

# **Mentoring 2001 A Youth Odyssey**

REGIONAL SYMPOSIUMS

SAN DIEGO • MONTEREY  
SACRAMENTO

## **DESIGNING AN EFFECTIVE TRAINING PROGRAM FOR YOUR MENTORS**

Produced by The EMT Group for the California Mentoring Initiative Office,  
Department of Alcohol and Drug Programs

# DESIGNING AN EFFECTIVE TRAINING PROGRAM FOR YOUR MENTORS

Produced and presented by  
The EMT Group, Inc.  
JUNE 2001

# WELCOME

Welcome to Mentoring 2001: A Youth Odyssey Regional Symposium, a project of the Evaluation, Management and Training (EMT) Group, Inc., funded through the California Department of Alcohol and Drug Programs. We are excited about this year's program and hope you find the day helpful and informative. The relaxed setting will provide you an opportunity to network with program presenter and colleagues, and to explore how successful strategies can be incorporated into your own program.

## ABOUT TODAY'S TRAINING

One of the most frequently requested areas of technical assistance is the development of mentor training programs. *Designing An Effective Training Program For Your Mentors* presents a hands-on workshop to give you the tools you need to effectively train your mentors. You will hear what works for other programs and learn concepts of adult learning and training techniques. The day will include:

- Training Tips to Promote Adult Learning
- Designing Your Mentor Training Program
- Overview of Mentoring
- Youth Development: Understanding Today's Youth
- Critical Mentoring Skills
- Building Effective Relationships with Youth

Your commitment to making a difference in the lives of our youth is appreciated. Enjoy the day and thank you for joining us.

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# FOREWORD AND ACKNOWLEDGMENTS

The quality and skills of your mentor is the foundation for a successful mentor program. This introductory training program was developed by EMT to assist program managers in implementing a comprehensive mentor training component to ensure quality mentoring occurs.

EMT made the decision to premiere the curriculum at the Regional Training Symposiums in order to determine its usefulness and relevancy to a broad and diverse range of mentor program directors and staff. Your feedback and comments are welcomed and appreciated in the spirit of advancing the state of the art in mentor training.

This workshop builds on an extensive background of materials prepared by various agencies and organizations involved with training mentors. Attribution was given whenever materials from these sources were used in the curriculum. However, it was often the case that similar or even identical language was used in the materials reviewed by EMT, making accurate attributions difficult, if not impossible. EMT does want to acknowledge the materials developed by Gary Kroehnert which were extensively used in Module 2. Other direct attributions for use of materials and concepts are noted on the overheads and throughout the document.

Special thanks are due to Cindy Hayden for the great job in typing and formatting this document under difficult time pressures. In this effort she was ably assisted by Shelly Boehm, our mentoring technical assistance coordinator, working under the direction of Lisa Scott, the project manager for the Mentor and Career-Oriented Mentoring Technical Assistance Projects.

As always, we appreciate the support of the California Department of Alcohol and Drug Programs (ADP) for allowing us the flexibility to best serve the needs of the mentoring field. We look forward to your comments and suggestions.

Have a good training day!

Joël L. Phillips  
Director

# MODULE 1

# INTRODUCTION

## **Learning Objectives**

- Participants will become acquainted with one another and be provided an overview of the workshop, its purpose and structure.
- Participants will reflect on what contributes to a successful training program for adults based on their prior experience with training workshops.

# Introduction

Time: Overall 40-45 Minutes

Process: Presentation - Discussion - Interactive

Equipment  
& Materials: Flip chart, markers, tape, overhead projector, computer (stand alone projector), Optional: PowerPoint projector

The session will start with introductory statements by the trainer about the importance and need for mentor training. The orientation of the workshop is to assist mentor program directors and managers in developing and implementing a sound mentor training program in their organization. And for that reason, this training program also includes discussions on adult training, best practices as well as logistical issues associated with conducting a training workshop for adults. It is not expected that these introductory modules (Module 1 & 2) would be presented to mentors. Rather they are to assist your trainers to interact effectively with the adult mentors.

Content information on the skills needed by mentors are presented but not at the level of detail of a workshop oriented to a roomful of mentors.

Three topics will be covered during this introductory period.

## **IDENTIFY AND ACKNOWLEDGE THE MENTOR TRAINING PARTICIPANTS AND REVIEW TRAINING AGENDA**

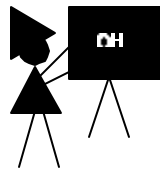
TIME: 20 to 30 minutes

PURPOSE: Participants will learn about the other mentors attending the training. Trainers will set the tone for the workshop.

The first step is to have training staff introduce themselves, and EMT's TA and training contract, then lead the group in introductions. Start the group process by having each individual identify themselves. Have them indicate what their experience has been with mentoring (i.e., how long have they been involved with mentoring) number of mentors in their program and whether they currently train their mentors. Jot this information on a flip chart.

Be sure to review housekeeping details - bathrooms, breaks, and lunch arrangements.

***Display Overhead/Slide 1.1 – Group Exercise: Who Are You?***



**GROUP EXERCISE  
Who Are You?**

Name:

Mentor program:

Length of involvement in mentoring:

Number of mentors in program:

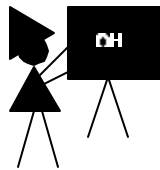
What length of time is your mentor training program?

What would you like to learn about today?

Conclude introductions with a brief review of the day's agenda.



**Display Overhead/Slide 1.2 - Agenda**



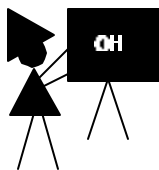
Agenda		
		<u>Time</u>
Module 1	Introduction	40-45 minutes
Module 2	Training Tips to Promote Adult Learning	30 minutes
<i>Morning Break</i>		
Module 2	continued	60 minutes
Module 3	Designing Your Mentor Training Program	30 minutes
<i>Lunch Break</i>		
Module 4	Overview of Mentoring	20 minutes
Module 5	Youth Development: Understanding Today's Youth	20 minutes
Module 6	Critical Mentoring Skills	40 minutes
<i>Afternoon Break</i>		
Module 7	Building Effective Relationships With Youth	20 minutes
Module 8	Next Steps	20 minutes

## TRAINING - A PERSONAL PERSPECTIVE

TIME: 20 minutes

PURPOSE: Provide an opportunity for the participants to reflect on past training experiences they have had. What worked and what didn't. This exercise will provide a context for the next module and will demonstrate the necessity to consider a broad range of issues (e.g., logistics, presentations, styles, content, materials) to ensure a good training experience occurs for the mentors. (NOTE: Trainer needs to be clear that this module and exercise will not be in the mentor training curriculum, rather it is information to be used by the program in developing their training program.)

### ***Display Overhead/Slide 1.3 - Group Exercise: Your Training Experiences***



GROUP EXERCISE Your Training Experiences
What makes for an effective training experience? (List out)
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
What makes for an ineffective training experience? (List out)
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

This concludes Module 1 - Introduction. Before moving on to Module 2 - Training Tips To Promote Adult Learning, make sure you have taken care of "housekeeping" information - bathroom locations, lunch, etc.

# MODULE 1 OVERHEADS

# **GROUP EXERCISE**

## **WHO ARE YOU?**

Name:

Mentor Program:

Length of Involvement in Mentoring:

Number of Mentors in Program:

What length of time is your mentor training program?

What would you like to learn about today?

# AGENDA

	<u>Time</u>
Module 1 Introduction	40-45 minutes
Module 2 Training Tips to Promote Adult Learning	30 minutes
<b><i>Morning Break</i></b>	
Module 2 continued	60 minutes
Module 3 Designing Your Mentor Training Program	30 minutes
<b><i>Lunch Break</i></b>	
	60 minutes
Module 4 Overview of Mentoring	20 minutes
Module 5 Youth Development: Understanding Today's Youth	20 minutes
Module 6 Critical Mentoring Skills	40 minutes
<b><i>Afternoon Break</i></b>	
Module 7 Building An Effective Relationship With Youth	20 minutes
Module 8 Next Steps	20 minutes

# GROUP EXERCISE

## TRAINING EXPERIENCES

What makes for an effective training experience?  
(List out)

- 
- 
- 
- 
- 
- 

What makes for an ineffective training experience?  
(List out)

- 
- 
- 
- 
- 
-

# MODULE 2

# TRAINING TIPS

## to Promote Adult Learning

### **Learning Objectives**

- Participants will learn the principles of adult learning.
- Participants will be given specific training tips to consider in developing their mentor training program.

## Training Tips To Promote Adult Learning

Time: Overall 90 Minutes

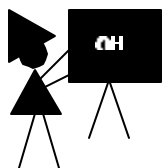
Process: Presentation - Discussion

Equipment &

Materials: Flip chart, markers, tape, overhead projector  
Optional: PowerPoint Projector

The purpose of this module is to introduce key concepts to consider in developing a training program for adults. The potential breath of this topic is large - and numerous resources and materials are available for the training coordinator's consideration in implementing a training program for mentors. This module represents some simple but important ideas to consider as the workshop participants begin to design their mentor program curriculum and approach.

### ***Display Overhead/Slide 2.1 - Native American Quote***



Tell me,  
and I'll forget.

Show me,  
and I may not remember

Involve me,  
and I'll understand.

– Native American Quote

### **Principles of Adult Learning**

Time: Optional

Purpose: Present information on the role of needs assessments in developing a training program. This is optional, but maybe considered by some mentor program training coordinators.

Knowledge of the basic principles that underlie the learning process can guide staff in developing a training curriculum that optimizes participants' learning. What are these basic principles?



## **Learning is most likely to occur when . . .**

### **' Training material is relevant to participant needs.**

When individuals recognize the benefits of training, they are more motivated to learn. The role of the trainer is to identify specific ways that material can be applied to the participant's role as a mentor. Adults learn new materials in relation to what they already know. It is difficult for adults to "unlearn" what they already know or believe to be true.

### **' Trainers give and receive feedback.**

The use of constructive feedback opens lines of communication between trainer and trainee and helps to reinforce learning. Adults want guidance not competition - they do not want to be put on the spot or to be guided.

### **' Trainers use multi-sensory teaching approaches.**

Individuals process information through different perceptual styles, including auditory and visual. Using a variety of activities to create multi-sensory training can accommodate different learning styles and can help to reinforce skills or knowledge acquired through other senses. Adults learn best when they are comfortable - psychologically and physically.

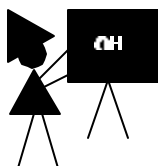
### **' Participants are actively engaged in the learning process.**

The notion of "learning by doing" suggests that individuals will learn more effectively if they actively participate in the training process. Participant involvement has many benefits. It can help to improve retention, generate interest in material, and enrich the learning experience by offering opportunities for individuals to share relevant knowledge and experiences. Involvement techniques are a must for the mentor adult training session.

### **' Participants have opportunities to practice and review material.**

When participants practice or repeat new information, they are more likely to retain what they have learned. Asking questions, summarizing often, and providing exercises are tools that trainers can use to encourage learning.

## Display Overhead/Slide 2.2 - The Learning Environment



### The Learning Environment

Training materials are relevant to participants' needs.

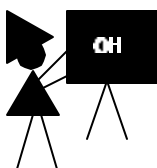
Trainers give and receive feedback.

Participants are actively engaged in the learning process.

Participants have opportunities to produce and review materials.

*\* Adapted from Mentor Training Curriculum, 1991.*

## Display Overhead/Slide 2.3 - Stephen Brookfield's Six Central Principles of Adult Learning



### Stephen Brookfield's Six Central Principles of Adult Learning

- Voluntary participation
- Mutual respect
- Collaborative spirit
- <sup>††</sup>Praxis (practice, practice, practice)
- Critical reflection
- Self-direction

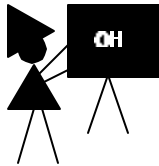
#### <sup>††</sup>The Definition of **Praxis**

This process centers on the need for educational activity to engage the learner in a continuous and alternating process of investigation and exploration, followed by action grounded in this exploration, followed by reflection on this action, followed by further investigation and exploration, followed by further action, and so on. **It is alternating and continuous engagements by teachers and learners in exploration, action, and reflection.**

## People Are Visually Minded

Emphasize that people are visually minded - that learning only occurs through a combination of seeing, saying, and doing.

### Display Overhead/Slide 2.4 - People Are Visually Minded



#### People Are Visually Minded

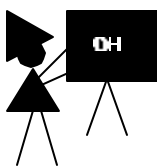
Individuals retain approximately  
20% listening  
50% sight and sound

Individuals understand  
70% of what we repeat and up to  
90% of what we  
SEE, SAY AND DO.

*From Mentor Training Curriculum, 1991.*

People learn in blocks - or step side process. Learning is not a straight line process from receiving information to a change occurring. Rather a change occurs as the result of individuals processing small blocks of information, "owning it" which then can lead to the adoption of a new skill or changes in behavior or procedures.

### Display Overhead/Slide 2.5 - Learning Process



#### Learning Process

##### Belief

Information is  
provided leading to



- New Insights
- New/Improved Skill
- Understanding
- New ideas
- Changed behaviors

##### Actual



## Three Roles of the Trainer

### 1. Presenter Role

100 percent of the content comes from the leader. The expertise is up front. The teacher takes responsibility for the content. Teaching is one way, from teacher to learner. The learner is in a passive role.

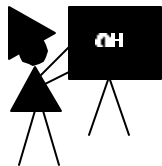
### 2. Skills Trainer Role

Skills are behaviors, attitudes and technical know-how that can be performed better. The teacher is the expert. The content comes from the teacher who demonstrates the right way to perform the skill through modeling the correct way. Trainees have the opportunity to practice and receive feedback from the teacher in the form of positive reinforcement when the skill is performed correctly.

### 3. Facilitator Role

100 percent of the content comes from the group. The leader suggests methods, processes and teaching strategies and focuses the group on a common task. The truth evolves for the learner through discovery and active participation. The learner takes responsibility for his/her own learning. Involvement is essential and the learner role is active.

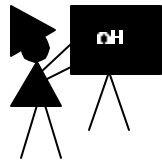
### *Display Overhead/Slide 2.6 - The Facilitator Role*



#### **The Facilitator Role**

- A neutral servant of the group
- Focuses the group on an agreed upon task (agenda)
- Suggests methods and procedures for achieving the task
- Protects group members from personal attack
- Remains non-defensive and accepts feedback with good will
- Helps the group to reach win/win decisions (consensus)

### **Display Overhead/Slide 2.7 - Principles of Adult Learning**



#### **Principles of Adult Learning\***

##### **Adults....**

- **learn because they want to**
- **feel they know what they need to learn**
- **learn by doing, like children**
- **learn when they are comfortable**
- **want guidance, not competition**
- **learn new material in relation to what they already know**

*\* Adapted from Mentor Training Curriculum, 1991.*

## **ASSESSING TRAINING NEEDS**

Time: 5-10 Minutes

Process: Presentation - Discussion

Materials: Flip chart, markers, tape, overhead projector  
Optional: PowerPoint projector

A training need is a gap between existing knowledge, skills, or attitudes, and the knowledge, skills, and attitudes needed by individuals to carry out their work effectively. A training needs assessment can be used to identify these training gaps and to shape the training design to address participant needs appropriately. The specific purposes of conducting a training needs assessment are:

- To determine if training is needed
- To ensure that training content covers topics that address participants' needs
- To ensure that the training material is appropriate to the ability level of the group

Once a training need has been established, trainers and program staff can select specific content, and begin designing the training session.

## **Who should participate in the training needs assessment?**

- Mentors
- Mentees
- Program Supervisors

## **When should the training needs assessment be conducted?**

- Before the training design has been developed
- As follow-up to the initial training event to determine if additional needs are present

(NOTE: This is an optional section. It need not be addressed in the training program given that we present a detailed outline for a mentor training program as well as ideas for additional training topics.)

## **MOTIVATION TO ENHANCE LEARNING**

### **Maslow's Hierarchy of Needs**

#### ***Up Close and Personal with Dr. Maslow Theory Sheet***

Abraham Maslow's (1970) theory of the hierarchy of needs is generally accepted as part of the foundation of the field of human resource development. The human needs that comprise the hierarchy - physiological, safety, belonging, self-esteem and self-actualization - are the primary motivators that, if satisfied, will help individuals to understand themselves and in turn, to understand others. Maslow believed that people meet these needs in ascending order from most basic for survival, represented at the bottom of the triangle to least basic represented at the top of the triangle. For example, a person usually meets most of his or her physiological needs before safety needs become a concern; physiological and safety needs are usually met before belonging needs become a concern; and so on.

#### ***Self-Actualization***

The need that drives us toward that elusive yet compelling goal of self-fulfillment. The need to become the person that we are meant to become, to utilize our talents and capabilities, to know and understand ourselves and others more fully and to contribute in positive ways to the world around us.

#### ***Self-Esteem***

The need for healthy sense of self-respect and the need to be respected by others. The need for competence and achievement.

**Belonging**

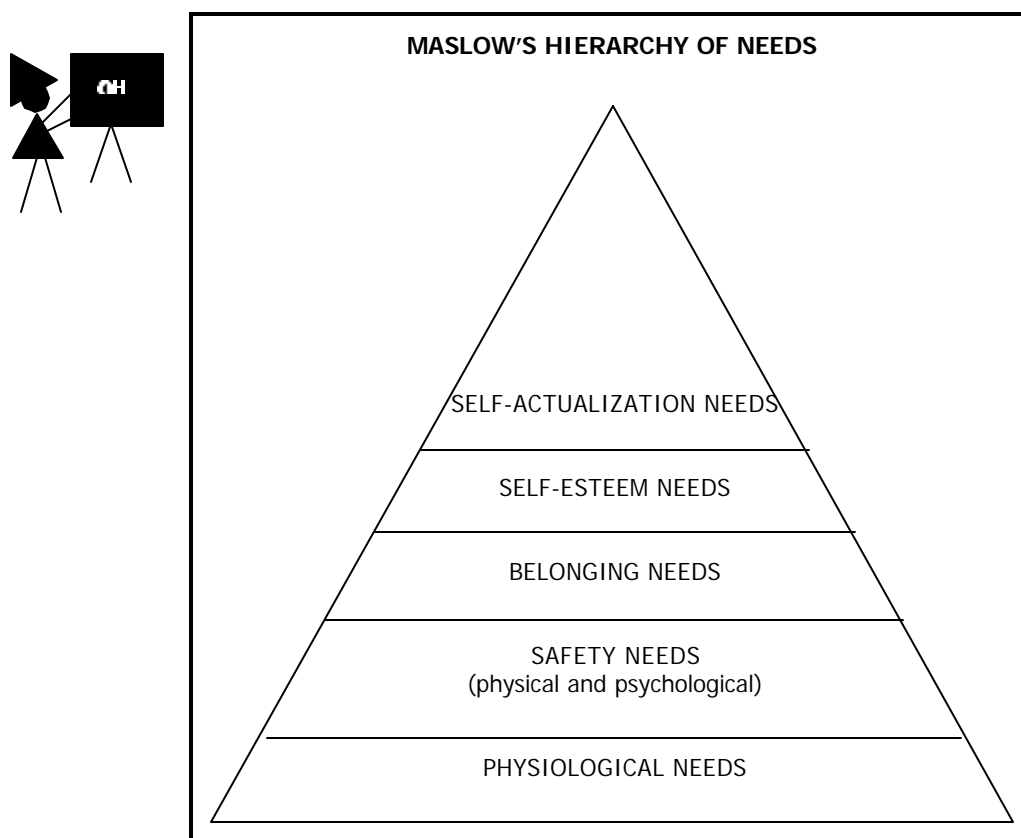
The need for community, for a place where we feel that we belong. The need for close relationships.

**Safety**

The need for security and stability. The need for order and structure.

**Physiological**

The need for the basic components of existence, such as food, water and sleep. (Environment, room temperature, refreshments and comfortable chairs)

**Display Overhead/Slide 2.8 - Maslow's Hierarchy of Needs**

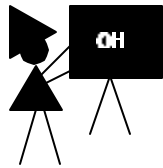
## SELECTING A TRAINING LOCATION

Time: 3-5 Minutes

Purpose: Present information on the importance of site selection to ensure a high quality training experience occurs.

One of the first steps in planning a training is selecting a location that can accommodate both trainer and participant needs. It is important to keep in mind that the physical training environment, though often overlooked, can play an important role in promoting the learning process. The following factors should be considered when choosing a training site:

### *Display Overhead/Slide 2.9 - Selecting a Training Location*



#### Selecting a Training Location

- Meeting space size
- Room arrangement
- Easy access
- Acoustic - background noise
- Training aids
- Equipment check

- ' **Size of the Meeting Space.** The size of the meeting space should be large enough to accommodate the trainer and participants without overcrowding them. Remember to allow ample space for any training equipment that is used in the session. The space should not be so large that there is a considerable amount of unutilized space, which can detract from learning. A general rule is to postpone the selection of a site until the number of training participants has been confirmed.
- ' **Room Arrangement.** The arrangement of the meeting room is usually dictated by the training design. For example, a training session that involves role-playing or small group activities will require more space for participants to maneuver, than a simple lecture format. Similarly, chairs arranged in a circular formation might be best suited to group discussion, whereas chairs placed in rows may be more appropriate for a lecture format. Before deciding on a room arrangement, think of all the ways that the space will be utilized by the trainer and participants. If participants are expected to take notes or to complete written assignments, it is always best to provide tables and chairs. Overall, the most important consideration in choosing a room arrangement should be that the trainer can be seen and heard



from every section of the room and that participants feel included in the training process.

- ' **Additional Facilities.** Before the training event, check to make sure that facilities at the training site, including telephones, restrooms, and break areas, are well-maintained and adequate to meet the group needs. Inform participants before the training begins, where these facilities are located. It is also important for the facilities to be easily accessible for physically challenged people.
- ' **Temperature.** A common complaint among training participants is the temperature of the room. Although it can be difficult to satisfy everyone, it's important that the majority of the group is comfortable. Prior to the training event, find out how to make adjustments to the temperature of the room.
- ' **Access to the Location.** Training events should be held at sites that are centrally located and accessible. This is a particular concern when trainees have limited access to transportation. If the designated training site is not centrally located, program staff should consider providing transportation to and from the site.
- ' **Acoustics and Background Noise.** The acoustical qualities of the meeting space can influence the ability of the trainer to be heard. If the acoustics of the room are good, most background noise will be absorbed by the room and won't detract from the speaker.
- ' **Training Aids.** Many training sites will provide equipment either free-of-charge or at a cost to the trainer. Check in advance with the site to determine whether training aids are available for use and that costs are reasonable.

## GROUP NORMS

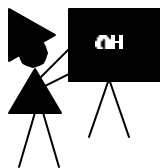
Group norms are the kinds of standards, qualities, values, attitudes, and behaviors a group agrees to while its work is in progress.

