



# **S2S**

# **Head Mentor**

# **Handbook**

2025/26



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

**S2S**   
Student 2 Student

# Welcome Message

## Breda Walls

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Breda Walls  
**Director of Student Services**



A very warm welcome and sincere thank you to each of you joining the S2S Head Mentor team this year. Over 800 students have once again stepped up to guide and support incoming students – a testament to the generosity, leadership, and community spirit that defines Trinity.

Starting college is a transformative moment – filled with opportunity, but also uncertainty. Many students are navigating a new city, new systems, and new expectations. Your presence, your listening ear, and your practical guidance make an enormous difference. You are often the first friendly face they encounter, and the impact of that cannot be overstated.

Your work in campus tours, group meet-ups, and everyday check-ins plays a vital role in helping new students feel seen, connected, and confident. These early moments lay the foundation for a meaningful university experience, building a sense of belonging from the very beginning and you are at the heart of that.

As the semester unfolds, I want to remind you to take care of yourselves too. Balancing your own academic and personal commitments with the support you offer others takes effort and energy. Please remember that self-care is not a luxury – it's essential. The S2S community is here for you, just as you are here for others.

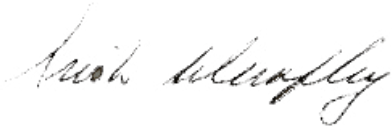
This programme is not only about what you give – it's also about what you gain. The friendships you form, the leadership skills you develop, and the difference you make will stay with you long after the year ends.

Thank you for being part of something so important. Your commitment strengthens our community, and your contribution helps shape a welcoming, inclusive Trinity for all. Here's to a rewarding and inspiring year ahead. We're proud to have you on the team.

# Welcome Message

## Trish Murphy

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Trish 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!

# Contents

---

## **Welcome to S2S** **6**

---

Introducing S2S	7
S2S Staff	8
Peer Supporters	9
Head Mentor Role Description	10
House 47 Student Space	11

## **Policies** **12**

---

Policies Overview	13
Accountable Space Agreement	14
Data Protection	15
Confidentiality	16

## **Role Overview** **17**

---

Head Mentor Areas	18
Head Mentor Goals	21
Head Mentor Duties	22

## **Orientation** **23**

---

What to Expect	24
Running an Orientation Session	26

## **Head Mentor Activities** **31**

---

Emails	32
Events and Meet-Ups	35
Events Funding	39

Logging Activity on Odyssey	40
Montly S2S Meetings	42
Social Media	43

## **Supporting Your Mentors** **46**

Meeting Your Mentors	47
Delegating Tasks	48
Mentor Engagement	49
Frequently Asked Questions	50

## **Communication Essentials** **52**

Boundaries	53
Time Management	55
Empathy	57
Active Listening	58
Conflict Resolution	62
GROW Model	64
Suicidality / Risk of Harm	65
Signposting	66
Referrals	68
Critical Protocols	71

## **S2S Community** **72**

Award Ceremony	73
Trinity Graduate Attributes	75
Employability	76

# Welcome to S2S

Introducing S2S	7
S2S Staff	8
Peer Supporters	9
Head Mentor Role Description	10
House 47 Student Space	11

# Introducing S2S

Trinity College's Student 2 Student (S2S) Mentoring and Peer Support Programme is part of our Student Counselling Service, 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. S2S recognises that student success is founded on belonging and connection, and strives to create a social and supportive environment where everyone can be their authentic self, and is welcomed and accepted as they are.



**Adele Kenna**  
2024/25 Mentor

'S2S is a community full of amazing people, full of so much love and kindness, willing to help anyone and everyone who wants support.'

## **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.

# 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.



**Alanna Lawlor**

S2S Programme Officer  
Pronouns: She/Her

Alanna 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.

**Email:** [student2student@tcd.ie](mailto:student2student@tcd.ie)

**Phone:** 01 896 5033

**Ralph's mobile:** 085 7833 548

**Address:** House 47, Trinity College Dublin

- [TCD Sense Map](#)
- [Google Maps](#)

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

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

## Here to Support You

# Peer Supporters



Peer Supporters are student volunteers who receive high-level training in active listening, confidentiality, and emotional support.

They're available to all students in Trinity, so you can reach out to them yourself and refer Mentors who could benefit from the support. You don't need to be in distress or crisis to talk to a Peer Supporter, but they can help with problems big and small.



**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](mailto: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 Mentor

## Role Description



Head Mentors are the first port of call for S2S volunteer Mentors. They answer their questions, help them stay motivated, 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 school events for Mentors to bring their mentees to.

### Requirements

- Attend a 3hr in-person training.
- Be available to assist with orientation in September during Freshers' Week.
- Contribute 1-3hrs per week during the academic year.
- Regularly check and respond to your TCD emails and Head Mentors Gmails.
- Attend monthly meetings with S2S.
- Liaise with S2S staff.
- Log all your activity on our volunteer portal.

### Benefits

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

### Key Responsibilities

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

During Orientation:

- Assist with running orientation sessions.
- Debrief new Mentors after orientation.
- Stand in to help run a session if needed.

During the year:

- Keep Mentors engaged and encourage them.
- Host two Mentor meet-ups per term.
- Host one school event per term for Mentors and their Mentees.
- Regularly check your Head Mentor Gmail and track involvement.

For more information or to apply visit our website:

[www.tcd.ie/student2student/](http://www.tcd.ie/student2student/)

[student2student@tcd.ie](mailto:student2student@tcd.ie)



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

# House 47

## Student Space

You can find us here: House 47, Trinity College Dublin

- [TCD Sense Map](#)
- [Google Maps](#)

S2S is based in House 47, where there is a dedicated student space for you to enjoy! It is equipped with a microwave, cutlery and tea and coffee facilities. You can use this space to host a meetup, have lunch, or just hang out. We also have an interactive screen so you can practice presentations or 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 a Private 1:1 space. If you have an online appointment, need to study or want to have a private conversation 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**.

