

# Social Networks Training Programme

## Trainer's Pack

Scottish Social Networks Forum  
[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)



SCOTTISH  
SOCIAL  
NETWORKS

Scottish Social Networks is a project managed by The Rock Trust  
Charity No SC018708  
55 Albany Street Edinburgh EH1 3QY  
0131 557 4059



# Foreword

Society is not simply an idea. It is a real, living entity built on the quality of human relationships, both individual and collective. These relationships are the social networks which make up our human existence and are the building blocks of communities - real communities.

Sadly, for some people, having real living relationships is a struggle, for some an impossibility, even their relationship with themselves. That is the root of all exclusion experienced by any human being, exclusion by others but also exclusion from within themselves.



I have seen at first hand how The Rock Trust has given homeless and vulnerable young people a sense of belonging and helped them build positive social networks. It was The Rock Trust that taught me that homelessness is very little to do with roofs and everything to do with relationships. In creating this training pack the Scottish Social Networks Forum has drawn on the experience, wisdom and expertise of The Rock Trust and partner organisations from across the inclusion agenda.

As a politician and as a minister of religion I have always believed that power is something to give up, not hold to ourselves. This training will help front line staff to give power back to the disadvantaged individuals they are working with and enable those individuals to reconnect with society. By building interdependence and ties to communities we are also building independence and creating opportunities to make choices.

Homelessness was the trigger for setting up the Scottish Social Networks Forum but the issues raised are relevant across the board. The loneliness and vulnerability caused by a lack of connectedness, a lack of social networks, is damaging to health and well being. It is those already socially excluded from society through unemployment, disability, race, experience of being looked after in local authority care, veterans or other institution leavers who suffer most but it can affect any one of us.

This training pack should be used to develop an awareness and understanding of the importance of social networks among all staff and to spread the skills and expertise needed to work positively with clients to develop social networks.

By choosing to give this training a high priority you are choosing to give building real communities based on positive relationships a high priority and in the process making it easier to achieve long lasting, positive solutions for individuals at risk or in need.

A handwritten signature in black ink, appearing to read 'Ewan Aitken'.

**Ewan Aitken**

## Acknowledgements

This training programme has been funded by **The Scottish Executive** and developed for Scottish Social Networks by Allison Calder and Ella Simpson of **The Rock Trust**. However this has been a collaborative effort with valuable contributions in time, enthusiastic support and existing materials from many friends and colleagues. I should like to particularly mention Scott Telfer **Scottish Mentoring Network**, Susan Gilchrist **Befriending Network (Scotland) Ltd**, Isobel Bilsland **Family Mediation Scotland**, Caroline Steedman **SAMH**, Matt Elton **Scottish Council Single Homeless** and Leah Lockhart **Edinburgh City Council**. I hope that this will continue to be a collaborative process and that you will feedback your experience of using this pack and indeed add to it.

Lesley Stenhouse  
Co-ordinator  
**Scottish Social Networks Forum**  
[info@scottishsocialnetworks.org](mailto:info@scottishsocialnetworks.org)  
[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)

### Revised April, 2009

This trainer's pack has been revised to take account of the feedback from trainers, the results of a survey of all users, independent evaluation and follow up workshops. This revised pack will be available on the website ([www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)) with power point versions of the slides. Additional materials will be developed over the coming year(s) which again will be available on the website for you to download and add to your pack.

The Trainer's Pack is a continually evolving and growing resource and I hope you will contribute to that process by sharing your experience, suggestions, additional case studies etc.

Lesley Stenhouse  
Co-ordinator  
**Scottish Social Networks Forum**  
[info@scottishsocialnetworks.org](mailto:info@scottishsocialnetworks.org)  
[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)

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## Scottish Social Networks Forum

**The Scottish Social Networks Forum** was created in response to recommendations in the Homelessness Task Force Final Report. The report emphasised the importance of positive social networks in successful resettlement. Social networks are equally or even more important now as the focus has moved to preventing homelessness in the first place.

**Why Social Networks?** A lack of positive social networks has been proven to:

- increase the risk of homelessness;
- make the transition out of homelessness even more difficult than it already is;
- lead to a failure to sustain new tenancies; and to
- lead to repeat episodes of homelessness – each more damaging than the last.

There is a substantial body of research supporting this premise and identifying the cost to the individual and to the public purse.

**Not just homelessness** The correlation of poor social networks and homelessness is direct but positive social networks are the foundation for strong, supportive, sustainable, healthy communities and a route to preventing inequality of access to services and exclusion generally. The isolation, loneliness and vulnerability experienced by individuals with weak social networks is damaging to their health and well being. Indeed there is even a direct link between strong positive social networks and recovery from open heart surgery!

**[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)**

**The Rock Trust** was established in 1991 and supports young people in Edinburgh and West Lothian and provides training and development support for other organisations across Scotland and in Europe. The Rock Trust aims to tackle youth homelessness by providing personal and practical support to young homeless people, enabling them to concentrate upon the issues which are excluding them from stability, assisting them to develop the self-confidence and skills they need to live independently. Because of the success of The Rock Trust's innovative Social Networks projects and their track record of successful partnership working they are funded by Scottish Government to develop the **Scottish Social Networks Forum**.

**[www.rocktrust.org](http://www.rocktrust.org)**

# Social Networks Training Programme

## Introduction

Working with people who are socially isolated presents staff with an assortment of challenges not least how to reduce dependency and increase social networks. This course is aimed at staff and volunteers who work with people who have limited social networks. The course is also suitable for staff who have short contact periods with people, enabling a first level assessment of potential issues.

## Purpose

To explore ways of assisting people to analyse their individual social networks, to consider methods that will encourage people to extend and strengthen their informal social networks and to highlight where further support may be needed. This course requires staff to actively participate and be prepared to assess and analyse their own social networks.

## Objectives

At the end of this course you will have

- Considered the impact of positive social networks on the personal development of an individual
- Considered issues of dependency
- Identified and explored ways of analysing social networks
- Experimented with tools and methods which increase the strength and sustainability of informal social networks

## Preparation

Before coming on the training please take a little time to think about the aims and objectives of your job and how you interact with clients. Please see the questions on the next page and use the form to write down your answers.

## Social Networks Training Preparation Form

Before coming on the training please take a little time to think about your job and to answer the questions below.

**What is the aim and what are the main objectives of your job?**

**When you are in contact with service users or clients? (e.g. crisis or long term support or perhaps transition.) Please briefly describe the circumstances.**

**What do you consider to be the purpose of your contact with service users or clients?**

**What do you think the service user or client sees as the purpose of your contact with them?**

## Programme

9.00am	<b>Registration and Coffee</b>
9.15	<b>Welcome, Introductions and Expectations</b>
9.35	<p><b>Relationships matter</b></p> <p>We will consider what are Social Networks and Social Capital. Why are they important and how do some individuals have difficulty in obtaining them.</p>
10.05	<p><b>Conviviality and developing Social Networks</b></p> <p>We will consider what conviviality is and why it is important and how we establish friendships.</p>
10.25	<p><b>Why can Social Networks be difficult?</b></p> <p>We will explore the complexity of constructing social networks.</p>
10.55	<b>Coffee</b>
11.10	<p><b>Analysis tools</b></p> <p>Using a mix of personal experience and case study material we will use two of the most common social network analysis tools.</p>
11.45	<p><b>Befriending, Mentoring and Mediation</b></p> <p>We will explore the differences, similarities and techniques</p>
12.15	<b>Lunch</b>

1.00	<p><b>What is your support role?</b></p> <p>We will analyse your role and objectives in a service user's life and consider how you can use your role to stimulate or support strong social networks.</p>
2.05	<b>Coffee</b>
2.20	<p><b>Action planning</b></p> <p>We will explore the impact of this training on your work and how you can take any learning forward.</p>
2.50	<b>Review and Evaluation</b>
3.00	<b>Close</b>

## Trainer's Overview

This training pack has been designed and used to train managers, team leaders, frontline staff and volunteers from a wide range of organisations. It has already been used to train people from housing and homelessness, social work and social care, education and training, children and young people, health and wellbeing and is relevant across the social inclusion agenda. It is designed to be tailored by you to suit your trainees and there is extra information and assistance available to help you do this.

### Advance Preparation

The proceeding pages give you an outline of the training programme and have been designed to be copied and sent to the trainees with your own information as joining instructions. You will see that some preparation by trainees is suggested. Although this should not take long to complete, you should allow sufficient time for trainees to discuss this with their line manager where appropriate and will probably wish to send this out at least two weeks before the training day. If you are unfamiliar with the work of your trainees you may wish to ask them to return a copy of the form to you in advance of the training to help you select suitable case studies. You may also wish to ask the trainees' line managers what their expectations are for the training and how their organisation will support the introduction of social networks into the trainees work. Tools to assist managers and team leaders "Planning to Introduce Social Networks" can be found on the website. (see **Additional Resources**)

### Time

Total session running time: **6 hours**

The timetable can be changed to suit the needs of the trainees – perhaps later starting times to allow for travel or spread over two evenings for volunteers - and the session time will vary depending on the size of the group and the groups' existing knowledge. This training is designed for a wide range of existing knowledge levels but is probably most easily managed if group members have a similar level of understanding. A minimum group size of 6 and a maximum of 12 is recommended. Generally, where groups have greater

existing knowledge of the subject, the run time will be longer unless discussion is actively restricted.

