

MENTORING^{plus}
Workshop Series

SERIES 6

PREPARING MENTEES FOR SUCCESS
A Program Manager's Guide

Dustianne North, M.S.W.
Jerry Sherk, M.A.



Produced by The EMT Group for the California Department of Alcohol and Drug Programs



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Mentor Resource Center

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WORKSHOP AGENDA



- 9:00 Introductions
- 9:30 MODULE 1: Creating a Community of Caring
- 10:30 Break
- 10:45 MODULE 2: Preparing for Safety
- 11:45 Lunch
- 12:45 MODULE 3: Designing and Implementing a Mentee Training
- 1:35 Break
- 1:40 MODULE 4: Teaching and Modeling Relationship Skills
- 2:25 Break
- 2:35 MODULE 5: Role Playing and Practicing Skills
- 3:35 Next Steps

ABOUT THE AUTHORS

Dustianne North, M.S.W.

Dustianne North began working in the field of youth mentoring in 1995 when she began building a mentor and volunteer program for the foster care in residence at the Florence Crittenton Center in Los Angeles in 1995. This mentoring program for youth in foster care became the first to be officially approved by the Los Angeles County Department of Children and Family Services, the Los Angeles Probation Department, and Community Care Licensing. Since establishing this program, Ms. North has provided training and technical assistance throughout the state for EMT. Most recently, she has focused on building mentoring support statewide for foster youth and youth on probation. Ms. North holds a master's degree in Social Welfare from UCLA, and she continues to work toward her doctorate in Social Welfare (also at UCLA). As a trainer, she draws upon her professional experiences with mentoring, her clinical training as a social worker, and her administrative expertise in designing curricula and facilitating trainings. This diverse scope of knowledge allows her to work with direct practice issues such as communicating with youth, as well as macro-level issues, such as designing mentor programs for foster youth.

Jerry Sherk, M.A.

Jerry Sherk is president and founder of Mentor Management Systems of Encinitas, a company that provides technical assistance and training to both corporate and youth-based mentoring programs. He has a master's degree in Psychology with an emphasis in Counseling. Over the past five years, Mr. Sherk has been one of the leading consultants for EMT and in this capacity he has facilitated numerous statewide workshops for program managers. While working for EMT, he has also helped over 100 mentoring programs to develop their operational systems. Mr. Sherk has authored or co-authored mentoring workbooks and training curriculum for EMT including: *Creating and Sustaining a Winning Match*, *Best Practices for Mentoring Programs*, *Creating a Balance: Preparing Mentees for the Match*, *The Mentors' Guide to Workplace Mentoring*, and *Risk Management for Mentoring Programs*.

MENTORING^{plus} Workshop Series

WELCOME!



PREPARING
MENTEES FOR
SUCCESS

A PROGRAM MANAGER'S GUIDE

Mentoring programs tend to focus on training their mentors but seldom extend the same attention to orienting their mentees. Training your mentees will help them to optimize the mentoring experience and ensure that your program operates safely.

Dustianne North and Jerry Sherk developed this powerful mentee training tool based on Barbara Webster's book, *Get Real. Get A Mentor. How You Can Get Where You Want To Go With The Help Of A Mentor*. You will learn how to create a community of caring, institute safety precautions, design and implement a mentee training, and teach and model relationship skills.

We encourage you to ask questions and interact with your peers to share experiences and ideas during the workshop. Your commitment to making a difference with our youth is appreciated. Enjoy the day and thank you for joining us!

About the Mentoring Plus Workshop Series

The Mentoring Plus Workshop Series addresses topics most critical to effective mentoring programs. The goal of these workshops is to assist new and existing mentoring programs in providing children and youth with the best mentoring practices available. Mentoring Plus offers:

- Free workshops by request
- Curricula developed by experts in the mentoring field
- A workshop manual that includes all presentation material
- Information on accessing personalized technical assistance
- Networking opportunities

Additional Training and Technical Assistance

Community- and school-based youth mentoring programs may receive free technical assistance and training from The Evaluation, Management and Training (EMT) Group, which is funded to provide this service by the California Department of Alcohol and Drug Programs. Drawing on a statewide pool of diverse consultants, EMT tailors technical assistance to the specific needs of the requesting group.

Please ask a workshop trainer for more information about available services. A Technical Assistance Application is provided for your use in the Program Development Resources section of this binder. You may also contact Lisa Scott or Shelly Boehm of EMT directly at:

- Mail: 391 South Lexington Drive, Suite 110, Folsom, California 95630
- Tel: 916.983.9506
- Fax: 916.983.5738
- Email: lisa@emt.org or shellyb@emt.org
- Website: www.emt.org

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A WORD FROM THE AUTHORS

Welcome to today's workshop on *Preparing Mentees for Success*. The EMT Group asked us to focus on this subject because most of the mentoring program trainings and materials have concentrated primarily on the mentor. The focus on preparing mentees for the match has long been overlooked, apparently for many reasons.

In addition to a lack of mentee training curriculum, many mentoring experts presumed that mentor training should take precedence. Perhaps it was because they believed it was solely the mentors' responsibility to understand and uphold the guidelines on safety, boundary, and confidentiality as well as other issues. Although it is crucial to teach mentors about these subjects, we now more fully understand that it is also important to prepare mentees. When program managers give mentees proper training, the match has a much better chance of succeeding.

The number one concern in any mentoring program should be mentee safety. In addition to staff establishing a "community of caring" which includes developing a close relationship with each mentee and their parents, safety is enhanced by training mentees about confidentiality and child abuse reporting. Safety is also improved when mentees fully understand all of the program's rules and guidelines.

Beyond safety, mentoring should focus on the personal growth of the young person, and there are many fun and practical ways for programs to support mentee development. Strategies presented include helping mentees understand personality differences between themselves and their mentors, learning about trust, fostering proper mentee expectations and attitudes, and knowing how to set goals for the relationship.

A final note. Before we move forward with today's training, we want you to know that although we have spent a great deal of time and effort on developing this comprehensive curriculum, we also know that it only scratches the surface. We look forward to hearing about the many activities and strategies that you have gained through your own experiences within your own mentoring programs. Please speak up and share your knowledge!

Sincerely,

Dustianne North, M.S.W.

Jerry Sherk, M.A.

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COMMON GROUND

Find people in the room who you have something in common with!

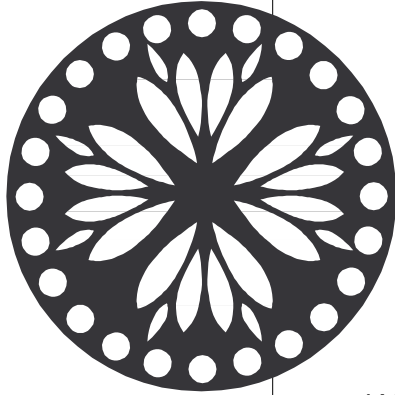
1. Find someone who was born in the same state as you.
2. Find someone whose initials are the same (or partially the same) as yours.
3. Find someone who likes the same kind of movies you do.
4. Find someone who likes the same kind of music you do.
5. Find someone who has the same number of people living in their house as you do in yours.
6. Find someone who is good at something you are good at.
7. Find someone who is good at something you'd like to learn.
8. Find someone who wants to learn something you know how to do.
9. Which do you prefer: spending time with someone in person, talking to them on the telephone, or talking by email? Find someone who feels the same way you do.
10. Would you rather go to the mall, ride bicycles, or hang out at the beach? Find someone who feels the same way you do.

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MODULE 1

CREATING A COMMUNITY OF CARING

NOTES

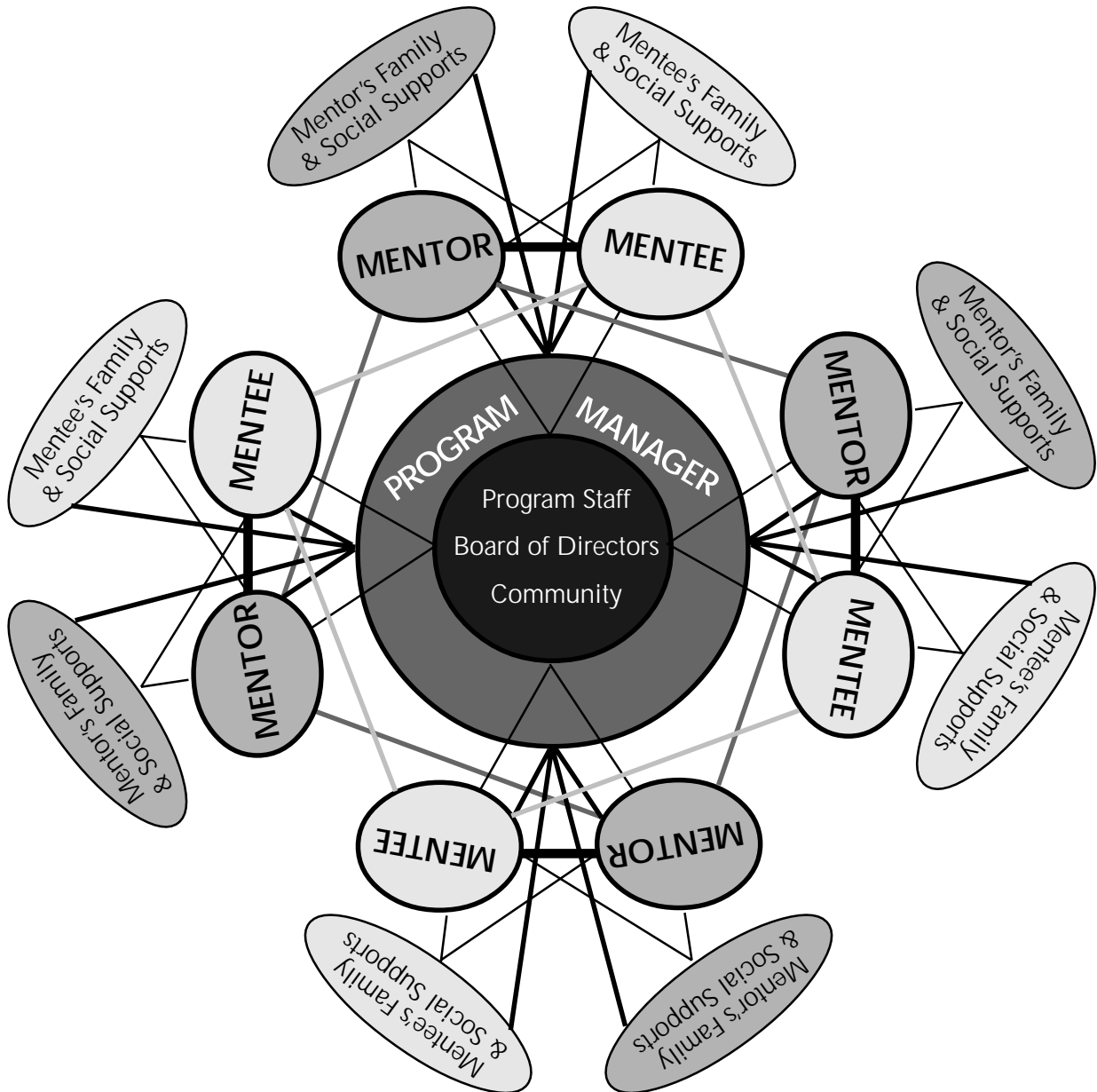


A “COMMUNITY OF CARING” PARADIGM

Imagine a small community. A place where everyone knows each other; a place where children are safe to play in the community, and every adult makes it their business to watch out for each other and the children in the community. This is a place where people are known to be responsible and positive, and parents are able to trust their child to any adult member of the community. We call this a “community of caring.”

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The Community of Caring Model



NOTES

2 Elements Needed

to create a “community of caring”
in your mentoring program...

1 Clearly written policies and procedures

why?

- To give a program structure and consistency.
- To identify what needs to be done, who is responsible, and when it should be accomplished.
- To reduce confusion and conflict.
- To take the guesswork out of running your program.
- To help ensure that the right things will happen, even when you are not there.

2 Adequate personnel and resources


what does it take to run a good program?

- Access to experts.
- A budget that is adequate to run the agency well, *not marginally*, with 3 months operating reserve for cash flow emergencies.
- Enough staff to perform all functions without burnout.
- An active governing or advisory board.
- Community involvement and support.
- Clearly stated purpose, goals, and objectives.
- A vision of what success looks like and how to measure its achievement.
- A plan for the future.

The Results

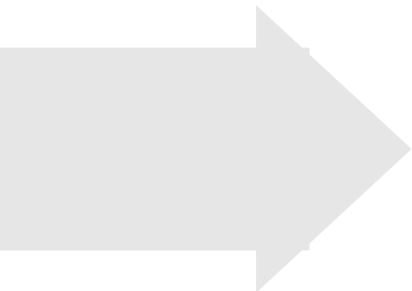
of clearly written procedures and policies
& adequate personnel and resources...

NOTES



PROGRAMS that are well-developed, well-organized
and run properly *will prosper.*

- In funding
- In public relations
- In human resources (quality staff & volunteers)



PEOPLE that are involved in quality mentoring programs
will see success.

