



**Guidelines and Tools
for New Mentors**

This booklet is designed to be a resource guide for people preparing to become a mentor. The booklet does not need to be read from cover to cover. Feel free to browse through the booklet and use the sections that you feel most readily apply to your situation. This booklet is designed to be a living document. If you find that you require further information, please do not hesitate to contact me. I will work to update the booklet to meet the needs of those that are using it. Sections can be expanded or contracted as needed. If the demand is sufficient I am also open to using this booklet in a classroom setting.

I thank you for taking the time to participate in our mentoring program. The hard work you put forth now will yield great results for your mentee in the future.

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Mentor Training Package

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men·tor (mĕn'tôr', -tər)

n.

1. A wise and trusted counselor or teacher.
2. **Mentor** *Greek Mythology.* Odysseus's trusted counselor, in whose guise Athena became the guardian and teacher of Telemachus.

v. Informal **men·tored, men·tor·ing, men·tors**

v. intr.

To serve as a trusted counselor or teacher, especially in occupational settings.

v. tr.

To serve as a trusted counselor or teacher to (another person).

WHY YOUTH NEED MENTORS

THIS INFORMATION ADAPTED FROM: TRAINING GUIDE FOR VOLUNTEER MENTORS BY EILEEN FARQUH, WWW.DEMENTOR.ORG

In the fast paced world of today young people are being forced to face far more personal and social pressures compared to generations past. Mentoring is a great way to intervene in a child's life and offer hope and guidance. The mentor relationship may be able to give young people the tools and support they need to deal effectively with these pressures.

Below is a short list of some of the issues facing young people today. As you get to know your mentee better you will be able to gauge the impact of each of these issues on their life. Some of these issues may be painful for your mentee to talk about. You should use empathetic listening skills to ascertain their comfort level regarding discussing each of the topics. Spend some time with your mentee and see if you can add to the list.

- ✓ **Peer Pressure**-One of the greatest forces on adolescents is the power and influence of their peers.
- ✓ **Substance Abuse**-The curiosity to experiment with alcohol, tobacco, and drugs is a constant threat to each adolescent in today's world.
- ✓ **Sexuality**-Many young people turn to sexual relationships for a variety of reasons.
- ✓ **Child Abuse and Family Violence**-Physical and psychological abuse, within the family or in any environment, will have both an immediate effect on the youth and create long-lasting, negative attitudes and behaviors.
- ✓ **School Safety and Violence**-Many young people are exposed to bullies or other violent behaviors in the school setting which may result in attendance problems or lower academic achievement levels.
- ✓ **Depression and Suicide**-Serious depression is common when young people are overwhelmed with issues and situations they cannot resolve.
- ✓ **Nutrition and Health Care**-Many young people feel they are immortal and are either ignorant of or tend to ignore good health practices.
- ✓ **Faith and Religion**-This issue is usually within the domain of the family. However, this may be an area of great concern for some young people.
- ✓ **Social and Time Management**-How to manage leisure time, schoolwork, extracurricular activities, family chores, and other social demands is often very difficult for young people.
- ✓ **Career Exploration and Part-Time Work**-Many young people struggle with the subjects of work and career. They often don't know what they want to do or be, how they can contribute to society, what their strengths are, or what steps to take in exploring workplace opportunities. Making money is important to most kids, but knowing how to go about securing satisfying employment is something they usually learn through trial and error.

Personal Reflection

THIS INFORMATION ADAPTED FROM: MENTOR TOOLKIT BY THE NATIONAL MENTORING PARTNERSHIP WWW.MENTORING.ORG

Throughout our lives we meet people that greatly influence our lives. Some of these people actively try to guide us (teachers, coaches, religious leaders...) and some unwittingly influence us. This exercise is designed to help you get in touch with who helped you and how.

As you think back on your early years, do any adults stick out in your mind?

Who were the adults who really made a positive difference in your life? Make a list of them below.

Why do you think they took a special interest in you?

What qualities did you have that made them want to spend time with you or encourage you?

What was it that made each of them a great mentor?

What did these important people have in common?

What might these experiences teach you about how you want to be as a mentor?

What lessons can you take away from these role models?

THE ROLE OF A MENTOR

This information Adapted from: "Training Guide for Volunteer Mentors" by Eileen Pardini, www.beamentor.org

Mentors' roles fall into four categories:

- Providing academic help and tutoring
- Providing career exploration assistance
- Providing emotional support
- Providing social experiences

It is common to hear the mentor described as:

- Coach
- Guide
- Role Model
- Advocate
- FRIEND

Any and all of the following are important activities that mentors provide in the lives of their mentee:

- **Academic Support**-Keeping mentee in school; helping them graduate from school; evaluating educational choices; directing them to educational resources.
- **Role Modeling**-Pointing out, bringing to attention, demonstrating, and explaining your own actions and values that offer the mentee the best chances for success and happiness; helping mentee see and strive for broader horizons and possibilities than they may see in their present environment.
- **Attention and Concern**-Many mentee do not receive enough from the adults in their lives; mentors can fill in these empty spaces with dependable, sincere, and consistent attention and concern.
- **Accountability**-A commitment made to a mentee for a meeting together, an activity, or an appointment should be a mentor's first priority, barring emergencies. This consistent accountability has several benefits:
 - Sets a good example for mentee to see and emulate
 - Cements trust between mentor and mentee
 - Creates mutual expectations that can be met
- **Listening**-The other adults in the young person's life may not have the time, interest, or ability to listen, or they may be judgmental. Mentors can encourage young people to talk about their fears, dreams, and concerns. Staying neutral and not judging, but rather, sharing your own values, is important in listening. Remember, a mentor may be the ONLY adult in a mentee's life who listens.

WHAT MENTORS ARE NOT

There is no expectation that volunteer participants in mentoring programs will take on the roles of **PARENT**, **professional COUNSELOR**, or **SOCIAL WORKER**. But some of their traits will be a part of the mentor's role:

- Listening
- Nurturing
- Supporting
- Advising

Through the mentors' sustained caring, interest, and acceptance, mentee may begin to think of themselves as worthy of this attention. They may apply this new, stronger sense of self-confidence to other relationships and experiences.

Mentoring is not a universal remedy for all the problems and deficiencies facing mentee and their families. **THE ESSENCE OF MENTORING IS THE SUSTAINED HUMAN RELATIONSHIP.** Mentor programs can enhance the efficacy of this relationship by providing support activities and opportunities for development of social skills of the mentee through group activities.

SO WHAT EXACTLY DOES A MENTOR DO?