# Policies

Policies Overview	13
Accountable Space Agreement	14
Data Protection	15
Confidentiality	16

# Policies Overview

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** and the **Volunteering Ireland 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 the **S2S Volunteer Policy Document**, including some key policies such as:

- **S2S Diversity and Accountability Policy**
- **S2S Event Funding Policy**
- **S2S Room Booking Policy**

As a student of Trinity, you are also expected to uphold **college policies**, of note:

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



Student2Student

# ACCOUNTABLE SPACE AGREEMENT

## INCLUSIVITY FOR ALL

S2S is a friendly and welcoming space, in which we respect all background and walks of life.

At S2S we want everyone to feel safe and accepted while being their authentic selves.

We ensure everyone has the opportunity to contribute, and advocate for equity-deserving communities, and will stand up against discrimination when we encounter it.



## RESPECTFUL ENGAGEMENT

We maintain a person-centred approach in all interactions.

We practice active listening, avoiding assumptions and ensuring we are non-judgemental, attentive and confidential.

We respect the autonomy of each individual.



## OPEN COMMUNICATION

We facilitate calm, considerate discussion where everyone can express their thoughts freely.

We encourage 'I' statements to promote accountability and foster kindness and empathy in conversations.

We value every question and everyone is welcome to ask for help without fear of judgement.

## BOUNDARIES AND GROWTH

We pay attention to our personal limitations and observe the boundaries outlined in our roles.

We take time to recharge and practice self-care and self-compassion and to reflect on our experiences and learnings.

We will take credit as well as responsibility, and check-in with each other and value our unique contributions, as well as our collaborative, group-based efforts.



[WWW.TCD.IE/STUDENT2STUDENT/](http://WWW.TCD.IE/STUDENT2STUDENT/)

# 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 most recent 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 (received and sent) 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.

# 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 Services. There are exceptions to this, including:

1. If you are concerned about the **risk of harm to a student or to 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 (SCS), 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.

# Role Overview

Head Mentor Areas	18
Head Mentor Goals	21
Head Mentor Duties	22

# Head Mentor Areas

## Business and Philosophy



Alannah Markham



Síofra Delaney



Tuleh Jennings

**s2shead.bussocsci@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-BBST
- 2526-BESS
- 2526-BULG
- 2526-PPES
- 2526-PHIL

## 3Set



Raghav Goyal

**s2shead.3set@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-3SET

## Computer Science, Engineering, and MIDFY



Arijita Aggarwal



Niharika Anand  
Shanbhag



Rachel Ranjith

**s2shead.engineering@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-CSLA
- 2526-ICSC
- 2526-ENGI
- 2526-EMAN
- 2526-ESEN
- 2526-MSIS
- 2526-TAPR
- 2526-TPID

## Joint Honours



Isa Stuever



James Mahon



Miriam  
Onwuegbusi



Phoebe Olkkola

**s2shead.joint@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-JOHO

## James's Campus



Anna Patterson



Aviva Rynne  
Browne



Natalie Ung

**s2shead.hospitals@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-HNDI
- 2526-OTHY
- 2526-PTHY
- 2526-RTHY

## TBSI



Darin Poon



Tristan Lim



Emilie Wu Zoeyii

**s2shead.tbsi@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-HHDI
- 2526-MEDI

## Nursing, Dental, and Pharmaceutical



Promise Okafor



Sandra Ijezie

**s2shead.ndp@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-DDIP
- 2526-DENS
- 2526-MIDW
- 2526-NURS
- 2526-PHAR

## Sciences



Alison Zobenko



Ann Maria Sibi



Dominika Boesler



Mimi O'Sullivan

**s2shead.science@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-BBSC
- 2526-CSCI
- 2526-GGEO
- 2526-MATH
- 2526-PSCI
- 2526-TPHY

## Arts, Humanities, and Law



Bhadra Panicker



Cara Sheehy



Iyobo Ugiagbe

**s2shead.ahss@gmail.com**

Head Mentors for Mentors with the following group codes:

- 2526-AMHC
- 2526-CSLS
- 2526-CLAS
- 2526-DEAS
- 2526-DRTH
- 2526-ENGS
- 2526-EURS
- 2526-FILM
- 2526-HAAR
- 2526-HISY
- 2526-LAWS
- 2526-LWFR
- 2526-LWGR
- 2526-MELC
- 2526-MUSI
- 2526-PSYC

# Head Mentor Goals

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**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 Liaison:**

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:



## Weekly:

- Send weekly emails to your Mentors.
- Check emails from your Mentors.
- Checking in with Mentors not engaging.
- Handle any questions, complaints or issues.

## Monthly:

- Attend monthly meetings with S2S office.
- Organise 2-3 mentor meet-ups per term.
- Organise one faculty event per term for both Mentors and mentees.
- Liaise with class reps and committee faculty reps.

# Orientation

What to Expect	24
Running an Orientation Session	26

# What to Expect

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 from **Monday 15 September to Friday 19 September**. Orientation sessions will take place after 5 pm on each of these days.

## You may be asked to:

- **Help run an orientation session:** as Head Mentors you may lead orientation sessions or co-facilitate with S2S Staff. Details on this can be found on the next page.
- **Fill in if a Mentor is absent:** 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.
- **Answer Mentor questions:** troubleshoot technical problems or answer questions if any of your Mentors are struggling with the general running order of their orientation meetup. You'll be a liaison for the Mentors throughout the year, so orientation is a great time to introduce yourself and be a familiar face.
- **Help mentees find their group:** 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.
- **Take notes:** you'll help keep note of any group changes or missing Mentors.