- In quality, long-lasting relationships
- In positive changes in mentees
- In positive word-of-mouth that promotes feelings of self-worth
- In mentors that return for another cycle or mentoring assignment
- In solid funding that provides the resources and support needed

NOTES

QUALITY ASSURANCE STANDARDS

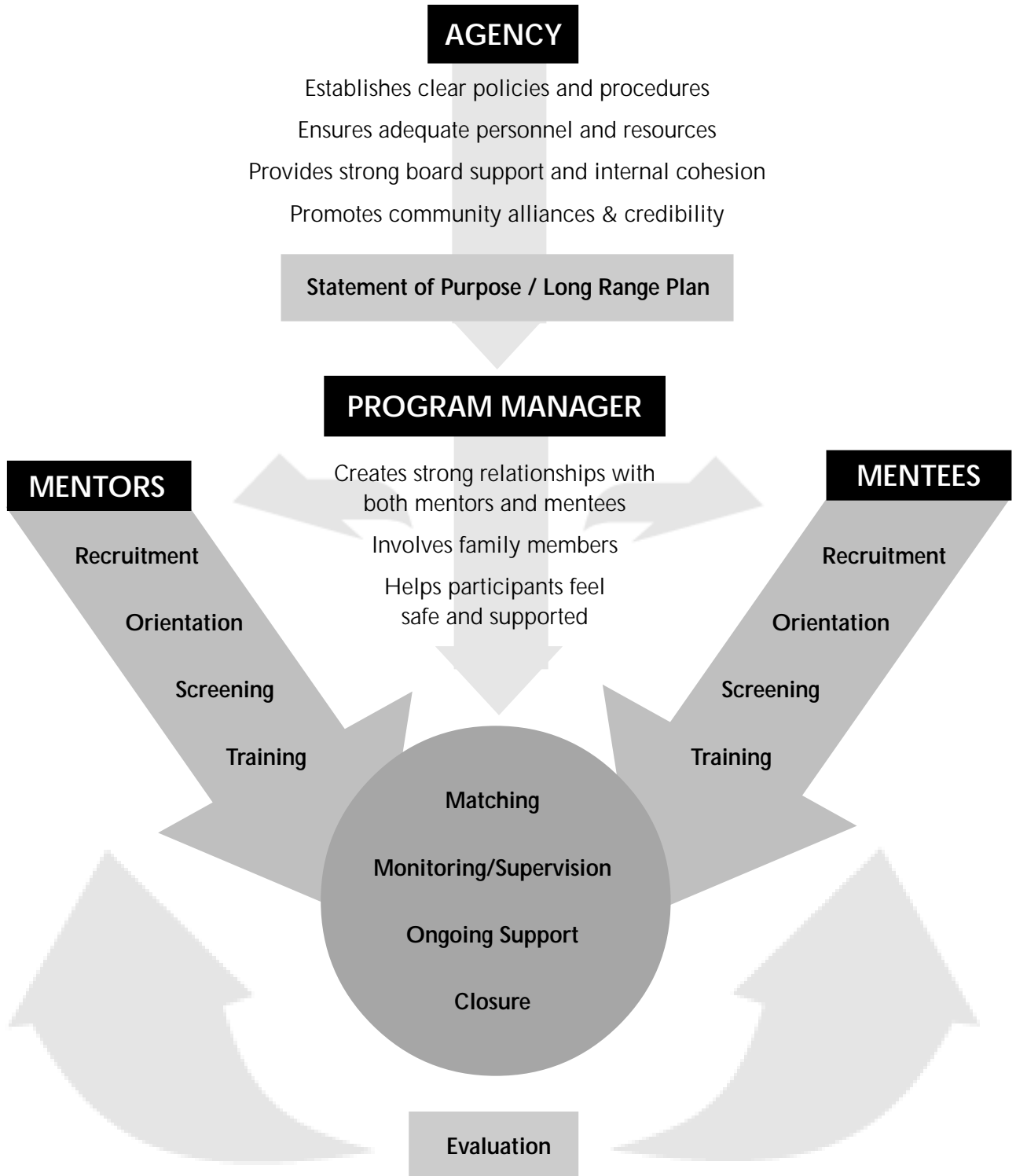
10 Categories

1. STATEMENT OF PURPOSE AND LONG-RANGE PLAN
2. RECRUITMENT
3. ORIENTATION
4. SCREENING
5. TRAINING
6. MATCHING
7. MONITORING
8. SUPPORT, RECOGNITION AND RETENTION
9. CLOSURE
10. EVALUATION

None of the ten Quality Assurance standards stands alone. Each relies on all the others to create a “community of caring,” building on a foundation of clear purpose and planning.

SEE ALSO: Quality Assurance Standards in the Resources section, which discusses the complete recommendations of the CMI Quality Assurance Standards.

Establishing a Community of Caring



ideas WORKING WITH MENTEES TO CREATE A COMMUNITY OF CARING

Recruitment	Orientation	Screening	Training/Preparation

Matching	Monitoring	Support	Closure

SUGGESTED STRATEGIES FOR BUILDING A COMMUNITY OF CARING

RECRUITMENT	ORIENTATION	SCREENING	TRAINING / PREP	MATCHING	SUPPORT (initial phase)
<p>Strategies</p> <ul style="list-style-type: none"> ✓ Bring current participants to recruitment sessions ✓ Read letters written by mentee candidates on “Why I want a mentor” ✓ Bring photos of mentee candidates ✓ Recruit via natural social networks ✓ Interview parents when possible to get them to buy into program. ✓ Make families feel welcome in program ✓ Be especially sensitive to parents: make sure they know they’re not failures. ✓ Be clear on program commitments so that participants will be accountable when they join the program <p>Activities</p> <ul style="list-style-type: none"> ✓ Recruitment drive planned and carried out by participants ✓ Open house hosted by current participants ✓ Large group activities with prospective mentees & families and current participants 	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Use both group sessions and individual meetings to describe program ✓ Have current participants assist and speak about their experiences ✓ Welcome families ✓ Ask for help in recruitment ✓ KEEP ORIENTATION FOR MENTORS SEPARATE ✓ Continue to be clear on commitments so that participants will be accountable. ✓ Commitment and follow through are also acts of caring. <p>Activities</p> <ul style="list-style-type: none"> ✓ Match current mentees with prospective mentees for paired activities ✓ Introduce games and group activities or projects that will show that the program will be fun! 	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Ensure safety of all participants with careful screening of mentors and mentees ✓ DON’T BE ELITIST!! Nothing kills a nice community spirit faster than an “us” and “them” attitude ✓ Consider including some mentor candidates in group activities and other functions in order to observe them in action with mentees. <p>Activities</p> <ul style="list-style-type: none"> ✓ Have prospective mentees draw a picture of what it will be like to have a mentor ✓ Optional: have prospective mentees write a paragraph about what they would like to do with their mentor. 	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Have mentors and mentees fill out interest forms which indicate hobbies and other favorite pursuits. ✓ Continue to screen mentors throughout all activities. Be alert for personality traits you may have missed during initial screening. <p>Activities</p> <ul style="list-style-type: none"> ✓ Have mentees work on written materials which will indicate such things as goals, hopes for the future, interests, etc. ✓ If time between screening and matching is substantial, hold enough activities to keep up the interest of mentors and mentees. 	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Take time and put care into actually developing a matching strategy. Follow through by implementing the criteria you created. Criteria may include such elements as chemistry, interests, and culture/race. ✓ Develop an advisory board so that matching, terminating matches, screening, etc., doesn’t come down to just one person (you). ✓ Before making the match, describe mentee to the mentor for his or her okay. Also describe the mentor to the mentee and parents for their okay. <p>Activities</p> <ul style="list-style-type: none"> ✓ Have mentors and mentees work together in group activities to see which individuals naturally gravitate toward each other. ✓ Prepare activities for the first time the match meets. This could be trust walk, interviews, teamwork activities, group games, pictiary, etc. 	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Keep lines of communication open between mentors and staff, and mentees and staff. Let them know that staff is available for problem solving. <p>Activities</p> <ul style="list-style-type: none"> ✓ Provide ongoing training for program participants. ✓ Implement a program kick-off.

5 Strategies for Promoting a Community of Caring

1. Develop the proper attitude among program staff
2. Be sure your written materials reflect the proper attitude
3. Use age-appropriate language and subject matter with mentees
4. Bring the mentee's family into your program
5. *Make your program fun!*

NOTES

1. Develop the proper attitude among program staff

“Successful mentors are those who want to develop relationships of trust and respect,” states a recent study by Public/Private Ventures. While recruiting mentors with the proper attitude is important, it’s also critical for *program staff* to integrate a respectful and caring attitude toward mentees at all times.

Because of the nature of the mentoring business, such as stress caused by the lack of funding and the sometimes overwhelming scope of the work, program managers and staff must constantly strive to rededicate themselves. If staff doesn’t have the proper perspective about mentoring the mentors won’t either, and the mentees will suffer.

tips for promoting a “community of caring” in your agency

- √ Set an example
- √ Be wise to the realities of children’s lives
- √ Think “safety”
- √ Promote community spirit
- √ Maintain quality assurance standards

NOTES

DO'S AND DON'TS OF STAFF ATTITUDE

DO:

- Design the program with the best interest of the mentees in mind—be sensitive to their needs at every turn.
- Show mentees that the mentoring program is about them, their personal growth and their needs.
- Give the time and effort necessary to make a positive connection with each mentee.
- Try to make the program special through incentives and opportunities.
- Be realistic about what the program can offer mentees, and what their commitment must be.
- Allow mentees to proceed at their own pace and trust level.
- Take seriously the needs and feelings expressed by mentees and their parents.
- Find and encourage the strengths and resources of each mentee.
- Get feedback from mentees on program design and materials.
- Make the program fun!

DON'T:

- View the program as just another job by going through the motions.
- Hire anyone who isn't fully sold on youth mentoring.
- Be insensitive by giving mentees the impression that they are "a problem" or that they are "receiving services."
- Put mentees in any situation that could potentially embarrass them.
- Treat a mentee in any way other than you would have someone treat your own son or daughter (with care and respect).
- Fail to follow through on your promises.
- Put too much pressure on mentees to show more appreciation for their mentors
- Compete with mentors for a mentee's respect or attention
- Focus too much on a mentee's behavior changes and improvements in measurable outcomes, as mentees need to feel accepted as they are.

NOTES

2. Develop written materials that reflect the proper attitude

Very often, the first information that a potential mentee will see on your program is in the form of a flyer, brochure, or letter. Staff should attempt to convey the right message in program materials, as first impressions are extremely important.

While developing materials, focus on being cordial and personal and strive to avoid any negative connotation to the program or to the mentees. For example, a negative approach would be to write a letter saying, "The school counselor has recommended you to our mentoring program as he indicated that you have a variety of problems."

Bad Letter to Mentee

How would you like to be a student (or a parent) and receive the following letter?

Dear Student,

The school counselor has recommended you to our mentoring program as he indicated that you have a variety of problems. We feel that if you talk to a mentor, he or she might be able to help you out.

Your reports show that you are lacking in the area of academic achievement, and that you have frequent behavior problems. It's also known that you may be at risk for...

We can probably agree that the letter above won't draw many students into a mentoring program. The letter is impersonal, negative, critical and it brought up a potential scary situation, talking to an adult about problems.

Better Letter to Mentee

On the other hand, potential mentees might appreciate a letter such as the following:

NOTES

Dear Jennifer,

Your teacher gave us your name as someone we might enjoy joining the XYZ School Mentoring Program. This program matches students with a caring adult mentor (a mentor is a “wise and trusted friend”). If you choose to participate, you and your mentor will meet once a week for an hour after school. Activities could include playing board games, reading, working on the computer, playing sports, doing school work, or just hanging out and talking.

Not only does the XYZ School Mentoring Program match you with a mentor, but you will also join with your classmates in learning leadership skills and being involved in doing community projects...

Relative to the first letter, the letter above was more personal, it featured positives from the program, and it began to discuss fun and interesting activities.

NOTES

3. Use age-appropriate language and subject matter with mentees

How do mentees want to be addressed?

It is important to young people that you consider how they want to be addressed. Talk with the mentees and find out what they would like to be called. Are they comfortable with “kids, boys, girls” or might they be insulted? When in doubt, ask them. After you make the determination of how they should be addressed, let your staff mentors know, so that everyone will be consistent. Be sure any written materials also use the same terminology.

Consider mentees’ level of understanding.

Try to stay on the young person’s level when developing written materials or engaging them in conversation. Rule of thumb: use simpler language for younger mentees, and more complex language for older or more advanced students.

Reflect on mentees’ experiences.

Sometimes you have put yourself in the place your mentees to begin to understand them. For example, should you, your staff or the mentor criticize a mentee for not getting their homework done if they live in a two-room apartment with eight (disruptive) brothers and sisters?

4. Bring the mentee's family into your program

Interview parents when possible.

The best way to get buy-in from parents is to let them know what the program is about from the start. When you first talk to parents (or send them information about the program), make sure that they understand that the mentoring program isn't labeling them as a failure as a parent. Also, let them know that the mentor isn't there to take over. This helps parents to feel safer and to foster positive attitudes about the program. Also, if your program has a "developmental plan" for the mentee you will want to the parent's input early on.

Invite the family to events and activities.

It is always best to include a mentee's family in activities, but program staff should try to be understanding when parents cannot or do not join in. There are many reasons why they might resist (stress, shame, fear, etc.). Also, continue to invite and encourage parents to attend, even if they don't come at first. Somewhere along the line they might show up, and a positive initial experience could be a breakthrough in their participation and attitude.

In addition to program kick-offs and celebrations, invite the family to events with guest speakers. Subject matter can be goal setting, careers, success, leadership, etc. Develop interactive games with parents, mentors and mentees. Examples: pictionary, charades, or trust walk. *Always include food when possible.*

Keep parents informed through written materials and phone calls.

Letters and newsletters can keep parents posted as to program news and events. In addition, let parents know that they can call you up anytime should problems arise.

NOTES

NOTES

5. Make your program fun!

How many young people want to join a program that seems merely an extension of their school? Probably very few. So, it makes sense that creating fun activities helps to break the tension, develop the team feeling and it also aids in building relationships. Furthermore, research shows that children are able to use play activities to learn and to build a positive sense of self.

