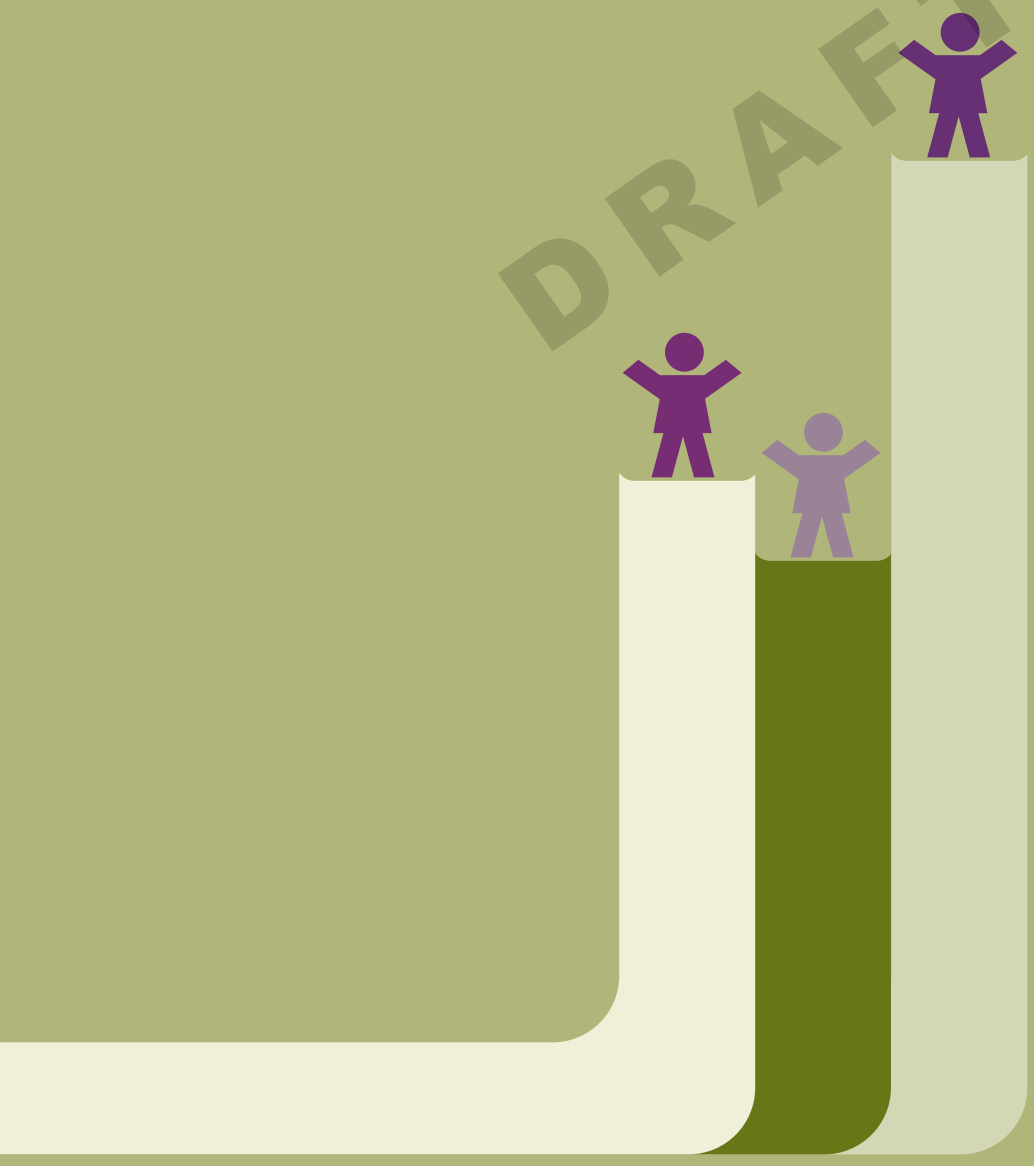
PREPARING PARTICIPANTS FOR MENTORING

The U.S. Department of Education Mentoring Program's Guide to Initial Training of Volunteers, Youth, and Parents



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Preparing Participants for Mentoring

The U.S. Department of Education Mentoring Program's Guide to Initial Training of Volunteers, Youth, and Parents

2006

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About This Guide

This guidebook is designed to help United States Department of Education (ED), Office of Safe and Drug-Free Schools (OSDFS), mentoring programs prepare for and deliver initial training sessions for mentors, parents, and youth participants. Many of the concepts and techniques in this book will also be useful for ongoing training situations as your program provides continued support to participants.