Mentors commit to spending time with their mentee. The amount of time is agreed upon by both the mentor and the mentee. Group activities are fun, but it is expected that the mentor and mentee will spend time together, just the two of you. This time may be spent in a number of ways. The following are some recommended activities that mentee and mentors have found valuable in the past:

Suggested Activities

- **Arrange one or more job shadows.** Have your mentee follow you around as you perform your work. Have your mentee follow a worker that has agreed to host your mentee for a prearranged period of time. Or be a mentee for a day - shadow your mentee.
- **Talk.** Tell your mentee those things that you wish you had known when you were in high school. You can do this anywhere, any time – over lunch, walking in the park, on the phone – whatever works.
- **Ask Questions.** Teenagers need somebody to ask, “What do you want to do after high school?” and “What’s your plan for how to get there?” They might need help answering these questions.
- **Attend recreational and/or cultural activities.** Mentee need more exposure to enriching activities such as visits to museums, attending plays, concerts, or sporting events. These experiences can pique interest and encourage mentee to pursue new areas of learning.
- **Tutor.** Mentors should feel free to help mentee with homework. Getting involved with their curriculum is a good way to relate to mentee and gain insight into the educational program. Mentors may also arrange for someone else to tutor the mentee.
- **Attend mentee activities.** If your mentee is involved in extracurricular activities, is employed, or is involved in activities outside of the school environment, attend those functions, when appropriate, to show support.
- **Do things in groups.** Mentors should be encouraged to join in activities with other mentors and mentee.

The focus should be on time and NOT things. Do not fall into the trap of bringing your mentee something every time you see them. The focus of the program is on experiences not material possessions. Many of the children in the DSS system have built a healthy skepticism in regards to people bearing gifts. They have learned that people that give you things want things in return. This is not the way to build a trusting relationship.

You need not limit your activities to this list of suggestions – be creative (See page 26-27) for more suggestions). The goal is to provide experiences that the mentee’s usual environment does not provide. The more “real world” exposure a mentor can provide a mentee, the more that mentee will learn. Mentee’s will gain new perspectives on the working world and their own education and potential.

PRACTICES OF EFFECTIVE MENTORS

This information Adapted from: "Training Guide for Volunteer Mentors" by Eileen Pardini, www.beamentor.org

- Involve mentee in deciding how the pair will spend their time together.
- Make a commitment to be consistent and dependable – to maintain a steady presence in the mentee's life.
- Recognize that the relationship may be fairly one-sided for some time – mentors, not mentee, are responsible for keeping the relationship alive.
- Call your mentee before each meeting or appointment to confirm their attendance and/or their transportation needs.
- Pay attention to the mentee's need for fun.
- Respect the mentee's viewpoint.
- Allow the mentee to make mistakes.
- Separate their own goals from those of the mentee – leave their personal agenda behind.
- Do not focus on the negative aspects of the mentee, their past, or parents – leave it alone.
- Seek and utilize the help and advice of program staff.

PRACTICES OF INEFFECTIVE MENTORS

- Have difficulty meeting the mentee on a regular basis; demand that the mentee play an equal role in initiating contact.
- Attempt to transform or reform the mentee by setting goals and tasks early on; adopt a parental or authoritative role in interaction with the mentee.
- Emphasize behavior changes over development of mutual trust and respect.
- Attempt to instill a set of values inconsistent with those the mentee is exposed to at home.
- Ignore the advice of program staff.

STAGES IN MENTOR/MENTEE RELATIONSHIP

This information Adapted from: "Training Guide for Volunteer Mentors" by Eileen Pardini, www.beamentor.org

The mentor/mentee relationship typically goes through three stages:

- Developing Rapport and Building Trust
- Setting and Reaching Goals
- Bringing Closure to the Relationship

Mentors need to understand these stages and their roles in each.

Developing Rapport and Building Trust

One of the best ways to build trust is to help mentee accomplish something that is important to them. Mentors must take the time to help mentee identify the goal(s) they want to accomplish, view it realistically, break it down into small steps, and explore ways of reaching the goal. Building trust takes weeks, months and sometimes years.

Testing will occur. Mentee may be slow to give their trust, expecting inconsistency and lack of commitment, due to past experiences with adults. The mentor's trustworthiness and commitment may be tested, particularly when mentee's are from unstable backgrounds where adults have repeatedly disappointed them. During the testing period, mentors can expect:

- **Missed appointments**
- **Phone calls not returned**
- **Unreasonable requests**
- **Angry or sullen behavior**

Once the mentor passes the test, the real work of the relationship can begin. Mentors should remember that **the issue is not whether mentee like them.** Mentee are protecting themselves from disappointment. From their perspective, not having a relationship at all seems better than trusting and subsequently losing someone. These young people may come from families where nothing can be taken for granted.

- **People living in the household may have come and gone.**
- **Frequent moves occur during the course of a year.**
- **The phone may have been turned on and off.**
- **Food may have been unavailable at times.**

Remember, **predictability breeds trust. The mentor must be consistent and accountable:**

- **On time for meetings**
- **Bring promised information, materials**
- **Follow through on promises and contracts that were volunteered**

One misstep, though it may seem small to the mentor, can assume great importance to the mentee. Through this difficult process, **mentors need to be prepared, to understand, and to refrain from personalizing the experience.**

Confidentiality

The mentee may be unsure whether the feelings and information they disclose to their mentors will be passed on to teachers, parents, etc. Early in the relationship, mentors must provide reassurance:

- Nothing that the mentee tells the mentor will be discussed with anyone else except the MSYR Social worker.
- If the mentor feels it is important to involve another adult, it will be discussed first with the mentee.
- If there is threat of physical or psychological harm to the mentee or to others, the mentor must break confidentiality to seek protection for the endangered person (including the threat of suicide).

Setting and Reaching Goals

Once the “testing” is over, the rocky part of the relationship usually ends and the mentee becomes more committed. At times, however, old behaviors may appear, usually if the mentee is under stress. Now the mentor and mentee should identify and work toward some short-term goals. It is important that the mentor have the resources necessary or have access to them in order to achieve a fit between what the mentee wants to learn/accomplish and what the mentor can teach/share. This is a time of closeness in the relationship. In general, mentee at this stage will view their mentors as important in their lives. Since each relationship is unique, the timing and intensity will vary.

When Things Aren’t Working

- The match/fit between mentor and mentee may not be right.
- Some mentee have been so disappointed and damaged by earlier experiences they are unable to risk taking advantage of a helping relationship.
- Some mentee will get stuck in the “testing” stage.
- Some mentee may drop out of the program.
- The mentor may feel burdened by the relationship and feel angry or annoyed by the youth’s behavior or words.

Relationship Closure for Planned Terminations

- Use the closure process as a means to recall mentee’ progress and strengths.
- Help mentee grow from the process; reassure them about what they have learned and are capable of.
- Discuss some positive actions and directions for the future.
- Reassure mentee about your confidence in them.
- Mutually agree about how, when, or if you will stay in touch.
- Follow through on that commitment.
- The Ranch social worker should be informed of the closure of the relationship.

