk *or other notation to denote when a visual (text, image etc.) is to animate in timing with the audio.
				• If you see asterisk signs too close together for images that will compete for the learner's attention, reword the narration or your graphic approach accordingly. You want time for your visuals to make an impact.

Lesson 1 - Knowledge Check

Details	Question Text	Choices	Answer/Feedback
• **Screen Number**: • **Type**: Multiple Choice • **Title**: Knowledge Check • **Force Answer**: YES/NO • **Randomize**: YES/NO • **Weight**: • **Choice Labels**: A,B,C… • **Objective ID**: • **Associated Topic**: 1,1	*Insert question text here*	*List the answer choices (correct answers and distractors)*	**Correct:** **Incorrect:** *Provide the text that will be displayed depending on whether the learner answers correctly or incorrectly.*
• **Screen Number**: 17 • **Type**: Multiple Choice • **Title**: Knowledge Check • **Force Answer**: YES • **Randomize**: YES • **Weight**:? • **Choice Labels**: A,B,C… • **Objective ID**:? • **Associated Topic**: 1,1			**Correct:** **Incorrect:**