**What your Mentors can expect from orientation:**

1. Collect their hoodies in advance.
2. Connect with buddy/buddies in advance and plan out their session.
3. Attend session and check in with S2S. Make sure they get the materials they need.
4. Write group number on their balloon.
5. Spread out! Remember that students will be gathering around them, and groups can easily get mixed up.
6. Introduce themselves. Their group might not know what S2S is or what their role as Mentors will be.
7. Time to give the tour (20 mins library, 25 mins campus) and run an icebreaker session (45 mins).



# Running an Orientation Session

Orientation is a crucial time for S2S, and it is all about you the Head Mentors, Mentors and of course the mentees! We are so grateful that you are helping us run these sessions, make sure to also enjoy the experience!

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!



## Orientation Checklist (collect from S2S)



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

The following pages include the steps involved with running an orientation session, including the preparation before, the tasks during, and the tasks after.

S2S Staff will be on-site during orientation sessions, so give Alanna or Chloe a ring if you need to.

- Alanna: 086 821 8903
- Chloe: 086 035 8469
- Ralph: 085 783 3548

## Before the Session

1. Stop into S2S in House 47 after 12pm on day of the session to get all the materials you need.
2. Go into the lecture theatre/room that the orientation session is in, and make sure it is open for Mentors and mentees. If the room is locked, please try find the security in the building who can open it up. Also, if a mic is needed make sure it's working!
3. Mentors are told to arrive 30 mins prior to the mentees showing up. You will have other Head Mentors or staff to help, so delegate who will be doing what task i.e., handing out balloons, checking mentors in, handing out running orders.
4. As Mentors start arriving check them in on the **Mentor List**.
5. Give each Mentor group (so one of the Mentors from each group) the following:
  - Running Order
  - Balloon (when they have inflated it have them write their group number on it, make sure to get the markers back!).
6. If a Mentor did not arrive, **take note of this on the Mentor list**.
  - If A Mentor does not show up, you will need to reorganise groups. It's okay for two Mentors to take a group if three were meant to be there, but no Mentor should be asked to take a group on their own.
  - If the group is a large group with 20+ mentees, have a Head Mentor fill in to help run the session.
  - If the group is small enough in size, you can merge two groups joining the single Mentor with another 2 Mentors. Make sure you make a note of what groups you are merging.
7. Leave out the **mentee group lists** on the chairs/desks in the room, for the mentees to look at when they come in.
8. Remind Mentors that their list of mentees is available on their Odyssey. If they have any students attend that were not on their list, they must take note of it and let the S2S office know.

## During the Session

1. Ask mentees to take a seat as they enter the room.
2. Allow a few minutes for everyone to get settled, then start the introduction.
3. Introduce who you are.
4. Introduce what S2S is (see **Key Info About S2S** page for an overview).
5. Explain what they can expect for the session: meeting their Mentors, icebreakers, tour.
6. Ask them to read the sheets in front of them and find what group they are part of.
  - If they cannot find themselves on the list and don't have a group, advise them to come down to you and you will help sort it out.
7. Have some of the Mentors spread out on the stairs/in open space, holding their balloons with their group numbers on them.
  - Have the Mentors line up on the stairs on either side, with enough space in between each other. For example, if you have 10 groups, have the first 5 line up and once they are gone do the next 5.
  - You need space between each group to allow mentees to assemble, so do fewer groups at a time if it gets squishy!
8. Call out, and point to, the groups that are currently holding balloons, so the mentees can find their groups.
  - This is when it'll get busy and loud as groups find each other. Once you are happy that the groups have all their mentees, and mentees missing groups have been assigned a group, you can send them off on their session.

9. If a student comes up to you, and their group has already left:
  - Find out what group they are in.
  - If the group are in their icebreaker session, have a Head Mentor escort them to where their group is.
  - If the group is on their tour, there's a few things we can do:
    - Call Alanna or Chloe so they can contact the Mentors for you and find out where they are. We will then have one of the Mentors come to you and escort the mentee to the group so they can join in
    - If they are on their campus tour it's a bit trickier, they may be close, and the Head Mentor can bring them straight away.
    - If it's been a good while, reassign them to another group that is in an FAQ session and make a note of what group you put them in on the **Notation Sheet**.
10. If a student comes up to you because they are not on a list:
  - Have them write down their name, course, student number (if they have it) and TCD email (if they have it) on the **Notation Sheet**.
  - Assign them a group and note what group they joined on the Notation Sheet.

## After the Session

1. Once everyone has been sent off, wait around for about 5-10 minutes. This is just in case a mentee shows up late, there is a room that is locked, or someone needs help.
2. If you are happy that everything is done, call Alanna or Chloe to let them know you're done and find out where you can drop off your pack.
3. Make sure to hand over your pack with the **Mentor Check-in Sheet** and **Notification Sheet**.

## Key Info About S2S

### S2S Overview:

Student 2 Student (S2S) offers a Mentoring and Peer Support programme designed to make sure every student in Trinity knows that they belong. We're easy to spot with our bright red hoodies! As a TCD student you can both use the S2S supports and get involved by volunteering.



### S2S Mentoring:

Mentors are student volunteers who are available to all undergraduate first-year students. They have personal experience of what it's like starting college at Trinity and are typically studying a similar course or subject area. First-year students are introduced to their Mentor group during orientation and Mentors will keep in touch throughout the year. They also organise meetups to get to know the other people in your course. You'll spot them all over campus wearing their red hoodies.

### S2S Peer Support:

Peer Supporters are students trained in 1-to-1 listening. They are available for any student in the College and are there for anything you might want to talk through with them. You don't need to be in distress or crisis to talk to a Peer Supporter; they can help with the bigger issues as well as the smaller problems. Sometimes you just need a chat with a peer that gets it! You can have a look through our Peer Support profiles on the S2S website and request someone specific or whoever is next available.