A model for explaining group norms is called SPERO. The letters stand for group norms that have been proven to create successful groups. These are as follows:

S = Sensitivity  
P = Participation  
E = Experimentation  
R = Responsibility  
O = Openness

What will the norms for this group be? How will we work together productively and enjoy ourselves?

### ***Display Overhead/Slide 2.10 - Group Norms***



#### **Group Norms**

Group norms are the kinds of standards, qualities, values, attitudes, and behaviors a group agrees to while its work is in progress.

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- S = Sensitivity
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- O = Openness

What will the norms for this group be? How will we work together productively and enjoy ourselves?

## **USE OF LEARNING OBJECTIVES**

Clearly stated learning objectives are important tools for trainers to help link training content to learning goals. Learning objectives serve the following purposes:

- To set the direction for the training
- To communicate a training purpose to participants
- To establish guidelines for measuring training effectiveness

Learning objectives are usually developed after a training needs assessment has been completed and a training need has been identified.

### ***Display Overhead/Slide 2.11 - Use of Learning Objectives***

#### **Use of Learning Objectives**

Learning Objectives

- Set direction
- Communicate training purposes
- Establish guidelines for determining effectiveness

They should

- Make statements about outcomes
- Focus on trainee
- Use action words
- Emphasize single learning outcome

### Well-written objectives . . .

- Should make statements about the outcome of the training session
- Should focus on the trainee, not the trainer or the training content
- Should clearly communicate what is required
- Should use action words
- Should emphasize a single learning outcome

### Sample learning objectives . . .

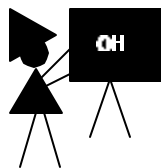
"By the end of the training session, participants will be able to identify the various stages of the mentoring relationship."

"By the end of the training session, participants will be able to utilize active listening skills."

## DESIGNING A SESSION PLAN

Session plans are written overviews of the training session that are used to structure the training design and guide implementation. Each session plan should include the following components:

### *Display Overhead/Slide 2.12 - Session Plan Elements*



#### Session Plan Elements

- Time frame
- Session content/key points
- Training activities/techniques
- Training aids/equipment

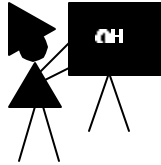
- ' **Time Frame for the Session.** A time frame indicates the amount of time required to cover all material in the session. Trainers may also choose to set time allotments for specific sections or exercises to help keep the session on schedule.
- ' **Session Content or Key Points.** Session content provides an overview of the topics that will be covered in the training session.
- ' **Training Activities and Techniques.** Training activities and techniques identify the types of things that participants will be doing during the session and the method of instruction used.
- ' **Training Aids/Equipment.** Any training aids required for the session should be noted in the session plan.

## FIVE PROCESSES FOR EFFECTIVE TRAINING DESIGNS

Developed by Bonnie Jameson, M.S.

ICEBREAKERS	CREATING STRUCTURE	INDUCTIVE PROCESS	DEDUCTIVE PROCESS	APPLICATION
<ul style="list-style-type: none"> <li>• Experiential activities that help people in a group to feel comfortable and included. Group members talk or do something with others in pairs, small groups or whole groups.</li> </ul> <p><b>PURPOSE:</b></p> <ul style="list-style-type: none"> <li>• In the first session: to get acquainted quickly and to get rid of things that stand in the way of learning.</li> <li>• In later sessions: icebreakers are a vehicle for participants to share new material about the topic or about problems and successes they have experienced. They can also decide how they will use the information from the course in the real world.</li> </ul>	<p><b>Grounding and Providing Perimeters for Training Includes:</b></p> <ul style="list-style-type: none"> <li>• Session purpose</li> <li>• Housekeeping items (bathrooms, breaks, telephones, coffee, etc.)</li> <li>• Trainer and participant expectations (needs/desired outcomes)</li> <li>• Establishing Group Norms (standards for behaviors and attitudes in the session that all participants agree to)</li> <li>• Agenda Review with an agreement from the group to work on the agenda</li> </ul> <p><b>Exciting Interest:</b></p> <ul style="list-style-type: none"> <li>• Looking back to where we were, forward to where we are going and what is to come next.</li> </ul>	<ul style="list-style-type: none"> <li>• The leader initiates the inductive or <i>experiential</i> part of the session. This is an exercise about the topic, subject, or theme that the participants already know about.</li> </ul> <p><b>PURPOSE:</b></p> <ul style="list-style-type: none"> <li>• To acknowledge group synergy (the total product is more than the sum of its parts)</li> <li>• To connect new learning with past experiences</li> <li>• To enhance the relevance of the subject for the participants.</li> </ul> <p><b>Key Question for the Trainer to Think About:</b> What common denominator experience can I provide that touches in some way the subject matter and demonstrates that participants already have a wealth of ideas, experiences and feelings about the material or topic?</p>	<p style="text-align: center;"><b>TWO PARTS</b></p> <p><b>1. Deductive Information:</b> The leader presents data about the subject matter of the session to tie the inductive part together with the presented information.</p> <p><b>2. Exercise:</b> Gives the participants a chance to practice the information. Use role plays, case studies, instruments, experiential or participating lectures, small group discussion or any structured experience such as a game or simulation.</p> <p>This begins the process of integration and can explore the ways to use the information in the real world.</p> <p>The facilitator asks the group to be actively involved and to use the information to think about and implement change.</p>	<p><b>Application of the Information in Real Life Situations (Change in Skills, Attitudes, or Behaviors)</b></p> <ul style="list-style-type: none"> <li>• Create action plans for using the information.</li> <li>• Use brainstorming, action planning grids, contracts, and other processes to integrate the information for the participants (make the information internal to the learner).</li> </ul>

### **Display Overhead/Slide 2.13 - Trainee Needs**



#### **Trainee Needs**

**For any active training method a trainer needs to give trainees:**

1. A clear goal or objective. WHAT?
2. A clear task or process. HOW?
3. A clear time frame. BY WHEN?

### **Determining Session Content**

#### *Using a Learning Target*

Generally, time constraints will limit the amount of material that can be conveyed during the training session. To determine which material should be presented it is useful to set a "learning target" and to prioritize training material accordingly. One useful approach is to categorize student learning in terms of what participants "must know," what they "should know" and what they "could know." Material that participants "must know" serves as the "learning target," to which remaining material can be added.

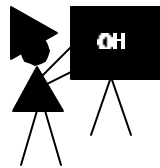
### **METHODS OF INSTRUCTION**

Time: Overall 30 Minutes

Purpose: Identify multiple training approaches that can be used in training mentors.

Trainers can choose from a wide range of instructional methods when designing their training sessions. A general rule is to include multiple methods, when appropriate, to maintain interest and to allow for multi-sensory learning. Trainers should be cautious of selecting a technique solely to add variety. Methods should be employed only when they provide the most effective mechanism for conveying information.

**Display Overhead/Slide 2.14 - Methods of Instruction.** Go through each method - highlighting advantages and disadvantages with each approach.



Methods of Instruction		
	Pros	Cons
<ul style="list-style-type: none"><li>• Lecture</li><li>• Modified Lecture</li><li>• Group Discussion</li><li>• Panel Instruction</li><li>• Brainstorming</li><li>• Role Play</li><li>• Group Exercises &amp; Games</li></ul>		

## O Lecture

The lecture method is the most traditional form of training instruction. In a lecture format, the trainer presents material to a passive audience. When using the lecture format, trainers should try to vary content and make use of training aids to maintain interest and momentum.

## O Modified Lecture

A modified lecture is similar to the lecture, but involves some level of group participation. Trainers will generally prefer a modified format over straight lecture to allow participants to actively engage in learning.

## O Group Discussion

Group discussion can encompass a variety of formats. One form is the structured discussion which involves guided interactions among training participants. The trainer plays the role of the facilitator by setting the direction and tone of the discussion and keeping the group on track.

## O Panel Discussion

Panel discussions more closely resemble the lecture format in that group participation is limited. The panel is comprised of topic "experts" who each present a portion of the training content. Panel discussions typically conclude with a brief question and answer period to allow participants to raise additional questions or issues.

## **O Brainstorming**

Brainstorming is a commonly-used training approach that allows participants to actively contribute to the training process. In a typical brainstorming session, the trainer will pose a question or problem to the group and will ask participants to generate as many ideas or responses as possible. The trainer records each response, and at the conclusion of the session discusses each idea with the group. Brainstorming is an effective method of both generating participant involvement and drawing on the resources of the group to enrich the learning experience.

## **O Role Play**

Role plays are situational examples that involve the trainer and one or two training participants. The trainer provides participants with a script or scenario that requires them to act out a designated role, using previous experience or new skills acquired through the session. At the conclusion of the role play, trainers will hold a debriefing session to provide feedback and to focus discussion on issues that arose during the exercise. Role plays are excellent tools to promote multi-sensory learning and to engage participants by allowing them to "experience" learning first-hand.

## **O Group Exercises and Games**

Group exercises provide opportunities for participants to practice what they have learned and to apply new learnings to real-world examples. Games are one form of exercise that can be used to reinforce key content points. In some cases, the relevance of the game to the topic may not be revealed until after the game has been completed and participants discuss outcomes.

## USE OF QUESTIONING

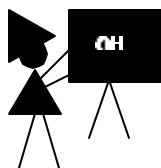
Time: 2 -5 Minutes

Purpose: Present information on the importance of using questions as a key element for training adults.

Questioning should be used throughout the training session to establish communication between trainer and participants. Questioning can serve several useful purposes:

- To assess the level of group knowledge or ability
- To reinforce information that has already been introduced
- To actively engage participants in the learning process
- To generate discussion
- To assess understanding
- To provide and gain feedback

### ***Display Overhead/Slide 2.15 - Training Tips - Use of Questions***

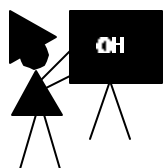


#### **Training Tips Use of Questions**

Why:

- Assess level of group knowledge/ability
- Reinforce information
- Engage participants in learning process
- Generate discussions
- Assess understanding
- Provide/gain feedback

### ***Display Overhead/Slide 2.16 - Training Tips - Types of Questions***



#### **Training Tips Types of Questions**

Direct:

Group:

Leading:

Rhetorical:

Discussion:



## Types of Questions

A trainer can use different forms of questions to serve a variety of purposes.

**O Direct Questions.** Direct questions are specific questions that are posed to an individual within the group. They may be used to gather information, to check for understanding, or to redirect the group if the discussion moves off topic.

EXAMPLE: *"Ann, what are the key components of a mentor recruitment plan?"*

**O Group Questions.** Group questions are posed to the group as a whole, rather than directed toward a single individual. Group questions are typically used to assess the group's level of understanding.

EXAMPLE: *"What are some key considerations in the matching process?"*

**O Leading Questions.** Leading questions are used by trainers to generate a specific response. The trainer describes a situation or problem to the group and then follows with a related question. Often the question will include some indication of how the trainer would like the participant to respond. Leading questions can be used to reinforce ideas or material and to assess understanding.

EXAMPLE: *"You realize that lately you and your mentee have begun to separate. Your meetings have become less frequent and you've observed a greater sense of self-reliance in your mentee. What stage have you reached in the mentoring relationship?"*

**O Rhetorical Questions.** Rhetorical questions are used to encourage participants to think about a given issue, rather than to generate a response. Rhetorical questions are often used to open a training session, or to transition from one section to another.

EXAMPLE: *"What does it mean to be culturally competent?"*

**O Discussion Questions.** Discussion questions are typically open-ended and are posed to the group as a whole. They are designed to generate interest and discussion around a specific issue, and usually allow for numerous responses and interactions among participants. Discussion questions can be used by trainers to check understanding or to encourage participants to think of ways that training material might apply to their real-world experiences.

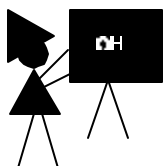
EXAMPLE: *"What are some common problems that you've encountered in your mentoring relationships?"*

## Tips for Effective Questioning

When posing a question to a group, it is helpful to keep in mind these strategies:

- When someone responds to a question, it is helpful to repeat the answer to ensure that everyone in the group benefits from the interaction.
- When directing a question to the group, avoid focusing attention on a single individual.
- When an answer is incorrect, be sure to acknowledge the reply. It may be helpful to offer prompts or suggestions for rethinking the response, or to pose the same question to the larger group.
- When asking a question, provide ample opportunity for participants to respond, before revealing the answer.

### ***Display Overhead/Slide 2.17 - Good Questions***



#### **Training Tips Good Questions**

Good Questions....

- Are brief
- Focus on a single idea
- Are relevant to the materials presented
- Help stimulate interest
- Emphasize key parts
- Assess knowledge or understanding

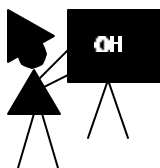
Good questions . . .

- Are brief
- Focus on a single idea
- Are relevant to the material presented
- Help stimulate interest
- Emphasize key points
- Assess knowledge or understanding

## TRAINING AIDS

Training aids are designed to facilitate participant learning. When used effectively, they can simplify instruction, create and maintain interest, promote multi-sensory learning, and increase participant retention. What are some common types of training aids? Go through the list and point out advantages and disadvantages with each aid.

**Display Overhead/Slide 2.18 - Use of Training Aids.** Go through the list and point out advantages and disadvantages with each aid.



### Training Tips Use of Training Aids

Advantage   Disadvantage

- Flip Chart - the "old way"
- Handouts
- Transparencies/overheads
- PowerPoint - the "new way"

Used appropriately - Generates interest & helps increase participant retention

Used inappropriately - Creates barrier to communication

- O Flip Charts.** Flip charts can be used to record information provided by participants during the training. Advantages of flip charts are that they are portable, easy to use, and provide a written record of material discussed during the training.
- O Transparencies and Overhead Projector.** The overhead projector and transparencies are standard training aids that allow participants to visualize material as it is presented to the group. An advantage of using transparencies is that they aid trainers in structuring their presentation and to help keep things on track. (See the following page for a list of tips for using the overhead projector.)
- O Handouts.** Handouts are generally used to provide background material that is not covered in the session. Handouts are inexpensive to produce and provide participants with a written reference that they can take away from the session. A disadvantage of handouts is that they can detract attention from the presenter if they are not timed properly.
- O PowerPoint.** Increasingly, trainers are making use of computerized presentations (e.g., PowerPoint and Presentations). This can be an excellent way to communicate, allowing for the sequencing of concepts at the trainers pace. However, it isn't without

potential problems (e.g., corruption, malfunctions, and the trainer using a PowerPoint presentation should always have a back-up plan.)

Other aids include videos, charts, posters, slides, and computerized presentations.

### Visual aids...

- Should be simple and easy to understand
- Should be concise
- Should stress key points
- Should be visible from a distance
- Should be interesting
- Should be directly relevant to the session content

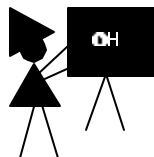
### When not to use training aids...

Training aids, when used appropriately, can generate interest in material and increase student retention. When used ineffectively, they can create a barrier to communication. The following two examples are situations where training aids might actually detract from student learning.

**O When training aids don't function properly.** Stopping to adjust training equipment can be very distracting and can cause participants to quickly lose interest. Trainers should check to be sure that training aids are in working order before the training session begins.

**O When training aids don't match the topic.** When the material presented through training aids doesn't reflect what is being discussed, it can create confusion. Training aids should be used to highlight or expand on key points covered in the session, and should not address unrelated material.

### ***Display Overhead/Slide 2.19 - Guidelines for the Trainer***



#### **Guidelines for the Trainer**

- Prior to training event
- Before the training
- During the training

## **GUIDELINES FOR PREPARATION AND FACILITATION**

### **Prior to the training event:**

- ' Provide participants with a brief overview of the workshop that includes a summary of the content, and the date, time, length, and location of the training.
- ' Familiarize yourself with the characteristics and experience level of training participants.

### **Before the training begins:**

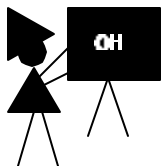
- ' Prepare participant materials including handouts and other information before the workshop begins.
- ' Arrive early to allow time to set up the room and make last minute preparations.
- ' Provide a registration sheet and name tags.

### **During the training:**

- ' Introduce yourself to the group, providing a brief overview of your training experience and mentoring background.
- ' Use icebreakers at the beginning of the session to ease tension to allow participants to become acquainted (see the resources section for a sample icebreaker).
- ' Provide clear instructions and time frames for activities.
- ' Follow the agenda and designated time frames to the extent possible. Avoid exceeding the amount of time allotted for the training session.
- ' Demonstrate your knowledge and enthusiasm for the subject matter.
- ' Allow for informal breaks in instruction throughout the session. Any session lasting for two hours or more should include a formal break.

## MANAGING DIFFICULT SITUATIONS

### *Display Overhead/Slide 2.20 - Managing Difficult Situations*



#### Managing Difficult Situations

- Group is silent
- Session is moving too quickly
- Session is moving too slowly
- Small number of participants dominate the group discussion
- Session gets side-tracked
- Use of session to voice complaints

Trainers will often encounter difficult situations in the training session that must be managed appropriately to maintain a positive learning environment.

The following section provides examples of problem situations that are likely to arise during training, and offers suggestions for managing these situations effectively:

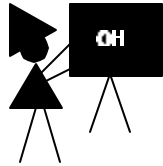
- ' **DIFFICULT SITUATION #1. *The group is silent, despite encouragement from the trainer.*** When the group is unresponsive to the trainer, it's important to determine the reason. A potential problem is that participants are not yet comfortable interacting with one other, in which case an icebreaker or team-building exercise might be needed to break tension and increase comfort levels. Other common problems might be that the trainer is covering material that is too basic for the ability level of the group, or conversely, that the material is too advanced, creating barriers to understanding. To determine the cause, ask questions, probe for a response, and pay close attention to nonverbal communication.
- ' **DIFFICULT SITUATION #2. *The session is moving too quickly.*** When the training is moving too quickly, the trainer's role is to slow the pace. Useful strategies include asking for further clarification, encouraging other members of the group to comment on responses, or to use a more difficult line of questioning.

- ' **DIFFICULT SITUATION #3. *The session is moving too slowly.*** When a session moves too slowly, it may indicate that participants have lost interest or motivation to learn. Provide opportunities and incentives for participants to become more involved. It may also help to use direct questioning to generate more response. Keep in mind that it's to everyone's advantage to resolve the problem, rather than simply speed up the presentation.
- ' **DIFFICULT SITUATION #4. *A small number of individuals dominate the group discussion.*** Participant knowledge and experiences are a valuable resource in the training environment, but when one or two individuals dominate the discussion, it can be a deterrent to others. Try to encourage participation from all trainees through use of such tools as direct questioning. If a speaker continues on for too long, wait for them to pause, politely interrupt by summarizing what they have said, and redirect the discussion to another participant or a new topic.
- ' **DIFFICULT SITUATION #5. *The session gets sidetracked.*** When a session moves in the wrong direction, the trainer must bring participants back to the subject at-hand. An effective approach is to acknowledge the value of the current discussion, while reminding participants that training time is limited and will only allow for review of key issues. Encourage participants to continue their discussion after the training has concluded.
- ' **DIFFICULT SITUATION #6. *Participants use the training session to voice complaints or resolve side issues.*** Avoid spending training time discussing issues that are largely beyond your control. Remind participants of the training purpose and suggest that they schedule a formal meeting outside of the training session to discuss problems or issues related to the organization.

## MULTICULTURAL TRAINING APPROACHES

Increasingly, trainers are met with the challenge of working with training groups whose members represent a diverse array of cultural backgrounds. While you are not expected to be a "cultural expert," following a few simple guidelines can help you to design and implement a training program that accommodates differences in language, cultural values, and learning styles.

### **Display Overhead/Slide 2.21 - Multicultural Training**



#### **Multicultural Training**

Some pointers.....

- Learn more about cultural backgrounds of participants - prior to training
- Avoid jargon
- Try to use culturally relevant examples
- Be aware of your own preconceptions regarding cultural differences

- ‘ Learn more about the cultural background of participants prior to the training
- ‘ Be aware of your own preconceptions regarding cultural differences
- ‘ Use direct questions
- ‘ Vary methods of instructions to accommodate differences in learning style
- ‘ Try to use culturally relevant examples
- ‘ Provide opportunities for participants to actively contribute though shared insights and experiences

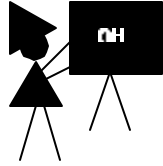
### **MEASURING TRAINING EFFECTIVENESS**

One of the most challenging aspects of training mentors and mentees is determining ways to evaluate the effectiveness of the training experience. Despite its challenges, evaluation is a critical component of the training design and should not be overlooked. Evaluating a training program involves two basic components:

- Measuring participants' reactions to the training session.
- Measuring participant achievement as an outcome of the training experience.



### **Display Overhead/Slide 2.22 - Measuring Effectiveness**



#### **Measuring Effectiveness**

- 1. Assessing participants reactions to training.**  
**How?** Post program survey  
**Why?** Determine what worked for them in the training and what didn't
- 2. Assessing participant achievement.**  
**How?** Usually, pre-post survey on information provided in training, or surveying of individuals when they are back in their organizations  
**Why?** Assess whether participants got the information and/or are using it in their work

## **MEASURING PARTICIPANT REACTIONS**

Participant reactions to the training experience should be measured immediately following the training session or at the conclusion of a multi-session training event. While generally participants will react favorably to a well-designed and well-managed training, measuring specific reactions provides constructive feedback that can be used to shape future training programs. The following are potential issues that might be covered on a participant evaluation form:

- Did training content build on participants' previous knowledge?
- Were there topics not covered in the training that you feel should have been?
- Were there topics covered in the training that you believe were not relevant to your work?
- Were there topics covered in the training that you wish would have received more time or attention?
- Were the methods of instruction appropriate to convey information or build necessary skills?

Additionally, trainers may ask participants to assess their overall satisfaction with the training facilities, materials, services, and any other component of the training experience.

## MEASURING PARTICIPANT ACHIEVEMENT

Measuring changes in participant achievement is the truest test of training effectiveness.

What kind of achievement needs to be assessed?

- Changes in knowledge, skills, and attitudes of training participants.
- Changes in behavior as it relates to the role of mentoring.

When should achievement should be measured?

- At the conclusion of the training event to assess immediate changes in knowledge or ability.
- After the participant has returned to the real world to assess whether the training experience led to desired outcomes.

Who should receive the results?

- Trainers
- Trainees
- Program Administrators

# MODULE 2 OVERHEADS

# NATIVE AMERICAN QUOTE

Tell me,  
and I'll forget.

Show me,  
and I may not remember

Involve me,  
and I'll understand.