### **Additional Resources**

In section 4 of this pack you will find a glossary and extra information on social networks some of which you may wish to use as handouts. Web links to more in depth research and articles are also included which you may wish to consider; particularly for experienced groups. On the Scottish Social Networks website at <http://www.scottishsocialnetworks.org/resources> you will find:

- Case studies which give real examples of how individuals have been supported to develop their social networks;
- Independent evaluation report;
- New, additional training materials as they are developed e.g. on resilience and transitions; or on holding follow up workshops to reinforce the training and encourage group support (and group pressure!) and more;
- Tools you may wish to use with managers and team leaders  
“Planning to Introduce Social Networks” – “Mapping the Journey” and  
“Self Assessment – Ready for New Ideas”
- Suggested alternative timetables, joining instructions, case studies etc for different groups.

Also on the website is a **discussion forum** where you can share ideas and questions.

If what you want is not on the website or you would like to speak to someone about social networks please email [info@scottishsocialnetworks.org](mailto:info@scottishsocialnetworks.org) or call 0131 524 9869

### **Materials – you will need**

Flipchart stand, pad and marker pens, Blu-Tack

Green, red and orange sticky dots

Paper and pens for note taking

Paper for exercises

Over head projector, screen or blank wall

Photocopier

Envelopes (one for each participant)

## **Case Studies**

Example case studies are included which cover a variety of support areas. And more have been added to the website. (see **Additional Resources**) You may want to write your own case study relating to the participants being trained and their client group. I hope you will share them through the web forum.

Case Study 1 - Liam

Case Study 5 - John

Case Study 2 - Louise

Case Study 6 - Jim

Case Study 3 - Margaret and Tom

Case Study 7 - Neil

Case Study 4 - Betty

## **OHP slides**

OHP slide 1 - Definition of social networks

OHP slide 2 - Definition of social capital

OHP slide 3 - Definition of conviviality

OHP slide 4 - Completed circles of support

OHP slide 5 - Definition of mediation

You may also want to make up slides of the case studies you intend to use.

## **Handouts**

Handout 1 - Friends list

Handout 2 - Circles of Support

Handout 3 - The relationship map

Handout 4 - The mentoring – befriending spectrum

Handout 5 - My job

Handout 6 – Evaluation

## **Flipcharts**

Flipchart 1 - Consider the difference social networks can make to an individual

Flipchart 2 - Consider how increasing social networks can decrease dependency on services

Flipchart 3 - Identify and explore ways of assessing social networks

Flipchart 4 - Have an action plan of how to highlight social networks within your team/project/organisation

## Programme (Trainer's Copy)

9.00am	<b>Registration and Coffee</b>
9.15	<p>1.    <b>a) Welcome</b> <span style="float: right;"><b>5 minutes</b></span></p> <p>         <b>b) Introductions (ice breaker)</b> <span style="float: right;"><b>5 minutes</b></span></p> <p>         <b>c) Expectations (Traffic Lights)</b> <span style="float: right;"><b>10 minutes</b></span></p>
9.35	<p>2.    <b>Relationships matter</b></p> <p>We will consider what are Social Networks and Social Capital. Why are they important and how do some individuals have difficulty in obtaining them.</p> <p><b>a) What are Social Networks?</b> <span style="float: right;"><b>15 minutes</b></span></p> <p><b>b) What is Social Capital?</b> <span style="float: right;"><b>15 minutes</b></span></p>
10.05	<p>3.    <b>Conviviality and developing Social Networks</b></p> <p>We will consider what conviviality is, why it is important and how we establish friendships.</p> <p><b>a) Conviviality</b> <span style="float: right;"><b>10 minutes</b></span></p> <p><b>b) How do we make Social Networks?</b> <span style="float: right;"><b>10 minutes</b></span></p>
10.25	<p>4.    <b>Why can Social Networks be difficult?</b></p> <p>We will explore the complexity of constructing social networks.</p> <p><b>A two part exercise using case studies (in 2 groups of 3 – 6 participants) with plenary introduction and plenary feedback after each part.</b> <span style="float: right;"><b>30 minutes</b></span></p>
10.55	<b>Coffee</b>

11.10	<p><b>5. Analysis tools</b></p> <p>Using a mix of personal experience and case study material we will use two of the most common social network analysis tools.</p> <p><b>a) Circles of Support</b> <b>30 minutes</b></p> <p><b>b) Relationship Map</b> <b>5 minutes</b></p>
11.45	<p><b>6. Befriending, Mentoring and Mediation</b></p> <p>We will explore the differences, similarities and techniques</p> <p><b>30 minutes</b></p>
12.15	<p><b>Lunch</b></p>
1.00	<p><b>7. What is your support role?</b></p> <p>We will analyse your role and objectives in a service user's life and consider how you can use your role to stimulate or support strong social networks.</p> <p><b>a) Case Studies</b> <b>10 minutes</b></p> <p><b>b) Job Role</b> This multi part exercise will be done in pairs and individually before a plenary feed back of how participants can assess and support social networks. <b>55 minutes</b></p>
2.05	<p><b>Coffee</b></p>

2.20	<p><b>8. Action planning</b></p> <p>Participants explore the impact of training on their work and how they can take any learning forward.</p> <p style="text-align: right;"><b>30 minutes</b></p>
2.50	<p><b>9. Review and Evaluation</b></p> <p style="text-align: right;"><b>10 minutes</b></p>
3.00	<p><b>Close</b></p>

## 1. Welcome, Introductions and Expectations

### a) Welcome

**5 minutes**

Welcome and explanation of domestic arrangements

#### What to do

- Introduce yourself and welcome everyone to the social networks training.
- Tell people about the domestic arrangements – where the toilets are, what to do if the fire alarm sounds, where smoking is allowed, when the tea breaks are etc.

### b) Introductions

**5 minutes**

This exercise is good for allowing everyone time to get to know one another and helps to create a relaxed atmosphere.

#### What to do

- Ask everyone in turn to introduce themselves, their organisation and their interest in the days training.

### c) Traffic Lights

**10 minutes**

This gives the participants an opportunity to share what they would like to achieve from the day and gives the facilitator(s) an understanding of prior learning.

#### What to do

- Explain that everyone in the group will have different perceptions and experiences of social networks. This will mean that they may not all be coming with the same learning objectives and expectations.
- Explain that it is important for the facilitator to be aware of prior learning and areas of particular interest.
- Place the four prepared sheets of flipchart on the wall. On each sheet have one of the four points below.

- 1) ***Consider the difference social networks can make to an individual***
- 2) ***Consider how increasing social networks can decrease dependency on services***
- 3) ***Identify and explore ways of assessing social networks***
- 4) ***Have an action plan of how to highlight social networks within your team/project/organisation***

- Give each participant green, orange and red sticky dots.
- Briefly read out each topic.
- Ask participants to stick dots on topics in order of preference. Areas they are very interested in receive a green dot, topics that they are interested in receive an amber dot and areas they have mild interest in receive a red dot.
- Facilitator(s) sum up preference for topics and explain that they will focus on these areas.

(An alternative to using sticky dots – give each participant a coloured pen and ask them to draw a smiley face 😊 if they are very interested, a non emotional face 😐 if they are interested and a sad face ☹ if mildly interested)

(Note as facilitator you will have to consider how well their priorities are being met throughout the day.)

## 2. Relationships Matter

### a) What are Social Networks?

**15 minutes**

This exercise helps participants to define what social networks are before considering their importance.

#### What to do

- Ask participants who/what they consider Social Networks to be. As answers are offered they should be written up on a piece of flipchart.

#### Points to highlight from flipchart

Ensure that family, friends, work/college colleagues and social groups/clubs are included.

- Show the group **OHP slide 1**.

*A person's social network is made up of the people they interact with on a regular basis. This can be family, friends and people in the community such as the shop assistant in the corner shop or a tutor at college. A Calder,*

[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)

- Explain to participants that this is the description of social networks that the Scottish Social Networks Forum uses and when you talk about social networks throughout the day, this is what you will be referring to.

## b) What is Social Capital?

**15 minutes**

Participants explore and have an understanding of what is meant by Social Capital.

### What to do

- Explain to the group that there are different terms used to describe relationships. As well as Social Networks we hear about Social Capital and Conviviality. All of these have a role to play to make an individual feel secure and supported, and are important for us to remember when discussing someone's relationships. We will spend a short time looking at Social Capital and how it differs to Social Networks.
- Split participants in to two groups. Give each group a piece of flipchart and a marker pen. Ask both groups to take 5 minutes to look at the separate words 'social' and 'capital' and write on the flipchart their definition of each word.
- Ask the two groups to feedback their definitions

#### **Dictionary definition to highlight**

Social - pertaining to friendly companionship or relations

Capital - wealth capable of producing more wealth

- Split into two groups again and ask them, using the two definitions, to take 5 minutes to write down on their piece of flipchart what they think the definition of 'social capital' is.
- Ask the two groups to feedback their definitions of social capital.

## **Points to highlight from feedback**

Social capital can also refer to the wider networks and relationships that these connections give us.

For example if you were planning to paint a room in your house you may have a think to see if any of your friends could do it for you, if you don't know any painter/decorators then you would have a think about whether any of your friends/relations know anyone who could do the job. If you managed to get a friend of a friend to do a cheap homer for you rather than paying a painter/decorator out of the yellow pages then you have benefited through your social capital. Think of the expression 'it's not what you know but who you know'.

Explain to participants that social capital refers to the give and take that arises from connections amongst individuals. This give and take can lead to individuals feeling they have something to offer and are 'needed'. If individuals feel they have nothing to 'give' then they may feel disconnected from others.

- Show the group **OHP slide 2**.

***“Social capital” refers to social networks that may provide access to resources and social support. Policy Research Initiative, Ottawa, 2005***

### **Points to highlight from OHP**

Access to resources and social support will vary depending on the people within your capital. The more people you have with varied networks of their own the more people and resources you have access to.

### 3. Conviviality and Developing Social Networks

#### a) Conviviality

**10 minutes**

Participants understand Conviviality and the importance it plays in an individual's life.