Your First Meeting: Worksheet (Mentor)

THIS INFORMATION ADAPTED FROM: MENTOR TOOLKIT BY THE NATIONAL MENTORING RELATIONSHIP WWW.MENTORING.ORG

It is important to invest some time into planning the first meeting with the mentee. This is just a way to get clear on what you hope to accomplish and to lay out some logical steps to help get you there. This worksheet walks you through some common sense steps to plan a first meeting with your mentee. There is also a companion version for your mentee; you may want to send this to him so you can both prepare for your first meeting.

Basic Background Information

My mentee's name is: _____

Nickname (if any) _____

Phone number(s) _____

Email address _____

Best time to call/ contact _____

What would I like my mentee to call me? _____

Has my mentee been told who I am and that I will be calling? __Yes__ No __ Don't know

If the answer is "no" or "don't know", please contact program staff and find out the status of this step. Calling before your mentee has heard about you can make the first conversation awkward and confusing.

Thinking Through the First Meeting

Typically, first meetings allow two people to get to know a little bit about each other, attach a face to a name and gain a bit of comfort. To do so, you need to think about what setting would feel comfortable for both of you, and plan out some conversation starters. You should look at these conversation starters as tools if you need them, not a formula.

1. Where might my mentee and I feel comfortable meeting?
List a few ideas below.

2. What are some things I could tell my mentee about myself that would help us get to know each other a little bit? What about me and my life story might be interesting and relevant to this young person?

3. What are some questions I could ask my mentee to get to know him/her a little bit without prying? (Write some possible open-ended questions below. Note: these are questions that cannot be answered with a 'yes' or 'no'.)

4. What do I want out of the mentoring relationship — what are my hopes?

5. How can I find out what my mentee hopes to get out of the relationship — what questions might I ask?

We recommend you look over your answers to this planning sheet shortly before your first meeting with your mentee. You might even bring it along to offer it as a bit of a roadmap for you both to follow. Use your judgment — but remember to at least look your responses over before the meeting — this will help you feel more comfortable and relaxed.

Your First Meeting: Worksheet (Mentee)

This information adapted from: MENTOR TOOLKIT by THE NATIONAL MENTORING FATHERSHIP www.mentoring.org

It is important to invest some time into planning the first meeting with the mentor. This is just a way to get clear on what you hope to accomplish and to lay out some logical steps to help get you there. This worksheet walks you through some common sense steps to plan a first meeting with your mentor.

Basic Background Information

My mentor's name is: _____

S/he likes to be called _____

Phone number(s) _____

Email address _____

Best time to call/ contact _____

What would I like my mentor to call me? _____

Thinking Through the First Meeting

When you first meet another person, usually you will want to get to know a little bit about each other, start to get comfortable and attach a face to a name. To get off to a good start, you need to think about a place to meet where you would both feel comfortable, and plan out some things you might want to ask or say. You should look at these conversation starters as tools if you need them, not a formula.

1. Where might my mentor and I feel comfortable meeting — where we can sit and talk? List a few ideas below.
2. What are some things I could tell my mentor about myself that would help us get to know each other a little bit? What about me and my life story might be interesting to my mentor? What should s/he know about me in order to be a good mentor?
3. What are some questions I could ask my mentor to get to know him/her a little bit without prying? Write some possible open-ended questions below (Note: these are questions that your mentor cannot answer with a 'yes' or 'no.')
4. Why do I want to have a mentor?
5. How can I find out why my mentor wants to mentor me? Write out some questions to ask.

You will want to look over your answers to this planning sheet just before your first meeting with your mentor. You might even bring it along when you do meet. Remember to at least look over what you've written before the meeting — this will help you feel more comfortable and relaxed.

RULES OF COMMUNICATION

This information adapted from: Training Guide for Volunteer Mentors by Eileen Farrah, www.beamentor.org

1. Make your communication positive.
2. Be clear and specific.
3. Recognize that each individual sees things from a different point of view.
4. Be open and honest about your feelings.
5. Accept your mentee's feelings and try to understand them.
6. Be supportive and accepting.
7. Do not preach or lecture.
8. Learn to listen.
9. Maintain eye contact.
10. Allow time for your mentee to talk without interruption; show you are interested in what he has to say.
11. Get feedback to be sure you are understood.
12. Listen for a feeling tone as well as for words.
13. Ask questions when you do not understand.
14. Set examples rather than giving advice.
15. Avoid the phrase "I know how you feel". Instead try one of the following.
 - Paraphrasing – feedback important points in your own words, with a bit of interpretation
 - "I'm sick and tired of having to do my homework"
 - "You feel angry because a lot of your free time is taken up with homework"
 - Consensual Validation- acknowledge the validity of emotions in response to a situation
 - "That must be very hard for you to deal with."
 - "I can see why that would make you angry"
 - Be careful to balance this between both parties
 - Effective pause- allow a period of silence when something important has been said.
 - People have more emotional movement when they are slightly uncomfortable.
 - Do not let a silence go for more than one minute

EMPOWERING YOUTH: SOLVING PROBLEMS VERSUS GIVING ADVICE

The differences between these two approaches are significant; they will affect mentors' relationships with their mentee and the mentee's ability to reach their fullest potential.

Major Differences

Giving Advice

- Mentee is passive, possibly resistant
- Cuts off further exploration of problem
- Often premature
- Mentee doesn't learn
- Can impose mentor's solution on mentee's problem
- Does not encourage self-esteem

Mentee Solving Problems

- Active mentee
- Opens lines of communication
- Eliminates timing problem
- Mentee learns
- Solution belongs to mentee
- Shows mentee formula for solving future problems
- Fosters self-esteem

When is Giving Advice Appropriate

If the mentor is an expert in a particular field, the mentee may benefit from the mentor's specific knowledge and advice. If the mentee is "stuck" after going through the problem-solving process, mentor can give advice about how to proceed.

ASKING HIGH QUALITY QUESTIONS

Useful Questions to Clarify Outcomes

- What do you really want in this situation?
- What is important about this outcome to you?
- What are all the ways you can go about getting what you want?
- Who/what can you use as resources to get what you want?
- Who do you know that has already achieved this outcome, and how did they do it?
- Is this outcome possible to achieve?
- Can the outcome be initiated and sustained by you?
- Is this outcome consistent with who you are?
- Considering what it will take and the possible consequences, is the outcome worth doing?

How to Elicit Values, Needs and Wants

- What is important about achieving this particular outcome?
- How will you know that you have achieved your outcome? What will you see, hear, feel or experience to know that you have achieved your outcome?
- If you get what you want, what will this do for you?

How to Relate to Your Mentee

http://www.idiotsguides.com/Quick-Guides/MG_Relate_to_Teen/file.htm

Anyone who has or knows teenagers, knows that this can be a challenging stage in life. The pressures, anxieties, and expectations are most likely somewhat, but not entirely, different than what you may have experienced. So you can probably relate to your mentee more than you think! Here are several pointers to help you foster healthy and meaningful relationships with your mentee.