Don't always focus on problems.

A program that is funded to increase academic scores, or reduce pregnancy, drug use, violence, etc., which constantly focuses on these problems/issues, will generally be a boring program. Staff has to balance the program's mission with the attention span and interests of the mentees.

Hold periodic celebrations.

Consistent periodic celebrations build a sense of unity and belonging. Many programs have at least three such celebrations per year (kick-off at the beginning, holiday celebration at the middle, and graduation at the end). Certificates and other incentives (see below) can be awarded during these events.

Offer other program incentives.

Both mentors and mentees enjoy getting goodies for free! The list of program incentives can be as long as your imagination: Food, school supplies, art supplies, t-shirts, mugs, movie passes, field trips, sporting events, gift certificates.

Develop fun group activities.

Program managers should develop a folder or notebook with a variety of age-appropriate activities. Any library, bookstore or teachers' supply should have a number of books and workbooks on this subject.

Facilitate fun mentor / mentee activities

The time that mentors and mentees spend together should be enjoyable. Fun activities obviously are an aid to a mentor and mentee bonding. These activities can be done one-on-one or in a group.

ideas

ONE-ON-ONE ACTIVITIES

- Tutoring
- Reading
- Sports (e.g. "catch")
- Board games
- Card games
- Art work
- Going for a walk
- Working on computers
- Magic tricks
- Goal setting
- Doing a hobby together
- _____
- _____
- _____
- _____

Engaging mentor and mentee candidates in supervised group activities before they are matched is also a way of letting matches form on their own. Staff can observe mentors and mentees in action as they naturally gravitate toward each other.

Surprise Your Participants!

When you tell people what will happen at a certain meeting or event and it happens, then you have met their expectations. On the other hand, if you pull something out of your hat, they are more likely to get excited. What can you do that's unexpected? A drawing for prizes. An exciting speaker. Pizza. Free movie tickets for everyone. McDonalds gift certificates. A surprise award.

GROUP ACTIVITIES

- Reading
- Team sports
- Spectator sports
- Community service
- Sharing sessions
- Leadership class / activities
- Guest speakers
- Ropes courses
- Picnics
- Hikes
- Celebrations
- Art work
- _____
- _____
- _____
- _____

Group Activities

Trust Walk

Find the Mystery Men/ Woman

I'm Famous...But Who Am I?

Four Truths and a Lie

Space Ship

The Name Game

Who Mentored You?

Magazine Identity

The Grocery Store

Jeopardy

My First Car

Trust Walk

PARTICIPANTS:

Mentees (can be done at mentor trainings, too)

OBJECTIVES:

This exercise is used to help mentees to discuss and understand the concept of trust and the role that trust has in the mentoring relationship.

MATERIALS:

One blindfold for every two mentees. Make sure the blindfolds are made with thick, dark material, so that vision is completely blacked out.

INSTRUCTIONS:

1. Tell the mentees that you are going to lead them through an exercise called the "trust walk," and it is about developing trust. Point out that trust is extremely important in relationships, and that many believe that how we trust people also influences how we function in the world. If you can't or don't trust people, you are afraid of everyone and everything, and you won't be able to risk, or to function properly in the world.
2. Ask mentees to pair up with someone they don't know very well. Have them choose one person to be blindfolded first. Make sure that when they are blindfolded, they can't see at all.
3. Ask the other person (you can call them the leader) to lead their partner around the room / school / playground, etc. Also ask the leader to lead the blindfolded person in a safe manner. "Don't let them run into anything, and let them know if they are going to go up or down steps, encounter rough turf, etc, before they get there." Remind the leader that they will have their turn at being blindfolded and led by their partner.
4. Tell the pair that they have approximately five minutes, and let them begin the trust walk. (Make sure that they are not near streets or any other dangers, and that there are enough adults to supervise the mentees no matter which direction they take. Adults can steer mentees back toward the starting point if they encounter dangerous areas.)

5. After five minutes have the mentees change roles. Let them for five more minutes.
6. When time is up, bring them all back to the classroom or circle, and ask them to relate this experience. Questions may include:
 - How safe did you feel?
 - When, if ever, did you feel unsafe?
 - Did your partner do anything to make you feel unsafe?
 - What does this have to do with relationships?
 - How do you think you would function in the world if you couldn't trust anyone?
 - What would be an example of a person betraying a trust in a relationship?
 - Why do we need to be able to count on people?
 - What do babies need to count on from their parents?
 - How do you build trust in a relationship?
 - Did the way your partner treated you when you were blindfolded effect the way you treated them when the roles were switched, if you were led first?
 - Did knowing you would be blindfolded effect the way you led your partner, if you led first?
 - What do you think this exercise has to do with mentoring?
 - How do you know when you can trust your mentor?
 - How long do you think it will take to build up trust with your mentor?
 - How would you try to build up trust with your mentee, if you were a mentor?
 - Any other comments about this exercise?

Find the Mystery Man / Woman

OBJECTIVE:

This exercise is fun, and it encourages program participants to get to know each other. A point can be made at the conclusion of the exercise that "meeting people is rewarding."

BEST FOR:

- Parents
- Groups of potential mentors in an orientation
- Large group of mentors or mentees meeting for the first time
- Parent /mentor meetings
- Parent meetings

INSTRUCTIONS:

1. Designate someone in advance to be the "Mystery Man" or "Mystery Woman."
2. At the beginning of the event announce:
"There is a Mystery Person among us. Every fifth person he or she meets will get \$5 (or 10 extra tickets for a drawing or other reward)."
3. The Mystery Person must note whom the fifth and tenth person was so that prizes can be later awarded.

ALTERNATIVE: Announce the Mystery Person, ask who shook hands with him or her, and hand out dollars or drawing tickets.
4. Make a point at the end of the exercise. For example:
"Meeting people can be rewarding."

MATERIALS:

Cash prizes, or tickets for a drawing and prizes.

I'm Famous... But Who Am I?

OBJECTIVE:

This is a quick warmer. Its only point is that it encourages people to get to know each other, and it's fun!

BEST FOR:

Everyone.

INSTRUCTIONS:

1. On nametags, brainstorm a list of celebrities that everyone should know. They can be politicians, entertainers, athletes, and people in the news. Examples: Michael Jordan, George W. Bush, Nelson Mandela, Cesar Chavez.
2. When your group is assembled, explain that each person will get a nametag pasted on their back with a famous person's name on it, and that they won't be told what their identity is. Then ask everyone to circulate and ask each person they meet one yes or no question. Example: Am I an athlete? Am I from this country, and so on. Tell each person to keep track of how many questions it took to find out who they were. The person(s) who had to ask the fewest question wins.
3. At the end of the exercise ask the group how many needed 5 or less questions. Keep reducing the number until you find the winner(s). You may choose to have a small gift for the winner(s).

MATERIALS:

Name tags

Markers

Small gifts (if you so choose)

SUGGESTIONS / TIPS:

Be diverse in choosing famous people from both men and women, and from all ethnicities. Of course, you'll have to work harder finding names for groups of younger people. Does everyone know Brittany Spears?

Four Truths and a Lie

OBJECTIVE:

This exercise helps people get to know each other very quickly, and it's a good way to have people reveal interesting things about themselves.

BEST FOR:

Any large group where individuals don't know each other, young or old.

INSTRUCTIONS:

1. When the group is gathered, announce the following:
2. This exercise is a game that will help us get to know each other. I've given you a nametag. On the top please print your name clearly.
3. Below your name, leave enough space to number one through five. In those spaces write down three true things about yourself, and one thing that isn't true. Examples: Write down: 'From New Jersey, Went to Woodstock, Run Marathons, Like to Juggle, Like Stephen King Novels.'
4. After you write down your five things, begin to circulate. Your goal is to introduce yourself to five people that you don't know. After you introduce yourself, look at their list and try to discern which one description of them isn't true. Have them do the same with you. Take at least 2 or 3 minutes with each person. You might be surprised about what you find out about the people here today.
5. After the experience is over, ask the group what they learned about each other. (Some of the things that are true can be remarkable.)

SUGGESTIONS / TIPS:

You can do this with a small group of young people too, such as in group mentoring. Have them sit in a circle or around a table and write down several versions of their "four truths and a lie". Go around the circle several times. The group facilitator should include himself or herself.

Space Ship

A Values Clarification Exercise

OBJECTIVE:

To reinforcement that everyone has value. To clarify one's own values.
To understand the values of others.

CAUTION:

It's best to give this exercise to a group of high functioning stable people, individuals that have accepting, flexible attitudes. You wouldn't want give this exercise to a group who might be prejudice or bigoted.

INSTRUCTIONS:

1. Break the group down into groups of 4 to 8 individuals. Give them something to write with and write on. A flip chart or dry erase board is best to write on, but a legal pad will do.
2. Have each group select a recorder. Tell them they the recorder will eventually report out to the larger group.
3. Describe the following scenario to the group (or you can make up your own):

The earth is burning up, and only 7 people are left on the planet. There is a spaceship ready to go to another planet that can support life, but the spaceship only has room for 4. There are no inhabitants on this new planet, and your group needs to choose who will go to the new planet (keeping in mind that you want humanity to survive). The people are as follows:

- A 57 year-old-scientist who is a chronic alcoholic.
- A 17-year-old-girl who has no identifiable skills.
- A 40-year-old homosexual male who is an expert outdoorsman.
- A 30-year-old mother, a homemaker.
- The 30-year-old mother's infant girl (a twin).
- The 30-year-old mother's infant boy (a twin).
- A 25-year-old male who has an affiliation with a gang.

4. Give the groups 15-20 minutes to discuss whom they would send to the new planet. Then have each group's recorder share to the larger group who they sent, and why. As they share, the facilitator can emphasize the positive points that they bring up. Note: There are no right or wrong answers on this one—everyone has different values.

MATERIALS:

Flip charts

Dry erase boards

Markers

SUGGESTIONS / TIPS:

If you aren't confident that you have a caring and stable group, or if you aren't sure of how to handle group if prejudice comes up, you might not want to try this one.

The Name Game

OBJECTIVES:

This is a wonderful exercise for getting everyone to know each other very quickly (sometimes on a very deep level). In addition, this exercise promotes acceptance, especially of race and ethnicity.

BEST FOR:

- Any mid to large size group where individuals don't know each other very well.
- Junior high and high school students (who aren't too shy) might do well at this exercise also.

INSTRUCTIONS:

1. Go around the group and ask people to:
 - Say their full name
 - Where the name came from
 - Who named them, and why
 - What the name means
2. If they want, and if there is time, have them say their nickname talk about it.
3. As they share, or after they share, the facilitator brings up the fact that we are very diverse, but at our core we are much the same. (Many are proud of their name, many are embarrassed, a good number of people are named after movie stars, or after a deceased sibling or other relative.)

SUGGESTION:

You might want to also remind the group that this exercise demonstrates the magic of relationships: "A few minutes ago we were all strangers, and there was tension at meeting people for the first time. In a matter of moments (after sharing) we have begun to bond with others, and we are all more relaxed. This is also what often happens in a mentoring relationship. There is the tension at meeting, the sharing, and then people tend to relax."

Who Mentored You?

OBJECTIVES:

To get mentors to think about the positive qualities of mentors, and get them tuned in to having the proper mentor attitude.

BEST FOR:

- Mentors undergoing an initial mentoring training.

INSTRUCTIONS:

1. Tell your mentors to close their eyes and they you are going to lead them on a guided visualization. Ask them to think about a time in their life that they got help from another person. "It could be a time when you were facing a difficult or exciting challenge." Then, ask them to have the person come to them in their imagination. Short pause.
2. Going on, ask them to "think about what that person did for them in their time of need. How did they help you? Maybe they helped you understand something, or they inspired your, or they helped you with your confidence." Short pause.
3. "Now in your own way, thank that person for what they did. You can shake their hands, say a few words, give them a hug or a kiss." Short pause.
4. "Now open your eyes. Come back to the present moment. Now let's talk just a moment. Does anyone want to share how their mentor helped them out?" (Be careful here and don't push. Some people are too sensitive or too shy to share.)
5. If no one wants to share their story, ask for more generalities: "What then, are the qualities of good mentors?" (You can write a few of the qualities down on a flip chart or board.)
6. That's it! Your list may include: flexible, caring, patient, open, good listeners, non-directive, respectful, accepting, trustworthy, inspirational, hopeful, good role model, non-judgmental, encourage belief in the mentee's ability, mentee-focused.

SUGGESTIONS / TIPS:

Be careful with this exercise and don't try it until you have your group warmed up a little. Some people tear up during this one, and most mentors don't like to share deep feelings unless they are comfortable with other people.

Magazine Identity

OBJECTIVE:

To help young people understand more clearly who and what they identify with. It also helps them to visualize the future and clarify what they want in their lives. It also helps mentees bond with each other as they realize others have the same interests as they do.

BEST FOR:

Mentees of all ages. Groups of 5-12 work best.

INSTRUCTION:

1. Tell the group that they will be getting magazines and that the exercise consists of cutting out pictures of things they want for their lives, such as things they'd like to have, a person or occupation they'd like to be, places they want to go. *"You can cut any picture out, as long as it's not vulgar or suggestive."*
2. Give them a specific number, such as five pictures to cut out, and a 5-15 minute time limit. Instruct them not to let their neighbors see what they are cutting out, because this is going to be a guessing game. Have them cut or tear out pictures, and then put them in an envelope, with no name on it.
3. Have the mentees seal the envelopes, and give them to you. Ask the mentees to sit in a circle. Mix the envelopes up and pass them out (one to each person) but don't let them open them at this time. Tell them that if you get your own envelope, don't let on.
4. Have the first person open his or her envelope, and have them slowly describe each image. Example: "Here is a person who likes animals. This individual likes desert islands, etc."
5. After the person shows all the pictures in the envelope, have the group guess whose envelope it is. If the person isn't identified after three guesses, they get to speak up and say who they are.