#### What to do

- Explain – For example if you start a new job and are shown into an office with five other people who you speak to during the day – because they are in the same office - these are **not** relationships of conviviality. However if you find that you have a lot in common with one of your work colleagues and get on well with them, even start socialising outside of work then this **is** conviviality. You have chosen to spend time with that individual. And the reason you have **chosen** to spend time with them is because you gain something from the relationship.
- Show participants **OHP slide 3**.

***Relationships of conviviality are distinct from other relationships by being relationships of chosen interdependence. Lemos G (2000) Homelessness and Loneliness, Crisis***

### **Points to highlight from OHP**

- The use of the word interdependence instead of independence. If we are talking about relationships can we be independent, yet as professionals we talk about independence. Having the independence to choose to be interdependent?
- The importance of conviviality is that someone has chosen to be in a relationship with you. This tells us something about ourselves. If someone is in a relationship with us because they like us and they prove this by being a good friend then it tells us something about ourselves....that we are likeable. However if someone treats us badly we will start to question why and why us. The relationships we are in and the people who choose us as friends are a mirror on ourselves and our selfworth.

- Ask the group to think about the last point and to consider what impact a negative relationship, for example involving domestic abuse, may have on how we view ourselves.

### **Points to highlight from this discussion**

Negative relationships can leave us with a negative view of ourselves and low self esteem.

## b) How do we make Social Networks?

**10 minutes**

This exercise is designed to start participants thinking about how we establish friendships and why some people may find it difficult.

### What to do

- Give out **handout 1**. Ask participants to make a list of their friends along with where they met them i.e. work, school. Reassure participants that they won't be asked to share the names of the friends on the list. Also explain that this is not a competition to see who has the most friends. The main aim of today is to highlight that there is no 'perfect' social network. Having twenty friends is not 'better' than having two if you still feel lonely and unsupported. It is how we feel about our network and the relationships involved that are important.
- Ask participants to shout out some of the places they met their friends and write it up on a flipchart.

### Points to highlight from flipchart.

- Explain that generally when running this training with workers the same areas always come up – school, college/university, work, groups (sports, crafts, religion) through friends, through family. This is because the journeys we have gone through during our lives are generally the same. The way we make friends is by spending time with people, building rapport and discovering what we have in common, because of this we make friends in the places we spend most of our time.

- When supporting individuals it is important to think about what their journey has been so far. Where have they made friendships, what have the quality of these relationships been?
- School - individuals who don't regularly attend school may have limited opportunities to form friendships. Or if bullied at school this will have an affect on friendships.
- College/work - with a disrupted education, college and work become more difficult to obtain. Mental Health difficulties/physical or learning disabilities may also limit access to college or work. This again limits opportunities for friendships.
- Friends of friends - if you don't have friends then it is difficult to broaden your friendships. (social capital)
- Clubs/physical activities – lack of confidence/mental health/disabilities could all hold people back from participating.
- Finish by explaining that sometimes we take relationships and our ability to make them for granted and we think if we give someone the opportunity to make friends (enrol them in a night class) that is all they will need. However if you have had limited or negative friendships you may not have the skills required to make friends or maintain friendships.

#### 4. Why can Social Networks be difficult?

**30 minutes**

This two part group exercise is designed to start participants thinking about the reasons why some people may find it difficult to make social networks.

##### What to do

- Ask the participants to break up into two groups.
- Give each group a copy of part A of a different case study. (Choose two case studies which are relevant to the participants work from the examples 1-7 or develop your own case studies.)
- Ask the groups to think of how the experience of the individual in the case study would impact on them forming future relationships. Think in particular about the individuals 'journey' to date and how this may have affected them.
- After 5 minutes discussion ask the groups to feedback their answers.

##### Points to highlight from feedback

###### Liam

- Lack of sustainable relationships may leave him wondering if there is any point in making connections when people go/leave.
- He may not have the experience of a sustainable relationship to take forward into grown up life.

### Louise

- Not only do positive/negative relationships impact on our view of ourselves but reversely how we view ourselves reflects on our ability to make relationships.

### Margaret

- Her physical disability is making it hard for her to form new social networks.
- She is grieving, which may impact on her current relationships.

### Betty

- Her learning difficulties and a change in geographical location are making it hard for her to form new relationships.

### John

- He depends on others creating a routine and “rules”. He survives better within a system.
- He can make superficial social contact but has no lasting or strong friendships.

### Jim

- Has never had to develop the social skills to create his own circle of friends. His parents and their friends have sheltered him. He needs to build confidence in his own ability to make and sustain friendships.

### Neil

- Neil knows the limitations of his circle but needs to move on from their influence.

**Explain to participants that it may be that someone has a history of struggling to establish or maintain relationships but this may not always be the case. It may be that an 'event' has suddenly resulted in them finding relationships difficult. For example, poor mental health, divorce or bereavement.**

- Read part B of each case study used to the participants and give as a handout. (You may also want to make up part B as an OHP)

### **Points to highlight**

- Explain that a lack of positive relationships affect our expectations of relationships and our confidence to make or sustain strong relationships.
- Membership of a disadvantaged group may create close bonding ties within the group but make it even more difficult to extend the network beyond that group due to (perceived) stigma or group pressure (e.g. “are we not good enough for you now?”).
- Professionals may discover that service users with limited social networks become dependant on their relationship and may try and extend the boundaries of that relationship (e.g. asking personal questions or for home phone number).

- Ask them to break into groups again and discuss how, in their current roles, they would support the individual in the case study with their lack of social networks.
- After 5 minutes ask the groups to feedback their answers (Note: at this point answers are likely to relate to “activities”. The next session will help them to take it forward into networks.)
- Finish by explaining to the group that after the break we will be looking at ways to start exploring social networks with service users.

## Coffee

**15 minutes**

(If you have not already done so, you might want to use the break to review how well their identified priorities are being met and whether there are any particular issues you want to use the next exercise to explore.)

## 5. Analysis Tools

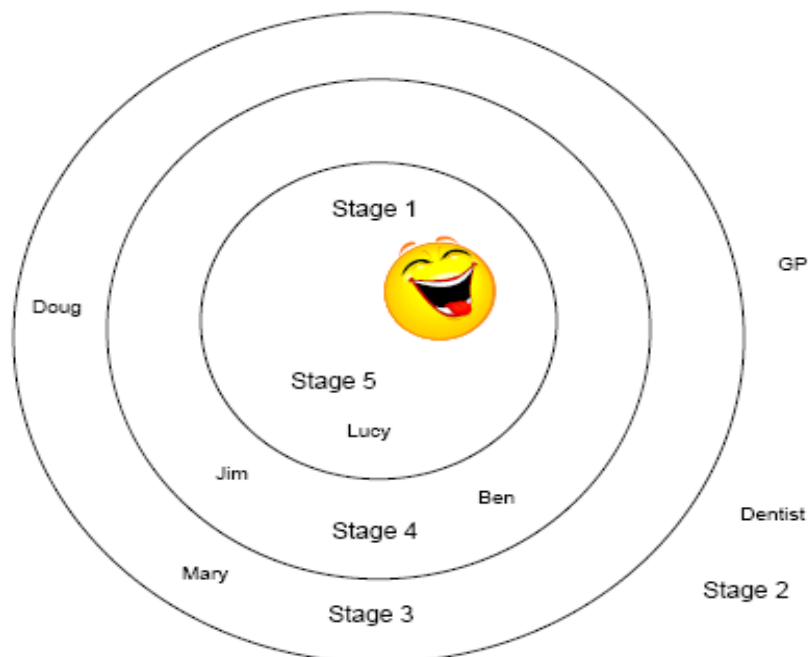
### a) Circles of Support

**30 minutes**

In this exercise participants will first use and understand a visual analysis of an individual's social networks. The exercise is then extended to consider the types of support we need.

#### What to do

- Give out a copy of **handout 2** and coloured pens to each participant.
- Explain to participants that this is an exercise for them to explore their relationships and stress that it will not be shared with the rest of the group.



#### Populating the circles

- Ask them to draw themselves in the centre of the innermost circle as stage 1 on the previous page. (Allow a few minutes for this and each of the following stages.)

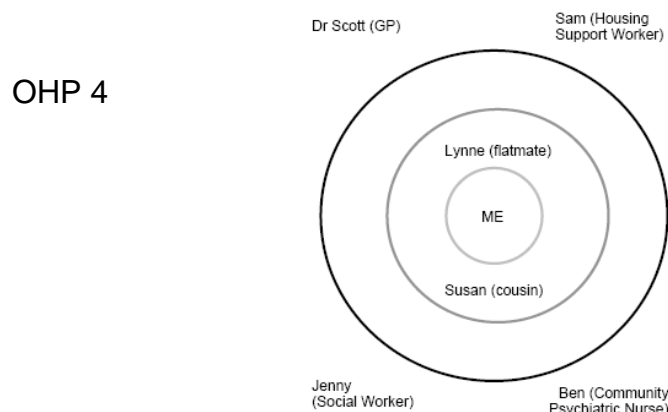
- Ask them, in the out-with the circles (see stage 2), to list those people who are paid to be in their lives (e.g. doctor, dentist, lecturers, coaches).
- Ask them, in the outermost circle (see stage 3), to identify those people who they think of as acquaintances i.e. work colleagues who they do not class as friends.
- Ask them, in the second circle (see stage 4) to list those people they like and would class as friends (e.g. those with whom they are close but may not share secrets).
- Ask them, in the inner circle (see stage 5), to identify those people they feel closest to (e.g. those they love the most, those with whom they share their secrets).

### What do their circles show?

- Ask the participants to think about how the relationships make them feel. Are they content with their circles?
- Explain that participants were told that this would not be shared. Ask them how they would feel if they had to share it?