1. Be an Example
2. Learn New Ways to Communicate
3. Foster Personal Growth

1. Be an Example

- *Exemplify Unconditional Positive Regard*—If you want your mentee to listen to you and follow your rules, then you must earn their trust. The easiest way to do this is by treating them with unconditional positive regard. This means that no matter what they say or do, you consistently regard them in a positive manner. They will begin to trust that any instructions you give them are for their own good. When they know you have their best interests at heart, they will be more willing to follow your rules.
- *Exemplify Responsibility*—Make sure that your priorities are in line. Let your mentee see that your well-being and the well-being of your loved ones is your number-one concern and that everything else in your life comes after that. Show your mentee this by making them top priority. This teaches them to value people over things and your relationship with them will be much better because of it.
- *Exemplify Self-Confidence and High Self-Esteem*—Become aware of how you feel about yourself. Do you like who you are? Do you feel self-confident? Do your actions demonstrate high self-esteem and self-care? Or does the way you live your life reflect an unpleasant degree of self-loathing or maybe self-destructive behavior (like compulsive shopping, gambling, eating, or other excessive vices) that you don't want your mentee to emulate? If you answered no to any of the first three questions or yes to the last question, a little self-help may be in order. Consult with a counselor or family therapist. Your mentee will be able to tell a noticeable improvement and be less likely to pick up your bad habits.
- *Exemplify Honesty*—Know that there is no such thing as a "small white lie." A lie is a lie. And if you don't want your mentee to lie to you, then don't lie to them or other people. Your mentee will notice when you do and they'll undoubtedly repeat your behavior. When you are honest with your mentee, it will encourage them to be honest with you, even about the things they might not want you to know.
- *Exemplify Sound Judgment*—When making decisions in life, tell yourself, "I always have a choice. And there are a million and one 'right' choices!" You might even say this out loud when you are confronted with having to make a decision about something. Then say, "Hmmm, what's right for me?" When you think out loud like this, your mentee will learn to think the same way. Ask your mentee what they think the best choice for you might be and then say, "I think _____ (fill in the blank) would work well for me because _____ (state the reason why)." This will teach your mentee to create their own similar internal dialogue, contemplate consequences of their behavior, and encourage them to ask you for your opinion the next time they are faced with an important decision.
- *Exemplify Respect*—Respect authority figures. When your mentee see that you respect authority figures (such as police officers, your boss, etc.) and treat other adults with the utmost courtesy, they will have more respect for you. It is important that you not ask your mentee to do anything that you

don't already do yourself. If you want your mentee to respect you and other authority figures, then model this for them by showing respect to the authority figures that exist in your adult life.

- *Exemplify Good Humor*—Don't be afraid to laugh at yourself the next time you make a silly mistake. Teens appreciate adults who can find the humor in their own shortcomings. It also encourages them to laugh at themselves and to take responsibility for their own actions when they make a mistake. Most teens are filled with self-doubt and easily embarrassed during their adolescent years. Teaching them that it is okay to laugh at yourself when you make a mistake can make their teen years easier and help them to move on or get over an embarrassing situation.
- *Exemplify Healthy Relationships*—Teens need role models for healthy relationships. You may be their first and most memorable teacher. Whether you are married, divorced, or dating, your mentee will look to you to show them what an intimate, loving, and caring relationship looks like. If you are dating, don't introduce your date to your mentee until you and your significant other have agreed to date each other exclusively. It might be confusing for your teens to see you be so intimate with more than one person at a time and it could encourage promiscuity. If you do have a significant other in your life, be sure your mentee see you treat that person with kindness, respect, and appropriate affection in public.
- *Exemplify Goal Setting*—Make your own personal growth a priority. Set goals for yourself such as: Save \$5000.00, Go back to school, Eat healthy, Exercise daily, etc. Place your list in a place where your mentee can see that you are working toward goals that will make your life better in some way. Have a conversation about your list with your mentee. Ask them if they would like to join you in creating their own list. When your mentee see your list and watch you strive toward accomplishing your goals, it will encourage them to set and achieve goals for themselves.
- *Exemplify Accomplishment*—Be sure to do one thing toward accomplishing one of your goals each day. Focus on one goal at a time. Remember, you need to exemplify accomplishment daily if you want your mentee to succeed at achieving their own goals. Also, it is a good idea to recognize your accomplishments and your mentee's accomplishments by celebrating together. Go for pizza, spend extra time together, tell friends, have a party, etc.
- *Exemplify Fairness*—Show your mentee fairness by letting them see that you are a strong person who also knows how to be vulnerable. You can demonstrate your strength by establishing understandable rules and consistently enforcing them. You can demonstrate your vulnerability by being willing to evaluate and change your rules when they are no longer age-appropriate or otherwise not beneficial for your mentee.
- *Practice Praise*—Praise your mentee every chance you get! They're at an age where they are discovering who they are and what they can do well. It's crucial to the development of their self-esteem that you acknowledge these things. They'll never outgrow the need to be appreciated by you through praise!
- *Exemplify Willingness to Learn*—Be willing to learn new things. Tell your mentee that there are things that they can learn from you and there are things that you can learn from them. This tells your mentee that you are willing to listen to them, makes them feel important, and encourages them to be open learning new things from you and others.
- *Exemplify Candid and Direct Communication*—Don't play messenger with your teens! If they come to you and ask you to discuss something with one of their friends or staff, tell them it would be best for them to talk candidly and directly with that person themselves. This teaches your mentee to become

independent and assertive. Plus, it keeps you out of the middle of a situation that doesn't need your involvement anyway.