# THE LEARNING ENVIRONMENT\*

Training materials are relevant to participants' needs.

Trainers give and receive feedback.

Participants are actively engaged in the learning process.

Participants have opportunities to produce and review materials.

*\* Adapted from G. Krohert's Basic Training for Learning*

# Stephen Brookfield's

## SIX CENTRAL PRINCIPLES OF ADULT LEARNING

---

- Voluntary participation
- Mutual respect
- Collaborative spirit
- ††Praxis (practice, practice, practice)
- Critical reflection
- Self-direction

### <sup>††</sup> *The Definition of **Praxis***

This process centers on the need for educational activity to engage the learner in a continuous and alternating process of investigation and exploration, followed by action grounded in this exploration, followed by reflection on this action, followed by further investigation and exploration, followed by further action, and so on. **It is alternating and continuous engagements by teachers and learners in exploration, action, and reflection.**

# THE FACILITATOR ROLE

- A neutral servant of the group
- Focuses the group on an agreed upon task (agenda)
- Suggests methods and procedures for achieving the task
- Protects group members from personal attack
- Remains non-defensive and accepts feedback with good will
- Helps the group to reach win/win decisions (consensus)

# PEOPLE ARE VISUALLY MINDED\*

**Individuals retain approximately**

**20 % listening**

**50% sight and sound**

**Individuals understand**

**70% of what we repeat**

**And up to**

**90% of what we**

**SEE, SAY and DO**

*\* Adapted from G. Krohert's Basic Training for Learning*



# Learning Process

## Belief

Information is  
provided leading to



- New Insights
- New/Improved Skill
- Understanding
- New ideas
- Changed behaviors

## Actual



# PRINCIPLES OF ADULT LEARNING\*

Adults....

- learn because they want to
- feel they know what they need to learn
- learn by doing, like children
- learn when they are comfortable
- want guidance, not competition
- learn new material in relation to what they already know

*\* Adapted from Mentor Training Curriculum, 1991.*

# MASLOW'S HIERARCHY OF NEEDS



# SELECTING A TRAINING LOCATION

- Meeting space size
- Room arrangement
- Ambience (temperature)
- Easy access
- Acoustic - background noise
- Training aids
- Equipment check

# GROUP NORMS

Group norms are the kinds of standards, qualities, values, attitudes, and behaviors a group agrees to while its work is in progress.

A model for explaining group norms is called SPERO. The letters stand for group norms that have been proven to create successful groups. These are as follows:

S = Sensitivity

P = Participation

E = Experimentation

R = Responsibility

O = Openness

What will the norms for this group be? How will we work together productively and enjoy ourselves?

# USE OF LEARNING OBJECTIVES

## Learning Objectives

- Set direction
- Communicate training purposes
- Establish guidelines for determining effectiveness

## They should

- Make statements about outcomes
- Focus on trainee
- Use action words
- Emphasize single learning outcome

# SESSION PLAN ELEMENTS

- Time frame
- Session content/key points
- Training activities/techniques
- Training aids/equipment

# TRAINEE NEEDS

**For any active training method a trainer needs to give trainees:**

1. A clear goal or objective. WHAT?
2. A clear task or process. HOW?
3. A clear time frame. BY WHEN?



# METHODS OF INSTRUCTION

Pros

Cons

- Lecture
- Modified lecture
- Group discussion
- Panel instruction
- Brainstorming
- Role play
- Group exercises & games

# **TRAINING TIPS**

## **USE OF QUESTIONS**

Why:

- Assess level of group knowledge/ability
- Reinforce information
- Engage participants in learning process
- Generate discussions
- Assess understanding
- Provide/gain feedback

# **TRAINING TIPS**

## **TYPES OF QUESTIONS**

Direct:

Group:

Leading:

Rhetorical:

Discussion:

# **TRAINING TIPS**

## **GOOD QUESTIONS**

Good Questions.....

- Are brief
- Focus on a single idea
- Are relevant to the materials presented
- Help stimulate interest
- Emphasize key parts
- Assess knowledge or understanding

# TRAINING TIPS

## USE OF TRAINING AIDS

### Advantage

### Disadvantage

- Flip Chart - the "old way"
- Handouts
- Transparencies/overheads
- PowerPoint - the "new way"

Used appropriately - Generates interest & helps increase participant retention.

Used inappropriately - Create barrier to communication

# GUIDELINES FOR THE TRAINER

- Prior to training event
- Before the training
- During the training

# MANAGING DIFFICULT SITUATIONS

- Group is silent
- Session is moving too quickly
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- Session gets side-tracked
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# MULTICULTURAL TRAINING

Some pointers....

- Learn more about cultural backgrounds of participants - prior to training
- Avoid jargon
- Try to use culturally relevant examples
- Be aware of your own preconceptions regarding cultural differences



# MEASURING EFFECTIVENESS

## 1. Assessing participants reactions to training.

*How?* Post program survey

*Why?* Determine what worked for them in the training and what didn't

## 2. Assessing participant achievement.

*How?* Usually, pre-post survey on information provided in training, or surveying of individuals when they are back in their organizations.

*Why?* Assess whether participants got the information and/or are using it in their work

# MODULE 3

# DESIGNING YOUR MENTOR TRAINING PROGRAM

## **Learning Objectives**

- Participants will learn the key components of a successful mentor training program.
- Participants will know the key steps in implementing their mentor training program.

# Designing Your Mentor Training Program

Time: 30 Minutes

Process: Presentation - Discussion - Interactive

Equipment & Materials: Flip chart, markers, tape, overhead projector, computer (stand alone projector), Optional: PowerPoint projector

Training provides mentors with the knowledge and tools they will need to manage a successful mentoring relationship. The purpose of this component is to help you determine the content of your mentor training based on your program's goals and mentee populations, and to explore possible training designs.

## Readiness and Training Quality Assurance Standards

### Background:

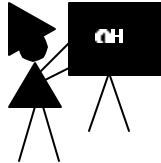
The California Mentor Initiative specifies that quality mentoring programs have a readiness and training curriculum for all mentors and mentees that include:

- Trained staff trainers.
- Orientation to program and resource network, including information and referral, other supportive services, and school.
- Skills development as appropriate.
- Cultural/heritage sensitivity and appreciation training.
- Guidelines for participants on how to get the most out of the mentoring relationship.
- Do's and don'ts of relationship management.
- Job and role descriptions.
- Confidentiality and liability information.
- Crisis management/problem-solving resources.
- Communication skills development.
- Ongoing sessions as necessary.

## COMPONENTS OF EFFECTIVE TRAINING

Effective training provides mentors with tools that help them be successful in their mentoring relationship. Initial and ongoing training should include:

### ***Display Overhead/Slide 3.1 - Components of Effective Training***



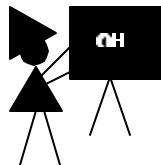
#### **Components of Effective Training**

- Skills development
- Communication skills
- Cultural awareness
- Crisis management
- Dealing with adolescent behaviors
- Building self-esteem
- Do's and don'ts of being a mentor
- Roles and expectations
- Confidentiality and liability issues
- Support and feedback

There are two points. First - these are difficult concepts and skill sets. Second - it is unlikely the single training session will suffice.

## Training Design Worksheet

### ***Display Overhead/Slide 3.2 - Issues to Consider in Designing a Mentor Training Program***



#### **Issues to Consider When Designing A Mentor Training Program**

- Purpose - what's to be accomplished, learned
- Timing - where to provide in relationship cycle -where?
- Follow-up - booster session - what, when, how?
- Choice of trainer(s) - what criteria for selection, how to support
- Materials development - what, who

There are a number of important considerations in designing a mentor (or mentee) training. They include:

- ‘ **What do we want to accomplish?** Consider program goals, targeted youth populations, and mentors' level of experience.
- ‘ **What do participants need to know?** Mentors? Youth?
- ‘ **When will training take place?** Consider your mentor pool: When will you get the greatest turnout?
- ‘ **"Just in time" before relationship starts.** Allow time to conduct background checks (unless done during orientation).
- ‘ **"Follow-up sessions,"** depending on additional tools for mentors to deal with youth population's special needs.
- ‘ **Where will we conduct the training?** Convenient location that is appropriate for adult learning.
- ‘ **Who will conduct the training?** Staff, other mentors, professional trainers? Who else might be appropriate?
- ‘ **What materials will we provide?** Handouts on program requirements, program information, articles on youth-at-risk mentoring and communication tips.

## Training Content

Training may last two hours or two days, but all trainings should cover these issues:

### I. Program Overview

- ‘ Program's goals and objectives
- ‘ Program procedures, including support and how to ask for help
- ‘ Crisis procedures, and program's child abuse reporting procedures
- ‘ Practical policies: travel restrictions, parent approvals, entertainment costs
- ‘ Confidentiality and liability policies
- ‘ Additional resources

## **II. Relationship and Communication Skills**

- ' Insights into how young people behave and communicate
- ' Effective strategies to develop the relationship
- ' Stages of youth development and how they might affect the relationship
- ' Orientation to children with different societal or economic backgrounds
- ' Sensitivity to cultural differences
- ' Understand issues youth face today

## **III. Mentor Supervision and Support**

- ' Clarify mentor's role
- ' Concrete issues
- ' Visiting the mentee's home
- ' Handling missed appointments
- ' Resources available to mentors
- ' Staff support

## **IV. Key Points to Guide Development of Training Curriculum**

### **In designing a mentor training be sure to consider:**

- ' Consider mentor's time and interests
- ' Provide useful information
- ' Make presentation interactive and fun
- ' Allow time for questions, discussion, and sharing concerns and ideas
- ' Invite experienced mentors/mentees to give new mentors real-life background
- ' Use methods to keep mentors engaged and allow time to practice new skills
- ' Try to balance a range of learning techniques including:
  - Icebreaker activities
  - Presentation and discussion
  - Videos
  - Role plays and experiential exercises
  - Written materials (program guidelines, youth development, communication)

## Sample Mentor Training Agenda

Present to the group the following simple outline - stress it is a sample only - they are the best judge in deciding what content is important for their mentors.

### Sample Mentor Training Agenda

- I. Introduction**
  - A. Remarks by organizational leader (purpose, importance and context of program, mentors' key roles and responsibilities)
  - B. Goals, agenda, logistics (including agenda for mentee orientation)
  - C. Ice breaker: names, titles, something interesting that we may not know about you
- II. Overview of Mentoring**
  - A. Definitions and key concepts
  - B. Your mentoring experiences (exercise, discussion in pairs)
  - C. Benefits of mentoring to mentors and mentees - what is a mentor?
  - D. Why youths need mentors
  - E. Success of mentoring
- III. Youth Development**
  - A. Youth development cycle
  - B. Adolescence issues
- IV. Critical Mentoring Skills**
  - A. Characteristics of a good mentor
  - B. Effective communication styles
  - C. Dealing with difficult issues
- V. Building Effective Relationships**
  - A. Phases of the relationship
  - B. Building a relationship
  - C. Activities to consider
  - D. Mentoring do's and don'ts
- VI. Program Structure and Operation**
  - A. Program operation
  - B. Responsibilities for the mentor
  - C. Documentation requirements
- VII. Next Steps**
  - A. Closure group exercise
  - B. Next steps
  - C. Evaluation

## FORMAL MENTORING TRAINING

### Leader's Checklist Of Tasks

The following are suggested tasks or activities to complete as you prepare for, implement, and evaluate your mentor training. They're suggestions only - options to help you conduct your effort. One way to use this tool is to check the first box next to each task you plan to do, then check the second box as you finish each task.

*[This is not an overhead - but the trainer could provide this as a handout. If not, refer the participants to this checklist.]*

### I. Preparing for Training

PLAN		AGENDA ITEM
TO DO	DONE	
"	"	1. Determine what your desired role and responsibilities will be in training mentors, mentees, and others.
"	"	2. Keep a personal log of program activities, experiences, and learning.
"	"	3. Organize a training committee.
"	"	3a. Seek volunteers who have various types of expertise and who can be the voices for different audiences.
"	"	3b. Help the training committee determine who will act as leader (or rotate leadership).
"	"	3c. Determine responsibilities that members would like.
"	"	3d. Study resource materials in this notebook.
"	"	3e. Determine the members' expectations for training.
"	"	3f. List tasks to be completed.
"	"	3g. Project a timeline for the tasks.
"	"	3h. Schedule meeting dates for several weeks in advance.
"	"	4. Decide who will be formally trained (mentors, mentees, family members, staff, etc.)
"	"	5. Determine the competencies (knowledge, skills, and attitudes) that you'd like program mentees to develop during the program. ( <b>NOTE:</b> This is one of the most critical steps to take in developing your program.)
"	"	5a. Obtain competency domains that experts have targeted as potential development areas for youth/mentees.
"	"	5b. Compile a master competency domain to fit your target mentees. This may mean adding items that don't appear on others' lists.
"	"	5c. Duplicate the final version of your domain for use by mentors in planning mentee development activities.
"	"	6. Study additional resource materials on mentoring and training.



- " " 7. Talk with other mentoring program leaders to see what training they've provided.
- " " 8. Prepare and submit to decision makers a training proposal and budget.
- " " 9. Get necessary approvals for your training plans.
- " " 10. Develop a process for advertising the training.
- " " 10a. Prepare and distribute a flyer or letter describing the opportunity.
- " " 10b. Ask program leaders to mention the training in meetings with mentors, mentees, and their families.
- " " 10c. If appropriate, put up announcement signs and posters.
- " " 11. Develop training evaluation procedures and forms.
- " " 12. Try to meet personally with each participant (mentors, mentees, mentees' families) at this point in order to answer questions and provide encouragement.
- " " 13. Organize mentor and mentee development materials.
- " " 13a. Decide which of the materials in the conference notebooks could be used, adapted, or purchased for your use.
- " " 13b. Develop or purchase additional mentor and mentee skill-building materials.
  - " Book/booklets " Workbooks " Audio cassettes
  - " Videotapes
- " " 13c. Obtain extra materials to have on hand.
- " " 14. Make plans for the initial training event. Consider two same-day events that provide learning for mentors and also for mentees. Plan about 3.5 hours for mentor training and 1.5 hours for mentees. The mentors' session should be actual training, while the mentees' session can be a less-intensive orientation on how to work successfully with mentors. Mentors should stay for and participate in the mentees' session. (See Sample Training Agenda 4-5.)
- " " 14a. Determine desired learning outcomes
  - " for mentors " for mentees " for others: \_\_\_\_\_
- " " 14b. Line up trainers/facilitators and other presenters.
- " " 14c. Design training session for mentors. (See Sample Training Agenda, pages 4-5)
- " " 14d. Design orientation session for mentees. (See Sample Training Agenda, pages 4-5)
- " " 14e. Compile mentors' training materials.
- " " 14f. Compile mentees' training materials.
- " " 14g. Prepare overhead transparencies/slides.

- |   |   |   |
|---|---|---|
| " | " | 15. Take care of logistical details in advance of the training/orientation.   |
| " | " | 15a. Plan food (lunch for mentors, snacks and drinks for mentees and mentors).  |
| " | " | 15b. Set up the training room (arrange for a sign-in table, chairs/tables, audio-visual equipment, materials table, refreshment area; adjust temperature; note location of phones and restrooms). |
| " | " | 15c. Provide name badges and/or tents and pens for mentors.   |
| " | " | 15d. Produce printed name tags or provide materials for mentees and mentors to make their own.  |
| " | " | 15e. Prepare flip charts, test overhead projector, cue video(s).  |
| " | " | 15f. Assign helpers for the day (a registration table, servers, crisis management, etc.)  |
| " | " | 16. Prepare introductory remarks to be given by you or another leader.  |
| " | " | 17. Make and go over contingency plans for all aspects fo the event.  |

Your notes about preparation:

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## II. Implementing Training

### PLAN

TO DO    DONE

### AGENDA ITEM

- |   |   |   |
|---|---|---|
| " | " | 1. Conduct the mentor training event.   |
| " | " | 1a. Follow the planned agenda.  |
| " | " | 1b. Collect attendance information.   |
| " | " | 1c. Monitor participants' responses throughout training and adjust appropriately. |
| " | " | 1d. Collect evaluation data.  |

- " " 2. Conduct the mentee training event.
- " " 2a. Follow the planned agenda.
- " " 2b. Collect attendance information.
- " " 2c. Share information about what happened in the mentors' training.
- " " 2d. Monitor mentees' responses throughout orientation and adjust appropriately.
- " " 2e. Collect evaluation data.

Your additional ideas for implementing training:

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### III. Follow-up Training

PLAN

TO DO    DONE    AGENDA ITEM

- |   |   |  |
|---|---|--|
| " | " | 1. Conduct training follow-up activities.  |
| " | " | 1a. Debrief the training with the facilitators and other leaders.  |
| " | " | 1b. If any mentors or mentees miss the training, provide materials and one-on-one coaching for them, and ask one or more of the trained mentors to be resources. |
| " | " | 1c. To reinforce learning, mail participants something (e.g., tips generated by the group during the combined sessions).   |
| " | " | 1d. Provide self-instructional materials in the library or learning center.  |
| " | " | 1e. Write and submit a story about the training to a newsletter or newspaper.  |
| " | " | 2. Continue to make notes about the program in your log.   |
| " | " | 3. Monitor and encourage the mentors and mentees throughout the rest of the program.   |
| " | " | 3a. Answer questions.  |
| " | " | 3b. Comment positively on any effective mentoring you observe.   |
| " | " | 3c. Share ideas tried by the various pairs.  |
| " | " | 3d. Pass on interesting articles discovered by you or the participants.  |
| " | " | 3e. Identify and solve problems as they come up.   |
| " | " | 4. If a pair clearly cannot succeed, re-match the participants, using alternates as needed.  |
| " | " | 5. Continue to collect and analyze evaluation data and adjust program as needed.   |
| " | " | 6. Keep all decision makers informed of the program's progress and problems, if any. (Schedule special meetings with family members and others, as appropriate.) |
| " | " | 7. Make plans for second mentor and mentee training events to be held one third to mid-way through the program. (Follow similar steps as above.)                 |

Your notes about additional training:

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#### IV. Other Training Tasks

##### PLAN

TO DO	DONE	AGENDA ITEM
"	"	1. Continue to help mentors and mentees improve their skills.
"	"	1a. Organize or notify participants of other training and events that may be of interest to them.
"	"	1b. Continue to monitor the pairs on a regular basis, providing information, coaching, and encouragement as needed.
"	"	2. Approximately halfway through the program, ask each mentor to review his/her accomplishments. (See the Sample Mid-Program Review.)
"	"	3. Collect the completed review forms.
"	"	4. See that the evaluation data are analyzed and reported.
"	"	5. Continue to compare notes with other mentoring program leaders.
"	"	6. Continue to read literature on mentoring and mentoring programs.



Other tasks I'll do:

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### **Why provide follow-up training?**

- Provides mentors opportunity to network with other mentors.
- Provides feedback to mentors that they are (or are not) doing the right things.
- Increases confidence level of mentors.
- Gives opportunity to share experiences and solve common problems.
- Increases mentors' skills.
- Offers support and assistance by program staff.
- Opportunity to assess commitment of mentors.

# MODULE 3 OVERHEADS

# COMPONENTS OF EFFECTIVE TRAINING

- “ Skills development
- “ Communication skills
- “ Cultural awareness
- “ Crisis management
- “ Dealing with adolescent behaviors
- “ Building self-esteem
- “ Do's and don'ts of being a mentor
- “ Roles and expectations
- “ Confidentiality and liability issues
- “ Support and feedback



# ISSUES TO CONSIDER WHEN DESIGNING A MENTOR TRAINING PROGRAM

- “ Purpose - what's to be accomplished, learned
- “ Timing - when to provide in relationship cycle - where?
- “ Follow-up - booster session - what, when, how?
- “ Choice of trainer(s) - what criteria for selection, how to support
- “ Materials development - what, who

# TRAINING CONTENT OVERVIEW

Program overview

Relationship and communication skills

Mentor supervision and support

# SAMPLE

# MENTOR TRAINING AGENDA

## **I. Introduction**

- A. Remarks by organizational leader (purpose, importance and context of program, mentors' key roles and responsibilities)
- B. Goals, agenda, logistics (including agenda for mentee orientation)
- C. Ice breaker: names, titles, something interesting that we may not know about you

## **II. Overview of Mentoring**

- A. Definitions and key concepts
- B. Your mentoring experiences (exercise, discussion in pairs)
- C. Benefits of mentoring to mentors and mentees - what is a mentor
- D. Why youths need mentors
- E. Success of mentoring

## **III. Youth Development**

- A. Youth development cycle
- B. Adolescence issues

## **IV. Building Effective Relationships**

- A. Phases of the relationship
- B. Building a relationship
- C. Activities to consider
- D. Mentoring do's and don'ts

## **V. Critical Mentoring Skills**

- A. Characteristics of a good mentor
- B. Effective communication styles
- C. Dealing with difficult issues

## **VI. Program Structure and Operation**

- A. Program operation
- B. Responsibilities for the mentor
- C. Documentation requirements

## **VII. Next Steps**

- A. Closure group exercise
- B. Next steps
- C. Evaluation

# MODULE 4

# OVERVIEW OF

# MENTORING

## **Learning Objectives**

- Participants will learn a brief history of mentoring.
- Participants will learn key evaluation and research findings supporting mentoring as an intervention.
- Participants will learn key outcomes that are associated with mentoring.

## OVERVIEW OF MENTORING

TIME: 20 minutes

PROCESS: Presentation - Discussion

EQUIPMENT &  
MATERIALS: Flip chart, markers, tape, overhead projector  
Optional: PowerPoint projector

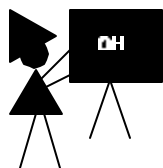
This module introduces the workshop participant to mentoring. It presents the rationale for mentoring, as well as a background on various mentor programs and the research to support their intervention model. There are three separate topics covered in this segment. (Note: For the actual mentor training this module would be 45 to 60 minutes long.)

### WHAT IS A MENTOR? WHAT IS MENTORING? WHY MENTORING?

TIME: 5 to 10 minutes

PURPOSE: The purpose of this introduction is to familiarize the participants with the need for mentors and briefly explain the basis for the term. Key concepts as to what constitutes a mentor and mentoring will be provided.

#### *Display Overhead/Slide 4.1 – Why Mentoring?*



#### **Why Mentoring?**

- C The makeup of the American household has changed dramatically this century.
- C Many children do not have the resources of having a wide variety of caring adults in their lives.
- C Schools and guidance counselors are overburdened.
- C Mentoring programs do not solve all the problems children have, but they can improve the lives of many children.
- C The future of tomorrow's world is in the hands of today's youth.

Go through each of the five points, ending with – youth are our future, and we owe them no less than to help them realize their full potential.