SUGGESTIONS / TIPS:

Be careful with scissors around young or disruptive groups. Also, sometimes at the beginning mentees work too closely together. They can see each other's work and so they must be split apart so that it remains a guessing game.

MATERIALS:

A large supply of magazines of all types, scissors, large envelopes.

Grocery Store

OBJECTIVE:

This is a memory game that usually gets people to interact calmly. It also serves to celebrate those who have an excellent rote memory. Sometimes it's a complete surprise who those individuals are.

BEST FOR:

Mentees of all ages. It's also a good exercise for a group of mentors and mentees combined. Groups of 4 to 10 are optimum.

INSTRUCTION:

1. Sit around in a tight circle. (In a group of mentees, it's good for the adult facilitator to participate too.) Explain that this is a memory game. "We will start with one person and go around the circle.
2. The first person says "I went to the store and I bought..." and then they name the article. Example: I bought a piece of gum. Then it moves to the person to their left, and they say what the first person bought, and they add their own items. As in "I bought a piece of gum, and an ice skate." The game keeps going around the circle and the items keep adding up.
3. When someone forgets the order, they are out. Have them continue to sit there in the group. People who are out then judge when others mess up.
4. The last person in is the winner. The facilitator praises people for having a good memory. (Sometimes this person is an individual with relatively low self-esteem.)

MATERIALS:

None needed

Jeopardy

BEST FOR:

Young people of all ages. This game can also be used for mentors near the end of mentor trainings.

OBJECTIVES:

This game is really fun, but it can also reinforce modules of learning.

INSTRUCTIONS:

1. Get a tri-fold board; the kind students display science projects on. Like jeopardy on TV, you create several categories across the top of the board. Examples: If it is a mentor (or even a mentee) training, the categories might be “confidentiality,” “boundaries,” “communication skills,” etc. For each of the categories, paste four to six envelopes in a straight row beneath the heading. Develop questions for each of the categories, putting the harder questions near the bottom. You may want to put dollar values on each envelope, just like TV, and hand out play money each time a person answers correctly.
2. Start on one side of the room or circle and ask someone to pick a category. Pull the question from the envelope they choose, read it and ask them to answer. Again, hand them the play money if they get it right. *Unlike on television*, don’t let the individual answer another question if they get the right answer. Immediately move to the next person and have them choose a category. The goal here is to include as many people as possible so that they won’t get bored. It is also good to impose a rule which states that people have to choose questions from the top down (you can’t choose a \$1,000 question until the \$500 question is answered).
3. The person that has the most money at the end gets a prize.

SUGGESTIONS / TIPS:

Young people love this exercise, and so you may choose to repeat it every few weeks. You can use it to reinforce any subject that you’ve trained on. Program rules, goal setting, social skills, sportsmanship, study skills, questions about college, ethics and values, etc. Also, be sure to add some fun categories, such as “riddles, brainteasers, nonsense, punch lines.” Don’t be a stickler like Alex Trebec—participants don’t have to say, “what is...” , “who is...”.

MATERIALS:

Tri-fold cardboard display, markers, small envelopes, glue. Cut the tops of the envelopes so it will be easy to extract the questions. Write each question on a piece of paper large enough so that it becomes easy to pull it out of the envelop (they can get stuck in there). Test the procedure before you write all the questions.

My First Car

OBJECTIVE:

To get people to know each other, and to have them recognize what they have in common.

BEST FOR:

Groups of mentors during the initial or ongoing training. This exercise is good for parents, too, but you need to be sensitive to differences in economic status. For most groups it is a good, non-threatening warmer.

INSTRUCTIONS:

1. The exercise consists of having mentors describe their first car and anything unusual or funny about it. The facilitator may want to start out by describing his or her own first car. Typical story: "My first car was a Corvair, the one Ralph Nadar wrote the report about called 'Unsafe at Any Speed.' This car had a bad fuel pump and when I went over certain bridge in my hometown it would cut out. I would have to get out and suck on a tube from the fuel pump with all the traffic going by..."
2. After the exercise you may want to point out things that people had in common.

MATERIALS:

None needed

MENTORING^{plus}
Workshop Series

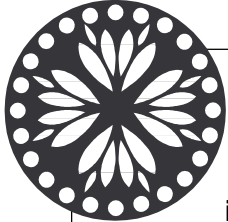
MODULE 2

**PREPARING
FOR SAFETY**

NOTES

Safety First!

The safety of each and every mentee should be the overriding goal for all youth mentoring programs. A safe program screens out inappropriate mentors, develops solid relationships with program participants, and implements practical and systematic program rules.



A Community of Caring enhances safety

Safe programs are partly the result of staff developing solid relationships with the mentees, parents and mentors, as discussed in previous module.

In the Community of Caring model, mentees experience an environment in which they have support from and develop trust with program staff and participants *before* they are matched with their mentors. The entire network of program participants helps to ensure the safety of all mentees, mentors, families, and staff members.

Safe programs implement procedures that screen out inappropriate mentors. At the top of this list are “unsafe mentors.” An unsafe mentor is an individual who might make sexual advances, do bodily harm, involve the mentee in drug use or other negative behaviors, or break other important program rules. Though mentor

screening is not the focus of this curriculum, it is a critical element in ensuring the safety of mentees.

It is important to discuss mentor screening with your mentees, as it will serve to empower the mentees:

- to be conscious of their own safety by making them aware of the screening process mentors must undergo, and
- to speak up in the unlikely event that a mentor does overstep his/her bounds.

By taking the time to talk about the screening process staff can help mentees to feel comfortable with the process by which their mentor was selected, while also learning to take responsibility for their own safety.

Programs safety is also ensured by the design and communication of clear program policies and procedures, including the following issues:

- confidentiality
- child abuse reporting
- boundaries
- check-in opportunities
- monitoring and logging procedures

NOTE: Be sure to explain the fingerprinting and screening process to your mentees.

Developing and Communicating Policies and Procedures

Policies and procedures are the rules that guide your program. Carefully designed rules provide staff and participants with the structure that is needed to have a high quality (and safe) program.

Create an Advisory Committee.

- It is a good practice to develop program rules via a committee process. This group, most often called a “steering committee” or “advisory board”, should be made up of approximately three to six individuals who have a vested interest in the program. The committee may include any combination of the following individuals: staff, administration, board members, and mentors. Some programs also include a parent and/or a mentee.
- Having a diverse representation of individuals on this committee enables the program to gain input from a wide variety of perspectives. Involving a number of individuals in program design also helps to get buy-in from all the sectors, and it also serves to eliminate “finger-pointing” should questions arise later on.

Who is on the advisory board?

Who leads it?

How often does it meet?

What issues are tackled?

Are there alternatives to developing advisory boards?

NOTES

NOTES

Make “accountability” an anthem for your program.

- Develop policies and procedures that support participant accountability. Mentees (as well as mentors and parents) must understand the commitments, rules and expectations of the mentoring program and they should be consistently encouraged to follow through.
- It is a good practice to require more structure and more accountability at the start of the program. You can always lighten up on the structure later. It's much harder to start with a loose structure and attempt to tighten it up as you go along.

Distribute written materials to mentees.

- It is important to distribute well-constructed mentee training manuals or other program handouts during mentee orientations and/or trainings. These materials should provide the mentee with the program's commitments, rules and expectations.
- Many programs follow the manual or handouts page by page during trainings and orientations.

Promote safety and accountability through participation agreements.

- A participation agreement is a one-page document that sets forth the rules and expectations for each program participant. There are several types of participation agreements, including mentee, mentor and parent (guardian).
- A mentee participation agreement promotes accountability, as it states the mentee's commitment to the program.
- The mentee participation agreement promotes safety by referring to the rules of confidentiality and child abuse reporting. It also encourages safety by requesting that the mentee contact staff if he or she is uncomfortable for any reason.
- Discuss the rules of the program with your mentees during orientation and/or training. Make sure they have a complete understanding before they sign the participation agreement.
- The mentee participation agreement is often combined with (or attached to) the parents' participation agreement, and it can be signed by mentee and parents at the same time (see example at the end of this module). This process allows both parent and mentee to understand each other's participation will be. Agreements such as these can also be used to help empower mentees in that they understand better how their mentor and their program will be accountable to them.

Sample Parent Information Letter (school-based program)

Dear Parent,

Your daughter has been chosen to participate in the ABC Mentoring Program. This program has been developed for students who have been identified as having great potential for leadership and for academic achievement. Program funding comes from a grant from the Federal Department of Education.

With your permission, your child will be matched with a female adult volunteer mentor. This mentor will meet with your daughter only on school grounds, once a week, one hour at a time, for an eight-month mentoring cycle. The mentoring sessions and group activities will be highly structured and closely monitored by the program manager and staff.

Mentee safety is our primary concern. Mentors are screened through an extensive fingerprint and background check process that includes reference checks and face-to-face interviews with program staff. Mentors are also given four hours of professional training on the "basics of mentoring". This training covers policies and procedures of the program, as well as communication, tutoring skills.

Mentors in our program act as role models and as friends. The mentor will also be a source of academic encouragement, and she will assist your daughter with her schoolwork, under the direction of your child's teachers.

We have great respect for your role as a parent and we will request your input and feedback during all stages of the program. Before any match is made we will describe the mentor to you and ask for your approval. In addition, the mentoring program has several activities where you and the mentor will have a chance to meet each other.

We hope that you will agree to your child's participation in the ABC Mentoring Program. Someone from our staff will soon be in contact with you to give you further information and to answer any questions or concerns that you might have.

We look forward to talking with you.

Sincerely,

ABC Mentoring Program, Program Manager

Sample Mentee Participation Agreement

I _____ promise to abide by the following rules:
(print name)

I will actively participate in the ABC Mentoring Program for the school year.

I will spend a minimum of 1 1/2 hours per week at the school site with my mentee.

I will meet with my mentor only on school grounds, or in supervised group activities.

I will notify the program staff if I am unable to make my mentor meeting.

I will notify the staff if my mentor does not show up for our meetings.

I will participate in the monthly "mentee roundtables".

I will participate in the celebrations of the ABC Mentoring Program.

I will minimize the exchange of gifts, and I will talk to the program manager regarding gifts should I need clarification.

I will adhere to the program's touching policies.

I will adhere to following the rules on "boundary issues" as outlined in the mentee training manual.

I will adhere to the logging procedures as outlined in the training manual.

I will adhere to the program's guidelines on "confidentiality" and "child abuse reporting" as described in the basic mentee training and outlined in the mentee training manual.

I will treat my mentor and the program staff with respect.

I will interact with my mentor in a positive manner.

I will contact the program manager or staff any time that I am uncomfortable with my mentor, or any time I am having a problem within the program.

I acknowledge that I have undergone the two-hour "Basic Mentee Training".

I acknowledge that I have received the "Mentees' Guide to the ABC Mentoring Program", and that I will also abide by the rules and guidelines set forth in the Guide.

Print Name

Signed

Date

Sample Parent Permission and Participation Agreement

I (We) _____, _____ give my (our) son or daughter permission to participate in the ABC Mentoring Program.

- I will encourage my son or daughter's participation in the program, and will make every effort to make sure they attend scheduled mentoring sessions and program activities.
- I give permission for ABC Mentoring Program staff to confer with counselors, teachers or administrators should they need information about my son or daughter.
- For evaluation purposes, I give permission for the ABC Mentoring Program to gain access to my son or daughter's academic records. I understand that the results of any such data collection will remain confidential.
- I agree to not use the mentoring relationship as way of punishing my child (such as not allowing my child to go with the mentor for disciplinary reasons).
- I understand the program's policies on "confidentiality and child abuse reporting" as described in the "Parents' Guide to the ABC Mentoring Program."
- I understand and will abide by the guidelines entitled "boundary issues" as spelled out in the "Parents' Guide to the ABC Mentoring Program".
- I will contact the program manager or staff when I have any questions or concerns about the mentor, the program, or my son or daughter.
- I acknowledge that I have received and read copies of the "mentee participation agreement" and the "mentor participation agreement".
- I acknowledge that I have received, read and understand the information entitled "Parents' Guide to the ABC Mentoring Program".

Print Name	Signed	Date

Print Name	Signed	Date

Sample Mentor Participation Agreement

I, _____, promise to abide by the following program commitment, rules, policies and procedures:

I commit to becoming a volunteer youth mentor for a period of one year.

I will spend a minimum of 1 1/2 hours per week at the school site.

I will meet with my mentee only on school grounds, or in supervised group activities.

I will attempt to develop a relationship of trust and respect with my mentee.

I will strive be a positive role model for my mentee.

I will try be mature and be the adult in the relationship.

I will notify the program at any time that I am unable to fulfil my commitment my mentee.

I will submit to a fingerprint and background check.

I will not use alcohol in near proximity in meeting with the mentee.

I will not use illegal drugs during the one-year mentoring cycle.

I will participate in at least three of the four quarterly ongoing trainings.

I will participate in the periodic program celebrations, when possible.

I will never talk about intoxicants or drugs, or other negative behaviors in a positive way.

I will never use sexual innuendo or tell "off color" jokes.

I will minimize the exchange of gifts, and I will talk to the program manager regarding gifts should I need clarification.

I will adhere to the program's touching policies as described in the "Mentor Training Manual."

I will adhere to following the guidelines on "boundary issues.

I agree to adhere to the logging procedures as outlined in the training manual.