### Service users and case studies

- Show participants **OHP 4**, explain that this is an example of how a service users diagram may look. How would this make them feel?



### **Points to highlight**

- As workers we should not make assumptions based on the diagram but explore further how the individual feels about their relationships e.g. there may only be one or two in the inner circle but those might be very strong relationships and the individual may feel no need to extend that number.
- It is important to guard against judging. Sometimes apparently negative relationships may be cultivated for survival in a hostile environment where vulnerable e.g. on the street or in an institution.
- You may have used these circles before working from the inside out. By completing from the outside in, it has greater impact, makes it more difficult for the client to conceal the true situation and opens the way for discussion.

### **Extension of Circles of Support**

- Explain that this exercise can be extended.
- Ask participants to go through the names in the circles and write an F next to those people who they receive financial support from.
- Ask them to go through the names again and write an E next to the people who they think they receive emotional support from.
- Ask them to go through the names a final time and mark an S next to those people they think offer them social support. Explain that other support can be added if appropriate for example physical support.

- Ask participants if this is an exercise they regularly do with regards to their relationships (generally the answer will be no). Explain that taking time to reflect on our relationships can give us insight into ourselves (what support do we seek) and others (what do others give me). Which is a starting point to whether we are happy or not and whether or not we make changes.
- Explain that the exercise can also be carried out looking at what support the individual gives to others. Ask participants to write next to all the names in the circles an F, E or S but in relation to what support THEY give the person named.

### **Points to highlight**

- Explain that this is another useful tool for exploring relationships. Not only does it allow us to see what support we are gaining but also to think through what support is important to us. If we are financially secure then not having financial support may feel ok.
- The exercise of looking at what support and individual gives to others can offer an insight into how the individual perceives themselves and what they have to offer others.
- There is no right answer to this exercise, what support the individual wants is important and whether they are currently receiving it. These two exercises are a starting point for discussion as well as an assessment tool.

- This exercise can be used to target support services to fill gaps in the short term and start the process of clients developing their own long term solutions. However it may be that someone already in their circles of support can fill the gap, for example they may socialise with someone but that person may be able to offer emotional support rather than looking to bring somebody completely new in to support them.
- This exercise can be used to target support services to fill gaps in the short term and start the process of clients developing their own long term solutions.

## b) Relationship Map

**5 minutes**

### What to do

- Distribute **handout 3**.
- Explain to participants that this is a similar exercise to Circles of Support and can be used in a similar way to chart relationships.

### Points to highlight

- Explain that the Relationship Map does not demonstrate the closeness of relationships but can demonstrate where they have relationships and gives a chance to name them, think about them and talk about them.
- Some people may find this exercise less threatening if they don't feel confident about using the circles exercise.
- It can be used to record informal discussions with the client.
- Both this exercises (Relationship Map or Circles of Support) can be used to reflect on professional practice.

## 6. Befriending, Mentoring and Mediation

**30 minutes**

Participants explore the different techniques and how they could be used to support social networks.

### What to do

- Ask participants to arrange themselves into groups of 3 or 4 depending on the size of the group.
- Ask each group to take 10 minutes to think about and write down:
  - what they believe befriending, mentoring and mediation to be;
  - how they differ and
  - how each can be used to support a service user build social networks.
- Ask the groups to feedback their findings.

### Points to highlight from feedback

Mentoring and befriending give more than a social contact or an outing. It is an opportunity for a 'practice' or 'trainer' relationship. This can be a safe environment to challenge past experiences and expectations. For example if a service user has been hurt in a relationship in the past they may sabotage relationships to protect themselves from being hurt again.

- Give out **handout 4**.
- Talk through the handout

**Point to highlight**

Mentoring, befriending or something in between may be required in different situations (e.g. It is likely that befriending projects for elderly housebound will be open ended and not involve goal setting while mentoring for young people under New Deal for Musicians will set goals at the start and have a clear timetable. Most will fall between these two extremes.)

Show **OHP 5** and discuss

Mediation

“ Mediation is a way of resolving disputes which assists the people involved to reach an agreement with the help of an impartial mediator. The parties, rather than the mediator, decide the terms of settlement.”

[www.scottishmediation.org.uk](http://www.scottishmediation.org.uk)

Types of Mediation Include

• Family	• Civil Court
• Community	• Commercial
• Neighbour	• Church
• Homelessness	• Restorative Justice
• Workplace	• Peer mediation in schools
• Medical/Health	

**Points to highlight**

- Mediators are impartial, although they may have to support one side to speak, it is important that they are not seen to take sides.

- Generally preliminary meetings are held with the individual parties to identify the issues which need to be resolved and any support required for a settlement is to be reached.
- The relationship with a mediator is not sustained as it may be with a befriender/mentor but it can be used as a resource at any point.
- Mediation can be used with individuals who are having difficulties within relationships or have become estranged and want to reconcile a relationship.
- Mediators tend to specialise to some degree but most are trained in managing emotionally charged situations involving vulnerable individuals.
- Mediation involving vulnerable clients is generally more effective when it links with a wider support framework and external support can on occasions form part of the agreement. (e.g. supervised visits, respite care, counselling, Community Psychiatric Nurse)

- Explain that we have looked at mentoring, befriending and mediation in some detail because they are seen as very successful ways of supporting the development of social networks but that now we want to think about other ways to support social networks.
- Ask the participants to suggest other ways of supporting social networks and write it up on a flipchart. Remind them to think back to where they met their friends.

### **Points to highlight from flipchart**

- Programmes like New Deal, Project Scotland Volunteers and College Access enable progression to the type of situation where people meet their friends, they are often linked to mentoring to give extra support to disadvantaged clients.
- Design of community spaces and housing schemes for safety and to encourage social contact.
- Design of provision for disadvantaged groups to enable social interaction (e.g. house meals in supported accommodation, group activities through Active Futures). Making support workers, volunteers and frontline staff aware of the importance of social networks.
- Mediation can be brought in at any point where it can help and where the parties are willing to take part.

### **Lunch**

**45 minutes.**

(You might want to use a little of this time to reflect on how well their identified priorities are being met.)

## 7. What is your support role?

### a) Case Studies

**12 minutes**

#### What to do

- Ask participants to go back into their case study groups and again discuss what new support (appropriate to their support roles) they could offer each case study individual to support them in (re)building their relationships.
- After 5 minutes ask the groups to feedback their answers.
- Explain to the participants that this exercise may be different for everyone in the group depending on their job role. For some they will be the first person who the individual comes in contact with and their non judgemental attitude and awareness of social networks may be the catalyst for others who are more qualified and have the resources to become involved. Others will have the remit and resources to support the individual directly either through assessment or assessment and support.
- Highlight to the participants that there is an important link between activities and interests and resilience. However activities alone can only achieve so much, activities are a means to an end and not an end in themselves. When considering an individual becoming involved in activities it is important to think about :
  - why that activity?
  - Has the individual voiced an interest in it?
  - What do they hope to gain from the activity?
  - Who do they want to meet through the activities?

- Are their expectations realistic?
- Do they have the skills and confidence to engage in the activity?
- If not, how can they be supported to increase these areas?
- Is the activity sustainable?

### **Points to highlight from feedback**

#### Liam

One suggestion would be to start working with Liam to look at his current network and whether any of the people he is currently friends with are worth keeping as friends. What does he get from them, are they real friends? What does he give to them as a friend?

#### Louise

- A starting point with Louise could be her mapping her network before she became ill and then again as it stands at present. Where has she placed the friends she used to have? Why have they moved? What is holding her back from contacting them? Are there new friends she has made while in hospital who have shared experiences? How does she feel about the friendship?
- With regard to her making new friends it could be worth while exploring what is scaring her. Is it that they already know about her ill health or that when she gets to know them she may have to tell them?

### Margaret

Starting with an assessment of who she has in her life currently would be a good starting point. Exploring further what she has in common with each individual could open up areas of shared interest. For example if she has a few friends who all read she could start a book club or if a friend likes gardening and flowers they could attend a flower arranging class. This would take the emphasis off her meeting couples but also give her the opportunity to explore her own interests.

### Betty

Mapping the places Betty used to visit would give a geographical picture of her networks but also an opportunity to discuss what she liked about the different places, who she met, what she misses now. It may be that Betty can have these needs met elsewhere or they may be specific to those places and people.

### John

Carrying out a Circles of Support assessment with Jim would give an indication of where he places people from the pub, residents and staff in relation to himself and give a means of discussing who he relates too and why. Bringing into this discussion him leaving the hostel would give him the opportunity to look at who he would still want to keep contact with. Is the pub close to his new tenancy? This exercise would also give an indication of anyone else he has in his network.

### Jim

An assessment of who Jim has in his life currently would give an opportunity to explore his feelings around the friends he has. Does he want these friends to stay friends when he moves, how will he see them? Only when at his parents house? If so what about having friends who visit him at his house? How does he feel about making new friends? Is this an area where you could support him?

### Neil

- An assessment of what different support Neil receives from friends would be a way for him to look at who he sees as a negative or positive influence.
- It appears he is already aware of a need to change his network and a physical move may be required. If this is the case then Neil would need support in building new supports.

**Reiterate to participants that building strong and positive networks comes from assessing what is there and gaining the information from the individual as to how they want to change it. These changes may involve improving areas such as social skills or confidence.**

## b) Job role

Through these 4 exercises participants explore how they can support clients to (re)build their social networks.

### What to do

- Give out a copy of the first page of **handout 5 Part A** to each participant.
- Explain to the participants that they are going to think about the role they have at work of supporting service users.
- Ask the group to get into pairs. Explain that they will be completing a number of different exercises in pairs and then feeding back part of these exercises to the group.