The Introduction briefly discusses research into why training program participants, especially mentors, is well worth the effort. Part 1 examines the skills, approaches, and planning tasks that lead to effective training. Part 2 delves into the topics that the MRC recommends all grantees cover during initial mentor training, while suggesting supplementary training topics for groups of mentees and their parents. Part 3 provides a few sample forms that can help plan for and evaluate training, as well as listings of resources where programs can find additional training curriculum, activities, and content.

In an effort to help programs get started with building their training sessions, we are also making a number of actual training activities available for download on the Mentoring Resource Center (MRC) Web site at http://www.edmentoring.org/forms.html. The MRC Lending Library also has many additional training resources available to grantees as they further identify training content that meets their needs. We encourage programs to borrow and adapt training materials from a variety of sources, using this book as a reference on improv-ing training skills and planning training sessions.

The MRC staff hopes that this guide is a valuable resource for your mentoring program. OSDFS grantees should keep in mind that MRC staff members are available to help in the design and delivery of participant training through its technical assistance services (1-877-579-4788).

Introduction

The proper orientation and training of mentors, youth, and parents and guardians is critical to the success of a youth mentoring program. Pre-match training provides skills, minimizes risk, and ensures that the often difficult work of mentoring a child can take place within the proper context. The purpose of this book is to provide OSDFS mentoring grantees with training concepts, skills, and topics that will enhance both the pre-match and ongoing training of their participants.[1]

The Value of Participant Training

If mentors are to succeed in their role as trusted friend, they will need skills and abilities in forming a close relationship with the youth and in managing the inevitable bumps as the relationship grows. Mentees also need to understand the nature of mentoring and will need similar relationship skills if their time with the mentor is to be productive. Parents and other caregivers will also need orientation and training, often critical in securing their "buy-in" for the program and in helping to improve youth outcomes. And all participants will need a good understanding of the program's requirements and rules. Initial training gets everyone on the same page and ready for the mentoring experience.

In general, pre-match training accomplishes four things:

1. **It clarifies program policies, procedures, and expectations.** No two mentoring programs are alike, and if participants are going to succeed, they need a solid understanding of how your program operates. They will need to know what is expected of them, both in terms of following program rules and in meeting their match obligations. Training helps keep everyone on the same page and builds consistency into the men-toring services you provide.

2. **It reduces risk.** Training makes programs safer by clarifying program rules and policies. It also gives your staff an opportunity to observe potential mentors during the training sessions, helping screen out volunteers who may not be suitable

[1]The mentor training topics and advice in this guide are designed for use with adult mentors. Peer mentoring programs may also find many of these exercises useful, although some of them may require modification for a younger audience. Peer programs may also find that several of the *mentee* training exercises can be adapted for use with peer mentors.

for the position. Training can also educate participants about signs of abuse and reporting requirements around abuse situations. Mentoring youth inherently carries some risks, and providing thorough training ensures that your program is providing "due diligence" from a risk management perspective.

3. **It lays the groundwork for successful matches.** In some ways, mentoring programs are formally creating a type of relationship that is most often informally generated. Most of us choose our friends and role models; they are not often presented to us. Thus, mentoring relationships often find difficulty, especially in the early stages while trust is still being formed. Training gives all participants skills that they can bring to the relationship. This applies to mentor-parent relationships and interactions between participants and your staff, in addition to the obvious mentor-mentee relationship you are creating. Training can provide skills, understanding, and strategies that help get the relationship headed in the right direction.