I will adhere to the program's guidelines on "confidentiality" and "child abuse reporting" as described in the basic mentor training and outlined in the "Mentor Training Manual."

I will contact the program manager or a staff member at any time that I need assistance.

I will attempt to interact with my mentee in a way that supports his or her personal growth and development.

I have undergone the four-hour "basic mentor training."

I have received and read a copy of the "Mentor Training Manual for the ABC Mentoring Program", and I promise to abide by the program rules, and policies and procedures as set forth in the manual.

Print Name

Signed

Date

Addressing Confidentiality

Confidentiality generally means:

“What is said between mentor and mentee remains between the two (with certain exceptions).”

- Confidentiality is important to the mentoring relationship; mentees generally won't open up their mentor unless they know conversations will not be repeated.
- Developing sound rules and practices on confidentiality also promotes the safety and well being of the mentee, as it provides a way to facilitate the reporting of child abuse, neglect and endangerment.
- Confidentiality should be addressed in mentee orientation or training as well as in manuals and handouts. A line or two about confidentiality should also be included in the mentee participation agreement.
- Confidentiality may also exist between staff and individual mentees.

Developing a Confidentiality Statement for Mentees

Your program should develop a statement on confidentiality that contains some of the ideas listed on the following pages. While designing your policies on confidentiality, use language that your mentee population will be able to understand.

NOTE: The following example is provided to help you think through the issues in developing a Confidentiality Statement for Mentees. Each program is responsible for determining the specific issues that need to be communicated. Be sure to present these issues in a language, style and order that will be comprehensible to your mentee population.

NOTES

example

NOTE: To a younger group of mentees, you might say: "There are times when you and your mentor aren't allowed to keep things just between the two of you."

NOTE: Programs that serve mentee populations with extremely high risk factors need to educate their mentees on confidentiality and child abuse reporting more thoroughly than programs with lower risk populations. Higher at-risk populations (or individuals) also need more frequent "ongoing trainings" which address these issues, and more frequent check-in and monitoring opportunities.

Information on Confidentiality

FOR MENTEES

"Confidentiality" means that conversations that you share with your mentor will generally stay with your mentor.

The rules on confidentiality have been set up because we know that students don't usually like to talk to adults about their life, how they feel, or things that have happened, unless they know the adult won't tell others.

The rules on confidentiality have also been developed to help us keep you and other young people safe. To help ensure the safety of the mentee there are certain "exceptions to confidentiality".

Exceptions to Confidentiality

There are exceptions to a mentor keeping your conversations confidential. If you tell your mentor that you (or another young person) has been hurt or is in danger in any way, your mentor is required to tell someone in the mentoring program. "Hurt or danger" can be in the past, present, or future.

Hurt or danger includes:

- Hitting you or causing bodily harm or damage in any way.
- Touching you on your private parts, or touching you in a way that makes you uncomfortable.
- Having adults show you their private parts, or having them ask you [sensitive questions about your body or your sex life].
- Putting you in danger. Examples: handling guns or other weapons around you, using drugs around you, driving you while they are under the influence of drugs or alcohol.
- Neglecting your need for food and proper hygiene.
- Emotional abuse, such as someone screaming at you for hours at a time without end.
- Emotional neglect and safety concerns, such as ignoring cries for attention or leaving children alone at night when they might be frightened.
- Also, if you ever talk about hurting yourself or others, this is reportable.
- If another child is in danger, we must protect them as well, and so this information is also reportable.

More Information on Confidentiality

To repeat, if you tell your mentor that any of the above is something happening to you (or another youth), your mentor is required to tell this information to someone on the mentoring program staff.

The laws regarding reporting responsibilities came about because state law says that people who work with or care for minors must tell the authorities when they hear or see that there might be harm or danger coming to a young person. Individuals who work with young people are called “mandated reporters.”

We hope that if anything harmful or dangerous happens to you, you will want to tell your mentor about them so that we can get help to you (or to another young person involved.)

Also, please understand that you can also tell anyone on the mentoring staff if anything bad is happening to you (or others), or if you are concerned or afraid in any way. If you do tell your mentor or a member of the program staff that something is happening, the staff may want to talk to you more about it, to gather more information.

While the program *has* to tell someone if you are in danger, we can promise that even if something is reportable, every effort will be made to maintain your privacy with other program participants and the community. Only those authorities who are required by law to know will be told, and steps will be taken to make sure that your business remains your own.

Mentors in this program have been fingerprinted and screened. We certainly don't think this will happen, but if believe your mentor is dangerous or may be harmful in any way, please tell someone in the program right away. No concern is too small.

CPS Reports

If someone on the staff thinks that what you have disclosed may be a serious problem, they are required to contact Child Protective Services (CPS). In some cases CPS will come out and talk to the adults that might be suspected of abuse. At other times they might call these adults up on the phone and talk to them about these issues. It's also possible that CPS will just record the incident for future reference, and not call or come out to see or not call anyone. What CPS does or doesn't do depends on the level of harm or danger involved (past, present, or future).

NOTE: Choose what you need and reformat to the needs of your program. Remember that younger mentees do better with simpler terms, less information and more patience during explanations.

NOTE: You may also choose to tell your mentees that mentors have the ability to discuss anything with the program staff, who are there to help both mentors and mentees. You might want to also remind them that staff is required to keep information confidential too.

NOTE: Depending on the age, development and receptiveness of your mentee population, you may or may not want to explain further:

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Preparing Mentors to Talk about Confidentiality with their Mentees

Mentee preparation on confidentiality and reporting issues should be done by program staff before the match is made. However, there are also steps that mentors can take early in the match to help out in this area. Discussing the rules and boundaries with the mentee early on is one such step.

During mentor training, educate your mentors on confidentiality and child abuse reporting issues. Include statements such as the one below in your mentor training manual. Tell mentors:

“At some time during the first meeting, you should make a statement about confidentiality to your mentee. It could go something like this:”

Anything you tell me will be held in confidence (or “will be between you and me”), except if I hear that you or anyone else has been hurt, or is in danger. Then I need to tell someone in the program.

Include the above phrase in mentor training materials, and integrate it into a check-off list for the first mentor/mentee meeting.

key point!

IMPORTANT: A *GIGANTIC* part of safety is making sure that ***at least one staff person makes a positive connection with each and every mentee.***

This way, the mentee has someone to confide to should any problems arise.

Setting Boundaries with Mentees and Families

What is meant by the term “boundaries”? In general, “boundaries” are the dividing lines between where one person ends and another begins. The violation of boundaries often involves one individual taking an unfair or unhealthy advantage of another, whether intentional or inadvertent.

Sometimes it is not so much a question of a clear violation of boundaries, but rather that these issues have not been fully discussed at the onset of the relationship. When clear boundaries aren’t set, the result can be tension in the relationship, unhealthy patterns of dependence and even harm or danger to the mentee. Since a primary goal of mentoring includes safety and the development of healthy relationship skills, it is critical that boundary issues are approached with care and concern.

Boundary issues most often involve:

- asking for, or giving, gifts
- asking for, or giving, favors
- becoming emotionally involved beyond the stated scope of the mentoring program (for example, the mentor wants to “save” the mentee)
- becoming intimately involved with a program participant beyond the stated scope of the mentoring program
- breaking other program rules that revolve around taking advantage of another individual
- being insensitive about another individual’s or a family’s situation or dynamic
- violating safety issues

Mentoring agencies are usually the most concerned with the boundaries between mentor and mentee, and the boundaries between the mentor and a mentee’s family.

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Life stress is often the genesis of boundary conflicts.

Sometimes mentoring programs serve mentees whose families have high at risk factors. One common risk factor is poverty. Families that live in poverty also often experience disruption and chaos, and they are often not able to function properly.

For instance, families that don't have a steady income have trouble putting food on the table, getting health insurance, plus they have difficulties obtaining many other necessities. Cars break down and people need rides. If the electricity goes off tomorrow, the apartment won't have heat. Children sometimes go without decent clothes, or they don't get the presents they desire during birthdays or holidays. Whose job is it to see that the family is provided for?

The mentor's duties do not include giving favors or economic support.

It is not the mentor's job (or staff's) to provide for families that are economically challenged. When the mentor begins to push the limits on giving and other boundary issues, he or she could be putting the match in jeopardy.

Having any other motive or interest beyond that of developing a good relationship with the mentee is known as a "dual relationship". For example, if the mentor gives the family money or presents, or does favors such as giving the parents rides, he or she will be creating unhealthy expectations. Instead of being a friend and advocate to the mentee, the mentor becomes a resource for the family. You might imagine how such gifts and favors might taint what was supposed to be the pure act of mentoring.

A parent might want the mentor to drop everything when they have a need, and they could conceivably withhold the mentor from seeing the mentee should the mentor not come through with gifts or favors. Or, a mentor might fail to see his or her mentee, but rationalize it on the basis that "I bought him a big present two weeks ago; that should hold him." The possibilities for confusion and frustration are endless when boundaries aren't upheld.

Be explicit about boundaries in program materials, orientations and trainings.

Help program participants by spelling out what is and what isn't acceptable in your program. Clearly set the forth the rules and expectations regarding "boundaries" in your manuals and in your participation agreements. Define the limits on gift giving, the loaning of money and offering or accepting favors.

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Questions for Exploring Boundary Issues with Mentors

EMPLOYMENT: Should the mentee mow the mentor's lawn for \$10.00?

PHONE CALLS: Is it okay for the mentee to call the mentor at home at 11:00 p.m.?

LOCATIONS: Is it okay for mentor and mentee to go to the show; is it fine for the mentee hang out and sleep on the couch at the mentors home for a few hours?

TRAVEL: Can the mentor drive the mentee to Las Vegas?

TIME PERIODS: Should the mentor and mentee be hanging out at 3:00 a.m.?

FANTASTIC OUTINGS: Should the mentor take the mentee to Disneyland?

FAMILY INVOLVEMENT: Should the mentor include his or her own kids on an outing? Should the mentor eat Thanksgiving dinner with the mentee's family? Should a mentor have a mentee spend time with his family when the mentor is not there?

DISCIPLINE: Is it okay for the mentor's mother to withhold the mentee from the mentor because he talked back to her? Is it okay for a mother to sit down and angrily talk about her son's problems to the mentor? If the mentee isn't there? If the mentee is there? Is it proper for a mentor to deny the mentee a reward if he or she doesn't meet academic expectations, for instance?

SENSITIVITY: Is it okay for a mentor to consistently take his mentee to restaurants and buy him meals when the mentee's father doesn't have a car, and he rarely has money to take his own son to dinner?

"AGENDAS": Should the mentor try to convert the mentee to his or her religion? Should the mentor constantly remind the mentee about the evils of alcohol to a mentee whose mother is an alcoholic?

TOUCHING: Can participants hold hands while they are taking a walk? Are full frontal hugs okay? Side hugs? Kissing? Lap sitting?

Some of the issues described above are relatively clear, and most programs can come to a consensus on how to handle them. Others are "gray areas," ones where programs must decide on what is and isn't appropriate. These issues should be taken up by your advisory board.

NOTES

Staff need to establish open communication with participants.

Let your mentees know that they may phone or talk to you (or another staff member) at any time. It's best if one the same staff person is the consistent contact for the same mentee. Give mentees your phone number and other ways to reach you. (Of course, you should have an open door / phone policy for mentors and parents also.)

Point out that no concern is too small, and that mentees shouldn't be embarrassed to ask you or to tell you anything.

Mentees should also be periodically monitored through contacts with staff, ongoing trainings, and through written logging procedures.

Help mediate any conflicts that arise between participants.

When conflicts arise, program managers and staff may need to mediate between participants. It is imperative that programs assist mentors if issues come between them and the parents. Staff should also intercede between mentor/mentee conflicts.

Ask for feedback from your mentees.

During and after the mentoring cycle, ask the mentees verbally or in written form what their experience was, what concerns weren't addressed, what they liked most about the program, and what they liked least about the program. Responses from your mentees will help you to improve your program, and this includes the area of safety.

Following Through on Safety Issues

Staff follow-through is key to participant accountability!

If a program participant breaks program rules or doesn't follow through with their commitment, staff must follow up with the appropriate measures or consequences. For example, if a mentor misses a training on safety, staff must contact the mentor and ask when they can come in and make it up. If this isn't done everyone will soon get the message that your programs rules and the commitments required can be easily broken.

What do YOU as the program manager do when a safety or boundary issue arises?

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MENTORING^{plus}
Workshop Series

MODULE 3

DESIGNING AND IMPLEMENTING A MENTEE TRAINING

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How to Implement Mentee Training

One of the best ways of helping young people to get the most out of the program and the relationship is to educate mentees about vital elements of the program and the relationship. This should be done in orientation and training sessions before the match begins.

Many people get confused between the concept of “orientation” and “training.” Mentee orientation is generally thought of as the process whereby staff gives a brief overview of the program to the mentee (and sometimes the parents) so that they can make a decision whether to join the program. Covered in orientation are elements such as: what mentoring is and isn’t; your program’s benefits, rules, procedures; and the level of commitment required from participants.

Typically, mentee training also covers the points mentioned above, but in greater detail. In addition to giving a further orientation on the program, mentee trainings address such items as safety and reporting, communication skills, goal setting, as well as other topics that help mentees to understand the program and to think about how to get the most out of the match.

Individual vs. Group Trainings

Some programs conduct training with the mentee in a one-on-one setting. This frequently occurs with high-risk populations where a therapist or caseworker is involved, and parents are often included in these sessions. Individual sessions are also more typical when there is not a definite “program cycle,” that is, when mentees rotate in and out of the program individually, not as a group.