### S2S Student Space:

S2S is based in House 47, which includes a bookable student space (including a microwave, tea & coffee and an interactive screen), a Zoom Room for online appointments and a 1:1 room. Feel free to drop by, heat up some lunch, and enjoy the S2S vibes!

# Head Mentor Activities

Emails	32
Guidelines	33
Events and Meet-Ups	35
Top Tips	36
Event Ideas	38
Events Funding	39
Logging Activity on Odyssey	40
Montly S2S Meetings	42
Social Media	43
Instagram	45

# Emails

Before you meet your Mentors, they need to know who you are! Make sure to introduce yourselves and stay in contact with your Mentors and encourage them to stay in touch with you.

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, it's critical that you monitor this mailbox.



so

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. Please take the time when you can to reply to Mentors who are doing great work and let them know that you see them. You can even ask them if they'd mind sharing their work with the S2S Office so that we can include it in our weekly email as a highlight.

Even when you're not emailing them directly, you can personalise emails to make them feel more direct. If you'd like to personalise your email, check out this **Mail Merge video tutorial** to learn more.

Special Awards are available at the end of the year for creative email titles, good use of memes and innovative content, so keep a regular log of the great things you see Mentors doing, and share ideas with them when you can. You can get inspiration from the S2S Award Winners section of our **website**.

When using your Head Mentor Gmail accounts, please follow the guidelines on the following pages.

# Emails

## Guidelines

### 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.
- 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.
- **Asking Ralph for the code:** If you need to log in and receive the 2FA code, please reach out to Ralph and ask her for the code directly. Call, WhatsApp or text 085 7833 548. Please make sure to let Ralph know that you'll need the code before you ask Google to send it. The same number is used for every HM email addresses, and Ralph will not know who to send the code to unless you have agreed it with her first. If Ralph doesn't reply straight away, wait until she does!
- Do not attempt to change the phone number to receive the code on your personal phone.
- You can change the password, but make sure you change it back or let Ralph know the new password before you finish up for the year.
- Be cautious of suspicious emails, phishing attempts, and avoid clicking on unknown links or downloading attachments from untrusted sources.

### Email Etiquette

- Double-check the recipients before sending an email to ensure you are sending it to the intended recipients only.
- Use clear and concise subject lines to help recipients understand the purpose of your email or click-baity 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 to avoid clutter. You can create an annual folder (e.g. Mentor emails 25/26) and file all completed emails in there.
- Remember to be aware of S2S's **Data Protection** and **Confidentiality** protocols. 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.
- Aim to reply to emails within 24 hours, excluding weekends and holidays.
- Maintain a professional and timely response by replying within a reasonable timeframe.

## Email Communication Boundaries

- To maintain boundaries and a healthy balance, please keep your email communications to 9 am to 5 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. Connect in with the S2S Society, they can be a great support for events.

## What events do you need to organise?

- Initial meet-up to get to know your Mentors
- Check-in with Mentors (two-three per term)
- School event for both Mentors and mentees (one per term)

## 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'

# Events and Meet-ups

## Top Tips

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 religions, age groups and preferences.
3. **Include Free Events:** Ensure some events are free to increase accessibility for everyone.
4. **Host Academic Events:** Not every meet-up needs to be recreational. Study sessions can be a great way to build community by working together towards shared goals.
5. **Avoid Empty Events:** Focus on promoting and organising 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".
6. **Start Smaller, Aim Bigger:** Begin with smaller events to build interest and scale up as needed.
7. **Collaborate with Other Groups:** Combine efforts with other S2S groups and integrate with larger society, school, and S2S events.





8. **Give Notice and Send Reminders:** Provide ample notice for events and send reminders to keep participants informed.
9. **On-Campus Meet-Up Points:** For off-campus events, arrange a meet-up point on campus so everyone can arrive together.
10. **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.
11. **Use Accessibility Event Generator:** plan events inclusively using the **Accessibility Event Generator**.
12. **Collaborate and Share Responsibilities:** Don't feel pressured to do everything yourself. Work with other Head Mentor groups, use college and society events, and share the organisational load with Head Mentor buddies.
13. **Encourage Informal Chats and Questions:** Allow time for informal conversations and questions to create a more relaxed and engaging environment.
14. **Have a Plan for No-Shows:** Some students will sign up but won't show up. It isn't personal. Keep things low-key so anyone who does come feels comfortable. If no one shows up and you're with other Head Mentors or a combined group, use the time to get to know each other better.

# Events and Meet-Ups

## Event Ideas

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Remember that you can book the communal space in House 47 for your group meet-ups, taking advantage of the interactive screen, board games, and the tea/coffee facilities.

Although there is a small fund for the S2S social calendar, we recommend varying your events to keep things interesting. Pizza is a big attraction, yes, but we encourage you to think outside the (pizza) box. Low-cost, creative, and inclusive events (see examples below) often have the biggest impact.

If you do need to spend some money, make sure to speak with S2S Staff in advance; more on the event funding process is on the next page.

- **Tea, coffee, pastry morning** – have a quick catch-up before the day gets going in the S2S Student Space with your free tea and coffee facilities.
- **Games night** – Use the board games available in House 47 or bring your own favourites.
- **Movie screening** – Make use of the interactive screen in House 47, pick a movie with your mentees to watch (you'll need your own Netflix/streaming access, etc, to do this as we don't have an S2S streaming account).
- **Pizza and chats** – Pizza is a college classic, right?! Don't forget the funding for events procedure, though.

Check out the S2S [Awards Ceremony website page](#) to see some example events from last year!

# Events

## Funding

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S2S has a small budget that can be used by volunteers to fund activities and meet-ups. We are committed to covering all reasonable expenses which volunteers incur wholly, necessarily and exclusively in the course of their volunteering role.



Volunteers must read the **Events Funding Policy** and fill out and receive a response to the **online request form prior to spending any money**. The policy covers food items such as pizza or pastries for Mentor meet-ups.