2. Learn New Ways to Communicate

- *Realize You Are Needed*—Know that it is typical of teens to say things they don't mean, like "I don't care," "I hate you," "You're stupid," etc. Realize they need you to provide them with safety, understanding, and guidance, no matter what they say to you. Try not to take it personally, realize that they are having a difficult time learning how to appropriately express their emotions, and use it as an opportunity to talk about more effective ways of communicating.
- *Know Your Mentee*—Have an "in" with your mentee. Let them know that they can tell you anything and that you trust them to let you know where they go, who they are with, and what time they will be there, so you know that they will be safe. Doing these two things—spending time with your mentee and talking with them—will help you to know your teens much better.
- *Know Who Your Mentee Is Not*—Know that your mentee is not bad a people. They are not out to get you. They do not lay awake at night thinking about how to make you really, really mad. They are not stupid or immature. They are simply young adults trying to figure out how to be young adults. Give them the chance to discover themselves.
- *Use Qualifiers*—Even when you realize that your mentee are not bad people, they can sometimes assume that you think they are bad, stupid, or immature. You can prevent this from happening in your relationship by using "qualifiers." Qualifiers are phrases that tell your mentee they qualify as "good people" to you even when they are in need of guidance from you. For instance, if your mentee needs to be told to stop fighting with his friend, you may say, "Jim, I know you don't always start the fights with your friend, but I want you to stop fighting with him." This tells your mentee that you are not blaming him for every episode, but he is responsible for his actions right now, and you want him to stop.
- *Find Common Ground*—Avoid making comments that include the phrase "When I was your age..." Any time you do this; most teens automatically assume that you were their age around the time that God created the heavens and the earth. They instantly think that you are so old that there is no way that you could possibly relate to who they are or what they are going through in today's world as a teenager. To avoid this, the next time your mentee talks to you about something that's going on in his life; ask yourself, "Have I ever gone through this at any time in my life?" If the answer is "yes" and you think it would be helpful for your mentee to hear your experience, start your story by saying, "I've done that before" or "That's happened to me, too." When it happened really doesn't matter. Look for the things you have in common with your mentee and share your experiences.
- *Look for Good Intentions*—Sometimes teens have a difficult time expressing what it is they need to say. "I've had a long week and I really need to see you?" somehow comes out, "I hate you! You are never here for me!" Try to look beyond your mentee's words and look at their intentions. Ask them what it is they want and more important, why they want it. This should help you be able to understand and communicate better with your teens.
- *Let Your Mentee Save Face*—"Saving face" is high on the list of "how to look cool in front of your friends" to most teens. For this reason, if you need to discipline your mentee, offer guidance, or question them, ask to see them alone and have a discussion in private. By allowing them to "save face" in front of their friends, they will be more willing to listen to your instructions and follow your rules.

They will not want to run the risk of being embarrassed in front of their friends by giving you another reason to discipline them. Avoid disciplining them in public whenever possible. Remember, they are young adults and deserve to be respected.

- *Know When to Let Things Go*—Many of us think we have to respond to everything our mentee says. This is not so. Sometimes it is better not to say anything. For instance, if your mentee threatens not to follow the rules today, you do not have to say, "Oh yes, you will!" If you do, your conversation will inevitably escalate into a battle of "Yes, you will!" and "No, I won't!" Instead, don't say anything. Don't waste your words on empty threats. Remember, teens don't always mean what they say and if you've done your job, you've explained your rules so they already know what you expect of them. So wait and save your words for disciplining your mentee's defiant behavior, not for empty threats of defiance.
- *Focus on How Your Mentee Feels*—Your mentee's feelings are more important than their behavior because their feelings are what prompt their behavior. For example, if your mentee feels depressed because his girlfriend just broke up with him and asked his best friend to the prom, he's going to act depressed and moody, maybe even overly critical and volatile. You wouldn't know this just from her moody behavior and telling her to act differently wouldn't help. Instead, you should ask him what he feels and what caused his mood. Then you'll find out that your teen really doesn't need discipline, he probably just needs to talk.

3. Foster Personal Growth

- *Encourage Age-Appropriate Behavior*—Looks can be deceiving! Our treatment of others is often based on how they appear to us. For instance, if someone looks more like an adult, we usually expect more adult-like behavior from him. If someone looks much younger than he is we tend to expect less mature behavior from him. This can be problematic for teens that do not look their age. Some teens mature physically much more rapidly than their peers and look more like full-grown adults while others mature at a slower pace and may look like preteens even at age eighteen. Mentors may tend to expect more adult-like behavior from their more mature-looking mentee and may anticipate more childlike behavior from a less mature-looking mentee. Be sure the behavior you expect from your mentee is age-appropriate behavior, regardless of how they look.
- *Encourage Discovery and Development of Talent, Skills, and Abilities*—Teens possess an incredible amount of raw talent. One teen I know could play piano by ear after only a few lessons. He realized his musical talent after I told him that he always seemed to snap his fingers to the beat of the music any time the radio was on and he always seemed to have perfect pitch when he sang. He recently wrote me a note that read, "Thanks for noticing my talent. I wouldn't have discovered it if you hadn't pointed it out. I'm making my living now as a full-time musician!" Take the time to help your mentee discover their talents, skills, and abilities.
- *Encourage Career Development*—Once your mentee become aware of their various talents, skills, and abilities, encourage them to choose one that they like the best and then explore career opportunities in that field with them. If your mentee is most interested in computers, encourage him to check out the computer industry to find out what jobs in that field he might eventually want to pursue. Encourage your mentee to explore different career opportunities as they grow up.
- *Encourage Health and Fitness*—Encourage your mentee to get involved in sports activities or social clubs that sponsor physical activities. Teens need to be active and it's a great way for them to make new friends. Also, educate yourself and your mentee about the health risks and other dangers of smoking,

drinking, and use of illicit drugs. Have open and frequent discussions and make sure they know your rules about harmful substances.

- *Never Say "Impossible"*—Eliminate the word "impossible" from your vocabulary. No matter what your mentee are interested in as career choices, try to be enthusiastic and supportive. It doesn't matter whether he wants to be the next super star or he wants to be a famous football player. Tell them they can do anything they set their mind to and watch them accomplish incredible things!
- *Talk to People Smarter Than You*—Talk to people smarter than you! Talk to other people who have teenagers older than your mentee who have already faced similar issues that you are now dealing with as a parent.. None of us has all the answers, but together all of us know everything we need to know about mentoring happy, healthy, and responsible young adults.
- *Be Patient*—Above all else, be patient! Remember, learning takes time and it may take your mentee what seems to be a lifetime to learn how to reach their full potential. It won't happen overnight, but it will happen! Give your mentee all the time and space they need to become the leaders, teachers, and parents of tomorrow.

Open-Ended Questions

This information adapted from: *Mentor Toolkit* by the National Mentoring Partnership www.mentoring.org

An open-ended question is a question that cannot be answered with a simple yes or no. Open-ended questions foster conversations. You receive much more information when you ask an open-ended question. Asking open-ended takes practice. Convert each of these closed-ended questions to an open-ended question.

Do you have a favorite band?

Have you picked out a career you want to pursue?

Is something bothering you?

Did that make you feel bad?

Do you like dogs?

Take a few minutes to jot down some open-ended questions you might ask your mentee at your first meeting, or later.

My Personal Overview

THIS INFORMATION ADAPTED FROM MENTOR TOOLKIT BY THE NATIONAL MENTORING PARTNERSHIP WWW.MENTORING.ORG

Every once in a while it's a good idea to step back from your day-to-day life and ask yourself a few pointed questions. Like, where am I? How am I doing? This activity helps you to do just that and to get feedback from your mentee on how s/he sees you too.

Instructions

This is a two-part exercise — one for you and one for your mentor. After each of you has taken your own worksheet, take time to complete it on your own. Once you both are done, talk about each question, sharing your answers with each other.

Remember: the purpose of this is to help you get a real picture of where you are — if you're not honest, you'll end up with a picture of someone else, not yourself, and that won't help you become who you want to be!