Many programs educate mentees in the group setting. The advantages of group training includes team building, and it also “normalizes” the mentoring experience; when mentees see that their peers are also involved in mentoring, it makes them feel better about being in the program. The use of role plays and other exercises can also make a group training fun and entertaining. Most school-based mentoring programs conduct group mentee trainings, as they have a definite mentoring cycle.

Differences in Format for Mentee Trainings (vs. Mentor Trainings)

The subject matter for the mentee training is very similar to that of the typical mentor training, but presentation techniques differ. A few of the contrasts between the two types of trainings are listed below.

RELATIVE TO MENTOR TRAININGS, MENTEE TRAININGS SHOULD:

Be more sensitive (to the psyches of the mentees).

- A caring and tactful is important. Mentees shouldn't be made to feel that they are "bad" or "receiving services." Being considerate of the mentees' feelings also includes giving mentees an out during sharing times, as many young people are terrified of talking (or of revealing anything personal) in the group setting.

Be briefer

- Remember that young people don't usually have the same attention span as most adults, and they tend to get really bored with long lectures.

Use more interaction

- Most adults are information and task-oriented, but most young people would rather interact with each other and have fun. Research shows that young people are kinesthetic (they learn by doing things hands-on), rather than auditory or visual learners.

Focus on the intellectual, emotional, and developmental differences of mentees

- Mentor trainings shouldn't have to concentrate on these issues, as mentors should be high functioning, caring and stable. But *mentee* trainings need to be crafted according to the level of functioning, risk factors, ages, etc. of the mentees. For example, trainings for a 9 year-old mentee population would be different that for 17-year-olds. Training for academically at-risk mentees would be different than youth on probation, etc. Also, be careful to vocabulary, points of reference, etc., that are appropriate for a particular developmental level.

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Who Does the Training?

Program staff should certainly be involved in mentee trainings. Staff needs to be present to explain the details of the program, and to develop trusting relationships with the population served. If staff isn't comfortable with teaching some of the more technical subjects, such as "confidentiality and reporting," then outside experts can be brought in. Very often, after observing professionals at a few trainings, staff will gain the expertise and the confidence to take on modules that they once thought too difficult.

Using Mentee Training for Further Assessment

There is great value in having the opportunity to observe and interact with mentees during trainings. As a program manager or staff member, not only can you enhance your connection with each mentee, but spending more time with these youth helps to further evaluate their abilities, interests and the hurdles that each individual faces. This knowledge will help staff to figure out what kind of services and support to provide, and it will give you a better understanding of them for matching purposes.

Flow of the Training

"Boredom" is one of the main considerations for mentee trainings. To prevent people from drifting off, be sure to vary the rhythm and flow. Instead of lecturing for three straight modules, you might want to lecture during module one and two, have an interactive module three, and do part lecture and part interaction on module four and so on. Also, restroom breaks, refreshments, and incentives are all useful in breaking up the monotony.

Topics to Cover During Mentee Training

Many agencies spend at least an initial one to three hours educating their mentees about mentors, the specific program and about the mentoring relationship.

Sample Training Agenda

- I. Welcome and introductions
- II. Introduction to your mentoring program (very brief)
- III. Overview of mentoring
- IV. The mentoring relationship
- V. Program structure, policies and procedures
- VI. Specific topic (for your particular program)
- VII. Goal Setting
- VIII. Logging requirements, mentee participation agreements, when to ask for help.

I. Welcome and introductions

The introductions should include a fun icebreaker so that mentees will begin to relax and feel comfortable with each other, as well as with the staff. Refer to some of these activities in the “Community of Caring” module.

II. Introduction to your mentoring program

In order to get everyone on the same page early on in the training, staff should make a very brief statement about the program’s purpose, commitments, and general structure. Who are the mentors? Who are the mentees? Why does this program exist? What is the basic time commitment?

A more detailed discussion of the program will come later in the agenda when you discuss “program structure, policies and procedures.” If you give them long details on the program structure this early in the training, they will likely become bored.

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III. Overview of mentoring

As with the mentors, it's good to give a background starting with the history of mentoring, what mentoring is and isn't, different types (models) of mentoring (such as one-to-one, team and group), and informal vs. formal mentoring. This section can also include the potential benefits of mentoring, for both mentors and mentees.

IV. The mentoring relationship

You might begin by covering realistic expectations of mentees for the program and for the relationship. As a counterpoint you can describe unrealistic expectations such as "the mentor will solve all my problems, I will be with my mentor for life, my mentor will buy me lots of stuff," etc. This is also a good time to address the differences among the personalities of mentors. Many programs also describe the "stages of a mentoring relationship" at this time. Near the end of this module you can train the mentees on communication skills (or how to talk to your mentor). This is a good time to implement fun activities that reinforce your emphasis on positive communication. (NOTE: if you've been lecturing for awhile you'll want to have an interactive exercise on communication skills, or some other area so that the mentees can reenergize themselves.)

V. Program structure, policies and procedures

This area should cover in detail the commitments and rules of the program. Included are confidentiality and reporting, and when to ask for help. It's also good to let the mentees know how matches are made. You may include a discussion of an activity list, so that the mentees will begin thinking about what they will be able to do with their mentor.

VI. Specific topic (for your particular program)

If your program's has a special focus, this is a good time to begin training the mentees on that specific subject. Examples: academic improvement, pregnancy prevention, vocational awareness, conflict resolution, etc.

VII. Goal setting

Goal setting can help mentees to get focused on the purpose of the program, or on areas where they need to make individual improvements. Most often staff or the mentor will educate mentees on what goal setting actually is, and then they will help the mentees begin defining personal goals. Some programs use one or more goal setting models. Others use a structured “developmental plan.” More information on goal setting is provided later in this module.

VIII. Logging requirements, mentee participation agreements, when to ask for help.

Toward the end of the training it's a good practice to cover the logging procedures, if any are required for the mentee. Some programs ask the mentees to fill out weekly or monthly forms and turn them into the program. These forms report such items as: when and how often they met with the mentor, what the mentees liked or didn't like about spending time together, and if the mentee wants to talk to program staff. Other programs ask mentees to keep journals. Longer and usually more personal than logs, some agencies ask mentees to turn their journals in periodically so that staff can evaluate progress on the match. At the end of the training is also a good time to ask the mentees to sign the “mentee participation agreement” (see example in Module 2). In addition, even though it was discussed in “program structure, policies and procedures,” it's helpful to remind mentees that they can call staff at any time, should they have questions or problems.

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Mentee Training Manual and Sample Materials

Ideally, each program will pull together all the information and put it into one document — an easy to use mentee training manual. It's best if the mentee training agenda (like the one just discussed) and the subject matter in the mentee manual are identical, and that they fall in the same order. In other words, the index of the mentee training manual and the agenda are one and the same. If done this way, the training can move smoothly, without having to jump back and forth in the manual (or between one handout and another). This all-in-one manual can also serve as a guide for the mentee to refer to if they have any questions during the mentoring cycle.

Some examples of materials for a mentee manual are excerpted below from the mentee training guide, *Get real. Get a mentor. How to get where you want to go with the help of a mentor* by Barbara E. Webster, © 2000 EMT).

Sample Information on “History of Mentoring” or “Program Procedures”

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SOURCE: *Get real. Get a mentor. How to get where you want to go with the help of a mentor* by Barbara E. Webster, © 2000 EMT.

Informal mentoring has existed since the beginning of human history. Now, however, when we talk about mentoring we usually mean a relationship designed and supervised by a formal program. What does the fact that your mentor is part of a mentoring program mean?

First of all, it means the relationship is short-term. Mentor relationships are often designed to last a single school year. Most mentor programs have time limits, age limits, or other requirements designed to end the formal mentoring relationship at some point. Others do not. This difference is a big one. Not many relationships have built in time limits!

It also means that there are rules that your mentor and you must agree to follow – and expectations you and your mentor are expected to meet – in order to participate. Your mentor is supervised and must complete paperwork (like a timesheet, for example), even though your mentor is a volunteer. You may be asked to grade your mentor and the mentoring program once a year. This information helps the mentoring program to determine if your mentoring relationship is going well.

Being part of a program also means that both you and your mentor have help available if you need it. This can be tremendous benefit. Most mentoring programs have staff to help mentors and mentees build strong relationships and work through difficulties. If problems arise, you always have someone else you can go to for help or support.

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**Sample Information on “Differences in Mentors”
or “Mentee Expectations”**

SOURCE: *Get real. Get a mentor. How to get where you want to go with the help of a mentor* by Barbara E. Webster, © 2000 EMT.

...Some people are talkative and others are quiet. Some people rely on their feelings to make sense of situations and others think them through. Some people use humor to communicate and others prefer a more serious way of relating. With some people you feel immediately comfortable. With other people it takes a while before you understand them. Sometimes you can get along great with someone whose personality contrasts with yours because each of you balances the other's style...

Sample Information on “Personality Differences”

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SOURCE: *Get real. Get a mentor. How to get where you want to go with the help of a mentor* by Barbara E. Webster, © 2000 EMT.

ABOUT MY MENTOR	ABOUT ME
<i>My mentor’s personality is:</i>	<i>My personality is:</i>
<input type="checkbox"/> Energetic	<input type="checkbox"/> Energetic
<input type="checkbox"/> Mellow	<input type="checkbox"/> Mellow
<input type="checkbox"/> Talkative	<input type="checkbox"/> Talkative
<input type="checkbox"/> Quiet	<input type="checkbox"/> Quiet
<input type="checkbox"/> Humorous	<input type="checkbox"/> Humorous
<input type="checkbox"/> Serious	<input type="checkbox"/> Serious
<input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Other (Describe)
<i>My mentor learns best by:</i>	<i>I learn best by:</i>
<input type="checkbox"/> Doing	<input type="checkbox"/> Doing
<input type="checkbox"/> Picturing	<input type="checkbox"/> Picturing
<input type="checkbox"/> Hearing	<input type="checkbox"/> Hearing
<input type="checkbox"/> Reading	<input type="checkbox"/> Reading
<i>My mentor understands things mostly by:</i>	<i>I understand things mostly by:</i>
<input type="checkbox"/> Feeling	<input type="checkbox"/> Feeling
<input type="checkbox"/> Thinking and Analyzing	<input type="checkbox"/> Thinking and Analyzing
<input type="checkbox"/> Both	<input type="checkbox"/> Both
<i>My mentor explains something best by:</i>	<i>I explain something best by:</i>
<input type="checkbox"/> Showing How	<input type="checkbox"/> Showing How
<input type="checkbox"/> Drawing How	<input type="checkbox"/> Drawing How
<input type="checkbox"/> Describing How	<input type="checkbox"/> Describing How
<input type="checkbox"/> Writing How	<input type="checkbox"/> Writing How

One way to use this information is to ask mentees to fill out the information “About Me” during the training. You could then ask the mentees to interview their mentor and ask him or her the same questions. This exercise could enable the match to open a discussion about their similarities and differences.

NOTES

Goal Setting

Some agencies will focus almost entirely on the mentor / mentee relationship, and that's great, because the relationship is so important. But other programs will want to focus on the improvement in functioning of their mentees. Using a goal setting process is a great way to evaluate the mentee's needs and to help him or her to design a plan to achieve their goals.

There are many types of goal setting techniques, activities and models that you can use with mentees to help them evaluate their functioning and individual goals. By going to your local bookstore or by conducting an Internet search, you'll be able to find a great deal of information on the subject.

The basic idea is behind goal setting is for the mentee to work with staff or with the mentor to identify what their goals are, what is stopping them from getting there, and creating an action plan for reaching those goals. One of the tools for helping mentees to get focused is the SMART goals method.

SMART goals

As adults work with mentees on goal setting, there can be a lot of frustration, as sometimes it's hard to get young people focused on appropriate goals. To avoid setting useless or inappropriate goals, many individuals utilize the SMART acronym. This helps to remind them of the five basic characteristics of clear and appropriate goals.

NOTES

S = **Specific and Measurable**

Can it be described and measured?

M = **Motivating**

Is it something the mentee will actually expend energy on?

A = **Attainable**

Are we talking "walking on Mars next week?"

R = **Relevant**

Is it appropriate, positive, useful for the mentee?

T = **Trackable and Timebound**

Can you periodically log progress? Is there a deadline for completion?

If you need help with assisting your mentee in setting appropriate goals, you might use the SMART goals system.

NOTES

The Athlete's Cycle

More intricate goal setting models include the one below called the "The Athlete's Cycle." This process was developed by Jerry Sherk, a co-author of this curriculum and a former NFL football player.

The model may be utilized with groups of mentees, or it may be done one-on-one (program manager or mentor with youth). It can be very useful in engaging a great number of young males in the goal setting process. But don't rule the girls out — many of them also like setting goals using this sports-based model as well.

Using the "Athletes' Cycle" is very simple. The mentor (or program manager) shows the model to the mentee and explains that it was developed by a successful pro athlete, and that this is the way that pro athletes and other high level performers achieve success. *That's the hook!*

You also explain that the goal can be in any area, it doesn't have to be in sports. Typical areas are academics, hobbies, improving relationships, improving behavior, earning money, etc. You might want to take them through a sports goal first, and then switch gears and help them with a more utilitarian goal.

Also, tell mentees that research has found that *people who write down their goals are many times more successful than those who don't*. These individuals get the best grades in school, and they also get the best jobs and make the most money (as well as making positive differences in society).

Before beginning to help a mentee set goals, you might want to describe "short term" and "long range" goals. Short-term goals are something that can be achieved in a relatively short period of time. They can also be part of a long-range goal. Example of short-term goals: "Get a 'B' on my next science test." Long-range goals take a longer time. An example of a longer -range goal would be "to raise my grade from a 'C' to a 'B' in science this semester."