4. **It improves program outcomes.** Research indicates that there is tremendous variance in the intensity, scope, and quality of the training that mentoring programs provide mentors and other participants. A 1999 survey of youth mentoring efforts found that fewer than half the respondents provided more than two hours of training to mentors, and that 22 percent offered no training at all (Sipe and Roder, 1999). These figures have a direct impact on program outcomes. As Jean Rhodes (2002) writes in her seminal work *Stand by Me: The Risks and Rewards of Mentoring Today's Youth*:

> A follow-up study with this sample (Herrera, Sipe, and McClanahan, 2000) revealed that those mentors who attended fewer than two hours of pre-match orientation or training reported the lowest levels of satisfaction with their matches, whereas those attending six or more hours of training reported having the strongest relationships.

There is strong evidence linking the level of closeness in a match—the degree to which they have formed a meaningful mentoring relationship—to youth and program outcomes (Rhodes, 2002; DuBois et al., 2002; Morrow and Styles, 1995). There is also solid evidence that program structures that support the relationship, such as training, are critical to match success and overall program effectiveness (DuBois et al., 2002). While research has been unable to determine a definitive number of hours that will lead to successful matches, most quality programs offer between five and 10 hours of pre-match training for mentors, with additional time allocated for the preparation of mentees and parents/guardians.

DuBois' research also highlights the need for *ongoing* training. His analysis of 55 mentoring programs found that only 25 percent provided ongoing training. Unfortunately for the other 75 percent, the provision of post-match training—providing additional skills and addressing problems in fledgling mentoring

relationships—was an indicator of improved program outcomes. Only one in four programs was taking the training steps necessary to find success.

This research suggests that your mentoring program should provide intensive pre-match training to all your participants and be prepared to offer ongoing training as needed to provide structure and support to your mentoring matches. Failure to do so will likely result in less successful mentoring relationships and reduced program impact.

PART 1

The Basics of Being a Good Trainer

Trainers in mentoring programs prepare volunteers, youth, parents, and program staff as they embark on the mentoring journey. This section explores the specific roles and qualities of successful trainers and offers advice that will help OSDFS mentoring programs improve the usefulness and professionalism of the training they offer.

The Trainer's Roles

The mentoring field has its own community, philosophy, and ideals. These concepts are further refined by individual programs. At the program level, trainers are expected to introduce the program's mentoring philosophy, develop a sense of shared understanding among audience members, and build a community of people who are

Trainer Roles

Trainers fill a variety of roles in programs. They:

- Educate new mentors about the youth and families being served
- Clarify roles in the mentoring relationship
- Provide leadership and resources to their audience and program
- Get to know potential mentors, mentees, and families in a new way
- Open pathways for discussion of delicate issues and personal values
- Witness firsthand how participants interact with each other, respond to new concepts, and examine their own value systems
- Screen mentors for safety and suitability
- Learn about individual personalities for matching
- Dispel myths about the mentoring relationship, youth being served, families involved, and the roles of stakeholders
- Act as sources for additional information
- Determine future training needs and provide ongoing training
- Are program leaders who continue to teach long after their sessions end

invested in mentoring. One of the trainer's tasks is to ensure that each person understands the program's approach and learns the skills needed to guide the mentoring relationship. Trainers help participants become familiar with program practices, each other, and program staff.

Qualities of Successful Trainers

Most of us have experienced amazing training sessions where we depart with new skills, a broader understanding of the topics, and a sense of enthusiasm. But these outcomes cannot be credited to the curriculum alone. The quality and skills of the trainer are what make a training session really come alive. Good trainers have a number of qualities that enable them to be successful. If your program wants to improve its training it should:

1. Be prepared

Good trainers get to know their audience *before* they begin to plan their sessions. You can learn about your audience by conducting a needs assessment. Your training needs assessment might be a formal part of your mentor application process, or a more informal function of getting to know volunteers, youth, and parents. Many of the topics that should be covered can be gleaned from the mentor application process, discussions with stakeholders (parents, teachers, program staff), and youth referrals. As you become more familiar with your mentoring environment, patterns of need will emerge and become standard training topics, although each session may require adjustments. Be open to incorporating topics requested by mentors, youth, staff, and parents. Be aware of topics or issues that participants struggle with that may warrant additional training and support. For example, mentors often struggle with how to deal with money issues, gifts, and the poverty their mentees face. Be prepared to address these issues in training.