**EXERCISE:** Have participants identify and share their understanding of mentoring. Divide participants into groups of four to six people. Make sure they have name tags. Give each group newsprint and a marker. Write these questions on a board or flip chart.

C What words do you associate with the term mentor?

C What words do you associate with the term mentoring?

Each group is to list out words for each question. *Ask them to reflect on their own experience as a mentee or special friend.*

Collate and comment on the results. Are there any themes that emerge? Was the group largely in agreement? Save the sheets and go back to it after you go through the next three overheads.

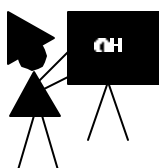
## MENTORING - A PERSONAL ACCOUNT

**TIME:** 15-20 minutes

**PURPOSE:** This exercise is optional. It is another way to get participants to share their experience with mentoring. **Note: This is an exercise you would want to do in the introduction period in the mentor training.**

Program participants will identify some of the traits and qualities in an individual they consider a mentor in their lives. This helps focus participants on the key role mentors can have in our lives, as well as some of the skills they need to be successful as mentors.

***Display Overhead/Slide 4.2 – Group Exercise: Role of Mentors in Our Lives***



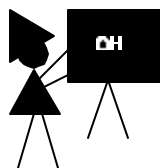
### GROUP EXERCISE Role of Mentoring in Our Lives

#### MENTOR QUALITIES

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

- **Role of mentoring in our lives.** Help participants to identify the traits and qualities of mentors in their lives. This will involve a large group discussion. Ask each participant to identify the qualities and skills of their mentor (if they had one!) who influenced their lives. List out qualities (*if the same quality is repeated, put a check by it*). Have a prepared list of the key qualities necessary to be an effective mentor. Check this list against the one you came up with during the session. What's missing? What's new? Summarize results.

### **Display Overhead/Slide 4.3 – Where Does The Term “Mentor” Come From?**



#### **Where Does the Term “Mentor” Come From?**

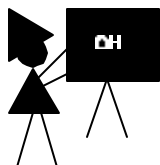
The word “mentor” comes from the Greek language and means “steadfast” or “enduring.”

In Homer’s, *The Odyssey*, the hero Ulysses asks his friend Mentor to counsel and guide his son.

In western thought, the term mentor has become synonymous with anyone who is a wise teacher, guide, and friend.

The point is – the term mentor may come from the Greeks, but it is a concept as old as human existence. Many traditional societies sponsored mentor-type relationships.

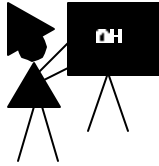
### **Display Overhead/Slide 4.4 – What Is Mentoring?**



#### **What Is Mentoring?**

- C Mentoring is . . . a time to help young people develop their potential and shape their lives.
- C Mentoring is . . . a time to help young people gain the skills and confidence to be responsible for their own future.
- C Mentoring is . . . a one-to-one trusting, caring relationship based on purposeful interactions that exist between an adult and a youth.
- C Mentoring is . . . “a structured program designed to foster relationships between a young person and someone more senior in age and experience who can offer support, guidance, and concrete experience to help the young person start a new undertaking, succeed in an important task, or otherwise realize their potential as they move toward adulthood.” (Connections: Linking Youth With Caring Adults – Urban Strategies Council, 9/89)

**Display Overhead/Slide 4.5 – Summary: Mentoring Characteristics**



**Summary:  
Mentoring Characteristics**

Generally, mentoring has been defined by the following characteristics:

- C A one-to-one relationship is fostered over time.
- C An older person provides guidance to a younger person.
- C Adult fosters, promotes, and encourages the development of character and competence of a young person.
- C Emphasis is on experiences between two people and the development of the relationship over time.
- C Youth is given undivided attention.
- C Focus is on the youth and his/her thoughts, feelings, and dreams.
- C The relationship helps, develops, and promotes child's sense of importance, self-efficacy, and competence.

Review each of these concepts.

Again, go over these points with the participants. Ask them if they are clear about the boundaries of a mentor relationship.

This concludes the topic *What's Mentoring?* The next topic provides participants with some additional information about mentor programs.

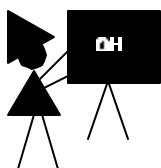


## RESEARCH ON MENTOR PROGRAMS

TIME: 5 to 10 minutes

PURPOSE: Present information on the success of mentor programs with a focus on specific qualities of success.

### *Display Overhead/Slide 4.6 – Mentor Research*

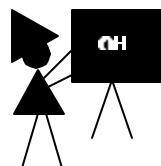


#### **Mentor Research**

- C Mentor research is limited – but growing.
- C There are some mixed results.
- C Several mentor programs have science-based results:
  - Big Brother/Big Sister study (Public Private Ventures)
  - Across Ages study
- C High-risk studies (not mentor programs) have demonstrated certain relationship qualities are central to positive youth development.

Review each item. Indicate mentor research has been uneven. This is to some extent a result of methods and analytic issues associated with doing mentor program evaluations (i.e., choice of instruments, choice of outcomes, etc.). However, there is a growing body of evidence indicating positive mentor program results. Also note that the effects of mentoring may not be known for some time after the engagement.

### *Display Overhead 4.7 – Mentor Research Results*

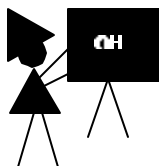


#### **Mentor Research Results**

- C Youth improve grades (59%) (Louis Harris Associates, 1994)
- C Youth credited mentors with improving their ability to avoid drugs (53%)
- C Youth stayed out of trouble due to mentoring experiences (52%)

Review each of the findings. Go to high-risk youth research.

**Display Overhead/Slide 4.8 – High-Risk Youth Research**



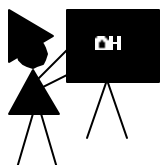
**High-Risk Youth Research**

Promising high-risk youth research findings highlight several factors suggestive of the important role mentoring can have.

- C Supportive, Caring Relationships. A number of longitudinal studies have cited the importance of a caring, supportive adult in the lives of high-risk youth.
- C Resilient Child. Many studies have documented the qualities of a resilient child – social competence, ability to solve problems, autonomy, a sense of purpose, and a positive outlook for the future. All these characteristics or traits can be encouraged and supported by a mentor.

Again, the point to make is that research of other high-risk youth programs is identifying traits and characteristics that are 1) positive factors for youth and 2) clearly promoted through successful mentor relationships.

**Display Overhead/Slide 4.9 – Summary of Mentor Qualities and Characteristics**

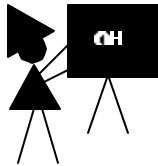


**Summary of Mentor Qualities and Characteristics**

QUALITY	CHARACTERISTICS
Friend/ Companion	Trust, share common interest and experiences, bond of trust and affection.
Advocate	Willing and active to further mentee interests Examples: advocacy in school may involve a discussion with teachers about grades and behavior.
Teacher	Helps mentee organize knowledge – learning a new skill. Participate with youth in learning new things.

Review each of the items. Emphasize again the role of the mentor is to be a special, trusting, and caring friend to the mentee.

***Display and Conclude with the Final Overhead 4.10 -  
Mentor's Message to Mentee***



**Mentor's Message to Mentee:**

*"I will help you be whoever you want to be."*

This concludes Module 4 – *Overview of Mentoring*. Move on to Module 5 – Youth Development: Understanding Today's Youth.

# MODULE 4 OVERHEADS

# WHY MENTORING? <sup>1</sup>

- **The makeup of the American household has changed dramatically this century.** Two generations ago, half of all American households had at least one adult, in addition to the parents, residing there – today fewer than 1 in 20 do.
- **Many children do not have the resources of having a wide variety of caring adults in their lives.** They come from families under pressure because of poverty, divorce, substance abuse, and violence. These families are also isolated from the community; the children in greatest need of help from outside the family are the least likely to get it.
- **Schools and guidance counselors are overburdened.** Mentoring programs can bring an adult into the child's life. One-to-one, caring relationships have a chance to touch a young person's life and directly affect their future.
- **Mentoring programs do not solve all the problems children have, but they can improve the lives of many children.** Mentoring programs show that someone cares – something each child needs to know if they are to develop emotionally, socially, and academically.
- **The future of tomorrow's world is in the hands of today's youth.** To become effective leaders and responsible citizens, young people must first overcome the obstacles they face (e.g., poverty, illiteracy, crime, and substance abuse). Children look to role models to help them face their future. Mentors can be a positive example, something many children seek. Mentors can help children to learn to believe in themselves.

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<sup>1</sup> Reprinted from ©Creative Grandparenting®, Inc. 1997.

# **GROUP EXERCISE: ROLE OF MENTORS IN OUR LIVES**

## **MENTOR QUALITIES**

1.

2.

3.

4.

5.

Etc.

# WHERE DOES THE TERM “MENTOR” COME FROM?

The word “mentor” comes from the Greek language and means “steadfast” or “enduring.”

In Homer’s, *The Odyssey*, the hero Ulysses asks his friend Mentor to counsel and guide his son.

In western thought, the term mentor has come to be synonymous with anyone who is a wise teacher, guide, and friend.

# WHAT IS MENTORING?<sup>2</sup>

- C Mentoring is . . . a time to help young people develop their potential and shape their lives.
- C Mentoring is . . . a time to help young people gain the skills and confidence to be responsible for their own future.
- C Mentoring is . . . a one-to-one trusting, caring relationship based on purposeful interactions that exist between an adult and a youth.
- C Mentoring is . . . *"a structured program designed to foster relationships between a young person and someone more senior in age and experience who can offer support, guidance, and concrete experience to help the young person start a new undertaking, succeed in an important task, or otherwise realize their potential as they move toward adulthood."* (Connections: Linking Youth With Caring Adults – Urban Strategies Council, 9/89)

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<sup>2</sup> Reprinted from ©Creative Grandparenting®, Inc. 1997



# SUMMARY:

## MENTORING CHARACTERISTICS

Generally, mentoring has been defined by the following characteristics:

- C One-to-one relationships are fostered **over time**
- C An older person provides guidance to a younger person
- C Adult fosters, promotes, and encourages the development of character and competence of a young person
- C Emphasis is on **experiences** between two people and the **development** of the relationship over time
- C Youth is given undivided attention
- C Focus is on the youth and his/her thoughts, feelings, and dreams
- C The relationship helps, develops, and promotes child's sense of importance, self-efficacy, and competence

# MENTOR RESEARCH

- C Mentor research is limited – but growing
- C There are some mixed results
- C Several mentor programs have science-based results:
  - Big Brother/Big Sister study (Public Private Ventures)
  - Across Ages study
- C High-risk studies (not mentor programs) have demonstrated certain relationship qualities are central to positive youth development

# MENTOR RESEARCH RESULTS

- C Youth improve grades (59%) (Louis Harris Associates, 1994)
- C Youth credited mentors with improving their ability to avoid drugs (53%)
- C Youth stayed out of trouble due to mentoring experiences (52%)

# HIGH-RISK YOUTH RESEARCH

Promising high-risk youth research findings highlight several factors suggestive of the important role mentoring can have.

- C Supportive, Caring Relationships. A number of longitudinal studies have cited the importance of a caring, supportive adult in the lives of high-risk youth.
- C Resilient Child. Many studies have documented the qualities of a resilient child – social competence, ability to solve problems, autonomy, a sense of purpose, and a positive outlook for the future. All these characteristics or traits can be encouraged and supported by a mentor.

# SUMMARY OF MENTOR QUALITIES AND CHARACTERISTICS

QUALITY	CHARACTERISTICS
Friend/ Companion	Trust, share common interest and experiences, bond of trust and affection.
Advocate	Willing and active to further mentee interests (Examples: advocacy in school may involve a discussion with teachers about grades and behavior).
Teacher	Helps mentee organize knowledge – learning a new skill. Participate with youth in learning new things.
Role Model	Provides concrete image of possibilities for youth through the example of mentors' life experiences.

## MENTOR'S MESSAGE TO MENTEE:

***"I will help you be  
whoever you want to be."***

# MODULE 5

# YOUTH DEVELOPMENT

## Understanding Today's Youth

### **Learning Objectives**

- Participants will learn about growth and developmental cycle of early and mid-adolescents.
- Participants will learn about the needs of youth to socialize and “norm” their behaviors.

# Youth Development: Understanding Today's Youth

TIME: Overall 20 minutes

PROCESS: Presentation – Brainstorm – Discussion – Interactive

EQUIPMENT &  
MATERIALS: Flip chart, markers, tape, overhead projector  
Optional: PowerPoint Projector

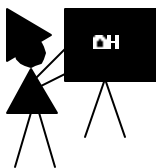
The overall purpose of Module 5 is to present participants information about developmental-related issues facing youth today. This includes maturational facts as well as information about peer socialization. The role of alcohol and other drugs is discussed lastly. The implications of these ideas for working with youth is presented.

## YOUTH DEVELOPMENT CYCLE

TIME: 20 to 30 minutes (5-10 minutes for overview of Training of Trainer presentation)

PURPOSE: Present an overview on adolescent development to enable mentors to be aware of behavioral and developmental issues influencing and affecting mentees

### ***Display Overhead/Slide 5.1 – The Teen Years: Developmental Issues***



#### **THE TEEN YEARS Developmental Issues**

1. Personal identity – significantly influenced by group membership.
2. Drug use can become intertwined with the development of personal identity.
3. Adolescents begin to question the sense or logic of the concrete world they have experienced in the past.
4. Adolescents are often passionately ideological.
5. Curiosity and adventurousness are hallmarks of the adolescent.
6. By the middle teen years, most youth have accumulated considerable knowledge about alcohol and drugs – even if they have not personally experienced it.

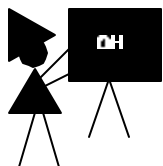


This overhead comes from some materials Rod Skager, Ph.D., has assembled on youth development. It has an AOD orientation, given it was done for the prevention field. Some key points to emphasize are:

- C The role of peer groups and personal identity (NOTE: He does not believe in peer pressure per se. Rather, he sees youth as wanting/needing to belong.)
- C Drug use **can** interfere/confuse the ordinary development of identity.
- C Youth are very aware and knowledgeable about AOD, even if they do not choose to use.

After this introduction to teens, lead the participants in an exercise in which they reflect on their own teen years. (Note: This exercise is better suited for the Mentor Training Program.)

**EXERCISE: Display Overhead/Slide 5.2 – Exercise: To Be Young Again**

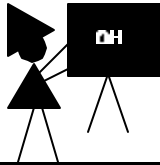


**EXERCISE  
To Be Young Again**

What was going on with you socially and emotionally when you were between the ages of 13 to 15?

This exercise can be done either in a large group or by breaking the group into smaller groupings. Facilitate a discussion on what it was like to be a teen. If necessary use some of the key issues to spur the discussion:

- C What was going on with your friends?
- C What was happening to you in your family?
- C What about boyfriends/girlfriends?
- C What did friendship mean?
- C What thoughts of the future did you have?
- C How different was it being 15 than 12? What were some of the characteristics of this difference?



### Display Overhead/Slide 5.3 – Growth and Development in Early and Mid-Adolescence

#### Growth and Development in Early and Mid-Adolescence

##### EARLY ADOLESCENCE

(begins at age 10 or 11 and merges with mid-adolescence at age 14 or 15)

##### Physically

- C Girls' growth begins and peaks earlier than boys'
- C Reproductive system developing
- C Secondary sex characteristics begin to develop

##### Intellectually

- C Beginning to move from concrete thinking (what is) to abstract thinking ("formal operations – what might be true if...")
- C Can't always perceive long-range implications of current decisions
- C Expanded interest; intense, short-term enthusiasm

##### Socially and Emotionally

- C **Self**
  - a. Preoccupation with rapid body change
  - b. Self-absorption, self-consciousness
  - c. Diminished self-esteem
- C **Family**
  - a. Redefining relationship with family, moving toward more independence while still looking to family for guidance and values
  - b. Few major conflicts over parental control
- C **Peers**
  - a. Increasing importance
  - b. Seeking to become part of group to hide insecurities from rapid changes
  - c. Comparing own normality and acceptance with same-sex peers
  - d. Moving toward more intimate sharing of feelings
- C **Sexuality**
  - a. Defining self in terms of maleness and femaleness
  - b. Learning how to relate to opposite sex (what to say and how to behave)

##### MID-ADOLESCENCE

(begins at age 14 or 15 and merges with late adolescence at about age 17)

##### Physically

- C Growth slowing, stature reaches 95 percent of adult height
- C Secondary sex characteristics well advanced

##### Intellectually

- C Growing competence in abstract thinking
- C Capable of perceiving future implications of current acts and decisions, but not always applied
- C Reverts to concrete thinking under stress

##### Socially and Emotionally

- C **Self**
  - a. Reestablishing body image as growth slows
  - b. Preoccupation with fantasy and idealism as abstract thinking and sense of future develops
- C **Family**
  - a. Major conflict over control (rules, home-work, curfew)
  - b. Struggle for emancipation, greater autonomy
- C **Peers**
  - a. Strong identification with chosen peer to affirm self-image
  - b. Looking to peers for behavioral codes
- C **Sexuality**
  - a. Testing ability to attract and parameters of masculinity and femininity
  - b. Developing sexual codes of behavior, personal value system

Go over the list pointing out some items that may be issues in their mentor relationship.

- C **Intellectually** – their ability at perceiving future implications of current acts not always applied. It makes it difficult for 1) goal setting and 2) future planning.
- C **Family** – major conflict over control. These issues are likely to emerge in their discussions with the mentees.
- C **Peer** – peer identification (discussed later in this module) is very significant.

Then go back to some of the issues that emerged in the previous exercise. Did some of the ideas/issues presented in 5.1 match the list generated in that exercise?

*Next move on to the summary of early adolescence issues.*

### ***Display Overhead/Slide 5.4 – Early Adolescence Issues***

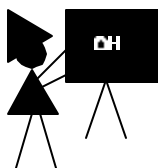
Stress the second column – Therefore They Need. These are actions mentors can/should do to help youth with developmentally-related issues. This will be in the trainees' notebook. Tell them to refer to this page often as they work with their mentee.

There are three additional overheads:

- What Do You Know About Adolescents? (5.5)
- Adolescence (5.6)
- Tasks of Adolescence (5.7)

These can be used in the presentation with mentors.

*– See Next Page For Overhead 5.4 –*



### EARLY ADOLESCENCE ISSUES

#### Young Adolescents . . .

undergo rapid physical, social, emotional, and intellectual changes.

change at different rates, according to highly individual *"internal clocks."*

grow more rapidly than at any other time in their lives since birth.

develop secondary sex characteristics and the capacity to reproduce.

can be painfully self-conscious and critical. They are defining themselves, and they vary widely in maturation and ability.

seek limited independence and autonomy. They may imagine themselves to be invulnerable to negative risks.

identify with the peer group – they want to belong, and they are developing deepening friendships.

develop new talents, energies, and feelings.

identify more maturely with their race, gender, and potential for employment.

are idealistic about social and religious issues.

are at a uniquely vulnerable time in their lives.

#### Therefore, they need . . .

to explore who they are and what they can become.

diverse activities that can appeal to a wide range of skills and interests.

lots of physical activity – not stressful competition – and time for relaxation, too.

accurate information and guidance about sexuality.

many opportunities to achieve and to have their competence recognized by others.

adult guidance in setting limits, but they should be allowed to help make the rules within those guidelines.

opportunities to form positive relationships and experiences with peers.

outlets for creative expression.

relationships with diverse adult role models.

to participate meaningfully in their communities.

reassuring and informed adults – and a more caring society.

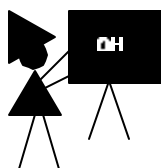
## ADOLESCENT AOD USE AND THE ROLE OF SOCIALIZATION

**TIME:** 15 to 20 minutes (for mentor training or a few minutes for the training overview)

**PROCESS:** Presentation – Discussion

This segment focuses on adolescents and AOD use through using the principles of youth development presented initially in this module. Much of this material has been derived from the work of Dr. Rodney Skager.

### ***Display Overhead/Slide 5.8 – Teen Alcohol and Drug Use: Myths and Facts***



#### **TEEN ALCOHOL AND DRUG USE MYTHS AND FACTS**

- |                |   |
|----------------|---|
| <b>Myth 1:</b> | <i>Adolescents use drugs because they are ignorant of the consequences.</i>   |
| <b>Myth 2:</b> | <i>Adolescents who use drugs are deviants.</i>  |
| <b>Myth 3:</b> | <i>Adolescent use of "soft drugs" leads to use of "hard drugs." (Gateway Theory)</i>  |
| <b>Myth 4:</b> | <i>Adolescents use drugs because they lack self-esteem.</i>   |
| <b>Myth 5:</b> | <i>Peer pressure is responsible for initiation and use.</i>   |
| <hr/>          |   |
| <b>Fact 1:</b> | <i>Despite strenuous efforts over the past 30 years, drugs remain readily available to people who want to use them.</i>   |
| <b>Fact 2:</b> | <i>By age 16, most high school students report that both marijuana and alcohol are fairly easy to obtain.</i>   |
| <b>Fact 3:</b> | <i>Most youth use or experiment with alcohol and drugs. By their senior year, the majority have used alcohol; and approximately 50 percent have used an illicit drug.</i> |

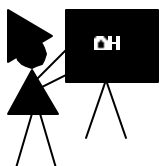
Review the myths and facts with the participants. Stress the following:

1. Adolescents knowledgeable about consequences do not necessarily stop using. Many preventionists used to believe education alone was enough – it is not.

2. Self-esteem is a poor correlate for drug use. It is often the reverse. Youth with a high sense of self-worth do drugs because *"they won't make mistakes when using them."*
3. Peer pressure gets at the heart of the discussion. Understanding adolescents need to belong creates the potential to get involved with drugs – if the peer group they aspire to join has use as one of its norms.

This discussion segues to teen socialization.

***Display Overhead/Slide 5.9 – THE TEEN YEARS:  
Socialization and Substance Use***



**THE TEEN YEARS  
Socialization and Substance Use**

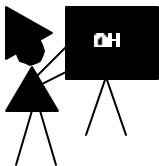
1. Preeminent characteristics of the human species is to imitate the behaviors of other humans.
2. Children and youth can **socialize** (adopt values and norms) through a dual system of family and peer group membership.

KEY: Nearly all of us learned to behave differently in our family versus our peer group.
3. From preschool, peer groups dominate the formation of many values and associated behaviors.
4. Status in the peer group is a preeminent concern for children and youth.
5. Much of *"deviant"* behavior among youth is symbolic – it demonstrates *"we are different . . . adult expectations and norms do not control us."*
6. Spontaneous imitation of peers is much more influential than direct peer pressure.
7. Youth significantly over-estimate peer usage. This belief contributes to their willingness to try drugs as a way of gaining personal status.
8. Surveys show youth of all ages believe that their parents would strongly disapprove of their use of marijuana. However, 50 percent do so by the age of 16.
9. Teenagers entering secondary school organize themselves into small supportive friendship groups that are part of their larger groups called *"crowds."* Members of one group differentiate themselves from others in symbolic ways. Often AOD use is the mechanism to accomplish this.