Requests must be made at least **one week in advance (7 days)** via the **Events Funding Request Form**. A member of S2S Staff will review the request and discuss next steps with the volunteer.

**Never spend money or buy something without following the policy's procedure first!**

We will not be able to facilitate reimbursements.

If you are unsure about the process, speak with one of the S2S Staff who can help you!

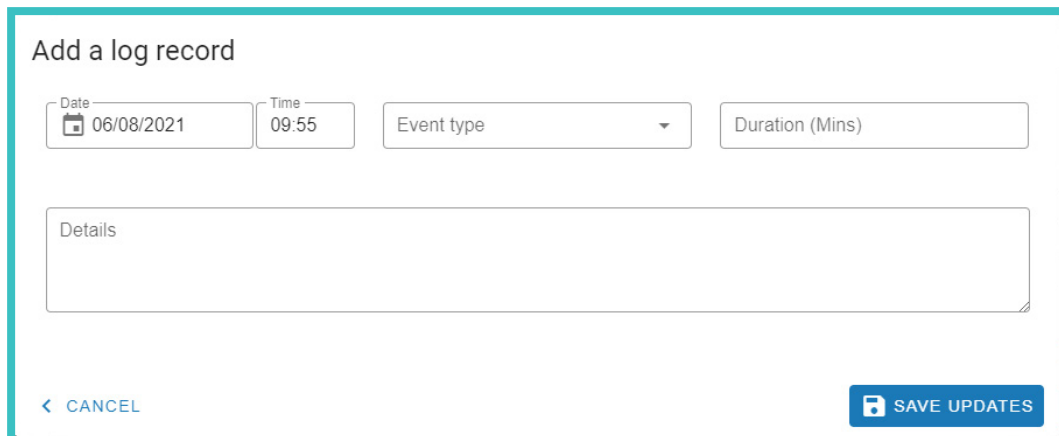
# Logging Activity on Odyssey

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 other awards and opportunities. Logged activity also helps the S2S programme advocate for funding.

The screenshot shows the 'S2S (Student 2 Student)' interface. On the left is a sidebar menu with 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' set to '2021/2022'. Below this, a message reads: 'Thank you for all these hours you have contributed to your fellow students.' Three white boxes display the following data: '0.25 Hours this week', '0.25 Hours this month', and '0.25 Hours this academic year'. At the bottom, there is an 'Activity Log' section with a checkbox for 'Hide minor events'. On the right side of the main area, there are two buttons: 'EXPORT ACTIVITY HISTORY' (with a download icon) and '+ ADD A LOG RECORD'.

## 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 pop-up menu.
4. Enter the details of your meetup, including the date, time, event type and duration. Make sure the duration is in minutes (without any text characters), or it won’t be added properly.



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

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

- **Group meetup:** Any time you organise a meetup for your Mentors, or for your Mentors and their Mentees.
- **One-to-one:** Use this if you meet up with a Mentor one-to-one.
- **Orientation:** To log any sessions you run or support during Orientation week.
- **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 meetup with your fellow Head Mentors, or with your Mentors if they’re helping you out.

6. When you are done, make sure to click the blue “**SAVE UPDATES**” button to add it.

# Montly S2S Meetings

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Head Mentors must attend monthly meetings with S2S Staff during term time. Attendance is mandatory at these meetings.

## Meeting Purpose:

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

These meetings also allow S2S staff to see how you, and your Mentors are doing.

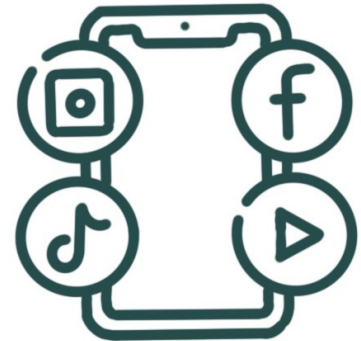
## Meeting Structure:

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



# 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 also important to 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 mentees of special events and meet-ups.

Make the accounts before campus tour and get mentees to follow the account during the ice breaker.’

- Only relevant content should be shared, related to S2S and Mentor activity.
- Make your posts are 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 make the message lose 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 are suitable for your Mentors.
10. Don't assume you don't have a **disabled audience** - many students have disabilities, including invisible ones including invisible ones.

# Social Media

## Instagram

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### 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 profile every time you leave Instagram, so you don't post/share personal things with your Mentors by accident.

# Supporting Your Mentors

Meeting Your Mentors	47
Delegating Tasks	48
Mentor Engagement	49
Frequently Asked Questions	50

# Meeting Your Mentors

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As a Head Mentor you can bring together Mentors of similar courses. This is a fantastic way for Mentors to meet fellow volunteers 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 around 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 **12th and 14th 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.

## Delegation Top Tips:

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?

### 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!

### 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!

### 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 that you may receive from Mentors, to help you get started. But remember you can always reach out to the S2S staff if you need a hand!

## **'How do I increase engagement with my 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!

## **'I can't answer my mentee's question – help!'**

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.



### ‘My Mentor Buddy isn’t contributing’

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.



### ‘My mentees never respond’

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**

Boundaries	53
Time Management	55
Empathy	57
Active Listening	58
Question Types	60
Conflict Resolution	62
GROW Model	64
Suicidality / Risk of Harm	65
Signposting	66
Referrals	68
Critical Protocols	71

# 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 Mentors are safe!



- Only use your Head Mentor Gmail address to contact your Mentor group.
- Don't talk to anyone outside of S2S about things Mentors or staff tell you without explicit consent.



- When one-to-one meetups 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 9 am-4 pm, Monday-Friday, in case you need to make a referral.



- Be clear about your role. You're not a PA and you can't be available all day, every day. When possible, hide your online status between meetups to avoid unexpected messages.
- 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.