### Exercise 1

**12 minutes**

- Ask for one person in each pair to explain to the other what the aim of their post is and what their objectives are.
- After 5 minutes ask the second person to repeat the exercise.
- When they are finished ask them to each write the aims and objectives of their job in part 1 of the handout.

### Exercise 2

**12 minutes**

- Ask for one person in the pair to lead a discussion on where social networks are relevant to their objectives and how considering them may impact on the outcome of the objective.
- After 5 minutes ask the second person to repeat the exercise.
- When they have finished ask them to write what they talked about in the second part of the handout.

### Exercise 3

**12 minutes**

- Ask one person in the pair to lead a discussion on how they can assess/support service users to (re)build positive social networks.
- After 5 minutes ask the second person to repeat the exercise.
- When they are finished ask them to write what was discussed in the third part of the handout.

### Exercise 4

**7 minutes**

- Ask participants to individually think about what they have written in the third part of the handout.
- Ask them to take 5 minutes to think of any barriers there may be to achieving this and then to think of how they can overcome these barriers.
- Again ask them to take 2 minutes to write their thoughts in the fourth part of the handout.

### Feedback

**12 minutes**

- Go round the group and ask them individually to feedback to the group one key action from third part of the handout. How can they assess/support social networks?

#### Points to highlight

- Workers have a choice with regard to their role – they can be empowering, stimulators or inhibitors of change.
- These exercises lead on to the next exercise where we will be looking at Action Planning.

## Coffee

**15 minutes**

(You might want to pull together your thoughts on demonstrating how participants have fulfilled their learning needs.)

## 8. Action Planning

**30 minutes**

Participants explore the impact of the training on their work and how they can take learning forward.

### What to do

- Ask the participants to think about the days training and about their jobs.
- Ask the participants to choose at least one area where they would like to see changes within their work which would help to assess/ support social networks.
- Give out **handout 5 Part B**. Ask participants to write down at least one thing they would like to see changed. Explain that it is important that the learning from the day is not lost once people are back at their work and that a plan can capture the thinking but also gives a clear outline to work from.
- Ask participants to think about what is the first thing that needs to happen for each change to take place and to record it on their sheet. (for example, if the change is a cultural change within the organisation, then the first thing that may need to happen is an organisational understanding of how supporting people with relationships and social skills can increase outcomes)
- Ask participants to think about how they will make the changes happen. What is the first thing that they can do to start the change happening (for example, for cultural change it may be setting a date to run this training within the wider organisation)

**Remember to explain** – They may not feel that they have much authority or power to make change within their project/organisation but they can be a catalyst for change, even if their action plan is to discuss this training in a team meeting.

- Ask participants to set themselves a realistic time scale for this to happen.
- Ask the participants to share one of their actions with the group.
- Hand out envelopes and ask participants to address them to themselves.
- Explain to participants that you are going to take a copy of each plan and post it back to them in 2 months to remind them of what they have committed to doing. (Remember to make sure you take the photocopies and collect all the envelopes.)

## 9. Review and Evaluation

**10 minutes**

Participants look back at the priorities they identified in the Traffic Lights and evaluate the day.

### What to do

- Display the “Traffic Lights” flip chart sheets, remind participants of their original priorities and demonstrate how they have fulfilled their learning needs.
- Give out **handout 6** (the evaluation sheet) and allow them 5 minutes to complete the sheet. Ensure that you get them back at the end.  
(use this time to photocopy the action plans)
- Thank everyone for attending, finish by handing out background notes with the web links to further reading.

### Close

### And finally, just two things left to do.

1. Please take a few minutes to feed back to us how the training went using the course review and development form which you will find after the evaluation form or by emailing [info@scottishsocialnetworks.org](mailto:info@scottishsocialnetworks.org). Your feedback is essential and will contribute to updating this pack and the development of training in the future.
2. Put a note in your diary for 2 months ahead to ensure you remember to mail out the copy of the action plans.

## Case Study 1 – Part A

**Liam was placed into local authority care at the age of 4. He spent a year in a Young Persons Centre followed by four separate foster placements. At the age of 10 he was placed in another Young Persons Centre and between the ages of 10 and 16 had three different key workers assigned to him. He did not have any other young people around him for long enough to make lasting friendships.**

Case Study 1 – Part B

**At 16 he moved into his own council flat. Some of the other young people from the Centre would come round at the weekend and have parties. He knew it was annoying his neighbours and a housing officer had been round to see him but it was the only time he saw anyone and he was bored and lonely.**

## Case Study 2 – Part A

**Louise became unwell while studying for her Standard Grades. Her parents were expecting her to go to University like her older sister and she felt she would be letting them down if she did not do well. She initially became withdrawn from family and friends and was eventually diagnosed as being clinically depressed and suffering from acute anxiety. She spent four months attending the local Psychiatric Hospital as a day patient. She was too embarrassed to speak to friends when they called. She did not return to school.**

## Case Study 2 – Part B

**Living in a small town everyone knew that she had been in hospital. She had heard people talk about psychiatric hospitals before and knew the stigma that was attached to being unwell. She was scared to make friends with people in case they judged her.**

Case Study 3 – Part A

**Margaret and Tom had been married for 40+ years. Margaret has limited mobility and Tom had to help her to get out and about. Their only child has children of his own and lives over 200 miles away. Two months ago Tom died suddenly.**

### Case Study 3 – Part B

**Margaret and Tom had a few couples that they were friendly with but Margaret feels awkward being in their company when she has no partner and it reminds her of how much she misses Tom. She is finding it difficult to get out to the shop or meet with people without Tom to help her.**

#### Case Study 4 – Part A

**Betty was diagnosed with a severe learning disability when she was very young. She had been looked after by her parents and when they died her sister lived with her and looked after her. When Betty was 62 her sister died.**

Case Study 4 – Part B

**The house she had lived in with her sister was sold and Betty was placed in a nursing home for respite care while she was assessed by Social Work. The nursing home is the other side of the city from all the cafes and shops she used to go to with her sister.**

## Case Study 5 - Part A

**John is originally from Inverness. He left school at 16 and had several jobs before he joined the Army at 19. He was relieved to leave home where arguments with his Father were getting increasingly heated and had resulted in physical fights on several occasions. He has served in Northern Ireland, Falklands and in the Middle East. His Mother died 10 years ago and he hasn't been back to Inverness since her funeral. He was based at Dreghorn barracks in Edinburgh when he left the Army after 25 years so he stayed in Edinburgh. At first he found casual employment labouring and night club security jobs. He found his flat lonely so spent more and more time in the local pub. He accrued rent arrears, ignored letters and was eventually evicted.**

Case study 5 - Part B

**After a week of sleeping rough John got a B & B place where he stayed for 6 months. He was then allocated a hostel place where he has been for the last 18 months. He has settled into the routine very well, gets on with staff but tends not to socialise with the other residents; his social life continues to revolve around the pub. He is now being offered a tenancy by a Housing Association.**

Case study 6 - Part A

**Jim was diagnosed with bi-polar illness during his first year at University. Now in his mid 50s he has stayed with his parents in the same house all his life. His parents are in their late 70s/early 80s and are increasingly worried about their ability to cope with Jim when he is at his most withdrawn (usually during the winter) and what will happen to him once they are no longer able to look after him. While they have tried to treat Jim as an adult the reality is that he is the “child” in the relationship; Jim doesn’t cook, clean or do his own laundry and his parents’ friends are also his friends.**

Case Study 6 - Part B

**After much soul searching Jim's parents have decided that he needs to move to his own place. Jim is angry and very resistant to any idea of change.**

Case Study 7 - Part A

**Neil has spent most of his adult life in and out of prison for petty crimes. Aged 40 his last sentence was for 3 years and this time he has taken every educational opportunity and participated in all the training programmes. Everyone Neil knows either has a criminal record or is a professional worker.**

Case Study 7 - Part B

**He is about to be released and knows that if he returns to his old haunts he will be sucked back into a cycle of substance misuse and crime.**

A person's social network is made up of the people they interact with on a regular basis. This can be family, friends and people in the community such as the shop assistant in the corner shop or a tutor at college.

*A Calder,*

[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)

“Social capital” refers to social networks that may provide access to resources and social support.