As of ___/___/___ (fill in date)

Questions

Keeping in mind the goals you've begun to explore, answer these questions as honestly as you can:

1. What are my top 5 strengths as a person — the top 5 things about myself I feel good about and am proud of?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. What are my top 5 weaknesses as a person — the 5 things I most want to work on or improve about myself?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. What are the top 5 opportunities available to me at this moment — things I could do or act on or take advantage of that would help me develop and reach my potential? (These are opportunities outside yourself — anything from trying out for a team to applying for a scholarship to learning how to design a website from an adult who has offered to teach you.)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

4. What are the top 5 threats I'm facing right now — things “out there” in the real world that could keep me from achieving my dreams?

- 1.
- 2.
- 3.
- 4.
- 5.

To be useful you need to use your answers and your mentee's to come up with a plan of action so you can make best use of your strengths and opportunities and overcome your weaknesses and threats. Use the question below to help start that planning process.

5. What are the 5 most important things I can do over the next 6 months to build on my strengths and overcome my challenges?

- 1.
- 2.
- 3.
- 4.
- 5.

My Mentee's Personal Overview

This information adapted from: MENTOR TOOLKIT by THE NATIONAL MENTORING FATHERSHIP www.mentoring.org

Instructions

This is a two-part exercise — one for you, and one for your mentee. After each of you has taken your own worksheet, take time to complete it on your own. Once you both are done, talk about each question, sharing your answers with each other.

Remember: the purpose of this is to help you get a real picture of where your mentee is — if you're not honest, s/he'll end up with a picture of someone else, and that won't help at all.

As of ___/___/___ (fill in date)

Questions

Keeping in mind the goals your mentee has begun to explore, answer these questions as honestly as you can:

1. What are my mentee's top 5 strengths as a person — the top 5 things about him/her I admire and think s/he should really be proud of?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

2. What are his/her 5 weaknesses as a person — the 5 things s/he might want to consider working on or improving?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

3. What are the top 5 opportunities available to my mentee at this moment — things s/he could do or act on or take advantage of that would help him/her develop and reach his/her potential? (These are opportunities in the environment — anything from trying out for a team to applying for a scholarship to learning how to design a website.)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

4. What are the top 5 threats my mentee is facing right now — things “out there” in the real world that could keep him/her from achieving his/her dreams?

- 1.
- 2.
- 3.
- 4.
- 5.

To be useful you need to use your mentor’s answers and yours to come up with a plan of action so you can make best use of his/her strengths and opportunities and overcome his/her weaknesses and threats. Use the question below to help start that planning process.

(5) What are the 5 most important things my mentee can do over the next 6 months to build on his/her strengths and over-come his/her challenges?

- 1.
- 2.
- 3.
- 4.
- 5.

Personal Mission Statement

THIS INFORMATION ADAPTED FROM: MENTOR TOOLKIT BY THE NATIONAL MENTORING PARTNERSHIP WWW.MENTORING.ORG

A personal mission statement explains who you are and want to be, and what you stand for. You can use it to guide you when making choices and decisions, large and small, by asking yourself — ‘does it help me become who I want to be?’ A personal mission statement also helps you explain who you are to others. Take time to construct a mission statement with your mentee.

A personal mission statement should answer 3 questions:

1. What is my life about — what is my life’s purpose?
2. What do I stand for — what are my values?
3. What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

Step 1: Clarifying purpose and values

- A. Write a list of at least 20 talents you have — pretend there is a big reward for coming up with each one.
- B. What excites you about your life?
- ✓ About the world?
 - ✓ What angers you about your life?
 - ✓ About the world?
- C. What would a really good day be like for you?
- ✓ Where would you be?
 - ✓ What would you do?
 - ✓ Imagine anything — it doesn’t have to be true.
- D. Imagine that today is your 30th birthday, and a reporter is writing a story about what you have done.
- ✓ What would you hope your friends, the people you work with, family members would say about you to this reporter?
 - ✓ What difference would you hope you had made in their lives?
 - ✓ How do you want to be remembered?
- E. Imagine yourself at 100 years old, surrounded by your loved ones — talking with them in a comfortable, relaxed setting. These people have gathered to learn from you and your wisdom.
- ✓ What would you tell them is important in life?
 - ✓ What really matters, looking back on your life?

Step 2: Drafting a Mission Statement

Look over what you’ve written during Step 1. Then look again at the 3 questions a mission statement should answer:

Go ahead and write a rough draft of your personal mission statement. It should be short but still tell who you are. When you read your personal mission statement, you should feel something, like “yes, that’s who I really am!”

Keep your draft personal mission statement with you and look at it several times during the day — see how it makes you feel. You may want to bring it to the next several meetings with your mentor to talk about it and see if you want to change it. This is a living document. Make sure that it grows as you grow.

Goals and Objectives

This information adapted from: Mentor Toolkit by The National Mentoring Partnership www.mentoring.org

In order to create the kind of life you want, it helps to have a clear picture of where you're headed — your personal mission. It's equally important to make a plan on how to get there how to make your dreams come true, one day at a time. To help you do that it is a good idea to learn how to set goals and objectives for yourself. Your goals are the things you want to do over the next several years. Your objectives are the smaller steps you're going to take — tomorrow, next week, next month — to get there. By writing down goals and objectives for yourself you are taking a big step toward making them happen. The next step will be to actually do these things — and keep a record. This is something you and your mentor can work on together over time.

Writing Goals

Here are some of the kinds of goals a young person like you might be interested in setting.

- ✓ Art/Music/Creativity — what goals do I have for my creative side?
- ✓ Education — where do I want to be in several years in terms of my education?
- ✓ Relationships — 3 years from now, what do I want my relationships to be like? Do I want more friends? More time with family? A better relationship with my dad? To be married? To be single?
- ✓ Spiritual — what kind of spiritual growth or involvement do I see for myself over the next few years?
- ✓ Sports/Fitness/Health — if I am successful what will my health and fitness be like several years down the road?
- ✓ Work — what direction do I want to go in in terms of my future career?

Example :

- ✓ One young person might write:
- ✓ In three years from today, I will be:
- ✓ In a 4-year college full-time, pursuing a nursing degree
- ✓ Living on my own — not married — and not fighting with my father
- ✓ Working part time as a nurse's aide or home health aide
- ✓ Taking piano lessons
- ✓ Working out — more fit
- ✓ Active in a church near my college — doing community service

What are your goals? Write out a goal for each area below that's important to you:

- ✓ Art/Music/Creativity

- ✓ Education

- ✓ Relationships

- ✓ Spiritual

- ✓ Sports/Fitness/Health

- ✓ Work

Writing Objectives

Objectives are the smaller steps you take to make progress toward your goal. To be useful, objectives need to answer the question “what will change, by how much, by when?” Usually objectives work best when they are written for the next few months to a year. It’s hard to know what will change beyond that time frame, so it’s hard to set realistic objectives several years out.