- Refer anyone under 18 seeking support to S2S Peer Support unless you are specifically Garda vetted as an S2S Head Mentor.
- Remember that anything you say about your Mentors or S2S could be overheard by someone who uses or is thinking about using the service.



- Do not take on a disciplinary role – that is not your responsibility as a Head Mentor.
- You're not expected to be friends with your Mentors, just friendly and approachable.

# Time Management

---

Being an S2S Head Mentor can be a fun and rewarding experience, but it's also a significant commitment. Effective time management can help you give your best to the role without neglecting your wellbeing, studies, and personal responsibilities.



## What is Time Management?

Time management is about using your time wisely so you can complete tasks without feeling overwhelmed. It means planning ahead, setting priorities, and knowing how much time to assign to commitments, self-care, and rest.

## Why Time Management Matters

- It helps you balance your role as a Head Mentor with your academic and life commitments.
- It ensures you're reliable and available to your Mentors, without becoming overwhelmed.
- It supports healthy boundaries and prevents burnout.

## Support is Available

Remember, you are part of a team. If you ever feel overwhelmed or are struggling to manage your time, you can always reach out to the S2S office for support.

**Top Tips for Effective Time Management:**

- **Keep Head Mentoring within working hours:**  
Aim to schedule messages and meetings Monday to Friday, between 9.00 am and 4.00 pm, to maintain healthy boundaries.
- **Use your calendar:**  
Block out time for classes, study, work, head mentoring, and downtime to keep a manageable weekly schedule.
- **Set reminders:**  
Use calendar alerts or phone notifications to keep track of upcoming commitments, but don't go overboard, or you might start stressing yourself out.
- **Plan ahead:**  
If your week looks busy, arrange meetups for a later date that works for you, your Head Mentor buddies, and Mentors.
- **Don't overcommit:**  
You're not expected to be available all the time. A quick check-in or short message is often enough to show your support.
- **Be honest about your availability:**  
If things get hectic, it's okay to let your Mentors know you'll be in touch a little later.
- **Let people know if plans change:**  
If you need to reschedule a meet-up at short notice, let your Mentors, Head Mentor buddies, or S2S staff know as soon as possible. No need to share personal info, just a quick heads-up is appreciated.
- **Protect your downtime:**  
Rest matters. You're at your best as a Head Mentor when you are taking good care of yourself.



# 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.

Dr Brené Brown outlines four key elements of empathy for a deeper understanding:

- Taking someone else's perspective (putting yourself in their shoes).
- Staying out of judgement and listening.
- Recognising emotion in another person that you have maybe felt before.
- Communicating that you recognise 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 ultimately create a more enriching conversation.

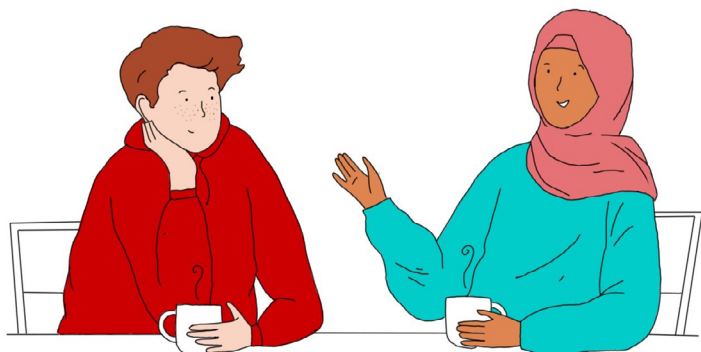
## Carmen Garcia Barajas - 2024/25 Mentor

‘Especially in the first few weeks, when they asked us a lot of questions, I tried to make eye contact, to make them feel that we were listening to them and paying attention to their doubts. Not only answering directly the questions but also talking about their experiences.’



- **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. It will also help you to concentrate. 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 they say.
- **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 about presenting their views.



# Active Listening

## Question Types

**Open questions** cannot be answered with a “yes” or “no” response, or with a binary 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 in 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, and 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.



**G**oals

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

**R**eality

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

**O**bstacles

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

**W**ill

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

# Suicidality

## / Risk of Harm

### Signs to look out for:

- Change in appearance
- Social withdrawal
- Concern from classmates
- Direct disclosure of suicide ideation
- Distressing social media posts
- Low mood
- Tearfulness

### What do I need to do next?

- Most signs could just as easily reflect exam stress, but you can't know that for certain without direct disclosure.
- That's why it's important to ask directly about suicide if you're concerned someone is having suicidal thoughts. You won't put the idea in their head, but you might give them the chance to open up.

### **If you are concerned but can't ask, or if they try to reassure you and you're not convinced, or if they disclose something:**