Sample Training Needs Assessment Questions

- Do you have formal experience working with youth? (for mentors)
- Have you ever had a mentor (formally or informally)? (for mentees, parents, staff)
- What will be your major role as a mentor/mentee/parent/staff person?
- What makes you the most excited about the mentoring relationship?
- What makes you the most nervous about the mentoring relationship?
- What can the program do to prepare you for the mentoring relationship?

Another aspect of preparation is in knowing how people learn. Adults and youth learn in different ways and respond to different techniques. Quality trainers understand the most effective ways to reach their audience. The following charts demonstrate how adult and youth learning principles can play out in a training session.

Principles of Adult Learning[2]

The majority of the training that will take place in mentoring programs will be for adult audiences. When working with an adult audience, keep the following principles in mind:

- **Adults want a reason for learning something.** The learning must be applicable to their work or other responsibilities to be of value to them. They learn in order to solve perceived problems.

  Tip: *At the beginning of your training session brainstorm on newsprint reasons why receiving training is important. At the top of your sheet write "Why be trained?" Have participants answer the question based on what they already know. Examples for a mentor training might include: "to get the match started quicker," "to prepare the mentor for our youth population," "to share our program goals and expected outcomes," "to inform mentors of liability and confidentiality information," "to provide activities and ideas," "to relieve fears and nervousness," etc.*

- **Adults are practical and goal-oriented.** They focus on aspects of training that are most useful to them.

  Tip: *Conducting a needs assessment can be an effective way to show your adult audience the connection between perceived roadblocks and practical solutions by shaping session content to address their needs. Listen carefully throughout the training session and continue to conduct a "live needs assessment" emphasizing or expanding on information in which your audience shows interest. If time is an issue, note topic ideas for future trainings.*

- **Adult teaching should be grounded in learners' experiences.** Adults have accumulated a foundation of knowledge and life experiences that are a valuable resource. They learn best when new information and concepts are built on this foundation.

  Tip: *Use activities that employ visualization techniques (e.g., "think back to when you were 12 . . .") and story telling as a way to link to a participant's prior experience.*

- **Adults learn best when they are in a supportive environment.** They want guidance, not competition—they don't want to be put on the spot or feel like they are being tested. They learn best when they are both psychologically and physically comfortable.

  Tip: *Set the stage for a supportive environment by telling your participants at the beginning of your session that there are no wrong answers or stupid questions.*

[2]Adult learning principles adapted from Jucovy (2001).

Principles of Youth Learning

When working with a youth audience many of the same concepts used with adult learners will apply. However, a few key differences should be taken into account:

- **Consider age and maturity level.** Limit the amount of new knowledge that you expect your mentees to learn (for youth 11 or younger limit training sessions to one hour or less; for youth 12 or older limit training sessions to two hours). As a general rule, the normal attention span of a child is three to five minutes for each year of the child's age.
- **Use age-appropriate language.** Provide multiple examples for new words and concepts.
- **Provide time for mentees to practice new skills and concepts.** Use role plays, group work, and individual worksheets.
- **Allow plenty of time for questions and answers.** Some youth may be shy about asking questions; consider having the group write their questions down and put them into a hat or question box.

Different Learning Styles

The three common modes of learning are kinesthetic, visual, and auditory. As you deliver your sessions, use a variety of facilitation techniques that will work for various types of learners. Not only will more people learn the concepts you are introducing, but your sessions will be more interesting and interactive as well.

- **Kinesthetic Learner.** Learns best through activities: touching, creating, or doing.

  Tip: *Use role plays, creative brainstorming, and activities that encourage moving around the room.*

- **Visual Learner.** Learns best through visual representations such as diagrams, pictures, or videos of the concepts.

  Tip: *Use slides, overheads, film, newsprint, and pictures during your session.*

- **Auditory Learner.** Learns best by listening to orally presented information.