Based on Dr. Rodney Skager's *"Reinventing Prevention"* document, Spring 1999.

The message you want to convey is the importance of teens (and adults) to socialize in peer groups and that the norms of the group will become their norms.

***Display Overhead/Slide 5.10 – Summary of Socialization Principles Affecting Adolescent AOD Use***



**SUMMARY OF SOCIALIZATION PRINCIPLES  
AFFECTING ADOLESCENT AOD USE**

Parents and mentors should be aware of a number of principles about the social world of peers in which their children spend most of their time.

- C Young people must learn to live and prosper in at least two social worlds – peer and their family.
- C Widespread experimenting and moderate use is not surprising in a youth population among whom some experience with substances is widely perceived as normal.
- C When teens perceive norms and expectations in the two worlds to be in conflict, most of them resolve the resulting dissonance by developing values and related behaviors suitable to each. This often includes drinking or using with friends while remaining abstinent at home.
- C That a teenager has experimented with substances or engages in occasional use does not necessarily mean that he or she will develop problematic use.
- C None of these principles denies the fact that life prospects of teens are likely to be seriously compromised if they become enmeshed in the criminal justice system as a result of illicit drug use.

Review each of these points. Make it clear it is not the position of the mentor organization or anyone in the prevention field to advocate AOD use. However, individuals working with youth must be sensitive to the real world experiences.

# MODULE 5 OVERHEADS



# **THE TEEN YEARS**

## **DEVELOPMENTAL ISSUES**

1. Personal identity – significantly influenced by group membership.
2. Drug use can become intertwined with the development of personal identity.
3. Adolescents begin to question the sense or logic of the concrete world they have experienced in the past.
4. Adolescents are often passionately ideological.
5. Curiosity and adventurousness are hallmarks of the adolescent.
6. By the middle teen years, most youth have accumulated considerable knowledge about alcohol and drugs – even if they have not personally experienced it.

# **EXERCISE TO BE YOUNG AGAIN**

*What was going on with you socially  
and emotionally when you were  
between the ages of 13 to 15?*

# GROWTH AND DEVELOPMENT IN EARLY AND MID-ADOLESCENCE

## EARLY ADOLESCENCE

(begins at age 10 or 11 and merges with mid-adolescence at age 14 or 15)

### Physically

- C Girls' growth begins and peaks earlier than boys'
- C Reproductive system developing
- C Secondary sex characteristics begin to develop

### Intellectually

- C Beginning to move from concrete thinking (what is) to abstract thinking ("formal operations – what might be true if . . .")
- C Can't always perceive long-range implications of current decisions
- C Expanded interest; intense, short-term enthusiasm

### Socially and Emotionally

- C **Self**
  - a. Preoccupation with rapid body change
  - b. Self-absorption, self-consciousness
  - c. Diminished self-esteem
- C **Family**
  - a. Redefining relationship with family, moving toward more independence while still looking to family for guidance and values
  - b. Few major conflicts over parental control
- C **Peers**
  - a. Increasing importance
  - b. Seeking to become part of group to hide insecurities from rapid changes
  - c. Comparing own normality and acceptance with same-sex peers
  - d. Moving toward more intimate sharing of feelings
- C **Sexuality**
  - a. Defining self in terms of maleness and femaleness
  - b. Learning how to relate to opposite sex (what to say and how to behave)

## MID-ADOLESCENCE

(begins at age 14 or 15 and merges with late adolescence at about age 17)

### Physically

- C Growth slowing, stature reaches 95 percent of adult height
- C Secondary sex characteristics well advanced

### Intellectually

- C Growing competence in abstract thinking
- C Capable of perceiving future implications of current acts and decisions, but not always applied
- C Reverts to concrete thinking under stress

### Socially and Emotionally

- C **Self**
  - a. Reestablishing body image as growth slows
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- C **Peers**
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  - b. Looking to peers for behavioral codes
- C **Sexuality**
  - a. Testing ability to attract and parameters of masculinity and femininity
  - b. Developing sexual codes of behavior, personal value system

**Source:** Robert L. Johnson, M.D., associate professor of Pediatrics and director of Adolescent Medicine at the University of Medicine and Dentistry of New Jersey, New Jersey Medical School and Opportunities for Prevention Building After-School and Summer Programs for Young Adolescents. Children's Defense Fund, 1967.

# EARLY ADOLESCENCE ISSUES

## Young Adolescents . . .

undergo rapid physical, social, emotional, and intellectual changes.

change at different rates, according to highly individual *"internal clocks."*

grow more rapidly than at any other time in their lives since birth.

develop secondary sex characteristics and the capacity to reproduce.

can be painfully self-conscious and critical. They are defining themselves, and they vary widely in maturation and ability.

seek limited independence and autonomy. They may imagine themselves to be invulnerable to negative risks.

identify with the peer group – they want to belong, and they are developing deepening friendships.

develop new talents, energies, and feelings.

identify more maturely with their race, gender, and potential for employment.

are idealistic about social and religious issues.

are at a uniquely vulnerable time in their lives.

## Therefore, they need . . .

to explore who they are and what they can become.

diverse activities that can appeal to a wide range of skills and interests.

lots of physical activity – not stressful competition – and time for relaxation, too.

accurate information and guidance about sexuality.

many opportunities to achieve and to have their competence recognized by others.

adult guidance in setting limits, but they should be allowed to help make the rules within those guidelines.

opportunities to form positive relationships and experiences with peers.

outlets for creative expression.

relationships with diverse adult role models.

to participate meaningfully in their communities.

reassuring and informed adults – and a more caring society.

From *Common Focus: An exchange of information about early adolescence, volume 5, number 2, 1983. Center for Early Adolescence, Carrboro, NC., as presented in Campus Partners in Learning/Campus Compact.*)

# WHAT DO YOU KNOW ABOUT ADOLESCENTS?

Myths:

- Ⓒ They are not quite normal.
- Ⓒ They are going through a phase and will grow out of it.
- Ⓒ It's only temporary (in other words, not significant).
- Ⓒ They are basically all alike.
- Ⓒ Each adolescent is growing in a continuous pattern.
- Ⓒ They are still children.

**Source:** Varenhorst, Barbara, "The Adolescent Society," *Adolescent Peer Pressure*, NIDA, 1986.

# ADOLESCENCE

## A PHYSICALLY MATURE 12 YEAR OLD MAY:

- look like a 16 year old
- but sometimes act like a 9 year old
- have thinking and reasoning skills that vary widely from task to task

**Source:** Adolescent Pregnancy Clearinghouse. "Building Effective Programs for Young Adolescents - After-School and Summer Programs," *Opportunities for Prevention*, July, 1987.

# TASKS OF ADOLESCENCE

- Experience physical and sexual maturity
- Develop individuality
- Form commitments
- Separation and autonomy
- Outgrow egocentric focus
- Reevaluate values

**Source:** Varenhorst, Barbara, "The Adolescent Society," *Adolescent Peer Pressure*, NIDA, 1986.

# TEEN ALCOHOL AND DRUG USE

## MYTHS AND FACTS

**Myth 1:** *Adolescents use drugs because they are ignorant of the consequences.*

**Myth 2:** *Adolescents who use drugs are deviants.*

**Myth 3:** *Adolescent use of “soft drugs” leads to use of “hard drugs” (Gateway Theory)*

**Myth 4:** *Adolescents use drugs because they lack self-esteem.*

**Myth 5:** *Peer pressure is responsible for initiation and use.*

---

**Fact 1:** *Despite strenuous efforts over the past 30 years, drugs remain readily available to people who want to use them.*

**Fact 2:** *By age 16, most high school students report that both marijuana and alcohol are fairly easy to obtain.*

**Fact 3:** *Most youth use or experiment with alcohol and drugs. By their senior year, the majority have used alcohol; and approximately 50 percent have used an illicit drug.*



# THE TEEN YEARS

## SOCIALIZATION AND SUBSTANCE USE<sup>1</sup>

- Preeminent characteristics of the human species is to imitate the behaviors of other humans.
- Children and youth can **socialize** (adopt values and norms) through a dual system of family and peer group membership.

KEY: Nearly all of us learned to behave differently in our family versus our peer group.

- From preschool, peer groups dominate the formation of many values and associated behaviors.
- Status in the peer group is a preeminent concern for children and youth.
- Much of “*deviant*” behavior among youth is symbolic – it demonstrates “*we are different . . . adult expectations and norms do not control us.*”
- Spontaneous imitation of peers is much more influential than direct peer pressure.
- Youth significantly over-estimate peer usage. This belief contributes to their willingness to try drugs as a way of gaining personal status.
- Surveys show youth of all ages believe that their parents would strongly disapprove of their use of marijuana. However, 50 percent do so by the age of 16.
- Teenagers entering secondary school organize themselves into small supportive friendship groups that are part of their larger groups called “*crowds.*” Members of one group differentiate themselves from others in symbolic ways. Often AOD use is the mechanism to accomplish this.

---

<sup>1</sup> Based on Dr. Rodney Skager’s “*Reinventing Prevention*” document, Spring 1999.

# **SUMMARY OF SOCIALIZATION PRINCIPLES AFFECTING ADOLESCENT AOD USE**

Parents and mentors should be aware of a number of principles about the social world of peers in which their children spend most of their time.

- C Young people must learn to live and prosper in at least two social worlds – peer and their family.
- C Widespread experimenting and moderate use is not surprising in a youth population among whom some experience with substances is widely perceived as normal.
- C When teens perceive norms and expectations in the two worlds to be in conflict, most of them resolve the resulting dissonance by developing values and related behaviors suitable to each. This often includes drinking or using with friends while remaining abstinent at home.
- C That a teenager has experimented with substances or engages in occasional use does not necessarily mean that he or she will develop problematic use.
- C None of these principles denies the fact that life prospects of teens are likely to be seriously compromised if they become enmeshed in the criminal justice system as a result of illicit drug use.

# MODULE 6

# CRITICAL

# MENTORING SKILLS

## **Learning Objectives**

- Participants will learn the primary tasks of a mentor.
- Participants will learn ways to enhance their communication skills.
- Participants will learn how to respond to problems typically encountered in mentoring relationships.

## Critical Mentoring Skills

TIME: Overall 40 to 60 minutes – could be longer. (30 minutes for Training the Trainers presentation)

PROCESS: Presentation – Discussion

MATERIALS: Flip chart, markers, tape, overhead projector  
Optional: PowerPoint projector

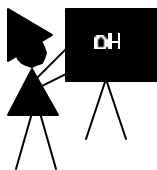
This module is intended to provide the mentors with an introduction on skills they will need to ensure a productive and effective relationship with their mentees. Three topics will be presented and discussed.

### CHARACTERISTICS OF A GOOD MENTOR

TIME: 15 to 20 minutes (5 - 10 minutes for the Training the Trainers session)

PURPOSE: This introductory topic re-establishes some of the key concepts associated with effective mentoring. It reiterates some of the points made earlier and establishes a context to discuss other critical mentor skills – communication and dealing with difficult issues.

***Display Overhead/Slide 6.1 – Key Characteristics of a Good Mentor***



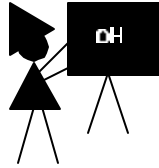
#### Key Characteristics Of a Good Mentor

- C Good listener
- C Persistent
- C Committed
- C Patient

A good mentor is a **Resource Broker**. S/he **shows** mentees how to access services and resources they need rather than **providing** them.

Review each item. This is a situation in which the participants can illustrate the points with personal stories/observations.

## Display Overhead/Slide 6.2 – Primary Tasks of a Mentor



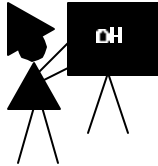
### Primary Tasks of a Mentor

- C Establish a positive, personal relationship with mentee.**
  - Establish mutual trust and respect.
  - May be unique to each specific match.
  - Maintain regular interaction and consistent support.
  - Make it enjoyable/fun.
- C Help mentee to develop or begin to develop life skills.**
  - Work with your mentee to accomplish specific program goals (*i.e.*, dropout prevention, general career awareness).
  - Instill the framework for developing broader life-management skills (*i.e.*, decision-making skills, goal setting skills, conflict resolution, money management, etc.).
- C Assist mentee in obtaining additional resources.**
  - Provide awareness of community, educational, and economic resources available to youth and their families and how to access these resources. Act as a resource *“broker”* as opposed to a resource *“provider.”*
  - Act as a guide and/or advocate, *“coach”* and/or model.
  - Avoid acting as a professional case manager. View the role of a mentor as a friend rather than a counselor.
- C Increase mentee’s ability to interact with people/groups/things from various backgrounds (cultural, racial, socioeconomic, etc.).**
  - Respect and explore differences among people/groups from various backgrounds. Do not promote values and beliefs of one group as superior than another.
  - Introduce mentee to different environments (*i.e.*, workplace versus school setting). Discuss differences in behavior, attitude, and style.

This is yet another take-off on the tasks and activities expected of a mentor. Review this list. This has four main points which should be reviewed first. Then go back and examine some of the specifics under each major category.

To summarize this topic, you can use *“Qualities of A Successful Mentor”* as an overhead or as a handout. This identifies six qualities with supporting narrative.

### Display Overhead/Slide 6.3 – Qualities of a Successful Mentor



#### Qualities of a Successful Mentor

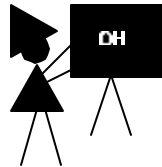
- C **Personal commitment to be involved with another person for an extended time period – generally one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions, to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul – to be there long enough to make a difference.
- C **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be "*rescued*." Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their partners, and the privilege of being advisors to them.
- C **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
- C **Ability to empathize with another person's struggles.** Effective mentors can feel "*with*" people without feeling pity for them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.
- C **Ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their partners with an optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.
- C **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees and to learn new things that are important to their mentees (music, styles, philosophies, etc.).

## SKILLS FOR PEAK COMMUNICATION

TIME: 15-20 minutes

**PURPOSE:** This exercise is effective in generating the skills needed for peak communication. It can be used when training mentors or it can be used as a group exercise with mentors and mentees. Give the group 5-10 minutes to generate their list and then have them report out to the larger group. Give them three examples to get them started like, *Being in the moment, Energy, Eye contact*. Have a prepared list of some of the skills and attitudes necessary for daily communication. Check this list against the ones generated by the group. What's missing? What's new? Allow time for discussion.

***Display Overhead/Slide 6.4 – Exercise: Skills for Peak Communication***



### **EXERCISE** **Skills for Peak Communication**

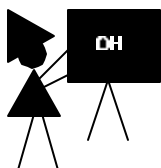
What are the skills and attitudes developed and used by the actor?

## EFFECTIVE COMMUNICATION STYLES

TIME: 15 to 20 minutes (5 - 10 minutes)

**PURPOSE:** This is typically the core component of any mentor training. It identifies techniques to use (or not) when communicating with youth. Again, the lessons here are equally valid and appropriate in all situations involving communications.

### Display Overhead/Slide 6.5 – Communication Skills



#### Communication Skills

- |   |                             |  |
|---|-----------------------------|--|
| C | <b>Active Listening-</b>    | involves paying attention to verbal and non-verbal cues.         |
| C | <b>"I" Messages</b>         | – avoid judging or placing blame. Keep communications open.      |
| C | <b>Paraphrasing</b>         | – shows that you are listening by repeating what you just heard. |
| C | <b>Open-ended Questions</b> | – provide for explanations and more in-depth responses.          |

Review each of the four items briefly, or more expansively, using the background materials (Overheads/Slides 6.7 to 6.10).

### Display Overhead/Slide 6.6 – Active Listening Skills

#### Active Listening Skills

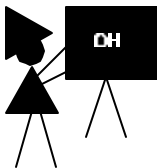
1. Maintain good eye contact.
2. Face your mentee head on.
3. Keep an open posture – *don't cross arms and legs.*
4. Lean toward mentee – *show involvement in what s/he is saying.*
5. Stay relaxed in your overall manner – *show you are comfortable with the situation.*
6. Be aware of the mentees and your own body language.
7. Listen for feeling as well as content – *read "between the lines."*
8. Don't confuse content and delivery – *assume the mentee has something to say, even if s/he is having trouble saying it.*
9. Cultivate empathy with the mentee – *try to put yourself in his/her place.*
10. Avoid distractions – *choose a comfortable and quiet place for your meeting.*
11. Avoid time pressure for your meeting – *whenever possible.*
12. Don't jump into the conversation too soon – *let the mentee finish what s/he is saying.*
13. Pause a few seconds before giving feedback – *you both need time to think.*
14. Give the mentee time to correct a mistake – *this shows respect.*
15. Use simple gestures or phrases – *to show you are listening.*
16. Ask questions beginning with "What" or "How" – *avoid questions with Yes or No answers.*



Review this list. It presents the mechanics of active listening and provides concrete examples on how to implement this skill.

You now have a choice to either refer the participants to the Overheads/ Slides 6.7 through 6.10 which presents in more detail information on each of these four skill areas or use the materials as overheads. They are dense and convey a lot of information. Remind participants to use these overheads/slides for future reference. Do not expect them to memorize or get all of the information in one session.

***Display Optional Overhead/Slide 6.7 – Communication Skills: Active Listening***



**Communication Skills: Active Listening**

Active listening is an attempt to truly understand the content and emotion of what the other person is saying. This is done by paying attention to the verbal and non-verbal messages. The task is to focus, hear, respect, and communicate your desire to understand. This is not the time to be planning/delivering how you feel.

Active listening is NOT nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging, or ridiculing.

**What skills are used?**

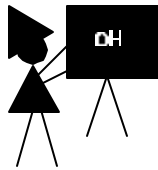
1. Eye contact
2. Body language (e.g., open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures, etc.)
3. Verbal cues such as "Um-hmmm," "sure," "ah," "yes," etc.

**Results:**

1. **Encourages honesty** – helps people to free themselves of troublesome feelings by expressing them openly
2. **Reduces fear** – helps people become less afraid of negative feelings
3. **Builds respect and affection**
4. **Increases acceptance** – promotes a feeling of understanding
5. **The first step toward problem solving** – "negotiating from the heart"

When you actively listen, you cooperate in solving the problem – and in preventing future problems.

## Display Optional Overhead/Slide 6.8 – Communication Skills: “I” Messages



### Communication Skills “I” Messages

“I” message provides an opportunity to keep the focus on you and explain your feelings in response to someone else’s behavior. Because “I” messages do not accuse, point fingers at the other person, or place blame, they avoid judging and help keep the communication open. At the same time, “I” messages continue to advance a situation to a problem-solving stage.

#### For example:

“I was really sad when you didn’t show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it.”

#### Avoid:

“You didn’t show up, and I waited for one hour. You could have at least called me and let me know that you wouldn’t be there. You are irresponsible.”

#### Take care that your:

*Body language:* slouching, turning away, pointing a finger

*Timing:* speaking too fast or too slow

*Facial expressing:* smiling, squirming, raising eyebrows, gritting teeth

*Tone of voice:* shouting, whispering, sneering, whining

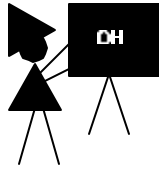
*Choice of words:* biting, accusative, pretentious, emotionally laden

**are congruent with an honest, open heart.**

#### Results:

“I” messages only present perspective. Allowing the other person to actually “have” a point of view and hearing it does not mean that s/he is right. “I” messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem solving stage.

## Display Optional Overhead/Slide 6.9 – Communication Skills: Paraphrases



### Communication Skills: Paraphrases

Focuses on listening first and then reflecting the two parts of the speaker's message – FACT and FEELING – back to the speaker. Often, the fact is clearly stated, but a good listening is *"listening between the lines"* for the *"feeling"* part of the communication. Using this skill is a way to *"check out"* what you heard for accuracy – did you interpret what your mentee said correctly? This is particularly helpful when working with youth. Youth culture/language is constantly changing. Often words which meant one thing when mentors were youth could have an entirely different meaning for youth today.

#### Format:

Examples for FACT

*"So you're saying that . . ."*

*"You believe that . . ."*

*"The problem is . . ."*

Examples for FEELING

*"You feel that . . ."*

*"Your reaction is . . ."*

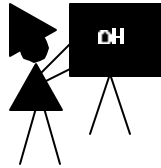
*"And that made you feel . . ."*

Paraphrases are not a time to respond by evaluating, sympathizing, giving our opinion, offering advice, analyzing, or questioning.

#### Results:

Using active listening skills will enable you to gather the information and then be able to simply report back what you heard in the message – the facts and the attitudes/feelings that were expressed. This lets the other person know that you hear, understand, and care about his/her thoughts and feelings.

**Display Optional Overhead/Slide 6.10 – Communication Skills: Open-Ended Questions**



**Communication Skills: Open-ended Questions**

Open-ended questions are intended to collection information by exploring feelings, attitudes, and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. Youth, teenagers especially, tend to answer questions with the least amount of words as possible. In order to maintain an active dialogue without interrogating, try to ask questions which cannot be answered with a "yes," "no," "I don't know," or a grunt.

**Examples:**

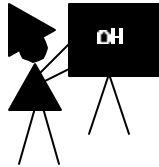
*"How do you see this situation?"*  
*"What are your reasons for . . . ?"*  
*"Can you give me an example?"*  
*"How does this affect you?"*  
*"How did you decide that?"*  
*"What would you like to do about it?"*  
*"What part did you play?"*

NOTE: Using the question, *"why did you do that?"* may sometimes yield a defensive response rather than a clarifying response.

**Results:**

Since open-ended questions require a bit more time than closed-ended questions (questions that can be answered by "yes," "no," or a brief phrase) they give the person a chance to explain. Open-ended questions yield significant information which can in turn be used to problem solve.