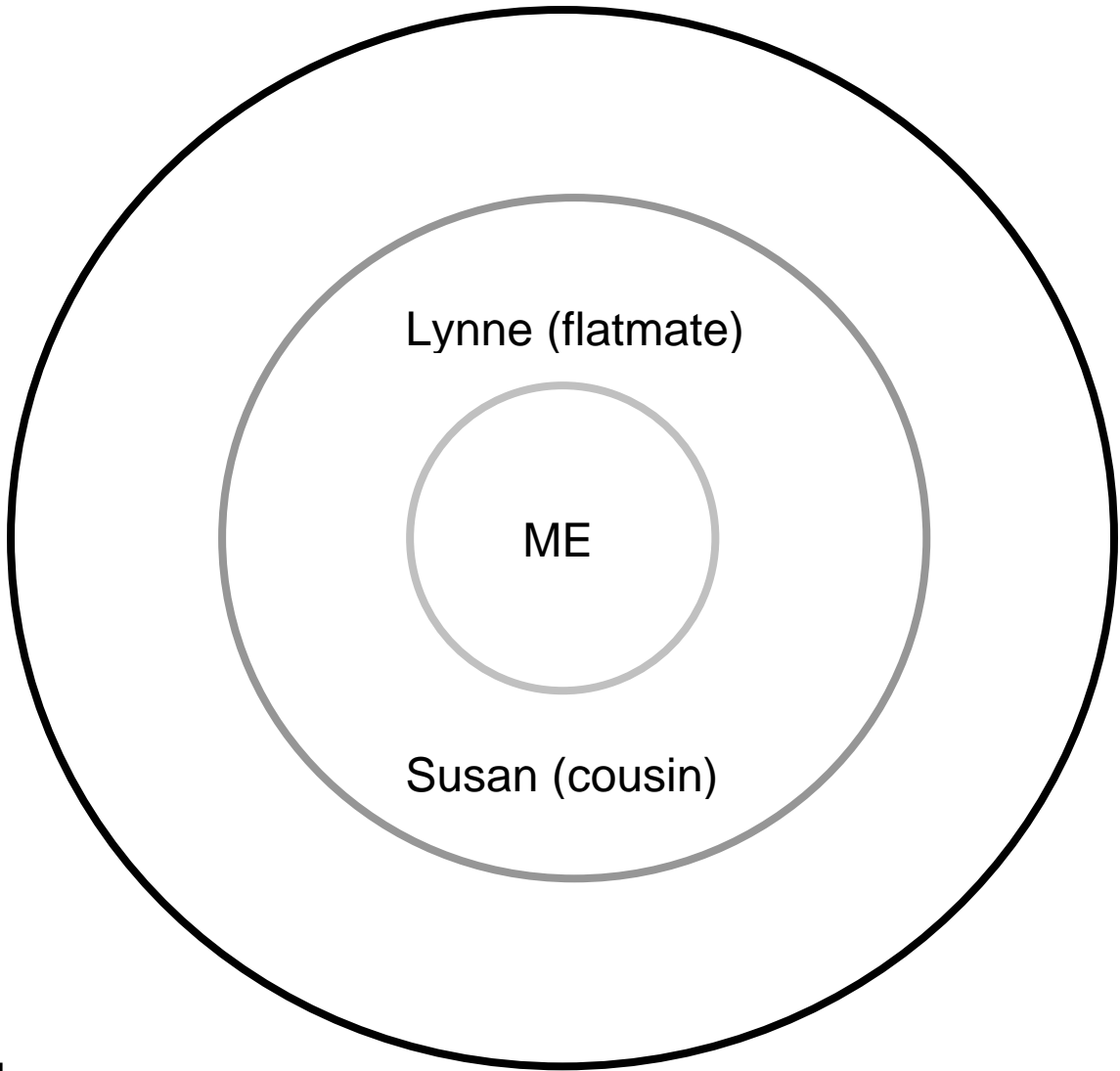
*Policy Research Initiative, Ottawa,  
2005*

Relationships of conviviality are distinct from other relationships by being relationships of chosen interdependence

*Lemos G (2000) Homelessness and Loneliness, Crisis*

Dr Scott (GP)

Sam (Housing Support Worker)



Jenny (Social Worker)

Ben (Community Psychiatric Nurse)

## Mediation

“ Mediation is a way of resolving disputes which assists the people involved to reach an agreement with the help of an impartial mediator. The parties, rather than the mediator, decide the terms of settlement.”

[www.scottishmediation.org.uk](http://www.scottishmediation.org.uk)

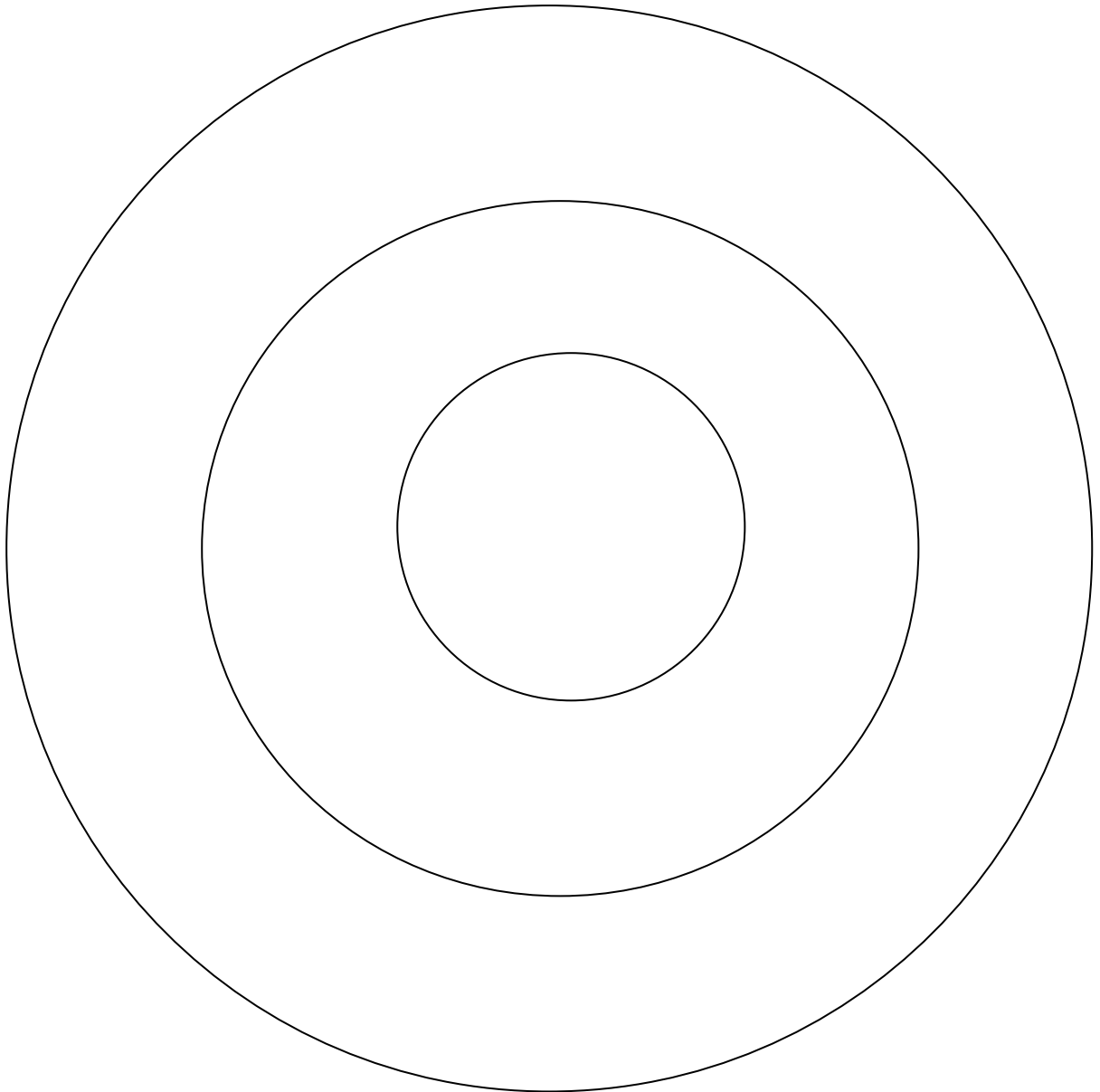
## Types of Mediation Include

<ul style="list-style-type: none"><li>• Family</li><li>• Community</li><li>• Neighbour</li><li>• Homelessness</li><li>• Workplace</li><li>• Medical/Health</li></ul>	<ul style="list-style-type: none"><li>• Civil Court</li><li>• Commercial</li><li>• Church</li><li>• Restorative Justice</li><li>• Peer mediation in schools</li></ul>
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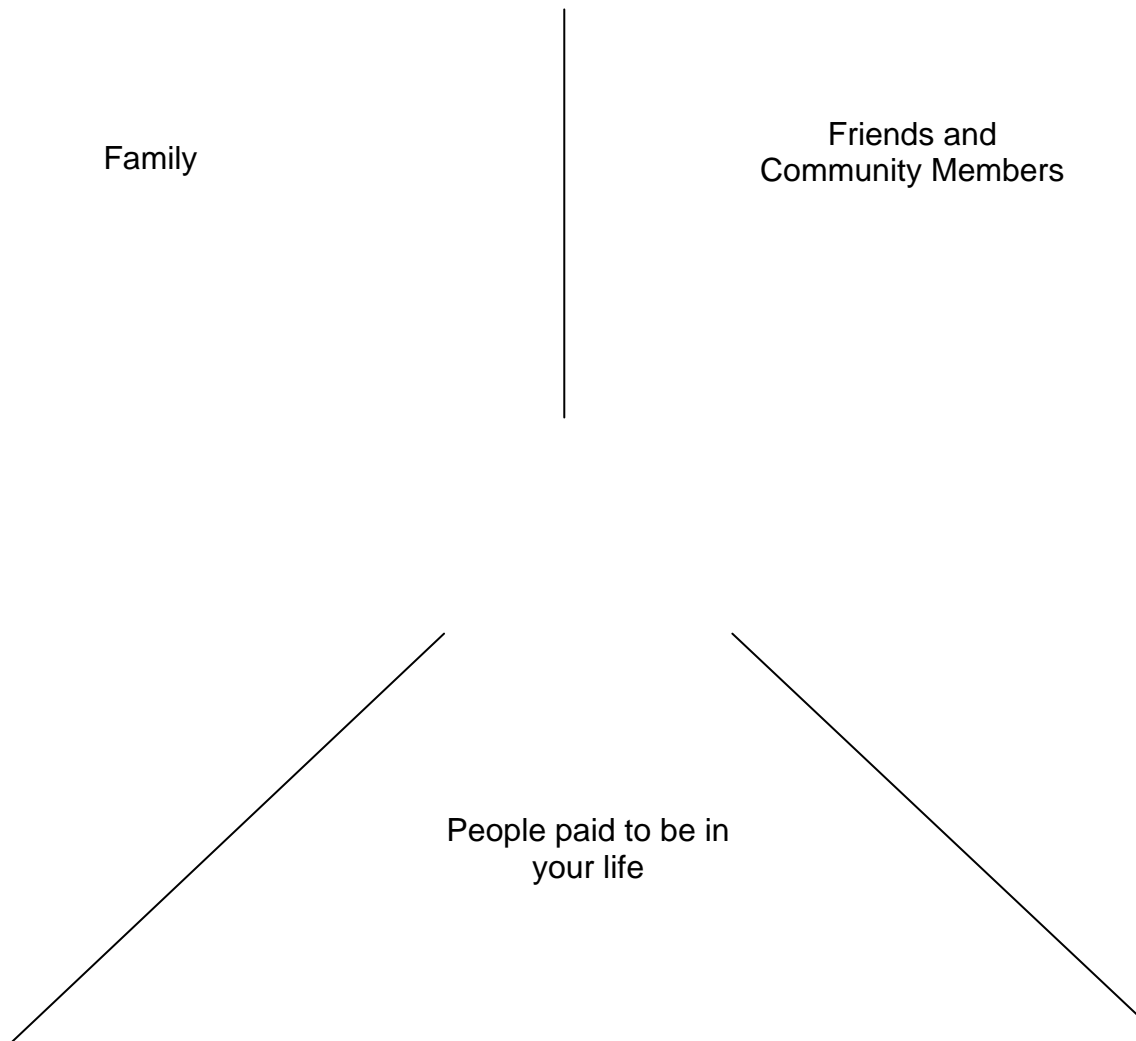