As a mentor or a staff person, you might want to sit next to the mentee and go through one of your own goals as a way of demonstrating how to do it. Remember to make it simple — don't use complex ideas or terms.

If you believe goal setting is important with a particular mentee, schedule a time during each meeting where you go over his or her progress on goals.

The Athlete's Cycle

Weekly CHARGE Goal Sheet

© Jerry Sherk, 1999

Student _____ Date _____

Mentor _____

|C| CALL TO EXCELLENCE (GOAL)

Write just one goal in sports, school, hobbies, behavior, vocation, or other:

|H| HURDLES

One or more obstacles, problems, challenges keeping you from reaching your goal:

|A| ACHIEVEMENT

What do I get when I achieve my call to excellence (goal)?

|R| ROLE MODEL

One or more teachers, mentors, coaches, friends, etc. who can teach me how to achieve my goal:

|G| GAME PLAN

What steps I will take to achieve my call to excellence (goal)?

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

|E| EVALUATION

Only after trying to achieve my call to excellence, how did I do, and what goal should I try next?

NOTES

Generic Mentee Goal Setting Form

The generic “mentee goal setting form” (on opposite page) may also be titled “mentee developmental plan.” Please feel free to use this form as is, or to customize it by making changes that address specific issues in your program.

More Notes on Goal Setting

- Even though a mentee may not be consistent with the goal setting process, it can serve to plant seeds for a later time. If they get the general concept that “it’s beneficial to write down what you want and how to get there,” it can help them later on in life (even if they don’t remember a specific goal setting process).
- If you think your mentee might be confused by an elaborate goal setting process, use a simpler model. An easy three-step model is:
 - Goal
 - Hurdles
 - Plan

In other words:

- What do I want?
- What’s stopping me?
- What am I doing to do to succeed?

MENTEE GOAL SETTING FORM

Mentee _____ Mentor _____

Date _____ Area of Goal #1 (school, sports, hobbies, behavior, other) _____

GOAL DESCRIPTION	STEPS / TASKS NEEDED TO ACCOMPLISH GOAL	TARGET DATE FOR COMPLETING STEP / TASK	NOTES ON PROGRESS, ACCOMPLISHMENTS
	1.		
	2.		
	3.		
	4.		
TARGET DATE FOR COMPLETING GOAL:	5.		

exercise

What I want from the relationship with my mentor

Instructions

Break into groups of five. On each table is a stack of magazines, scissors, and letter size envelopes. For the next few minutes you will be creating a collage with the theme: "What I hope to get out of the relationship with my mentor."

INDIVIDUALLY: Go through the magazines and tear or cut out at least five pictures that somehow describe what you would like to get out of the relationship, and do so without letting the other group members see what you chose. Fold and put them into your envelope. Then tuck in the flap of the envelope.

AS A GROUP: Have one person in the group collect them, mix them up, and distribute them, one person for each envelope (if you get your own envelope, don't let on).

One at a time, have each group member open up their envelope and share each picture, briefly describing the picture to the rest of the group: "I see that this person would want to have ice cream with their mentor." Then the person who is showing the pictures asks the others if they can guess whose envelope it is.

When the correct person is identified, that person will have an opportunity to tell a little about why they chose the pictures. If the correct person isn't identified after two guesses, the group may ask who the envelope belongs to and let them share a little about their pictures.

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This exercise helps mentees to get know each other better, normalizes thoughts and feelings about being in the program, helps them to understand more of what mentoring is about, provides a discussion on realistic and unrealistic expectations, and gives them ideas about things they might be able to do together with their mentor.

Give participants time warnings: "You should be 1/3 of the way through, 2/3's..."

MODULE 4

**TEACHING
AND MODELING
RELATIONSHIP
SKILLS**

NOTES

ONE IMPORTANT BENEFIT mentees gain from the experience of having a mentor is a chance to experience a healthy relationship. A program manager's role is to facilitate and promote the modeling of healthy relationships through the mentoring relationship. This is done throughout the process of finding and matching new mentees with mentors, and it continues once the match has been made through monitoring and supervision. Finally, by facilitating the closure process effectively, program managers can ensure that mentees exit the mentoring relationship in an equally healthy manner.

Domains for Skills Development

Mentoring programs can develop relationship skills among youth through three domains:

1. PROGRAM STRUCTURE
2. INTERACTIONS WITH POTENTIAL AND EXISTING MENTEES
3. EXPECTATIONS OF YOUTH

1: PROGRAM STRUCTURE

The entire mentor program can be geared toward modeling and teaching healthy relationship skills. This means that policies, procedures, activities, and trainings can always be created with an eye toward promoting appropriate and positive interaction among mentees, mentors, and staff. Below are some examples of ways that program staff can facilitate the building of relationship skills via the structure of the mentoring program.

- **EXAMPLE:** By implementing all the proper procedures of a mentoring program (such as: recruiting, orientation, screening, training, monitoring, support, recognition, closure and evaluation) and by talking about the importance of these elements with mentees, program managers reinforce the idea that relationships are very important and should be approached with care.
- **EXAMPLE:** If a program manager has mentors and mentees get to know each other for the first time in a group setting rather than one-on-one you reinforce the idea that young people should become familiar with adults before they spend time alone with them.
- **EXAMPLE:** By facilitating proper closure in the mentoring relationship, program managers model for mentees how to glean what was gained from a relationship and put it in its proper perspective.

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2: INTERACTIONS WITH POTENTIAL AND EXISTING MENTEES

Interactions that program staff and mentors have with new and existing mentees have an extremely high impact on how those mentees perceive themselves as people and what to expect from relationships. The following examples show ways that these interactions can be used to tell youth that they are worthy of nurturing relationships; that adults care about them.

- **EXAMPLE:** When mentors and program managers follow through with their commitments to mentees, youth learn that follow-through is important and that there are adults that can be counted upon.
- **EXAMPLE:** When mentors and program managers show concern for safety, young people learn to think in terms of safety too. When this happens mentees realize that others are concerned this tells them that they have value, and they have control over their bodies and their lives.
- **EXAMPLE:** When program managers and mentors show empathy (but not pity) for the situation of the mentee they are “joining” with the mentee, and they are also teaching the mentee how to have empathy for others.. When the mentee tells you about a difficult situation, you might respond: “Gee, that sounds rough”, or “that must be hard.”
- **EXAMPLE:** When staff and mentors display positive character traits, they are teaching the mentees by example. Some of these traits include respect, trust, commitment, accountability, courtesy, self-worth, flexibility, care, kindness, etc.

3: EXPECTATIONS OF YOUTH

By setting clear expectations and holding mentees accountable, program participants can be taught what is appropriate for a healthy adult-child relationship. The following examples show what program managers can do to set expectations of mentees that allow them to experience positive relationship practices.

- **EXAMPLE:** When program managers and mentors ask mentees for their input or permission in what happens to them, young people learn that their needs and feelings are important in a relationship. For instance: “You don’t have to answer this, but I was wondering...” . “I’m a hugging person, is it okay if I give you a hug?” “What do you think about...”. “What would you like to do today?”
- **EXAMPLE:** When mentors and program managers respect mentees’ right to make their own decisions, they teach them to take responsibility for their own lives.
- **EXAMPLE:** When mentors avoid placing unrealistic expectations on mentees regarding social skills (phone skills, manners, follow-through, rapid improvements), they allow young people to function at their own level and feel accepted for who they are.
- **EXAMPLE:** When program managers and mentors are clear about their expectations of mentees from the start—and they remain firm about them—young people learn that honesty and fairness make a strong relationship.

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Build a Mentor

A 20-MINUTE GROUP ACTIVITY

This activity can be done with mentees who are preparing to be matched. It is designed to give them a chance to reflect on what they need and want in a mentor.

Break into small groups of 10 or less (5 or less is even better).

Tape a large sheet of butcher paper and tape it to the wall—one for each group. Have one group member stand against the paper and have the others trace his/her outline.

Ask group members to take turns adding features to the mentor that represent what they hope for their mentor to be like. For example, one might draw a big smile for friendliness, or a big heart for having a loving spirit. Maybe a bag of tricks with lots of fun activities to do. Or large ears to represent a good listener. Allow group members several turns each.

After groups have created their ideal mentors, have them discuss as a group the qualities they have identified.

Which ones are “musts” and which are preferences?

How will mentees feel if their mentor does not possess certain qualities?

*What are the reasons for their expectations?
Are these reasons “reasonable”?*

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Specific Relationship Skills

Now let us look at some specific relationship skills that program managers can aim to address. This can be done in any of the above-listed domains, and mentors can also be trained to think in terms of these skills when interacting with their mentees.

Choosing positive relationships

One of the key relationship skills that youth must develop in order to have positive future relationships is the ability to discern which of the people they encounter will enrich their lives versus those that will create negative dynamics for them. The entire orientation, screening, and matching process—as well as the initial phase of the match—in a mentor program can be used as a template for choosing relationships later. So program managers can strive to give prospective mentees maximum participation in the process of choosing and preparing for the mentoring process. Activities oriented toward identifying personal needs and expectations for the mentoring relationship are good practice for choosing future partners and relationships.

Telephone skills

For youth of all ages, using the telephone can sometimes be intimidating. Many young people are not good at returning calls, leaving messages, or using proper phone etiquette. So being patient with mentees when they don't show proper skills is important to building trust. When managers and mentors model good phone skills by taking responsibility for staying in touch with the mentee and helping them to feel comfortable using the phone, kids become more at ease with the relationship.

It is possible to prepare mentees for these aspects of the relationship before they are matched through the use of role plays, skits, and discussion. It is also important that both managers and mentors coach mentees in these skills whenever possible so that they become more comfortable using the telephone over time.

Following through with commitments and appointments

Young people are still learning to manage their time, and they often do not know how to take an active role in what they do. They usually do not keep calendars, and sometimes they are forgetful. It is important that mentors not take this personally. Instead, managers and mentors should look for ways to set up appointments and commitments that will be easy for the mentee to follow.

When mentors also model good follow-through, mentees begin to really count on their mentors. As time goes on they become more motivated to follow through and they learn how to do so by their mentor's or program manager's example. Proactive efforts can also be made to address this problem: have mentee's make a calendar in which to keep their appointments with their mentors—it can become a special keepsake of the relationship later. Discuss expectations ahead of time, and try to find ways to help mentees with their scheduling challenges.

Showing appreciation

This is often one of the hardest things for young people to do: telling an adult that they appreciate them. Many young people have also been hurt by adults, and so they are wary of relaxing their guard enough to let their appreciation show. Program managers and mentors should not place a lot of pressure on mentees to show their appreciation—again, these habits can be modeled and will slowly make a difference as the mentee becomes more comfortable with the mentor and begins to learn better skills.

Mentors and program managers can model this skill by making a point to let mentees know that they are appreciated, and by treating others with appreciation whenever they are with their mentees. Mentees can be encouraged by program staff to show appreciation for their mentors by providing group activities in which mentees make gifts or cards for their mentors. Perhaps discussions can be had before the match is made that center on what it must be like to be a mentor—that way mentees have a sense that their mentors are nervous too.

Taking responsibility to keep contact

Sometimes young people who have frequently been hurt or let down feel vulnerable when they are asked to reach out to adults. Mentors and program managers need to expect that they themselves, and not the mentee, are responsible for keeping in contact. It's best if the adults model responsibility for mentees, and they can also begin to encourage mentees to take some initiative on their own. Giving mentees choices of ways to keep in touch can make it easier for them to begin to take this kind of responsibility. Choices include phone, fax, email, log, letter, or whatever makes the mentee most comfortable.

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*TO REPEAT THIS IMPORTANT POINT...
Don't apply intense pressure on mentees to keep in contact with their mentor; it is the responsibility of the mentor and the program manager to keep in touch with mentees.*

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Communicating feelings

Having the presence of mind and the courage to speak one's true feelings is no easy task for adults—just think how hard it must be for young people. For most youngsters, the thought of talking to an adult is an intimidating prospect. The more mentors and program managers focus on building trust with youth, the more mentees can begin to speak their minds.

It is also important for mentors to speak frankly about their own feelings; however, this can be tricky. The dynamics of adult-child relationships are such that the adult's opinions and judgments carry unfair weight, so it is important that when adults tell young people their feelings that they do not make the mentee feel responsible for them. So while the goal is for mentors and program staff to model positive ways of expressing feelings, it is not appropriate for their feelings to become the center of focus. Ultimately, youth need mentors who have a hold on their own emotions and needs and can focus on primarily on what mentees need and want.

Program staff may want to spend time with mentees before they are matched practicing role plays and doing other activities aimed at talking about feelings in order to help young people feel more comfortable doing so. Mentor/mentee activities can also be provided early in the match to encourage open communication.

Balancing openness with privacy

Issues of reporting and confidentiality have already been discussed, but there is more to managing privacy than that. A primary goal of mentoring is to create a trusting relationship in which mentees can truly open up and confide in their mentor. However, it is important that the mentee not feel pressured to divulge information to their mentor or the program manager.

Privacy must be respected if we are to model healthy relationship skills. This need for privacy is shared by both mentor and mentee, and it can become very difficult for mentors to keep their personal life private if they insist that mentees share their personal and private lives. Mentees can feel put on the spot and therefore defensive when mentors pry too much, and this can lead to being "turned off" to the whole relationship.

If the program manager can find a good balance of openness and privacy when working with mentees, and if that manager trains mentors to do the same, young people will learn to feel safe in sharing what they'd like to share without feeling pressured.

Balancing intimacy with setting appropriate boundaries

It is important for the development of youth that they have adults with whom they can safely become intimate. However, as discussed earlier in the section on preparing for safety, safe intimacy requires that boundaries be clearly set and kept in place.