## Display Overhead/Slide 6.11 – Roadblocks to Effective Communication



### Roadblocks to Effective Communication

1. **Ordering, directing, commanding**  
Telling the youth to do something; giving the youth an order or command  
*"Stop complaining!"*
2. **Moralizing, preaching, should's and ought's**  
Invoking vague outside authority as accepted truth  
*"You shouldn't act like that."*  
*"You ought to do . . ."*  
*"Children are supposed to respect their elders."*
3. **Teaching, lecturing, giving logical arguments**  
Trying to influence the youth with facts, counter-arguments, logic, information, or your own opinion:  
*"College can be the most wonderful experience you'll ever have."*  
*"Children must learn to get along with one another."*  
*"Let's look at the facts about college graduates."*  
*"If kids learn to take responsibility around the house, they'll grow up to be responsible adults."*  
*"When I was your age, I had twice as much to do as you."*
4. **Judging, criticizing, disagreeing, blaming**  
Making a negative judgment or evaluation of the child  
*"You're not thinking clearly."*  
*"That's an immature point of view."*  
*"You're very wrong about that."*  
*"I couldn't disagree with you more."*
5. **Withdrawing, distracting, sarcasm, humoring, diverting**  
Trying to get the youth away from the problem, withdrawing from the problem yourself, distracting the youth, kidding the youth out of it, pushing the problem aside  
*"Just forget it."*  
*"Let's not talk about this at the table."*  
*"Come on – let's talk about something more pleasant."*  
*"Why don't you try burning the school building down?"*

This is the short list based on Dr. Thomas Gordon's book. Review each item. Ask participants if this resonates with them. Ask them for personal stories and examples of these road blocks. The manual has a larger list from Gordon which presents 12 road blocks.

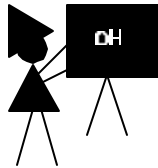
This concludes Topic – Effective Communication Skills. Go on to the next topic – Problem Solving and Dealing With Difficult Issues.

## DEALING WITH DIFFICULT ISSUES

TIME: 20 to 30 minutes (5-10 minutes)

PURPOSE: This is a critical skill area that can, at best, be touched on during the training workshop. Several processes for dealing with problems are presented. This session concludes with a detailed listing of potential problems and their resolutions.

### *Display Overhead/Slide 6.12 – How To Problem Solve*



#### **How to Problem Solve**

- C Talk about the youth's feelings and needs.
- C Talk about the adult's feelings and needs.
- C Brainstorm together to find a mutually agreeable solution.
- C Write down all ideas without evaluating them.
- C Decide which suggestions you both like, which you don't like, and which ones the youth is willing to follow through on.

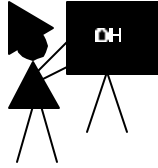
#### **When is giving advice appropriate?**

If the mentor is an expert in a particular field, the mentee may benefit from specific knowledge or advice.

If the mentee is "*stuck*" after going through the problem-solving process, the mentor can give advice about how to proceed – but not a solution.

Review each of the steps. Use this opportunity to emphasize one or more of the procedures based on your personal experience.

**Display Overhead/Slide 6.13 – Empowering Youth:  
Giving Advice Versus Solving Problems**



**Empowering Youth  
Giving Advice Versus  
Solving Problems**

The differences between these two approaches are significant. They will affect the mentors' relationships with their mentees and mentees' ability to reach their fullest potential.

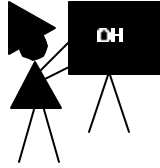
**MAJOR DIFFERENCES**

<b>GIVING ADVICE</b>	<b>SOLVING PROBLEMS</b>
<ul style="list-style-type: none"><li>Ⓒ Mentee is passive, possibly resistant</li><li>Ⓒ Cuts off further exploration of problem</li><li>Ⓒ Often premature</li><li>Ⓒ Mentee does not learn</li><li>Ⓒ Mentor's solution cannot be imposed on mentee's situation</li><li>Ⓒ Does not encourage self-esteem</li><li>Ⓒ Advice is often not well received</li></ul>	<ul style="list-style-type: none"><li>Ⓒ Active mentee</li><li>Ⓒ Opens lines of communication</li><li>Ⓒ Eliminates timing problems</li><li>Ⓒ Mentee learns how to handle problem</li><li>Ⓒ Solutions belong to the mentee</li><li>Ⓒ Fosters self-esteem</li><li>Ⓒ Problem solving creates tools for the future</li></ul>

Use this overhead to make the important distinction between “*giving advice*” and “*solving problems*.” (NOTE: We may want to include some typical mentee problems and role play some resolutions.)

The next set of overheads/slides and resource materials specifically address the issue of dealing with delicate issues.

## Display Overhead/Slide 6.14 – Discussing Delicate Issues: Guidelines For Mentors



### Discussing Delicate Issues: Guidelines for Mentors

#### ***Put the mentee at ease . . .***

- ' Stay calm.
- ' Use body language to communicate attentiveness (e.g., maintain eye contact, sit at same level).
- ' Avoid judgmental statements like *"Why would you do something like that?"* or *"I think you know better . . ."*
- ' Be honest if you are getting emotional or upset.
- ' Let mentee know that you are glad s/he came to you.
- ' Reassure mentee that his/her confidentiality will be honored.
- ' Use tact, but be honest.
- ' Allow mentee to talk at his/her own pace – don't force an issue.
- ' Do not pry – allow mentees to bring up topics they are comfortable with.
- ' Do not collaborate with mentee's family to provide discipline.
- ' Other thoughts: \_\_\_\_\_

#### ***Honor the mentee's right to self-determination . . .***

- ' Focus on his/her feelings and needs rather than jumping to problem-solving.
- ' When issue has been talked about, ask, *"What do you think you would like to do about this situation?"* and *"How would you like for me to help?"*
- ' If you are not comfortable with what s/he wants to do, ask yourself why before you decide whether to say so.
- ' If what s/he wants to do is not possible, explain so gently and apologize.
- ' Ask what alternative solutions would make him/her comfortable.
- ' Encourage critical thinking through questions and reflections.
- ' Use the words, *"I don't know – what do you think?"*
- ' Other thoughts: \_\_\_\_\_

#### ***Problem solve and offer resources . . .***

- ' Know your appropriate role as a mentor.
- ' Be honest with mentee if confidentiality does not hold.
- ' Suggest that your supervisor may have some thoughts if you don't know what to do. Ask mentee if s/he would like to talk to agency with you if necessary.
- ' Ask mentee if s/he would like to talk to agency with you if necessary.
- ' Provide information if mentee is unaware of resources or options.
- ' Brainstorm with mentee and be creative in finding a solution – there is usually more than one way to handle a situation, and this process is educational for the mentee.
- ' Offer to accompany mentee if s/he is uncomfortable with something s/he has decided to do.
- ' BE COLLABORATIVE – you are a team.
- ' FOLLOW THROUGH WITH ANY AND ALL COMMITMENTS.
- ' Other thoughts: \_\_\_\_\_



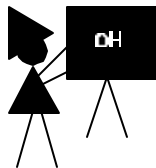
This sheet is long on information and may be better as a resource sheet in the handbook. However, it identifies the three critical qualities needed to be an effective problem-solver:

- C Put mentee at ease
- C Honor mentee's right to self-determination
- C Problem-solving and resource provider

The final segment of this session involves a discussion on appropriate responses to a set of difficult issues. This can be approached through:

- Presentation
- Discussion

**Display Overhead/Slide 6.15 – Dealing With Difficult Issues:  
How to React to Student Problems/Issues**



**Dealing with Difficult Issues  
How to React to Student Problems/issues**

- C Your mentee becomes agitated over the possibility of not graduating. At this point, many kids become so discouraged they drop out. *Would you refer the student to the principal, or aid in finding out if graduation is possible?*
- C Your mentee says it would be easier to commit suicide. *Should you consider the remark serious, or should you change the subject? Is counseling appropriate?*
- C Your mentee has been missing school lately and seems lethargic; grades suffer. The counselor feels you have would have some influence on this student. *Should you have the mentee talk about his/her problems? Should you share responsibility for his/her being at school regularly?*
- C Your mentee shares with you that s/he is experimenting with drugs; just "recreational" drugs. *Do you refer the problem, or ignore it? Do you confront the student in a way that ensures your continued support?*
- C Your mentee confides in you that she is three months pregnant, and "the school will not let me continue if they find out." *Do you involve a counselor or parent? Can you identify support for this girl?*
- C Your mentee needs transportation to work. *Do you loan him/her a car or money, or assist in arranging transportation?*
- C You and your mentee are in your place of employment. The student makes a tasteless remark to a customer (or one of your co-workers). *Should you confront the mentee in front of others, discuss it in private, or ignore it?*
- C After many unexcused absences and tardiness, the principal contacts you to say that your influence might bring the mentee back to school. The principal also believes s/he is an abused child. In calling the mentee, you reach the suspected abusive parent who suggests that you "leave them alone." *Do you confront the parent and child, or contact a caseworker in Social Services?*

Make a decision in advance of the workshop to either present the answers to each item (Resources 6.2, 6.3, and 6.4) or allow the group to discuss some or all of the potential responses. It would be preferred to have a discussion, but you may not want to do each one as this would take a long time. Pick a couple and see how long it takes to do them. Then either stop or do some more.

*Thank the group. This is the last of the “hard” work they will have to do today’s workshop. This concludes Module 6 – Critical Mentoring Skills. Now go on to Module 7 – Building An Effective Relationship With Youth*

# MODULE 6 OVERHEADS

# KEY CHARACTERISTICS OF A GOOD MENTOR

- C Good listener
- C Persistent
- C Committed
- C Patient

A good mentor is a **Resource Broker**. S/he **shows** mentees how to access services and resources they need rather than **providing** them.

# PRIMARY TASKS OF A MENTOR<sup>1</sup>

- C Establish a positive, personal relationship with mentee.**
  - Establish mutual trust and respect.
  - May be unique to each specific match.
  - Maintain regular interaction and consistent support.
  - Make it enjoyable/fun.
- C Help mentee to develop or begin to develop life skills.**
  - Work with your mentee to accomplish specific program goals (*i.e.*, dropout prevention, general career awareness).
  - Instill the framework for developing broader life-management skills (*i.e.*, decision-making skills, goal setting skills, conflict resolution, money management, etc.).
- C Assist mentee in obtaining additional resources.**
  - Provide awareness of community, educational, and economic resources available to youth and their families and how to access these resources. Act as a resource “broker” as opposed to a resource “provider.”
  - Act as a guide and/or advocate, “coach” and/or model.
  - Avoid acting as a professional case manager. View the role of a mentor as a friend rather than a counselor.
- C Increase mentee’s ability to interact with people/groups/things from various backgrounds (cultural, racial, socioeconomic, etc.).**
  - Respect and explore differences among people/groups from various backgrounds. Do not promote values and beliefs of one group as superior than another.
  - Introduce mentee to different environments (*i.e.*, workplace versus school setting). Discuss differences in behavior, attitude, and style of dress.

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<sup>1</sup> Except from *Mentor Training Curriculum*, National Mentoring Working Group convened by United Way of America and One to One Partnership, 1991. Appearing in *One to One | The Mass Mentoring Partnership “Mentoring 101” Curriculum*.

# QUALITIES OF A SUCCESSFUL MENTOR<sup>2</sup>

- C **Personal commitment to be involved with another person for an extended time period – generally one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions, to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul – to be there long enough to make a difference.
- C **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be "rescued." Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their partners, and the privilege of being advisors to them.
- C **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
- C **Ability to empathize with another person's struggles.** Effective mentors can feel "with" people without feeling pity for them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.
- C **Ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their partners with an optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.
- C **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees and to learn new things that are important to their mentees (music, styles, philosophies, etc.).

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<sup>2</sup> Reprinted from United Way and The Enterprise Foundation. Source: *Partnerships for Success: A Mentoring Program Manual*, 1990. Appearing in *One to One | The Mass Mentoring Partnership "Mentoring 101" Curriculum*

# **EXERCISE**

## **SKILLS FOR PEAK COMMUNICATION**

What are the skills and attitudes developed and used by the actor?

# COMMUNICATION SKILLS

- C **Active Listening** – involves paying attention to verbal and non-verbal cues.
- C **“I” Messages** – avoid judging or placing blame. Keep communications open.
- C **Paraphrasing** – shows that you are listening by repeating what you just heard.
- C **Open-Ended Questions** – provide for explanations and more in-depth responses.



# ACTIVE LISTENING SKILLS<sup>1</sup>

Maintain good eye contact.

1. Face your mentee head on.
2. Keep an open posture – *don't cross arms and legs.*
3. Lean toward mentee – *show involvement in what s/he is saying.*
4. Stay relaxed in your overall manner – *show you are comfortable with the situation.*
5. Be aware of the mentees and your own body language.
6. Listen for feeling as well as content – *read "between the lines."*
7. Don't confuse content and delivery – *assume the mentee has something to say, even if s/he is having trouble saying it.*
8. Cultivate empathy with the mentee – *try to put yourself in his/her place.*
9. Avoid distractions – *choose a comfortable and quiet place for your meeting.*
10. Avoid time pressure for your meeting – *whenever possible.*
11. Don't jump into the conversation too soon – *let the mentee finish what s/he is saying.*
12. Pause a few seconds before giving feedback – *you both need time to think.*
13. Give the mentee time to correct a mistake – *this shows respect.*
14. Use simple gestures or phrases – *to show you are listening.*
15. Ask questions beginning with "What" or "How" – *avoid questions with yes or no answers.*
16. Playback specific things a mentee says – *that you'd like to discuss further.*

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<sup>1</sup>Reprinted from *The Mentoring Guide*, New York State Mentoring Program

# COMMUNICATION SKILLS

## ACTIVE LISTENING<sup>1</sup>

Active listening is an attempt to truly understand the content and emotion of what the other person is saying. This is done by paying attention to the verbal and non-verbal messages. The task is to focus, hear, respect, and communicate your desire to understand. This is not the time to be planning/delivering how you feel.

Active listening is NOT nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging, or ridiculing.

### What skills are used?

1. Eye contact
2. Body language (e.g., open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures, etc.)
3. Verbal cues such as "Um-hmmm," "sure," "ah," "yes," etc.

### Results:

1. **Encourages honesty** – helps people to free themselves of troublesome feelings by expressing them openly
2. **Reduces fear** – helps people become less afraid of negative feelings
3. **Builds respect and affection**
4. **Increases acceptance** – promotes a feeling of understanding
5. **The first step toward problem solving** – *"negotiating from the heart"*

When you actively listen, you cooperate in solving the problem – and in preventing future problems.

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<sup>1</sup> One to One \ The Mass Mentoring Partnership "Mentoring 101" Curriculum

# COMMUNICATION SKILLS

## "I" MESSAGES

"I" message provides an opportunity to keep the focus on you and explain your feelings in response to someone else's behavior. Because "I" messages do not accuse, point fingers at the other person, or place blame, they avoid judging and help keep the communication open. At the same time, "I" messages continue to advance a situation to a problem-solving stage.

### **For example:**

"I was really sad when you didn't show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it."

### **Avoid:**

"You didn't show up, and I waited for one hour. You could have at least called me and let me know that you wouldn't be there. You are irresponsible."

### **Take care that your:**

*Body language:* slouching, turning away, pointing a finger

*Timing:* speaking too fast or too slow

*Facial expressing:* smiling, squirming, raising eyebrows, gritting teeth

*Tone of voice:* shouting, whispering, sneering, whining

*Choice of words:* biting, accusative, pretentious, emotionally laden

**are congruent with an honest, open heart.**

### **Results:**

"I" messages only present perspective. Allowing the other person to actually *"have"* a point of view and hearing it does not mean that s/he is right. "I" messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem solving stage.

# COMMUNICATION SKILLS

## PARAPHRASES

Focuses on listening first and then reflecting the two parts of the speaker's message – FACT and FEELING – back to the speaker. Often, the fact is clearly stated, but a good listening is *"listening between the lines"* for the *"feeling"* part of the communication. Using this skill is a way to *"check out"* what you heard for accuracy – did you interpret what your mentee said correctly? This is particularly helpful when working with youth. Youth culture/language is constantly changing. Often words which meant one thing when mentors were youth could have an entirely different meaning for youth today.

### **Format:**

Examples for FACT

*"So you're saying that . . ."*

*"You believe that . . ."*

*"The problem is . . ."*

Examples for FEELING

*"You feel that . . ."*

*"Your reaction is . . ."*

*"And that made you feel . . ."*

Paraphrases are not a time to respond by evaluating, sympathizing, giving our opinion, offering advice, analyzing, or questioning.

### **Results:**

Using active listening skills will enable you to gather the information and then be able to simply report back what you heard in the message – the facts and the attitudes/feelings that were expressed. This lets the other person know that you hear, understand, and care about his/her thoughts and feelings.

# COMMUNICATION SKILLS

## OPEN-ENDED QUESTIONS

Open-ended questions are intended to collection information by exploring feelings, attitudes, and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. Youth, teenagers especially, tend to answer questions with the least amount of words as possible. In order to maintain an active dialogue without interrogating, try to ask questions which cannot be answered with a "yes," "no," "I don't know," or a grunt.

### **Examples:**

*"How do you see this situation?"*

*"What are your reasons for . . . ?"*

*"Can you give me an example?"*

*"How does this affect you?"*

*"How did you decide that?"*

*"What would you like to do about it?"*

*"What part did you play?"*

NOTE: Using the question, *"why did you do that?"* may sometimes yield a defensive response rather than a clarifying response.

### **Results:**

Since open-ended questions require a bit more time than closed-ended questions (questions that can be answered by "yes," "no," or a brief phrase), they give the person a chance to explain. Open-ended questions yield significant information which can in turn be used to problem solve.

# ROADBLOCKS TO EFFECTIVE COMMUNICATION<sup>1</sup>

1. **Ordering, directing, commanding**  
Telling the youth to do something; giving the youth an order or command  
*"Stop complaining!"*
2. **Moralizing, preaching, should's and ought's**  
Invoking vague outside authority as accepted truth  
*"You shouldn't act like that."*  
*"You ought to do . . ."*  
*"Children are supposed to respect their elders."*
3. **Teaching, lecturing, giving logical arguments**  
Trying to influence the youth with facts, counter-arguments, logic, information, or your own opinion:  
*"College can be the most wonderful experience you'll ever have."*  
*"Children must learn to get along with one another."*  
*"Let's look at the facts about college graduates."*  
*"If kids learn to take responsibility around the house, they'll grow up to be responsible adults."*  
*"When I was your age, I had twice as much to do as you."*
4. **Judging, criticizing, disagreeing, blaming**  
Making a negative judgment or evaluation of the child  
*"You're not thinking clearly."*  
*"That's an immature point of view."*  
*"You're very wrong about that."*  
*"I couldn't disagree with you more."*
5. **Withdrawing, distracting, sarcasm, humoring, diverting**  
Trying to get the youth away from the problem, withdrawing from the problem yourself, distracting the youth, kidding the youth out of it, pushing the problem aside  
*"Just forget it."*  
*"Let's not talk about this at the table."*  
*"Come on – let's talk about something more pleasant."*  
*"Why don't you try burning the school building down?"*  
*"We've all been through this before."*

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<sup>1</sup> Excerpted from *Parent Effectiveness Training* by Dr. Thomas Gordon

# ROADBLOCKS IN COMMUNICATION<sup>1</sup>

Thomas Gordon, in his book *Parent Effectiveness Training*, identifies twelve styles of communication which discourage and cut off communication. These are often styles exhibited between parents and their children. These same patterns can develop in mentor-mentee relationships. Attention should be paid to communicate style, to avoid such occurrences. Here are examples of each style:

1. **Ordering, directing, commanding** – telling the person what should be done  
*"Don't stay out past midnight!"*
2. **Warning, admonishing, threatening** – pointing out the consequences that will occur if the young person does something s/he is not supposed to do  
*"If you stay out past midnight, you'll be sorry!"*
3. **Moralizing, exhorting, preaching** – telling a person what s/he should do  
*"You ought to be more like this . . . "*
4. **Advising, giving solutions or suggestions** – giving a person the answers or the solution to a problem without allowing the person to come to their own conclusions  
*"What you need to do is . . . "*
5. **Lecturing, teaching, giving logical arguments** – using facts, information, or logic to influence a person  
*"Most young people your age don't know what it means to work."*
6. **Judging, criticizing, disagreeing, blaming** – giving negative judgment or feedback  
*"That's a very immature way of looking at things."*
7. **Discounting feelings with feigned compliments** – giving misleading, distracting feedback  
*"I think you are good looking. I don't know why having braces bothers you."*

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<sup>1</sup>Source: Gordon, Thomas. *Parent Effectiveness Training*, New York, Peter H. Wyden, 1972.

8. **Name calling, ridiculing, shaming** – embarrassing a person, putting a person down  
*"You are acting like a jerk."*
9. **Interpreting, analyzing, diagnosing** – telling a person you have him/her figured out, that you know what is wrong  
*"You are acting that way because you got into an argument with your teacher."*
10. **Reassuring, sympathizing, consoling, supporting** – trying to make a person feel better by denying his/her feelings or convincing the person that the situation isn't as bad as s/he thought.  
*"Everyone goes through this sometime. It's not so bad."*
11. **Probing, questioning, interrogating** – searching for causes, motives, reasons to help you find a solution to another person's problems  
*"What's going on in your classes? Are you worried about your grades? Are you thinking about dropping out of school?"*
12. **Withdrawing, distracting, humoring, diverting** – trying to get a person to forget about whatever is bothering him/her.  
*"Forget about your broken date. Come with us to the game this weekend."*



# HOW TO PROBLEM SOLVE<sup>1</sup>

- C Talk about the youth's feelings and needs.
- C Talk about the adult's feelings and needs.
- C Brainstorm together to find a mutually agreeable solution.
- C Write down all ideas without evaluating them.
- C Decide which suggestions you both like, which you don't like, and which ones the youth is willing to follow through on.

## **When is giving advice appropriate?**

If the mentor is an expert in a particular field, the mentee may benefit from specific knowledge or advice.

If the mentee is "*stuck*" after going through the problem-solving process, the mentor can give advice about how to proceed – but not a solution.

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<sup>1</sup> Adapted from *Creative Grandparenting*, 1997.

# EMPOWERING YOUTH GIVING ADVICE VERSUS SOLVING PROBLEMS<sup>1</sup>

The differences between these two approaches are significant. They will affect the mentor's relationships with their mentees and mentees' ability to reach their fullest potential.