# How did you make your friends?

## Circles of Support



## The Relationship Map



## The mentoring—befriending spectrum

Increasing focus on building a supportive relationship

### Mentoring

The mentor works with the young person to meet objectives which are agreed at the start of the relationship. The relationship involves social element but the focus is on achieving goals.

### Mentoring/befriending

The mentor/befriender offers informal social support and uses this relationship to encourage the young person to achieve objectives. Goals are set and reviewed but this may be low-key.

### Befriending

The befriender develops an informal relationship with the young person to fulfil a need for social support. Goals may be achieved as a result of the relationship but this is not its focus.

Increasing focus on setting and achieving goals

New Philanthropy Capital (2007), *Lean on me: mentoring for young people at risk; a guide for donors and funders*

## My Job

<b>Name:</b>	<b>Job:</b>
<p>Part 1</p> <p><b>Aim</b></p>  <p><b>Objectives</b></p>	
<p>Part 2</p> <p><b>Where does Social Networks fit?</b></p>	

**Part 3**

**How can I assess/support social networks?**

**Part 4**

**What are the barriers?**

**How can I overcome them?**

<b>Name:</b>	<b>Job:</b>
<b>Action Plan</b>	
What needs to change?  1.  2.  3.	
What needs to happen for these changes to take place?  1.  2.  3.	

How will you make the changes happen?

1.

2.

3.

When?

1.

2.

3.

Handout 6

## EVALUATION SHEET

1. Please rate today's training session by circling one number.

Not interesting Very interesting  
1                      2                      3                      4                      5

2. How well did today's training meet the priorities you identified at the start?

Very well met Not met at all  
1                      2                      3                      4                      5

3. How will today's training session help you carry out your role?

4. What did you enjoy most about today's training?

5. Anything you didn't enjoy or didn't feel was useful?

6. Any suggestions to improve this training when it is next run?

7. Please rate the training venue and facilities.

Excellent Poor  
1                      2                      3                      4                      5

8. Any other comments?

**Thank you for completing this form.**

## REVIEW AND DEVELOPMENT FORM - TRAINER'S FEEDBACK

Please use a copy of the evaluation sheet to quickly summarise the feedback from your trainees and then feedback your own views on the training pack.

1. How many trainees were in your group and what were their backgrounds and roles?
2. How useful did you find this pack?
3. What changes would you make?
4. Did you make any changes to tailor the programme to suit your trainees?  
(We would be grateful for copies of any exercises or case studies you have developed which you found to work well, particularly if you are willing for them to be shared.)
5. In your view is there a need or demand for further, more advanced, social networks training?
6. Have you any other thoughts or suggestions?

**Thank you for taking time to give us your feedback. Please send your responses to these questions, the summary of the evaluation sheets and copies of any materials you are willing to share to: Social Networks Training Pack, Scottish Social Networks, 55 Albany Street, Edinburgh, EH1 3QY or email [info@scottishsocialnetworks.org](mailto:info@scottishsocialnetworks.org). There's a copy of this form on the website [www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org).**

**Visit the online discussion forum where you can share your experience.**

## **Glossary**

### **Conviviality**

Relationships of conviviality are distinct from other relationships by being relationships of **chosen** interdependence

**Lemos G (2000) – Homelessness and Loneliness Crisis**

### **Befriending**

“Befriending is a process whereby two or more people come together with the aim of establishing and developing an informal and social relationship... Ideally the relationship is non-judgemental, mutual, purposeful and there is commitment over time.”

(Home Office)

**Mentoring and Befriending Foundation website**

### **Friendship**

Friendship is a private, mutual relationship

Befriending is sometimes confused with friendship and it is important to state the distinction between them. The Befriending Network Scotland’s Code of Practice states that:

“Friendship is a private, mutual relationship. Befriending is a service”

**Mentoring and Befriending Foundation website**

### **Interdependence**

A relationship of mutual dependence characterized by mutual sensitivity and mutual vulnerability on the part of all the parties involved.

**[www.indiana.edu/~ipe/glossry.html](http://www.indiana.edu/~ipe/glossry.html)**

### **Independence**

n. freedom; self-reliance, self-sufficiency; autonomy, self-rule.

[www. dictionary.babylon.com](http://www.dictionary.babylon.com)

### **Mediation**

Mediation is a way of resolving disputes which assists the people involved to reach an agreement with the help of an impartial mediator. The parties, rather than the mediator, decide the terms of settlement.

Mediation is a problem-solving procedure and its essence is about finding a solution that satisfies everyone. This is often called the win/win approach. It differs from the legal process, which is often said to produce a win/lose outcome. The process of mediation treats both parties equally. Both parties must therefore have a desire to resolve the problem in hand.

**Scottish Mediation Network website**

## Mentoring

Mentoring is a one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time."

**(Active Community Unit, Home Office)**

Mentors are: "many things – a positive role model, an adviser, an experienced friend. Somebody from outside a person's immediate circle taking a special interest can make an enormous difference."

**(Excellence in schools, 1997)**

Support, assistance, advocacy or guidance given by one person to another in order to achieve an objective or several objectives over a period of time."

**(SOVA)**

### **Quotes taken from the Mentoring and Befriending Foundation website**

Mentoring is a goal oriented process that supports learning. It seeks to complement existing sources of learning, development and support. In general terms, mentoring is a form of learning; a process in which a (usually) more experienced person (the mentor) passes on know how to someone less experienced. Mentoring tends to focus on softer skills, problem solving, decision making and working with others, rather than technical competence. Mentoring captures the informal learning that happens in many different environments, making it an exceptionally effective option for businesses or organisations.

### **Scottish Mentoring Network website**

## Social Capital

Social Capital refers to social networks that may provide access to resources and social support **(Policy Research Initiative – Ottawa, 2005)**

'Social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them.'

**(Putman 2000)**

Social - pertaining the friendly companionship or relations

Capital - wealth capable of producing more wealth

**(Oxford Dictionary)**

## Social Networks

A person's social network is made up of the people they interact with on a regular basis. This can be family, friends and people in the community such as the shop assistant in the corner shop or a tutor at college.

### **Scottish Social Networks website**

## **Extra Information**

### **Social Networks**

Why are social networks important? Because we all need friends and family.

Positive social networks:

- prevent homelessness
- promote mental health and well-being
- create inclusive communities and make us feel good about ourselves.

A lack of positive social networks, that is the personal networks of family, friends, colleagues and acquaintances we each individually have, is literally bad for you health.

Through our social networks we:

- build our image of ourselves
- learn what is acceptable behaviour
- learn to protect ourselves
- gather the confidence to tackle new situations and challenges

The isolation, loneliness and vulnerability experienced by individuals with weak social networks is damaging to their health and well being. The lack of strong, positive social networks is particularly damaging to those already socially excluded from society.

### **Social Capital**

The notion of social capital is a useful way of entering into debates about civil society – and is central to the arguments of Robert Putnam and others who want to 'reclaim public life'. It is also used by the World Bank with regard to economic and societal development and by management experts as a way of thinking about organisational development.

#### **Social capital for starters**

For John Field (2003: 1-2) the central thesis of social capital theory is that 'relationships matter'. The central idea is that 'social networks are a valuable asset'. Interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric. A sense of belonging and the concrete experience of social networks (and the relationships of trust and tolerance that can be involved) can, it is argued, bring great benefits to people.

## Social Capital continued

Trust between individuals thus becomes trust between strangers and trust of a broad fabric of social institutions; ultimately, it becomes a shared set of values, virtues, and expectations within society as a whole. Without this interaction, on the other hand, trust decays; at a certain point, this decay begins to manifest itself in serious social problems... The concept of social capital contends that building or rebuilding community and trust requires face-to-face encounters. (Beem 1999: 20)

There is evidence that communities with a good 'stock' of such 'social capital' are more likely to benefit from lower crime figures, better health, higher educational achievement, and better economic growth. However, there can also be a significant downside. Groups and organisations with high social capital have the means (and sometimes the motive) to work to exclude and subordinate others. Furthermore, the experience of living in close knit communities can be stultifying - especially to those who feel they are 'different' in some important way.

Extract from: Smith, M. K. (2007) 'Social capital', *the encyclopedia of informal education*, [www.infed.org/biblio/social\\_capital.htm](http://www.infed.org/biblio/social_capital.htm)

## Types of Social Capital

Those concerned with social capital have looked to the density of social networks that people are involved in; the extent to which they are engaged with others in informal, social activities; and their membership of groups and associations.