Participation agreements can be useful in setting those boundaries, and they serve to provide a healthy structure to the relationship. In addition, mentees will gain much more out of the relationship if they are also given a chance to explore their own personal boundaries before they are matched. For example, touch, greeting by what name, small gift giving, phone interaction, location of mentoring session, interaction with parents, buying meals are all boundary issues that each mentee can explore before they are matched. This way, young people learn that their own boundaries are different from anyone else's and that they are to be respected for their uniqueness. This is a perspective that will serve them well in choosing future relationships.

As the match commences, the program can implement activities in which both mentors and mentees can express their needs and boundaries to each other—this gives mentees a chance to learn how to talk about boundaries and the importance of respecting the boundaries set by their mentor.

Finally, there need to be clear boundaries that define the difference between the mentor and the program manager. Although staff should develop a good relationship with each and every mentee so that these youths will feel comfortable contacting staff for any reason, there should be limits. Program staff should not become involved with mentees to the point it would subvert mentor/mentee relationships. If a staff person develops too close of a relationship with a mentee, the mentee's relationship with the mentor may suffer.

Keeping expectations reasonable

It is a good idea when preparing mentees for the relationship to both explore their needs and expectations as well as evaluating the likelihood of a mentor meeting those expectations. It is always good to know what one wants; however, it is also an important lesson for mentees to learn that people don't always live up to our expectations—and that they have expectations of their own. So exploring expectations with prospective mentees and how they will feel if their mentor does not fit those needs is a worthwhile activity. Additionally, providing opportunities for newly matched mentors and mentees to discuss their expectations is helpful.

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Taking responsibility for mistakes

Part of creating a Community of Caring is establishing an environment in which mistakes are recognized as part of having human relationships and can be learned from. This means that when mentees make mistakes, it needs to be handled in a way that holds them accountable without condemning them. Similarly, it is crucial that both program staff and mentors actively take responsibility for their own mistakes. When adults in the mentor program show mentees that they are not afraid to take responsibility for their mistakes by apologizing, admitting wrongdoing, and taking steps to correct negative consequences, this gives mentees permission to be honest with themselves and their mentors about their mistakes too. It further helps them learn when they are treated with acceptance and understanding when they do admit their mistakes. Program staff can begin modeling these principles as soon as they begin to engage with mentees. Mentors can also be trained to model these skills so that mentees enter into the Community of Caring with lots of good models of how to handle themselves.

Resolving conflict

Conflict is both a natural and an important part of building relationships. When properly managed—by the mentors and mentees with the assistance of program staff—conflict can become the avenue by which problems are resolved and a means by which greater understanding and trust can be built. When not addressed or when addressed poorly, however, conflict can destroy a mentor-mentee match. There is further risk as well in the community of caring model – and truly in any mentoring program— that conflict that arises within one match can spread to other program participants if not addressed carefully and early. For these reasons, it is **CRITICAL** that program staff receive some formal training in conflict resolution techniques. Staff with their own human relations expertise are even better, and it is also worthwhile to train mentors on the basics of conflict resolution. As a final strategy that has additional benefits to the mentee, offering activities and trainings to mentees that promote the healthy resolution of conflict can further strengthen the ability a Community of Caring has to manage conflict. When these measures are taken, mentees receive excellent insight into the management of conflict that will serve them in future relationships.

MODULE 5

ROLE PLAYING AND PRACTICING SKILLS

NOTES

Strategies for Role Playing

Role playing can be an effective training method, particularly when teaching communication skills. Participants get a chance to consider a specific scenario that would be likely to come up, try their skills in a supportive setting, learn from other mentors as they problem-solve together, and even put themselves in the shoes of the mentee for a time. However, role playing can also be a scary thing for some volunteers, so group dynamics and individual personalities involved should be assessed when deciding how to approach a role playing activity.

Types of Role Playing

GROUP ROLE PLAYING. In this method, trainees are selected to play the role of the mentor, the mentee, and any other relevant person. Other mentors in the group provide input and feedback from the audience. This approach has the advantage of allowing mentors to work together as a group in discovering appropriate ways to discuss issues with mentees. Additionally, the trainer has a high level of control in pointing out specific learning points that come out of the role play. Its disadvantage is that some mentors do not feel comfortable acting in front of a group, as well as the fact that not everyone gets a chance to try every role.

PARTNER ROLE PLAYING. In this method, trainees are broken into groups of 2 or 3, and everyone gets a chance to practice role playing. The advantage of this approach is that it is less scary for mentors to work in small groups, and everyone gets to try each scenario. The disadvantage is that the trainer may not see and hear everything that trainees do and say, and that trainees do not get to learn from watching each other in the same way.

Choosing or Creating a Scenario

First, a trainer should select or create a scenario that would be likely to occur with the youth they serve (see page 11 for three sample scenarios). Past real scenarios can also be quite effective as long as confidentiality is honored. The scenario should include the following elements:

1. BASIC INFORMATION.

This includes information about the mentee's background, the history of the mentor/mentee relationship, and the setting in which the interaction occurs

2. A "HIDDEN AGENDA" FOR THE MENTEE.

This is what the mentee knows that the mentor doesn't. This should only be told to the person playing the mentee.

3. A "HIDDEN AGENDA" FOR THE MENTOR.

It is often the case that the mentor will have partial information about the situation or about related things that the mentee is unaware the mentor has. This should only be told to the person playing the mentor.

Introducing Role Playing to Trainees

As stated, trainees are often nervous about trying their skills in front of others. It may be useful, then, to explain the function of role playing, set some ground rules, and ask the group how they feel about doing this activity. It may be a good idea to try the partner role playing method first, and then select those who seem the most comfortable for the first group role play.

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Setting up the Role Play

Now it is time to prepare participants to begin a role play. In the partner approach, small groups should be told to select a mentor, a mentee, and an observer. In the group approach, one mentor and one mentee can be selected while other trainees become audience.

BASIC RULES. Before the scenario is revealed, rules should be set. It is useful to have the group set their own ground rules that will ensure their comfort in taking risks with the group. The basic rules of the game are as follows.

1. The role play begins when the trainer says "Action!" After this point, only the trainer or one of the actors can interrupt.
2. Actors should not break character to ask questions. The role play should be allowed to continue until either the trainer says "Pause" to interject a learning point or have group discussion, or until an actor becomes truly stuck and does not know what to do or say next. If this happens, the actor can say "Jack Help." Now, another trainee who thinks they know what to do can take their place. This way, the role play does not have to stop, and more than one trainee participates.
3. The trainer can stop the action at any time; however, it is most useful if trainees are given a chance to struggle along for a time to simulate what it is truly like to be in the moment with the mentee. However, it can be useful to stop if something of note has happened that should be addressed right away, or if the role play has hit a natural break and can be discussed by the group. After discussing what has taken place so far, the trainer has the option of saying "Action!" again and the role play resumes. It is also possible at this point to add more information into the scenario, or even to skip ahead in time.
4. The audience remains passive unless "Jack Help" is called or a discussion is under way.
5. When it is time to give feedback, the trainee playing the part of the mentor should be asked first how they felt and what they thought about what took place. The trainee playing the mentee should be asked next what it felt like to be approached in the way that was used. The audience members should then be asked for their POSITIVE comments, and then their constructive suggestions. The trainer's own perspective should be stated only after everyone else has had a chance to speak.

Implementing the Role Play

Once the rules have been outlined, the scenario is given. The basic information should be announced to the entire room, while only the mentor(s) should be told their "hidden agenda" and the mentees theirs. The trainer calls "Action!" and the exercise continues from there. It is useful — especially after the first time a group has tried role playing — to debrief with them on how they felt about the activity and role playing in general.

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Sample Role Playing Scenarios

SCENARIO 1: THE UNEASY MENTEE

This scenario can be used to train mentor program staff in working with new mentees in such a way that will put them at ease and prepare them for what it will be like to have a mentor.

SCENARIO: Kelly is 10 years old and has signed up to have a mentor. She was recommended for the program by a school counselor who noticed that she was particularly shy with adults. Kelly is a latchkey kid and could really use some one-on-one adult attention. Susie is the mentor program manager, and Kelly has been referred to her to be placed with a mentor. See “Hidden Agendas” on page 9.

QUESTIONS FOR DISCUSSION: You can simply role play this scenario and allow discussion to ensue, or you may use these questions to discuss how Susie can help Kelly:

- 1) What will Kelly need from Susie most to feel comfortable with her?
- 2) What might Kelly be looking for in a mentor?
- 3) How might Susie help Kelly understand the role of a mentor and how a mentor might help her?
- 4) How might Susie draw out Kelly's desires for connection with an adult so she can find a good match for her?
- 5) How might Susie establish a good rapport with Kelly that will help her transition to creating a bond with her mentor?
- 6) What role will Susie play later in Kelly's mentoring experience, and how might she establish a relationship with her now that will serve as the match continues?

*SCENARIO 2:**YOUR FIRST MEETING WITH YOUR MENTOR!*

This scenario may be used with a group of mentees in a training session as they prepare to meet their mentor. It is recommended that mentees be broken into pairs rather than having one come up and play the role in front of the rest. The exercise can also be done one-on-one between a staff member and a prospective mentee.

Ask mentees to choose who would like to be the mentor and who would like to be the mentee first. Ask them to pretend they are at the park for a group mentor/mentee outing where they are meeting each other for the first time. Ask the “mentors” to act how they hope their mentor will act, and ask the “mentees” to just experience what it is like to meet a new person this way. Have them role play for a short time, then ask the “mentees” to report how it feels to meet a mentor for the first time. Now ask the “mentors” what it feels like to be a mentor.

Now have them switch roles and try again, and again ask them to debrief on how it felt. Ask them to compare how it felt to be a mentor and to be a mentee.

As a group, discuss what it will be like to have a mentor. What will feel strange and awkward? What seems scary? What is exciting and seems fun? How do they think the mentors will be feeling? What will they want from their mentors when they meet to feel at ease? How might they make things easier on their mentors at the start too?

Make notes on what prospective mentees say in this exercise as their comments are useful in the matching process.

SCENARIO 3: PLEASE RESPECT MY BOUNDARIES

This scenario can assist mentees in protecting their own boundaries without making them afraid that their mentor will harm them. This is best done in a group setting with one child playing the mentee and another child or an adult playing the mentor.

SCENARIO: It is your third outing as a match, and so far you like each other. John, the mentor, arrives at Nick's house (Nick is 12 years old) and wants to give Nick a big warm hug. See "Hidden Agendas" on page 9.

NOTE: If the mentees you are working with are not comfortable role playing a scenario like this, you can use group problem-solving instead. Use the following questions:

- 1) Is it okay for John to hug Nick?
- 2) How might Nick let John know that he isn't comfortable being hugged right away?
- 3) What is probably scary for Nick about telling John how he feels?
- 4) What would you do in this situation??
- 5) Who might Nick talk to if he continues to feel uncomfortable with John's ways of showing affection?
- 6) What should John do to help Nick feel more comfortable?

COPY AND CUT SLIPS.
GIVE SLIP TO PERSON PLAYING ROLE ONLY.

Hidden Agendas

THE UNEASY MENTEE

Scenario #1: Susie (Mentor)

SUSIE'S AGENDA: You are aware that the school is concerned that Kelly is not getting what she needs at home. Her clothes are sometimes dirty at school, and she doesn't always bring a lunch with her. You are concerned that her shyness might be a sign of deeper issues with adults. You hope that Kelly will benefit from a mentor, but you are aware it might be scary for her, so you want to do anything you can to put her at ease and find the right mentor for her.

Scenario #1: Kelly (Age 10)

KELLY'S AGENDA: You spend a lot of time at home alone, and your mom is usually too tired and overwhelmed to spend time with you. You also have to look after your little brother a lot of the time, and if either of you disturb your mom while she's resting after work, you get into a lot of trouble. It is important at home to be quiet and not complain. You get sad and angry sometimes, but there is no one to talk to about it and you wouldn't know what to say even if there was. It sure would be nice to have someone older to just hang out with, but you are afraid because it is so easy to make adults angry.

COPY AND CUT SLIPS.
GIVE SLIP TO PERSON PLAYING ROLE ONLY.

Hidden Agendas

PLEASE RESPECT MY BOUNDARIES

Scenario 3: John (Mentor)

JOHN'S AGENDA: You are really anxious to make Nick feel at ease with you and to let him know you care, so you want to wrap him up in a big bear hug. You are excited, and it seems like you two are hitting it off well so far. You want to be comfortable and relaxed, so you figure you'll just reach out and hug him so he'll know he can be comfortable with you.

Scenario 3: Nick (Age 12)

NICK'S AGENDA: You like John so far, but you're still getting to know him. You don't mind a little affection, but you really don't like being touched unexpectedly. You're not a big hugger, and you really wish that people wouldn't invade your space.



RESOURCES

Mentoring Related Forms and Information

Mentoring Technical Assistance flyer
Mentoring Technical Assistance Application
Career Mentoring Technical Assistance flyer
Career Mentoring Technical Assistance Application
Workshops By Request
“Get Real. Get a Mentor. How to Get Where You Want
to Go With the Help of a Mentor” Order Form
Live Scan
Recommended Best Practices
(information and database inclusion form)

Mentoring Program Development Resources

“Starting a Mentoring Program”
by Dustianne North, Jerry Sherk and Judy Strother Taylor
Program Risk Self-Assessment
“Recommended Best Practices”
by Jerry Sherk
“How To Develop An Operations Manual For Your
Mentoring Program” *by Jerry Sherk*
“Responsible Mentoring”
by Dustianne North
“Going To Market”
by Barbara Webster