Example

Let’s say you’re a sophomore in high school with a goal of obtaining a BA, some good objectives might be:

- ✓ Begin weekly study for the SAT by _____
- ✓ Talk with guidance counselor about requirements for admission and what I need to do by _____
- ✓ Improve GPA to _____ by _____.
- ✓ Get involved in at least _____ (number) of extracurricular activities by _____ (date).

Take some time to write the goals you just developed in the space below, and then write several objectives for each goal. You can do this with your mentor or on your own and then go over them together.

Here’s a tip on how to test if your objectives are solid — ask yourself, are they “SMART?” Smart stands for:

- Specific — do I know precisely what has to happen?
- Measurable — how will I know if I’ve achieved this objective?
- Attainable — is it realistic or do-able?
- Result-oriented — will it really move me toward my goal?
- Time-limited — does it have a due date?

If your goals are SMART, they’re solid — now go start doing them!

Goals & Objectives

Goal: _____

Objectives:

-
-
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Goal: _____

Objectives:

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Goal: _____

Objectives:

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Goal: _____

Objectives:

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Goal: _____

Objectives:

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Activity List (Mentor)

Work through this checklist on your own and share your answers with your mentee next time you meet. Use this list to choose activities you might like to do and think about what purposes they might serve. Ask your mentee to do the same with his/her worksheet. Talk about the choices you each made and together compile a list of the activities you would like to pursue — balancing both working toward your mentee’s goals and having fun.

Activity	Goal-Related?	Get To Know Each Other?	Just For Fun?	Just Interested?
Tackle some homework				
Make dinner together				
Go to a movie				
Just hang out				
Figure out how to program my VCR				
Talk about life				
Give a tour of my job				
Go to a concert to hear a kind of music we don’t know much about				
Talk about my very first job				
Go out for dinner together				
Talk about planning a career				
Take tours of friends’ jobs				
Visit a local technical school				
Visit a community college				
Have my friends talk about college				
Sit in on some evening classes				
Work on college applications together				
Explore financial-aid options				
Work on a resumé				
Talk about college				
Talk about dressing for success				
Do a pretend job interview				
Talk about how to look for a job				
Talk about where to find a job				
Find a summer job				
Set up a work internship				
Talk about networking				
Talk about what it takes to get ahead				
Talk about health insurance				
Go to an art gallery or museum				
Talk about taxes				
Go to a play				
Talk about balancing work and life				
Talk about balancing a checkbook				
Talk about living within one’s means				
Talk about credit cards				
Go bargain hunting				
Plan a week’s worth of meals				
Do a volunteer project together				
Do a week’s grocery shopping together				
Analyze what we eat — our diets				
Go holiday shopping				
Write “thank-you” notes				
Go to a house of worship				
Celebrate a friend’s religious holiday				
Talk about relationships				
Talk about personal values				
Talk about the future				

Activity List (Mentee)

Work through this checklist on your own and share your answers with your mentor next time you meet. Use this list to choose activities you might like to do and think about what purposes they might serve. Ask your mentor to do the same with his/her worksheet. Talk about the choices you each made and together compile a list of the activities you would like to pursue — balancing both working toward your mentor’s goals and having fun.

Activity	Goal-Related?	Get To Know Each Other?	Just For Fun?	Just Interested?
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Go to a concert to hear a kind of music we don’t know much about				
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Go holiday shopping				
Write “thank-you” notes				
Go to a house of worship				
Celebrate a friend’s religious holiday				
Talk about relationships				
Talk about personal values				
Talk about the future				

Relationship Checkup (Mentor)

How Are We Doing?

Instructions: This worksheet is intended for you to complete and share with your mentee after you two have been working together for approximately 3-4 months. It's time to do a "checkup" if you have already done goal setting, have gotten to know each other reasonably well and have done a variety of activities together. You can also use this worksheet when things get rocky and you feel some honest mutual feedback might help.

My mentee and I have been meeting for _____ (amount of time).

I feel we have established enough trust between us that we can work well together. ___ Yes ___ No ___ Not Sure

	Agree ←				→ Disagree
If he's upset or unhappy with me or our relationship, I'm confident my mentee would talk to me about what's going on.	1	2	3	4	5
If I were upset or unhappy with my mentee or our relationship, I would feel comfortable talking with my mentee about what's going on.	1	2	3	4	5
I feel we've made real headway in helping my mentee set goals and take steps to implement them.	1	2	3	4	5

Five things I feel are going great in our mentoring relationship are:

- 1.
- 2.
- 3.
- 4.
- 5.

One thing I wish I could change about how we interact with each other is...

If I had to guess what my mentee likes best about how we work together it would be...

Sometimes I think my mentee wishes I would...

After you've completed this worksheet and your mentee has done the same, consider devoting one of your meetings — or part of one — to sharing your responses. Remember to remind your mentee — and yourself! — that no relationship is perfect and constructive feedback is healthy and can help strengthen your connection. Compare your responses. Be sure to value both where you agree and disagree — it's all good information. After you're done sharing, talk about next steps — what you each can do to strengthen the "good stuff" and overcome any difficulties. Commit to a plan of action together.

Relationship Checkup (Mentee)

How Are We Doing?

Instructions: This worksheet is intended for you to complete and share with your mentor after you two have been working together for approximately 3-4 months. It's time to do a "checkup" if you have already done goal setting, have gotten to know each other reasonably well and have done a variety of activities together. You can also use this worksheet when things get rocky and you feel some honest mutual feedback might help.

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Giving and Receiving Feedback

This information adapted from: MENTOR TOOLKIT by THE NATIONAL MENTORING PARTNERSHIP www.mentoring.org

Reflections

Think back to your childhood, who around you gave you feedback on how you were doing, in school, in the family, at sports? Write their names below.

How did their feedback, whether it was called discipline, or advice, or coaching, or scolding, feel? Write down words that describe how you felt about the feedback you received from adults when you were a kid.

Think back on bosses you've had in your career. What did they do to help you look at your performance and figure out how to improve it?

Think of the person in your life who proved best at helping you see how you were doing and how you might improve without shaming you or making you feel defeated. Write his or her name below, and then write how s/he did it.

What do you remember about his/her approach?

Feedback Worksheet

This information adapted from: Mentor Toolkit by The National Mentoring Partnership www.mentoring.org

Step 1: Identify the behavior you want to give feedback on.

I would like to give my mentee some constructive feedback on

Describe the focus of your feedback in terms of behavior.

I've observed / noticed that

Step 2: Describe the effect of the behavior

When you do _____, I _____

Step 3: Describe the change in behavior you're recommending.

Double-check your statements to make sure you are not using judgmental language or making generalizations. Then try it, keeping the following tips in mind.