Michael Woolcock distinguished between different types of social capital:

**Bonding Social Capital** – denotes ties between people in similar situations, such as immediate family, close friends and neighbours

**Bridging Social Capital** – encompasses more distant ties of like persons, such as loose friendships and workmates

**Linking Social Capital** – reaches out to unlike people in dissimilar situations, such as those who are entirely outside the community, thus enabling members to leverage a far wider range of resources than are available in the community (Michael Woodcock, 2001)

## Conviviality

Relationships of conviviality are distinct from other relationships by being relationships of chosen interdependence – more than an evanescent social contact; less than the absolute obligation that parents feel in caring for their children. Geographical proximity is generally, though not always, involved. For instance, if a neighbour calls on your goodwill not just because he is your neighbour, but because he likes you and you like him, then that is conviviality. Likewise, ties of blood can also be involved – though we all know people who are closer to their cousins than their siblings.

Lemos and Crane: Crisis (2000) 'The Want of Conviviality' *Homelessness and Loneliness*

[http://www.crisis.org.uk/publications\\_djhsearch.php?submitted=search&fullitem=166](http://www.crisis.org.uk/publications_djhsearch.php?submitted=search&fullitem=166)

## Befriending

Everyone needs other people, but not everyone has someone. For people who become isolated because of ill health, disability or social disadvantage, being matched with a befriender often fills a big gap.

Befriending offers supportive, reliable relationships through volunteer befrienders, to people who would otherwise be socially isolated. Around the UK there are befriending projects which organise effective support for children and young people, families, people with mental ill-health, people with learning difficulties and elderly people, amongst many others.

The results of befriending can be very significant. Befriending often provides people with a new direction in life, opens up a range of activities and leads to increased self-esteem and self-confidence. Befriending can also reduce the burden on other services which people may use inappropriately as they seek social contact.

According to the Children's Laureate, Michael Morpurgo, "It is the need of every single one of us, child or grown-up, to feel wanted, to feel we belong and that we matter to someone else in the world. We all know, from our own experience, that feeling isolated from those around us, alienated from society, makes us sad, even angry. The deeper this isolation becomes, the more hurtful and resentful we feel and the more this is reflected in our behaviour. Such behaviour only leads to greater alienation. Children who from an early age feel alone and apart from the rest of the world, and there are so many of them, who become angry and hurt, have little chance of leading fulfilled lives. They are lost from the start. Above all they need friendship, the solid warmth of someone who cares and goes on caring. With such lasting friendship, self-worth and self confidence can flourish, and a child's life can be altered forever.

[www.befriending.co.uk](http://www.befriending.co.uk)

## Mentoring

The word 'mentor' was used by Homer in his poem 'The Odyssey' which described the adventures of the Greek hero Odysseus. 'Mentor' was the name of the character he entrusted to be the guardian and tutor to his son.

Today there is no one universally accepted definition of 'Mentoring' although a dictionary will talk about a mentor as a 'wise and trusted advisor'. Instead, the phrase has become a broad tent, which includes a range of types of mentoring relationships wherein a transfer of advice, knowledge or skill, from one individual to another, takes place. Specific definitions are then qualified by the aims and context of the mentoring model in question.

The UK Mentoring Strategy Unit, the Active Community Unit, and National Mentoring Network share the definition that:

*"Mentoring is a one-to-one, non-judgemental relationship in which an individual mentor voluntarily gives time to support and encourage another. This relationship is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period."*

My own definition is that:

*"Mentoring is the offer and availability of one-to-one advice and encouragement at a time of transition and opportunity"*

Of course, mentoring relationships in general can be both informal and formal and mentoring can be taking place in a variety of contexts as part of everyday professional and social relationships.

The development of 'formal' mentoring derives in part from an appreciation of the influence of informal mentoring. A range of mentoring schemes have been designed to respond to a community's need to both seek and to pass on specific advice, knowledge or skills. These artificially constructed relationships aim to bring about a change that is prescribed in advance. Success will still be dependent on the effectiveness of the interpersonal skills of the mentor. Their role and the skills required will also be pre-determined rather than left to chance. Success will be measured against a specific set of aims and objectives within a given context.

<http://www.scottishmentoringnetwork.co.uk>

### Comparisons with befriending

The main difference between mentoring and befriending is usually the emphasis placed on working towards goals. Mentoring tends to focus more on goal setting and operates within a clearly defined timeframe whilst befriending tends to develop more informal and supportive social relationships, often over a longer timeframe.

<http://www.mandbf.org.uk/about/definitions/>

## Mediation

Mediators avoid taking sides, making judgments or giving guidance. Mediation is, therefore, different from processes like advocacy, counselling, arbitration, and advice giving. The mediator is responsible for developing effective communication and building consensus between the parties.

Mediation is a flexible process which can take place face to face or by a series of private meetings. These meetings are all completely confidential and cannot be used later in Court. At the end of the process the parties very often agree on a settlement for the future. Mediation in Scotland is used in many contexts including:

- Neighbour and community disputes
- Family disputes about children and assets
- Education particularly in relation to Special Needs
- Environmental and planning issues
- Between victims and accused in Criminal matters
- Civil legal matters such as contract disputes
- Personal injury and professional negligence claims
- Work place conflict

<http://www.scottishmediation.org.uk>

**Mediation** aims to assist two (or more) disputants in reaching an agreement. The key component of mediation is that whether an agreement is reached, and what that agreement, if any, is, is determined by the parties themselves rather than being imposed by a third party.

Mediators use appropriate techniques and/or skills to open and/or improve dialogue between disputants, aiming to help the parties reach an agreement (with concrete effects) on the disputed matter. Normally, all parties must view the mediator as impartial.

<http://en.wikipedia.org/wiki/Mediation>

## **Helping Homeless People An Action Plan for Prevention and Effective Response Homelessness Task Force Final Report**

### **Extract**

#### **The Recommendations**

The three taskforce recommendations which relate specifically to social networks were as follows:

55) The strength of a homeless person's social networks should be an integral part of the assessment of their needs and of the support offered to them in temporary accommodation and during permanent resettlement. All projects serving homeless people should pursue strategies to promote and support opportunities for positive social interaction.

56) A national coordination role should be created to build and coordinate local mediation, befriending and mentoring services for homeless people across Scotland. This role would also evaluate existing projects, disseminate good practice and facilitate information sharing.

57) Local authorities, through their homelessness strategies, should develop practical means of enabling people affected by homelessness to (re)build social networks. This may involve the use of new independent services or a review, with Social Inclusion Partnerships, of current practice.

The full report can be found by following this link

<http://www.scotland.gov.uk/Topics/Built-Environment/Housing/access/homeless/hf>

## Additional training materials

**Additional training materials** can be found on the Scottish Social Networks website at <http://www.scottishsocialnetworks.org/resources> you will find:

- Case studies which give real examples of how individuals have been supported to develop their social networks;
- Independent evaluation report;
- New, additional training materials as they are developed e.g. on resilience and transitions; or on holding follow up workshops to reinforce the training and encourage group support (and group pressure!) and more;
- Tools to you may wish to use with managers and team leaders  
“Planning to Introduce Social Networks” – “Mapping the Journey” and  
“Self Assessment – Ready for New Ideas”
- Suggested alternative timetables, joining instructions, case studies etc for different groups.

Also on the website is a **discussion forum** where you can share ideas and questions.

If what you want is not on the website or you would like to speak to someone about social networks please email [info@scottishsocialnetworks.org](mailto:info@scottishsocialnetworks.org) or call 0131 524 9869

[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org)

## **Web Links**

[www.scottishsocialnetworks.org](http://www.scottishsocialnetworks.org) - Scottish Social Networks

[www.samh.org.uk/assets/files/118.pdf](http://www.samh.org.uk/assets/files/118.pdf) - Scottish Association for Mental Health

[www.befriending.co.uk](http://www.befriending.co.uk) - Befriending Network Scotland

[www.scottishmentoringnetwork.co.uk](http://www.scottishmentoringnetwork.co.uk) - Scottish Mentoring Network

[www.scottishmediation.org.uk](http://www.scottishmediation.org.uk) - Mediation Network

[www.rocktrust.org](http://www.rocktrust.org) -The Rock Trust

[www.sdcmh.org.uk](http://www.sdcmh.org.uk) - Scottish Development Centre for Mental Health

[www.infed.org](http://www.infed.org) - Encyclopedia of Informal Education

[www.wellscotland.info](http://www.wellscotland.info) - Well Scotland

[www.scotland.gov.uk](http://www.scotland.gov.uk) -The Scottish Government

[www.crisis.org.uk](http://www.crisis.org.uk) – Crisis

[www.lemosandcrane.co.uk](http://www.lemosandcrane.co.uk) – Lemos and Crane

[www.mandbf.org.uk](http://www.mandbf.org.uk) – Mentoring and Befriending Foundation

[www.relationships-scotland.org.uk](http://www.relationships-scotland.org.uk) – Relationships Scotland

[www.ghn.org.uk](http://www.ghn.org.uk) – Glasgow Homeless Network

[www.scmc.sacro.org.uk](http://www.scmc.sacro.org.uk) - Scottish Community Mediation Centre (SCMC)

[www.scmc.sacro.org.uk/html/scmn.html](http://www.scmc.sacro.org.uk/html/scmn.html) - Scottish Community Mediation Network

[www.scsh.co.uk](http://www.scsh.co.uk) – Scottish Council for Single Homelessness

[www.jrf.org.uk](http://www.jrf.org.uk) – Joseph Rowntree Foundation

[www.glasgowsimon.org](http://www.glasgowsimon.org) - Glasgow Simon Community