## MAJOR DIFFERENCES

GIVING ADVICE	SOLVING PROBLEMS
C Mentee is passive, possibly resistant	C Active mentee
C Cuts off further exploration of problem	C Opens lines of communication
C Often premature	C Eliminates timing problems
C Mentee does not learn	C Mentee learns how to handle problem
C Mentor's solution cannot be imposed on mentee's situation	C Solutions belong to the mentee
C Does not encourage self-esteem	C Fosters self-esteem
C Advice is often not well received	C Problem solving creates tools for the future

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<sup>1</sup> Adapted from Solano Mentor Collaborative

# DISCUSSING DELICATE ISSUES: GUIDELINES FOR MENTORS<sup>1</sup>

## ***Put the mentee at ease . . .***

- ' Stay calm.
- ' Use body language to communicate attentiveness (e.g., maintain eye contact, sit at same level).
- ' Avoid judgmental statements like "Why would you do something like that?" or "I think you know better . . ."
- ' Be honest if you are getting emotional or upset.
- ' Let mentee know that you are glad s/he came to you.
- ' Reassure mentee that his/her confidentiality will be honored.
- ' Use tact, but be honest.
- ' Allow mentee to talk at his/her own pace – don't force an issue.
- ' Do not pry – allow mentees to bring up topics they are comfortable with.
- ' Do not collaborate with mentee's family to provide discipline.
- ' Other thoughts: \_\_\_\_\_

## ***Honor the mentee's right to self-determination . . .***

- ' Focus on her/her feelings and needs rather than jumping to problem-solving.
- ' When issue has been talked about, ask, "What do you think you would like to do about this situation?" and "How would you like for me to help?"
- ' If you are not comfortable with what s/he wants to do, ask yourself why before you decide whether to say so.
- ' If what s/he wants to do is not possible, explain so gently and apologize.
- ' Ask what alternative solutions would make him/her comfortable.
- ' Encourage critical thinking through questions and reflections.
- ' Use the words, "I don't know – what do you think?"
- ' Other thoughts: \_\_\_\_\_

## ***Problem solve and offer resources . . .***

- ' Know your appropriate role as a mentor.
- ' Be honest with mentee if confidentiality does not hold.
- ' Suggest that your supervisor may have some thoughts if you don't know what to do. Ask mentee if s/he would like to talk to agency with you if necessary.
- ' Provide information if mentee is unaware of resources or options.
- ' Brainstorm with mentee and be creative in finding a solution – there is usually more than one way to handle a situation, and this process is educational for the mentee.
- ' Offer to accompany mentee if s/he is uncomfortable with something s/he has decided to do.
- ' BE COLLABORATIVE – you are a team.
- ' FOLLOW THROUGH WITH ANY AND ALL COMMITMENTS.
- ' Other thoughts: \_\_\_\_\_

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<sup>1</sup>Responsible Mentoring.

# DEALING WITH DIFFICULT ISSUES HOW TO REACT TO STUDENT PROBLEMS/ISSUES<sup>1</sup>

- C Your mentee becomes agitated over the possibility of not graduating. At this point, many kids become so discouraged they drop out. *Would you refer the student to the principal, or aid in finding out if graduation is possible?*
- C Your mentee says it would be easier to commit suicide. *Should you consider the remark serious, or should you change the subject? Is counseling appropriate?*
- C Your mentee has been missing school lately and seems lethargic; grades suffer. The counselor feels you have would have some influence on this student. *Should you have the mentee talk about his/her problems? Should you share responsibility for his/her being at school regularly?*
- C Your mentee shares with you that s/he is experimenting with drugs; just "recreational" drugs. *Do you refer the problem, or ignore it? Do you confront the student in a way that ensures your continued support?*
- C Your mentee confides in you that she is three months pregnant, and "the school will not let me continue if they find out." *Do you involve a counselor or parent? Can you identify support for this girl?*
- C Your mentee needs transportation to work. *Do you loan him/her a car or money, or assist in arranging transportation?*
- C You and your mentee are in your place of employment. The student makes a tasteless remark to a customer (or one of your co-workers). *Should you confront the mentee in front of others, discuss it in private, or ignore it?*
- C After many unexcused absences and tardiness, the principal contacts you to say that your influence might bring the mentee back to school. The principal also believes s/he is an abused child. In calling the mentee, you reach the suspected abusive parent who suggests that you "leave them alone." *Do you confront the parent and child, or contact a caseworker in Social Services?*

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<sup>1</sup> Source: *Coordinator's Guide to Oregon Community Mentorship Program*

# HOW TO REACT: PRIMARY CONSIDERATIONS<sup>1</sup>

**The Mentor's Role:** There is a term in Transactional Analysis called *"the Rescuer."* The Rescuer is defined as someone who puts 51 percent (or more) of the effort into solving a problem. This may sound noble, but it ultimately results in resentment on the part of *"the Victim."* By over-helping, we deny empowerment and self-esteem to the other person, launching or continuing them in a pattern of dependency and powerlessness.

Your major role as a mentor is to help a child grow – in maturity and decision-making skills. Your mentee may have a number of problems at home or school – problems you may never have experienced. Do not pity him/her, or try to *"fix"* everything yourself. Your efforts might interfere with the mentee's own wishes, family desires, or teacher endeavors.

To help you consider ways to support a mentee in difficulty, without interfering in school or family approaches to a problem, let's consider each of the previous role-playing examples:

**Your mentee is discouraged about graduating.** Don't jump to the conclusion that s/he is on the brink of dropping out. Before rushing to the in-school coordinator, take the time to hear your mentee out. We've all had times when we felt ready to throw in the towel. Help your mentee analyze the situation. Ask simple questions, step-by-step. *Why are you discouraged about your graduation chances? Is there one particular subject giving you difficulty? Tell me about it. What's the teacher like? How is school different this year from last?*

Armed with some facts (or feelings), you may then wish to confer with the in-school coordinator to determine just what it is that is appropriate for you to offer in assistance.

**Your mentee hints at suicide.** It is perfectly normal for adolescents to speak out loud about suicide. This is not the time for you to moralize, or tell the kid, *"Don't be stupid!"*, or deny the youth's feelings (*"You don't really think that!"*). Again, take the time to listen, to help him/her analyze the situation. *What seems to be troubling you? What's life been like for you up to now? How would you like life to be? What can you do to get the kind of life you want?*

We don't expect to be a trained social worker or psychologist. In fact, even highly-trained professionals have difficulty at times recognizing true suicidal tendencies. If your mentee appears deeply depressed, or rejects your non-judgmental questions, by all means refer the situation to your in-school coordinator. As a mentor, you are part of a team. We won't leave you out on a limb. Just recognize your own limits.

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<sup>1</sup> *The Mentoring Guide*, New York State Mentoring Program

**Your mentee has been missing school lately; grades suffer.** It is not your job to make sure s/he attends school regularly. That's where parents and teachers come in. What you can do is ask about his/her problems or motivation. Get the facts: *What seems to be the problem? Are you having trouble getting up in the morning? Are you getting enough sleep? What's it like at home?*

Ask simple questions, at an even pace. Don't moralize or intimidate your mentee. Take the time to find out if there are underlying problems interfering with school attendance – or if the problem relates to his/her situation in school itself.

**Your mentee admits to experimenting with drugs.** This is a tough one. We may not like it, but have to accept it as inevitable that youth will experiment with drugs (including alcohol). At that age, young people will deny their own mortality, or think that somehow they are the exception to the rule. *"I can handle it," or "Nothing big, just some recreational drugs."*

Everything we ingest, by way of food or drink, has an effect on the human body. This is not the time for a soap box, or moral diatribes. Ask intelligent questions. *What kind of drugs? How frequently? Are we talking pills, needles, or smoke? How do drugs make you feel? How do you feel when you come back down?*

Take the time to hear your mentee's side of things. You can then let him/her know how it makes you feel. Be real. If you've established a working rapport, you may be willing to disclose past experiences of your own. Avoid those *"When I was a boy"* moralizations; but if you knew someone who messed up his/her life with drugs, tell the story. Then ask your mentee if s/he is aware of other real world *"horror stories"* – like baseball star Len Bias whose cardiovascular system couldn't handle the strain of cocaine.

It's normal for youth to challenge authority and law, to experiment and deny consequences. As a mentor, you are not a medical professional. If you suspect a serious drug problem, you will want to talk to the in-school coordinator about that (chances are they are already aware of the problem). Then ask for advice on what you can do to help. Be prepared to break off a mentor-mentee relationship if the youth is offended by your action. You are not to blame.

**Your mentee confides she is three months pregnant.** This is a tough one, best handled by a same-sex mentor. Don't jump to the conclusion the school will eject her when the condition is discovered. The State Education Department and local school system have worked a lot on this issue. Where necessary, alternative education is available (more frequently for the younger age group). As a mentor, your role is **NOT** to help the young woman out of her problem, getting involved in the right-to-life vs. pro-choice issue. Sure, Planned Parenthood and a dozen church groups are available to assist her. You may feel the need to discuss this with the in-school coordinator, but your main job is to *LISTEN*. First, find out the facts. *How do you know you're pregnant? Have you been to the doctor or clinic? How regular are your periods? Does anyone else know about this? How do you feel about it? What options have you considered? Is there anything you want me to do?*

That last question doesn't mean for you to take charge of the problem. If she is pregnant, there are things only she can do, like tell her parents, seek medical attention, or talk to her

school counselor. You can help by letting her “rehearse” her actions, prompting her discussion, serving as a sounding board for her own inner feelings.

NOTE: You mentors working with male mentees are not off the hook! If you discover your mentor has been involved with sexual activities, he needs to know about birth control, venereal disease, and AIDS. He needs to know about responsible and safe sex. Your job is not to set him up with Planned Parenthood, but to find out what he already knows. Ask questions to determine his knowledge and his attitude about sexual responsibility. Again, no moralizing or “*When I was a boy,*” discounting of his feelings or values. The in-school coordinator is there to help you, if this is more than you can handle.

**Your mentee needs transportation to work.** Don’t loan him/her a car – that is asking for trouble. Don’t loan money – that will interfere totally with your mentor-mentee relationship. Help your mentee problem-solve. Show him/her how to research public transportation costs and schedules. Help him/her with appropriate questions. *Is there anyone else where you work who has a car? Could you offer to pay for car pooling? What hours are you working? Is there a problem with late night transportation? Have you talked with your employer about travel concerns?*

**Your mentee makes a tasteless remark at your place of work.** Consider the situation. If a simple apology is called for, discuss this quietly with the mentee. If it’s a more involved issue, discuss it in private. Do not ignore the remark. Your mentee may have said something without considering who was in earshot, or may not realize that certain youth slang is unacceptable in adult society. If the mentee’s comment appear intentionally offensive, get at the roots of the problem. *Why did you say that? Were you aware of the possible meaning/interpretation? Have people said similar things to you? How did you feel when someone attacked your race/sex/size?*

Perhaps some explanation is called for from the youth’s perspective. Did someone at work recently suffer a loss (divorce, accident, death in the family?) Is someone particularly sensitive to certain comments? Did the comment offend religious or moral sensibilities? Did you ever “*put your food in your mouth?*” Educate the youth with compassion. We’ve all been there.

**You suspect the child is abused.** Do not do the principal’s job for him/her. Under State Law, educational and medical professionals are required to report serious suspicions of child abuse to the Department of Social Services. That is not your job; but if you do see evidence of such, you should report that to the in-school coordinator. Do not confront the parent(s). If your mentee shows up for a meeting with bruises, black eye, torn shirt, or shows signs of malnutrition, ask “*What happened to you?*” Don’t push for a response in this situation. If the child is abused, it will take time before s/he establishes rapport with an adult to provide an honest answer to such questions.

If you have direct evidence of child abuse, you may want to contact Social Services, if school officials refuse to take action. Remember, the school cares enough about your mentee to involve itself in the Mentoring Program. Trust the in-school coordinator to do what’s right.

**Source:** J. T. O’Toole, Division For Youth

# MODULE 7

# BUILDING EFFECTIVE RELATIONSHIPS WITH YOUTH

## Learning Objectives

- Participants will learn about the three stages in a mentor-mentee relationship and will understand some of the issues involved in establishing an effective relationship.
- Participants will learn the **do's** and **don'ts** of building relationships with their mentees and will be given examples of questions and issues to discuss with mentees.
- Participants will learn about the importance and process of goal setting with mentees.



## Building an Effective Relationship with Your Mentee

TIME: 50 to 75 minutes (20 minutes for this Training the Trainers session)

PROCESS: Presentation – Discussion

MATERIALS: Flip chart, markers, tape, overhead projector  
Optional: PowerPoint projector

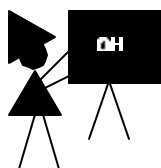
This module examines issues associated with building an effective relationship with the mentees. The initial topic presents an overview of the stages in a mentor-mentee relationship. The second topic examines some activities to promote the development of an effective relationship, and the third topic identifies issues associated with goal setting – a productive outcome of the relationship.

### STAGES IN A MENTOR-MENTEE RELATIONSHIP

TIME: 5 to 10 minutes

PURPOSE: Present an overview of the stages in a mentor-mentee relationship. This gives the new mentors to be a preview of what to expect after they are matched.

***Display the Overhead/Slide 7.1 – Stages of the Relationship***



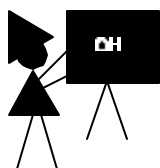
Stages of the Relationship	
STAGE 1	Developing rapport and building trust
STAGE 2	Building the relationship
STAGE 3	Closing the relationship

Before going through each stage, indicate to the participants that there are multiple versions on describing the mentor-mentee relationship, but ultimately their relationship can be considered in three distinct stages:

- C “Getting to know you” initial stage
- C Building the relationship stage
- C Closing the relationship – at least formally

Next present the three stages as separate overheads/slides.

***Display Overhead/Slide 7.2 – Stage 1: How To Develop Rapport and Build Trust With The Mentee.***

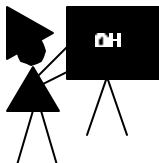


**STAGE 1**  
**How to Develop Rapport and**  
**Building Trust With The Mentee**

- ! Be predictable and consistent
- ! Be prepared for “testing”
- ! Establish confidentiality
- ! Set goals

Review each item.

### Display Overhead/Slide 7.3 – Establishing A Relationship



#### ESTABLISHING A RELATIONSHIP

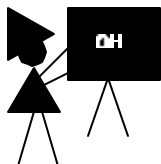
Many different methods can be used to break the ice between mentors and mentees at the initial meeting. Some programs have a group meeting in which trust and role playing games are used. Others use sports or other physical games to start the mentor-mentee interactions. Any game is okay so long as everyone has a chance to participate.

After the initial ice breaker, here are some questions mentors can use to begin their relationship:

- ! My name is . . . . What's yours? *(Be sure to get the pronunciation right – one's name is a precious and highly valued thing. Call the mentee by name at every opportunity.)*
- ! How old are you? What grade are you in?
- ! Do you like school? Why or why not? Which are your favorite subjects? Which subjects don't you like as much? What do you like to read about?
- ! What did you do in school today that made you feel good? *Comment briefly on the answer and move on.*
- ! What are some things you like to do? *(Listen carefully – there might be something in this response that you can build on later. You can explain school work or other issues to mentees within the context of their interests.)* What are your hobbies/favorite television programs/favorite sports?
- ! When do you feel important?
- ! Who are some of your heroes?
- ! What is your family like?

Do not treat this encounter as a job interview, and do not feel compelled to get an answer for each question. Allow the conversation to move forward at its own pace. Be patient!

### After reviewing Stage 1 items, **Display Overhead/Slide 7.4** **STAGE 2: Building The Relationship**

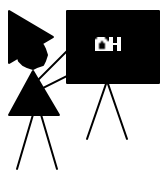


#### STAGE 2 Building The Relationship

1. Affirm the uniqueness of the relationship.
2. Understand relationship will have its ups and downs.
3. Rely on staff/resource for support.

Again rely on your personal experiences and/or the test information to guide your discussion of Stage 2.

### ***Display Overhead/Slide 7.5 – Closing The Relationship***



#### **STAGE 3 Closing The Relationship**

1. Identify natural emotions – grief, denial, and resentment.
2. Provide opportunities to say goodbye in a healthy, respectful, and affirming way.
3. Address appropriate situations for staying in touch.

Use the discussion on closure to identify any particular guidelines used by the mentor organization in closing out a mentee relationship.

Lastly, close the discussion on stages of relationships with a discussion on expectations.

## **EXPECTATIONS**

Before the match begins, it is helpful to work with your mentors to look at their expectations for the relationship. Unrealistic expectations can leave both mentor and mentee frustrated and disillusioned. Helping mentors establish realistic expectations serves to reduce the tension during the mentoring cycle (predicting stress can actually reduce stress). Please note that you may choose to go over mentor expectations by covering them during any one of a number of modules. Mentor expectations can potentially fit in with sections on:

- overview of mentoring
- youth development
- building relationships with youth
- critical mentoring (and communication) skills

## Realistic and Unrealistic Mentor Expectations

©Jerry Sherk, 2001

**Unrealistic:** My mentee's overall functioning and success is dependent upon the mentoring process.

**Realistic:** *Even though I will go to great lengths to help out, my mentee's success depends on his or her own choices and behaviors.*

\* \* \*

**Unrealistic:** My mentee will surely make changes in his or behavior after being with me for a few times.

**Realistic:** *It will most likely take time for the mentee to make changes in his or her life (if at all). I should not expect someone to transform because I have spent a few hours with them. They have had "X" number of years being who they are. Assuming that they will make drastic changes after being with me for a short time would be presumptuous on my part.*

\* \* \*

**Unrealistic:** If the mentee's behavior does not change immediately, that's proof that nothing is happening.

**Realistic:** *The mentee may not appear to be benefitting from the relationship, but that doesn't mean that he or she is not getting something good out of it. Mentoring is like "planting seeds."*

\* \* \*

**Unrealistic:** If I do not see extensive change in the mentee's functioning, it's a negative reflection on me.

**Realistic:** *Not seeing changes in the mentee does not mean that I am a bad mentor. Mentoring is not a contest, and it is not about me.*

\* \* \*

**Unrealistic:** My mentee should always act like an adult. He or she will always be responsible, return phone calls, show up on time, etc.

**Realistic:** *My mentee may or may not act responsibly. If my mentee doesn't return my phone calls on time, I won't lose my cool. I will always take the mature adult stance, and I won't get into hurt feelings and manipulation.*

\* \* \*

**Unrealistic:** If I don't keep my commitment to my mentee it won't matter. The mentee should be able to handle it if I miss a number of sessions, or if I forget to call them. Young people these days are flexible, and they can go with the flow.

**Realistic:** *If I make a commitment to mentor a young person, I should keep to my word. Young people in mentoring programs often have carry intense feelings of betrayal and abandonment, and if I let them down it may serve to damage them even more.*

\* \* \*

**Unrealistic:** The only thing my mentee will understand is if I stress discipline and I am tough on him or her.

**Realistic:** *My mentee wants to be treated like I want to be treated — with kindness.*

\* \* \*

**Unrealistic:** I need to be a perfect, "mistake-proof" mentor.

**Realistic:** *It is okay to make mistakes as a mentor. I may take the wrong approach or say things the wrong way from time to time, but my mentee will be resilient as long as he or she knows I have their best interests at heart. (Studies show that professionals and lay people have about the same results when trying to assist individuals who are in the midst of conflict.)*

\* \* \*

**Unrealistic:** My mentee will be appreciative and thank me for my efforts.

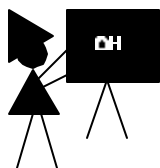
**Realistic:** *My mentee may or may not thank me. Some young people don't know how to even begin to show appreciation. **The bottom line is that I will give my efforts as a gift, expecting nothing in return.***

\* \* \*

## TIPS FOR BUILDING THE RELATIONSHIP

- TIME: 15 to 20 minutes (5 to 10 minutes for the Training the Trainers session)
- PURPOSE: Provide the participants with some practical guidance and suggestions in building their relationship. Identify some things to do and not do in their involvement with the mentee.

### ***Display Overhead/Slide 7.6 – Additional Issues To Pursue With Your Mentee***



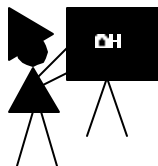
#### **Additional Issues to Pursue With Your Mentee**

After you have started your relationship with your mentee, you may want to consider pursuing other issues.

- C Where do you hope to be in five years? (*Imagine yourself at 22 or 23.*) What do you think you will be doing? What would you like to do?
- C Are there any specific ways I can help you? (*Here are some ideas. DO NOT READ TO MENTEE! Just keep some of these in mind.*)
  - C Finding a job
  - C Preparing for college or other training
  - C Exploring career possibilities
  - C Providing new experiences and opportunities to learn
  - C Introducing mentee to successful people
  - C Helping with decision making and goal setting
  - C Keeping me motivated and focused on my goals
  - C Helping me solve personal problems
  - C Assisting with my studies

Review each item. Make sure to emphasize that these lists (or others they might encounter) are to assist them as they begin their initial contacts with the youth. **They are not intended to be questionnaires to give to the youth.**

### **Display Overhead/Slide 7.7 – Questions A Mentor Might Be Asked**



#### **Questions a Mentor Might Be Asked**

The following list was developed by the National Mentoring Work Group. This list of questions was given to mentees to assist them in forming a relationship with their mentor. However, mentors might just as well use these questions as starting points in their conversations with mentees.

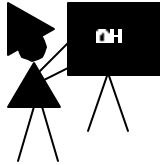
- C What did you do right after you graduated from high school? Would you do what you did again?
- C What do you like most about your work? Least?
- C What kinds of things do you do in an average week?
- C What activities go on in this office? What things does this organization do?
- C In what ways did your education prepare you (or not) for this job?
- C If you could go back to high school, what would you do differently?
- C Why are you interested in being a mentor?
- C Whom do you admire? Why?
- C How did you choose your career?
- C What are the advantages of work in your field? Disadvantages?
- C What do you think determines a person's progress in a good company?
- C How did you get where you are?
- C Do you, or did you, have a mentor(s)? In what ways did you benefit?
- C How did that person help you?
- C What do you think is most important to success?

Review these questions. Remind the group that these were issues prepared for mentees to ask their mentors. We have included them as ideas for mentors to think about bringing up in their initial conversations with mentees.

End this sub-topic area with the list of "Do's and Don'ts" of mentoring.



### **Display Overhead/Slide 7.8 – Mentoring DO's**



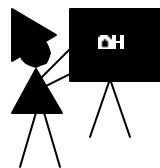
#### **Mentoring Do's**

- Do ask for help when you need it.
- Do allow and expect your mentee to make mistakes.
- Do separate your goals from those of your mentee.
- Do build on the positive.
- Do turn everything into a learning experience.
- Do reinforce your mentee's successes through praise, and praise often.
- Do provide constructive criticism when warranted.
- Do expect the relationship to be fairly one-sided for some time, and take responsibility for keeping the relationship alive.
- Do involve your mentee in deciding how you will spend time together.
- Do emphasize the relationship between basic academic skills and success.
- Do build trust by maintaining a steady presence in your mentee's life.
- Do pay attention to your mentee's need for FUN!

Review this list. (NOTE: Highlight the ones you have found to be particularly relevant in your work at the mentoring organization.)

### **Display Overhead/Slide 7.9 – Mentoring Don'ts**

Again, review the list highlighting the more significant ones from your experience.