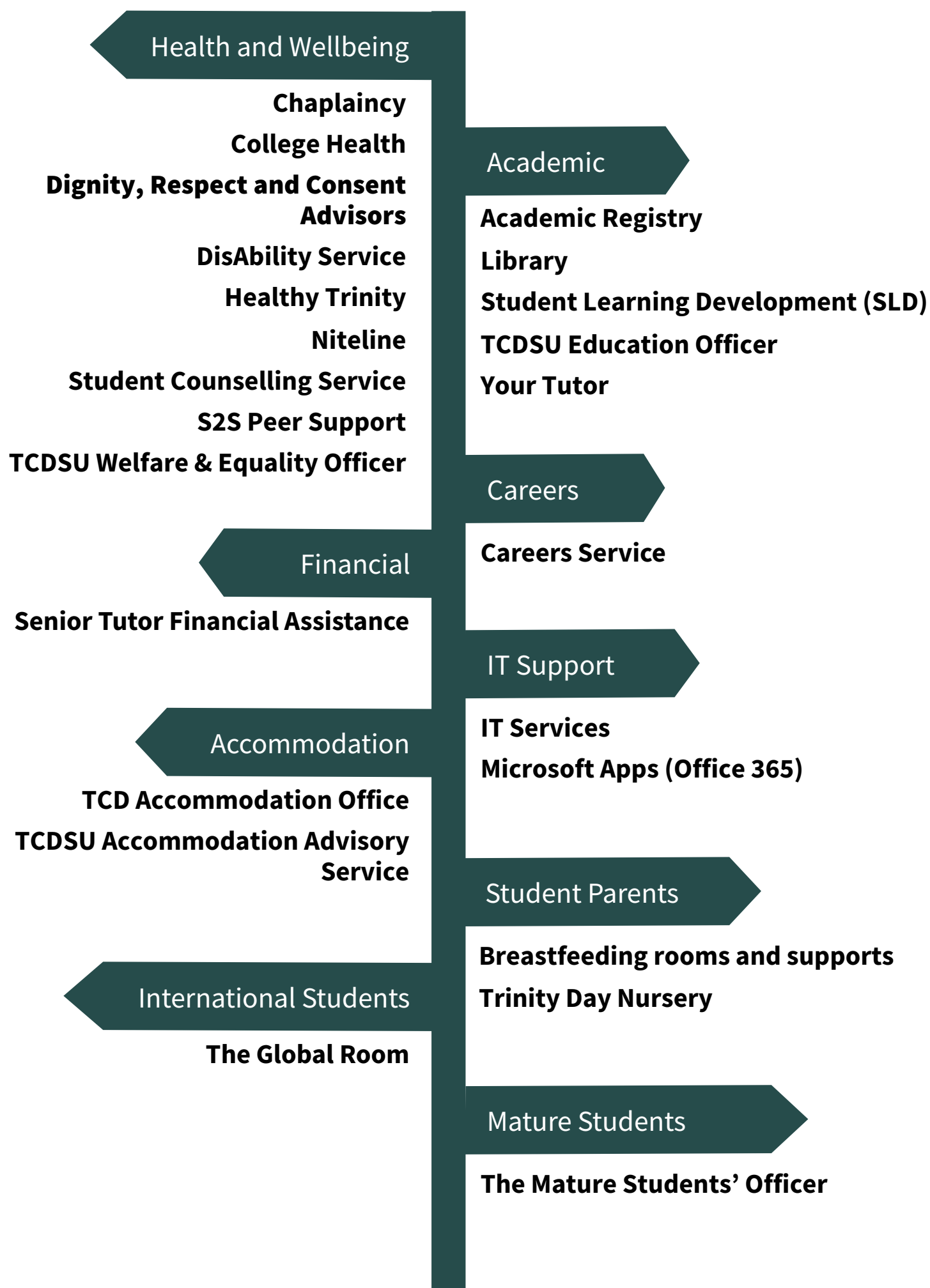
- Bring them to Student Counselling Service (SCS) if possible.
- If not, tell someone in S2S or SCS who you're concerned about and why.
- Always let S2S know, even if you've already brought them to SCS.
- Book a debrief with Ralph or Alanna as soon as you can.

# 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 the 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, and ask an S2S staff member if you're not sure where to look.
- If your Mentor requires more direct support, then it's time to make a referral.

Check out all of Trinity's supports and services on this [webpage](#).





# 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 the safety of others, please bring the student directly to S2S, to the Student Counselling Service or 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!



## Referral to SLD

If you meet a student who is struggling with study skills, self/time management, exam and assessment skills or academic writing, you are very welcome to refer them directly to the SLD team by emailing Student.Learning@tcd.ie. Please make sure you have the student's consent to email SLD, and include their student number, availability and a brief description of what they might need support with. Alternatively, students can book themselves into the SLD service by using the self-booking link, available on their **website**.

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.

**If you are making a referral:**

- Use your **active listening skills** wherever possible. If you know that the subject or issue is going to negatively impact 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 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 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 (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 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.

**Emergency contacts:**

Student Counselling Service: 01 896 1407

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

Ralph Armstrong-Astley: 085 7833 548

SCS **out of hours support information.**

# Critical Protocols

## GDPR

Always respect confidentiality. Do not share anyone's personal information, such as their name, ID number, contact details, or anything they've told you, unless there is a safeguarding concern or you are referring them to a professional service. Do not, under any circumstances, take notes, as any information stored digitally or otherwise may be subject to a Freedom of Information (FOI) request.

## Safety First

Your safety and the Mentor's safety come first. If someone is in immediate danger and emergency services are needed, contact Campus Security at 01 896 1999. They will liaise with emergency services, as ambulances and others cannot access the campus unless called through security.

If the situation requires urgent support from the Student Counselling Service, contact the Counselling Team on 01 896 1407 directly. If they are unavailable, come to S2S and speak to a staff member. Trust your instincts and always follow up with S2S staff for support after responding to any safety concern.

## Child/Vulnerable Adult

If the student is under 18 or considered a vulnerable adult, you must escalate any concerns immediately to S2S staff. Safeguarding protocols apply and take priority over confidentiality. Don't try to handle the situation alone; let a trained staff member take over.

## After Hours Supports

As volunteers, we recommend that for your own safety, to never meet a student 1:1 outside of standard working hours and always meet in a public space.

If out-of-hours urgent support is required, please do not handle the situation on your own and immediately refer.

If the situation requires urgent support from the Student Counselling Service, contact the Counselling Team on 01 896 1407 directly. If they are unavailable, come to S2S and speak to a staff member. Trust your instincts and always follow up with S2S staff for support after responding to any safety concern.

- Campus Security: 01 896 1999
- Emergency Services: 999 or 112 (if off campus)
- **Student Counselling Service After Hours Supports**
- Ralph: 085 7833 548 (leave a message if there is no answer)

# S2S Community

Award Ceremony	73
Trinity Graduate Attributes	75
Employability	76

# 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!

As Head Mentors you are not only eligible to win some of these lovely awards, but you also have the unique opportunity to suggest Mentors for awards too!