- Pick your time and place
 - It is a good idea to give feedback when you are both in a good frame of mind and in a private setting.
 - Do not attempt to give feedback in the heat of the moment if you are upset or angry wait until you have both calmed down.
- Give your mentee a “heads up” that you want to give him/her some feedback so s/he's prepared to listen.
- Remember to listen and be empathetic
 - Don't be derailed by sidetracks, like apologies or excuses.
 - Acknowledge what your mentee is saying, but keep going.
- Get feedback on your feedback! Ask your mentee how s/he feels about the experience
 - What worked
 - What you could do better.

Problem-Solving Worksheet

THIS INFORMATION ADAPTED FROM: MENTOR TOOLKIT BY THE NATIONAL MENTORING FATHERSHIP WWW.MENTORING.ORG

Step 1: Define the problem

- ✓ What is the problem you want to work on?
- ✓ Write it down as you define it right now.
- ✓ Ask yourself:
 - Why is this a problem?
 - Is this the real problem, or a symptom?
 - Is your problem really a proposed solution to the real problem?
- ✓ Write your thoughts on those questions.
- ✓ Rewrite your problem statement.

Step 2: Define success in solving the problem

If you were to succeed in solving the problem you've just identified, what would success look like? Describe what would happen if you were successful.

Step 3: Generate alternatives

What are some ways you could solve your problem and achieve the success you've just described? Come up with a list of choices — don't edit yourself, just think of as many as you can (you'll pick the best ones in a minute).

- _____
- _____
- _____
- _____
- _____

Which of these approaches do you like best? Pick the 3-5 you like most and circle them.

Step 4: Evaluate alternatives

- It's time to pick "Plan A" and a backup "Plan B" (in case Plan A falls through) for solving your problem. Here are some things to consider in picking from your list of choices.
- How much time will this take?
- How much money?
- Are there any downsides?
- Is there any positive "multiplier effect" — that is, will this option yield other benefits beyond solving this problem?
- What would I just plain rather do?

Once you've considered these questions, write the letter "A" next to your top choice, the letter "B" next to your next-best choice.

Step 5: Agree on action

If you want to follow through on this approach to solving your problem, it's important to decide what you need to do and when. Do that below with your mentor.

My plan "A" is to

To accomplish this, I will:

Task Who By When

Task	Who	By When

Step 6: Schedule follow-up

Set a time to check back in with each other on how the problem solving is going — or how it went, if it's a real short-term action plan.

We will check in on progress on _____ date.

Questions to discuss:

What worked and didn't work in trying to solve this problem?

What you would do about the problem if it happened again, with the benefit of hindsight?

WHEN AND HOW TO DISSOLVE THE RELATIONSHIP

THIS INFORMATION ADAPTED FROM: TRAINING GUIDE FOR VOLUNTEER MENTORS BY EILEEN FARQUH, WWW.DEAMENTOR.ORG

Guidelines for Planned Termination

Mentors should:

- Alert mentee well in advance about the ending of the relationship.
- Be prepared for anger or denial; help mentee anticipate these feelings.
- Monitor your own feelings: sadness, guilt, relief, etc.
- Use the process as a means to recall mentee's progress and strengths.
- Help mentee grow from the process; reassure them about what they have learned and are capable of.
- Discuss positive actions and directions for the future.
- Reassure mentee of your confidence in him/her.
- Plan a "fun" final activity together, and follow through on that activity.

Guidelines for Premature Terminations

If the mentor or mentee is ending the match prematurely, due to moving to another community, joining another program, family pressure, job commitment, or "not liking" the program;

- They must notify the Mentor Site Coordinator as soon as possible of their intentions.
- They must communicate to the other their intentions and the reason why they are leaving. This should be done in person. If that is not possible, a phone call or letter is acceptable as a last resort. The mentee or mentor may ask the Mentor Site Coordinator to be present for this meeting.
- The Mentor Site Coordinator must be notified when this discussion has taken place and a letter will then be sent to the parent/guardian informing them of the formal closure of the match.

If the Mentor Site Coordinator must ask mentee or mentors to leave the program prematurely:

- In rare instances, the Mentor Site Coordinator may be required to end the relationship. It will be the responsibility of the Mentor Site Coordinator to fully explain to both parties the reason for the premature closure.
- A letter will be sent to all parties including parents, announcing the formal closure of the relationship.

Our Agreement

This agreement was developed by us — mentor and mentee — together. In it we are writing down some ground rules on how we want our mentoring relationship to work. By creating and signing this agreement we are both committing to do our best to honor these ground rules.

- As we spend time together, we will both try to:
- Meet a least once per _____, for at least _____ (amount of time)
- Pick meeting places that allow us to really talk
- Call ahead — giving at least 24 hours notice if possible — if we have to cancel or reschedule
- Come to our meetings prepared. If we've agreed to do some assignment between meetings, have it completed. • Don't bring along friends or family members to meetings without talking about it first — usually this won't be a good idea.
- If we have a problem or something doesn't feel right to one of us, we'll talk about it, even if it isn't easy.
- We won't avoid facing a problem. We'll deal with it together.
- Keep what is said between us — maintain confidentiality. This means that we won't go telling other people what our mentor/mentee told us. We'll keep it private. The only exception would be when the law requires the mentor to report a dangerous situation, like abuse, or when the mentee feels unsafe and wants advice from another adult.
- Work on our shared goals for this mentorship, which include (list goals below):
- Recognize that we are two different people, and that is a good thing. We can learn from each other if we respect and value each other and the ways we're alike and the ways we're different.
- Really listen to each other. Try to understand the other person's viewpoint.
- Make sure we get things done and have fun doing it. Remember to laugh.

GOALS

Our Mentoring Agreement

We are voluntarily entering into a mentoring relationship which we expect to benefit both of us. We want this to be a mutually rewarding experience with most of our time together spent in development activities revolving around the mentee's goals outlined in "Our Mentoring Plan". We note the following features of our relationship:

Frequency of Meetings

- How often will we meet? _____
- Day(s) of the week: _____
- Where will we meet? _____
- How long will our meetings last? _____

Best Time to Call/Page

- At work: _____
- At home: _____
- At school: _____

Specific Role of the Mentor

(Model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.)

Specific Role of the Mentee

As a willing participant in the Mentor Project, I commit to working with my mentor throughout the program, attending all scheduled meetings with my mentor, and communicating with my mentor weekly. Emergencies happen, so if I am unable to keep a meeting date, an advance call will be made to my mentor to reschedule. I will develop personal goals and be open to coaching and feedback from my mentor. Other role? _____

Confidentiality

Nothing that the mentee tells the mentor will be discussed with *anyone* except the Mentor Coordinator. If the mentor feels it is important to involve another adult, it will be discussed first with the mentee. If there is threat of physical harm to the mentee or to others, the mentor must break confidentiality to seek protection for the endangered individual.

No-fault Conclusion

We agree to a *no-fault* conclusion of this relationship if, for any reason, it seems appropriate. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss this decision with the Mentor Project Coordinator before terminating the relationship.

Mentee: _____

Mentor: _____

Date : _____

Date: _____