#### **Mentoring Don'ts**

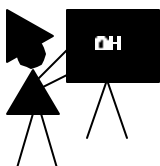
- Don't expect to have all the answers.
- Don't make a commitment you can't keep.
- Don't enable bad behavior by your mentee by ignoring it or refusing to take appropriate action.
- Don't offer unwanted advice.
- Don't attempt to instill a set of values inconsistent with those the mentee is exposed to at home.
- Don't lecture your mentee.
- Don't attempt to transform or reform your mentee by setting goals and tasks early on.
- Don't adopt a parental or authoritative role in your interactions with your mentee.
- Don't focus on behavior changes over building mutual respect and trust.
- Don't demand that your mentee play an equal role in initiating

## GOAL SETTING

**TIME:** 20 to 30 minutes (5 - 10 minutes - optional for either the Training the Trainers or the Mentor Training session).

**PURPOSE:** The ability to set goals which assure a belief in the future and knowing how to plan is a critical component for successful individuals. Recognizing the difficulty many youth have in seeing a future makes this challenging but no less important.

### ***Display Overhead/Slide 7.10 – Attitudes of the Successful***

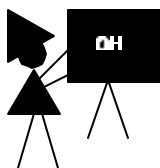


#### **Attitudes of the Successful**

- Well-defined goals
- Clear plan of action
- A sense of immediacy: *"Do it now; don't wait"*
- Striving for excellence: *"Perfection is the permanent result of all activity"*
- Continuing to learn: *"Growth is a process, not a result"*
- Serve people first
- One-pointedness of purpose
- Resolute persistence
- Visualize the results prior to the action

Review each item. Ask the group if they agree with this list. Ask them if they would include any others. Also, take their collective pulse. Do they feel they are comfortable with helping mentees in these areas?

### ***Display Overhead/Slide 7.11 – Goal Setting***



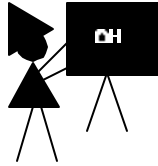
#### **Goal Setting**

Benefits of goals setting:

- C Encourages a problem solving approach
- C Tempers choices between life options
- C Draws information
- C Encourages development of discipline
- C Forces clear conceptualization of what mentee wants to do
- C Encourages optimism
- C Mobilizes energies

Review this list. Again, emphasize the positive results that can emerge with successful goal settings.

## Lastly, Display Overhead/Slide 7.12 – Characteristics of a Good Goal



### Characteristics of A Good Goal

Goals should be . . .

- C **Conceivable** – The mentee must be able to conceptualize goal so that it is understandable. The mentee can then identify the first step or two towards accomplishing the goal.
- C **Desirable** – It should be something the mentee really wants to do.
- C **Realistic** – If it is too difficult, it will lead to frustration and defeat for the mentee.
- C **Achievable** – It must be accomplishable given the mentee's resources and abilities.
- C **Measurable** – It should have a deadline, or there may be a tendency to put it off.
- C **Controllable** – If the goal includes the involvement of others, the mentee should state it so that at least the mentee's part is achievable.
- C **Stated with no alternative**. You should only set one goal at a time. This is based on studies that found that individuals who say they want to do one thing or another, if given an alternative, tend to do nothing. This is not to imply inflexibility. If the mentee sets out on one goal, s/he can stop at any time and drop it for a new one. However, with this change, the goal is stated without an alternative.

Review each item. Then use the text resource *“Goal Setting”* to describe how they might want to attempt goal setting with their mentees. This is definitely a Stage 2 activity and should only be undertaken by a mentor/mentee pair that have a solid functional and trusting relationship.

# MODULE 7 OVERHEADS

# STAGES OF THE RELATIONSHIP

**STAGE 1**      Developing rapport and building trust

**STAGE 2**      Building the relationship

**STAGE 3**      Closing the relationship

# STAGE 1

## HOW TO DEVELOP RAPPORT AND BUILD TRUST WITH THE MENTEE<sup>1</sup>

- C Be predictable and consistent
- C Be prepared for “testing”
- C Establish confidentiality
- C Set goals

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<sup>1</sup> Adapted from *One-To-One: The ... Mentoring Partnership* “Mentoring 101”

# ESTABLISHING A RELATIONSHIP<sup>2</sup>

Many different methods can be used to break the ice between mentors and mentees at the initial meeting. Some programs have a group meeting in which trust and role playing games are used. Others use sports or other physical games to start the mentor-mentee interactions. Any game is okay so long as everyone has a chance to participate.

After the initial ice breaker, here are some questions mentors can use to begin their relationship:

- C     My name is . . . . What's yours? *(Be sure to get the pronunciation right – one's name is a precious and highly valued thing. Call the mentee by name at every opportunity.)*
- C     How old are you? What grade are you in?
- C     Do you like school? Why or why not? Which are your favorite subjects? Which subjects don't you like as much? What do you like to read about?
- C     What did you do in school today that made you feel good? *Comment briefly on the answer and move on.*
- C     What are some things you like to do? *(Listen carefully – there might be something in this response that you can build on later. You can explain school work or other issues to mentees within the context of their interests.)* What are your hobbies/favorite television programs/ favorite sports?
- C     When do you feel important?
- C     Who are some of your heroes?
- C     What is your family like?

Do not treat this encounter as a job interview, and do not feel compelled to get an answer for each question. Allow the conversation to move forward at its own pace. Be patient!

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<sup>2</sup> Adapted from *Tips For Tutoring* as documented in *Campus Partners in Learning/Campus Contact*

# **STAGE 2**

## **BUILDING THE RELATIONSHIP<sup>3</sup>**

1. Affirm the uniqueness of the relationship.
2. Understand relationship will have its ups and downs.
3. Rely on staff/resource for support.

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<sup>3</sup> Op cit.



# **STAGE 3**

## **CLOSING THE RELATIONSHIP<sup>4</sup>**

1. Identify natural emotions – grief, denial, and resentment.
2. Provide opportunities to say goodbye in a healthy, respectful, and affirming way.
3. Address appropriate situations for staying in touch.

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<sup>4</sup> Op. Cit.

# ADDITIONAL ISSUES TO PURSUE WITH YOUR MENTEE

After you have started your relationship with your mentee, you may want to consider pursuing other issues.

- C Where do you hope to be in five years? (*Imagine yourself at 22 or 23.*) What do you think you will be doing? What would you like to do?
- C Are there any specific ways I can help you? (*Here are some ideas. DO NOT READ TO MENTEE! Just keep some of these in mind.*)
- C Finding a job
- C Preparing for college or other training
- C Exploring career possibilities
- C Providing new experiences and opportunities to learn
- C Introducing mentee to successful people
- C Helping with decision making and goal setting
- C Keeping mentee motivated and focused on my goals
- C Helping mentee solve personal problems
- C Assisting mentee with studies

# QUESTIONS A MENTOR MIGHT BE ASKED

The following list was developed by the National Mentoring Work Group. This list of questions was given to mentees to assist them in forming a relationship with their mentor. However, mentors might just as well use these questions as starting points in their conversations with mentees.

- C What did you do right after you graduated from high school? Would you do what you did again?
- C What do you like most about your work? Least?
- C What kinds of things do you do in an average week?
- C What activities go on in this office? What things does this organization do?
- C In what ways did your education prepare you (or not) for this job?
- C If you could go back to high school, what would you do differently?
- C Why are you interested in being a mentor?
- C Whom do you admire? Why?
- C How did you choose your career?
- C What are the advantages of work in your field? Disadvantages?
- C What do you think determines a person's progress in a good company?
- C How did you get where you are?
- C Do you, or did you, have a mentor(s)? In what ways did you benefit? How did that person help you?
- C What do you think is most important to success?

# MENTORING DO'S

1. Do ask for help when you need it.
2. Do allow and expect your student to make mistakes.
3. Do separate your goals from those of your student.
4. Do build on the positive.
5. Do turn everything into a learning experience.
6. Do reinforce your student's successes through praise, and praise often.
7. Do provide constructive criticism when warranted.
8. Do expect the relationship to be fairly one-sided for some time, and take responsibility for keeping the relationship alive.
9. Do involve your student in deciding how you will spend time together.
10. Do emphasize the relationship between basic academic skills and success.
11. Do build trust by maintaining a steady presence in your mentee's life.
12. Do pay attention to your mentee's need for FUN!
13. Do respect the mentee's viewpoint.
14. Do seek guidance and support from program staff.

# MENTORING DON'TS

1. Don't expect to have all the answers.
2. Don't make a commitment you can't keep.
3. Don't enable bad behavior by your mentee by ignoring it or refusing to take appropriate action.
4. Don't offer unwanted advice.
5. Don't attempt to instill a set of values inconsistent with those the mentee is exposed to at home.
6. Don't lecture your mentee.
7. Don't attempt to transform or reform your mentee by setting goals and tasks early on.
8. Don't adopt a parental or authoritative role in your interactions with your mentee.
9. Don't focus on behavior changes over building mutual respect and trust.
10. Don't demand that your mentee play an equal role in initiating contact.

# ATTITUDES OF THE SUCCESSFUL<sup>5</sup>

1. Well-defined goals
2. Clear plan of action
3. A sense of immediacy: *"Do it now; don't wait"*
4. Striving for excellence: *"Perfection is the permanent result of all activity"*
5. Continuing to learn: *"Growth is a process, not a result"*
6. Serve people first
7. One-pointedness of purpose
8. Resolute persistence
9. Visualize the results prior to the action
10. Radiate positive attitude no matter what the situation

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<sup>5</sup> Adapted from *Mentor Training Curriculum*, National Mentoring Working Group.

# GOAL SETTING

## Benefits of goals setting:

- C Encourages a problem solving approach**
- C Tempers choices between life options**
- C Draws information**
- C Encourages development of discipline**
- C Forces clear conceptualization of what mentee wants to do**
- C Encourages optimism**
- C Mobilizes energies**

# MODULE 7 BACKGROUND



# CHARACTERISTICS OF A GOOD GOAL

Goals should be . . .

- C Conceivable – The mentee must be able to conceptualize goal so that it is understandable and that the mentee can identify the first step or two towards accomplishing the goal.
- C Desirable – It should be something the mentee really wants to do.
- C Realistic – If it is too difficult, it will lead to frustration and defeat for the mentee.
- C Achievable – It must be accomplishable given the mentee's resources and abilities.
- C Measurable – It should have a deadline, or there may be a tendency to put it off.
- C Controllable – If the goal includes the involvement of others, the mentee should state it so that at least the mentee's part is achievable.
- C Stated with no alternative. You should only set one goal at a time. This is based on studies that found that individuals who say they want to do one thing or another, if given an alternative, tend to do nothing. This is not to imply inflexibility. If the mentee sets out on one goal, he/she can stop at any time and drop it for a new one. However, with this change, the goal is stated without an alternative.
- C Positive – The goal should never be destructive to yourself, to others, or to society.

# STAGES OF THE RELATIONSHIP

## Stage 1: Developing rapport and building trust

This is the most critical stage of the relationship, the *"getting to know you"* phase. Things to expect and work on during Stage 1 include:

### **C Be predictable and consistent.**

During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, at all costs it is important to keep it. It is understandable that at times things come up and appointments cannot be kept; however, in order to speed up the trust-building process, remaining consistent is necessary even if the young person is not.

### **C Be prepared for "testing"**

Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. They will test to see if you really care about them. An example of how a mentee might test the mentor is by not showing up to a scheduled meeting to see how the mentor reacts.

### **C Establish confidentiality**

During the first stage of the relationship, it is important to establish confidentiality with your young person. This helps to develop trust. The mentor should let the mentee know that whatever s/he wants to share with the mentor will remain confidential, as long as (and it is important to stress this point) what the young person tells the mentor is not going to harm the young person or someone else. It is helpful to stress this up front, within the first few meetings with the mentee. That way, later down the road, if a mentor needs to break the confidence because the information the mentee shared was going to harm someone else or themselves, the young person will not feel betrayed.

### **C Goal setting**

It is helpful during Stage 1 to take the time to set up at least one achievable goal together for the relationship. For example, what do we want to get out of this relationship? It is also good to help your mentee set personal goals. Young people often do not learn goal setting, and this would provide them with the opportunity to experience how to set goals and how to work toward achieving their goals.

# STAGES OF THE RELATIONSHIP

## Stage 2: Building the relationship-reaching goals

Once trust has been established, the relationship moves on to Stage 2. During this stage, the mentor and mentee can begin to start working towards the goals they set together during the first stage of the relationship. Things to expect during Stage 2 include:

**1. The relationship develops a closeness**

Generally, during the second stage, the mentor and mentee can sense a genuine closeness to the relationship.

**2. Affirming the uniqueness of the relationship**

Once the mentor has reached this stage, it is helpful to do something special or different than the mentor and mentee did during the first stage. This helps to affirm the uniqueness of the relationship. For example, go to a museum, sporting event, special restaurant, etc.

**3. The relationship may be rocky or smooth**

All relationships have their ups and downs. Even once the relationship reaches the second stage, there will still be some rough periods. Mentors should be prepared for rough periods and not assume that something is wrong with the relationship if these periods occur occasionally.

**4. Rely on staff/resource support**

If the rough period continues or if a mentor feels like they have never reached the second stage, s/he should not hesitate to seek out support from the mentor program coordinator. Sometimes two people, no matter how they look on paper, just don't "click" together.

# STAGES OF THE RELATIONSHIP

## Stage 3: Closing the relationship

Some mentor/mentee pairs do not need to worry about this stage until far down the road. However, at some point, many relationships will come to an end whether it is because the program is over, the mentor is moving, or for some other reason. When this happens, it is critical that the closure stage not be overlooked. Young people today often have many adults come and go in and out of their lives and are rarely provided the opportunity to properly say goodbye.

### 1. **Identify natural emotions, such as grief, denial, and resentment.**

In order to help mentees express their emotions about the relationship ending, mentors should model the behavior. The mentor should first express his or her feelings and emotions about the relationship ending, and then let the mentee do the same.

### 2. **Provide opportunities for saying goodbye in a healthy, respectful, and affirming way.**

Mentors should not wait for the very last meeting with their mentees to say goodbye. The mentor should begin to slowly present the issue as soon as s/he is aware that the relationship will be coming to a close.

### 3. **Address appropriate situations for staying in touch.**

Mentors should check with the mentor program coordinator to find out what the policy is for staying in touch with their mentees once the program has come to an end. This is especially important if the program is school-based and mentors/mentees meet during the school year, but the program officially ends before the summer starts. If mentors and mentees are *mutually* interested in continuing to meet over the summer, they may be allowed to, but with the understanding that school personnel may not be available should an emergency arise. Each mentor program may have its own policy for future contact between mentors and mentees. That is why it is best for mentors to check with program personnel during this stage.

# GOAL SETTING<sup>6</sup>

Once the relationship between the mentor and mentee has been established and trust and confidentiality is understood, the mentor pairs can begin to outline goals for the relationship and the year ahead.

- C Mentor pairs can draw up a “contract” for their relationship, outlining each person’s personal, social, and educational goals for the year.
- C Each month the pairs can assess their progress and pitfalls, charting the results, and reaffirming (or reassessing) the value of the goals.
- C For each measure of accomplishment, mentors and mentees can reward each other with a certificate of achievement, a special outing, or an ice cream cone!

**Mentees goals must be their own**, not goals that others have set for them which they feel obliged to dredge up for the mentee. It doesn’t matter how outrageous these goals may seem at first – we all have outrageous fantasies we would like to live out. What is important is that the goals belong to the mentee. Once they are set out, mentors can show mentees how to break down every large goal into small achievable steps.

For instance, a mentee who decides that s/he wants to live in a mansion one day can learn how a good education will lead to job opportunities in which s/he could earn enough money to live in a mansion. The mentor pair could explore careers and the education required for these career choices. In this way, a goal that may seem unrealizable can be transformed into smaller, realizable goals and the mentee still feels that they are his/hers. **Mentors can use every goal set down by the mentee as an access to learning.**

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<sup>6</sup> Adapted from *Choose Success: How to Set and Achieve All Your Goals*, by Dr. Billy B. Sharp with Claire Cox (New York: Hawthorne Books, 1970. Presented in *Campus Partners in Learning Campus Compact*.

# MODULE 8

# NEXT STEPS

## **Learning Objectives**

- Participants will raise any remaining concerns and issues.
- Participants will reflect on their workshop experience.

## Next Steps

TIME: 20 to 30 minutes

PROCESS: Presentation, Interactive Discussion

EQUIPMENT & MATERIALS: Flip chart, markers, tape, overhead projector  
Optional: Power Point projector

### NEXT STEPS

TIME: 10 to 15 minutes

PURPOSE: Facilitate a group discussion on what the participants will need to do next in setting up their training program. Discuss technical assistance needs they may have, unresolved issues, or concerns in implementing a mentor training program.

### CLOSURE

TIME: 10 minutes

PURPOSE: Participants will assess the workshop and identify any remaining issues unresolved during the training session.

PROCESS: Closure is an essential element for helping a group develop an identity and spirit.

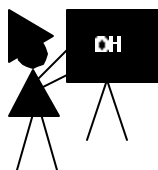
Closure brings together the group members who have been working in small groups and helps the facilitator observe what, if any, problems or concerns might exist among participants.

If these concerns are shared by the group as a whole, it creates an opportunity to resolve the problem in the present or near future (or next session).

If the concern is expressed by just a few persons, the facilitator can meet privately with them to help gain further understanding or resolution. In this way, great attention can be directed to where it is needed.

Closure also helps to focus participants to make the transition to outside-of-the-group experiences and situations.

### ***Display Overhead/Slide 8.1 – Closure Exercise***



#### **CLOSURE EXERCISE**

Choose one of the prompts below and go around the room asking for reactions about the workshop.

To close for today, I'd like to go around the circle and ask each of you to....

! Say one word or phrase that describes how you are feeling right now;

or

! Say one thing you learned about yourself and mentoring as a result of today's session;

or

! Say a word or phrase describing how you feel about the next meeting.

Conduct the closure exercise. Thank everyone again for their participation. Be sure to have the group complete the Evaluation Form.

(NOTE: The closure for the mentor training would also focus on what the mentor should expect to occur during their first two months in the program. Meetings, additional training, support sessions with the staff should be addressed by the trainer.)



# MODULE 8 OVERHEADS

# CLOSURE EXERCISE

Choose one of the prompts below and go around the room asking for reactions about the workshop.

To close for today, I'd like to go around the circle and ask each of you to....

! Say one word or phrase that describes how you are feeling right now;

or

! Say one thing you learned about yourself and mentoring as a result of today's session;

or

! Say a word or phrase describing how you feel about the next meeting.

Mentoring 2001  
A YOUTH ODYSSEY



# TRAINING EXERCISES

# **PUSHING THE ENVELOPE**

This exercise is taken from *Strengthening Mentoring Programs, JUMPstarting Your Program* produced by the National Mentoring Center

## **PUSHING THE ENVELOPE**

### **Exercise Objective:**

The objective of this exercise is to put participants in touch with the experience of opening up and sharing personal information with others in new and unfamiliar surroundings.

### **Time Needed To Complete The Exercise:**

- This exercise usually runs about ten minutes.

### **Materials Needed To Conduct The Exercise:**

- Three by five cards, one for each participant.
- Envelopes, one for each participant.

### **Facilitator Instructions:**

- This exercise is usually done near the end of the session.  
Thank the participants for their contribution to the workshop and say that there are just one or two more things you want to do during the session.
- Give each participant an envelope and a three by five card.
- Tell the participants that you want them to write down on the card one thing about themselves that they never tell anyone.  
Try to look like this is a reasonable request.
- When they finish that, have them put the card in their envelope and seal it.
- When they finish that, tell them to write their names on the envelope.
- When they finish that, have them pass the envelopes to you at the front of the room.

- When you have the envelopes, act as though you are considering opening one or more of the envelopes. You may even say the name on one, look up at them, smile and say "Hi". You might even pretend that you are about to open one, and then stop. (Don't actually open any of the envelopes.) Your goal is to make the participants feel slightly distrustful and uneasy, or at least to make them wonder what's going on.
- After you have created a little tension and uncertainty, smile and return the envelopes to their owners.
- Ask how the participants felt during this exercise. Go step by step. While they will probably talk freely about it-and about issues of trust-be sure the discussion address at least these points:

*There are actually several aspects of trust involved in this exercise. First, participants have to trust you enough that they are willing to write down something about themselves they don't usually share with anyone. (Of course some people are likely to have written something other than a profound personal secret.) Then they have to trust you enough to put their names on the envelopes and pass them to you.*

*Participants should also talk about how they felt when you seemed like you were going to open some of the envelopes. (Even if they wrote something other than a personal secret, your opening the envelope would be a violation of confidentiality and trust.)*

Relate the experience participants have just had during this activity to the process of building trust with mentees.

# **PEANUT BUTTER AND JELLY**

This exercise was developed by Sally Deluca, consultant  
for the National Mentoring Partnership

## **PEANUT BUTTER AND JELLY**

### **Exercise Objective:**

The primary objective of this exercise is to explore factors that contribute to or act as barriers to effective communications.

### **Time Needed To Complete The Exercise:**

This exercise usually runs about 10 to 20 minutes.

### **Materials Needed To Conduct The Exercise:**

- A jar of peanut butter
- A jar of jelly
- A plate (paper is ok)
- A butter knife
- A bunch of napkins
- A three by five card for each participant
- Handy wipes

### **Facilitator Instructions:**

- Explain that you were supposed to give a lecture on effective communications but you are so hungry that you have to stop and get yourself something to eat real quick.
- Add that you aren't noted for your cooking so you are calling on the participants to help you make your favorite meal...a peanut butter and jelly sandwich.



- Give each participant a three by five card and ask him or her to bullet the steps you should take to make this sandwich. Give them about three to five minutes to do this.
- Select someone in the group to slowly read their bullets to you, one bullet at a time.
- Follow their directions literally. For instance, if they tell you to take two pieces of bread, don't bother to open the bread bag at the end. Just rip the bag open, let the bread fly and retrieve two pieces. If they tell you to spread peanut butter on the bread, use your hand to grab a handful of peanut butter and put it all over both sides of the bread.
- After this process is complete, ask the group to tell you what they see went wrong with the peanut butter and jelly sandwich. Principles such as assuming, not communicating enough detail, and not including a feedback loop into the process will come from the group.
- Then ask the group how these factors affect our efforts to communicate with training participants or students, etc.
- Ask if there are any other possible factors that anyone could suggest might have affected the communication process. Point out that sometimes communications are blocked because one or more individuals in the process want the communication to fail.
- Ask how communications might be structured to decrease the degree to which these types of communication problems might occur.



# RESOURCES

# RESOURCES SECTION

In an effort to reduce printing costs, we are providing the resource section on our website. Please go to ***[www.emt.org/ment\\_eventsarchive.htm](http://www.emt.org/ment_eventsarchive.htm)*** and download the PDF file.

If you should encounter any difficulties, please contact Shelly Boehm by phone at (916) 983-9506 or email at [shellyb@emt.org](mailto:shellyb@emt.org). Thank you.