Take a look at previous award categories and winners on the **S2S Website**.



## How you can make yourself stand out:

- **Attend your monthly Head Mentor meetings:** attending your Head Mentor meetings is a crucial way for the S2S Office to see what you are up to and how you are getting on in your role.
- **Logging your activity:** logged activity on Odyssey allows S2S Staff to know how many hours you have put into your volunteer role behind the scenes. We also use this to help write references for you if needed.



### You can nominate Mentors for awards such as:

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

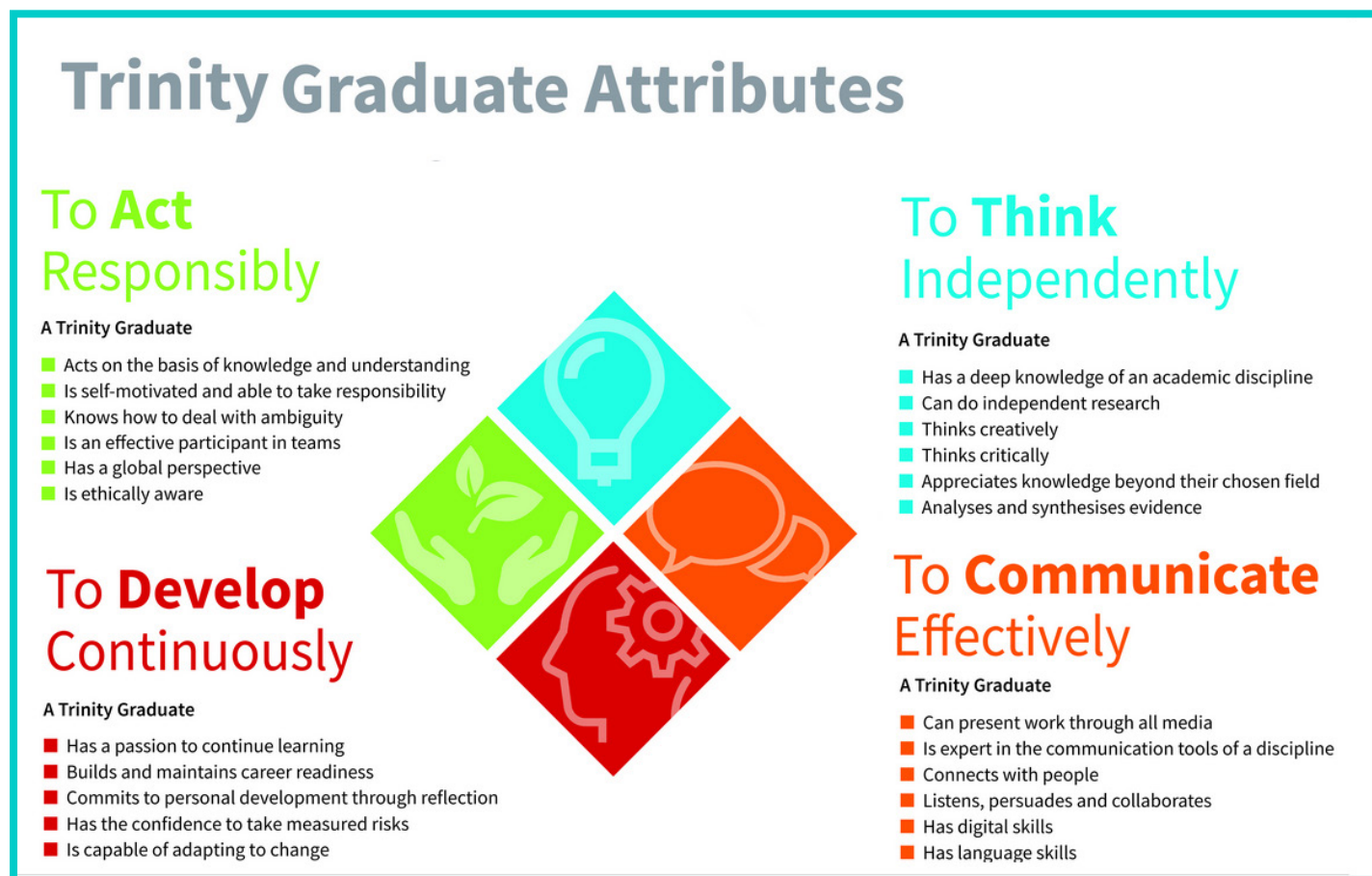
Other categories are possible too, based on who and what you think needs to be rewarded!



### How to suggest Mentors for awards:

- **Weekly submission form:** throughout the year, we will share a weekly form where you can let us know what Mentors are up to. This is another way for us to identify future award winners. This is a great way to show recognition for the hard work Mentors are putting in. So please do share any creative emails, unique event ideas or great teamwork there so the S2S Office can take note of it and share it in the weekly S2S email.
- **Awards Ceremony lead-up:** in the lead-up to the S2S Awards Ceremony, S2S Staff will ask Head Mentors for suggestions for award winners. If there are volunteers you'd like to nominate you can share them here, if you hadn't already shared them in the weekly submission form during the year.

# Trinity Graduate Attributes



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 highly desired skills 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 advice and resources to help current students and graduates prepare for the future, including:

- **MyCareer portal:** Jobs, employer events, 1-1 career appointments, CV clinics
- **Trinity Career Skills Award:** Stand out in your job interview!
- **Applications and interviews:** Helping you to get the job
- **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** 2023/24 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.’

## Interview Prep

Good interview preparation can improve your performance on the day and help 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 cover each of the following elements:

- |                    |  |
|--------------------|--|
| <b>S</b> ituation: | Describe the context of the example  |
| <b>T</b> ask:      | Explain what you had to do   |
| <b>A</b> ction:    | Describe the actions you took, give details about what you did.  |
| <b>R</b> 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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