  Tip: *In addition to lecture, use discussions and group work to get your auditory learners talking and listening.*

2. Practice!

As with any skill, practice makes perfect. High-quality trainers practice their training skills and often rehearse their delivery. It is not uncommon for trainers to practice their delivery in front of a mirror, the family pet, spouses, friends, or colleagues. In fact, this is highly recommended for several reasons:

- **Practicing your delivery helps you pace the training.** Time yourself as you walk through your training session. Add a few minutes here and there to allow discussion and questions. Move through overheads or slides as you would in your session. Double check your actual timing versus your planned timing. Make adjustments as necessary.

- **Practicing your delivery helps you say the right thing.** Speaking the words you plan to say out loud helps you become comfortable with the topic and clarify exactly how you would like to frame major points. It also alleviates feelings of nervousness before you are faced with an audience.

- **Practicing your delivery helps your session make sense.** Running through a session with another person allows you to make sure your concepts, delivery, and directions are clear to others. If the person you are practicing with doesn't understand, chances are your audience members won't, either.

For those of you who are reading this book and thinking, "I'll never be comfortable with training," remember that practice and experience make training much easier. If training to this point has been difficult, train a few more times and notice how much more natural your delivery becomes as you gain experience. After a while, training not only becomes easier, it becomes really enjoyable as you are able to take pride in giving others valuable skills and knowledge. Until you get to that point, just remember that if you are prepared, know your audience, practice, and be yourself, you are destined for training success.

3. Be welcoming

Being open to new ideas is a key characteristic of quality trainers. It is the trainer's job to make learners feel comfortable as they are introduced to new ideas and concepts and begin to build a sense of community within your program. Being welcoming and open includes making participants feel at ease, being open to new ideas, respecting audience opinions, honoring diversity, and creating a safe space for all. Trainers must set the example in these areas by modeling appropriate behavior and interaction. Your attitude will set the tone for the workshop, and, as a role model, how you respond to various situations will help your participants build skills for their mentoring relationships.

Creating an environment that is welcoming and open begins when participants arrive at the training event. Greeting people and introducing yourself as they enter the

Sample Ground Rules for Training Sessions

- Respect other people's opinions.
- Listen when others are talking.
- Allow everyone's voice to be heard—or allow them to remain silent if they wish.
- Respect confidential information: what is said during training stays at training.
- Derogatory comments about gender, race, ethnicity, religion, sexual orientation, marital status, etc., are not allowed.

training room is a good first step to setting a positive welcoming tone. (More tips about arrival and setting up training events are provided later in this section.) To make participants feel at ease encourage them to get comfortable, enjoy some refreshments, and mingle with fellow attendees before the session.

Trainers will encounter a variety of ideas and attitudes in their workshops. It is the trainer's task to be open to participant ideas and set a tone of respect throughout the session. Often during training delicate topics are discussed, such as poverty, race, class, sexuality, abuse, religion, politics, and personal history. These discussions are healthy and needed in the context of training. The trainer's role is to keep everyone safe by not allowing derogatory comments, keeping a neutral tone, and not judging others. While trainers cannot stop everyone from being offended, they can lessen such incidents by setting ground rules early in the session. Audiences can participate in establishing ground rules, too, which can increase their "buy-in." This strategy can be especially helpful when training youth.

4. Be relevant

Effective trainers do more than just train; they offer relevant, innovative, and interesting sessions for their attendees. Solicit and listen to feedback from program staff, mentors, youth, school partners, and parents about the type of problems they are encountering. For example, perhaps your mentors are struggling with how to help their mentees with homework. Your program might want to offer training for mentors and parents on the latest techniques for helping youth with homework, school and community tutoring resources, and ways to make learning fun. By providing real-world examples, worksheets, and tools, your audience will understand that the information presented is useful and applicable to their needs. Everyone loves to leave a training session with tools they can use right away.

Another way to make your session relevant is to tell stories about mentor-mentee matches or have pairs speak about their mentoring experience during training sessions. Putting a face to the concepts of mentoring will provide plenty of relevance (and perhaps some inspiration, too). Never waste your participants' time. Make sure activities are meaningful and applicable to the mentoring relationship.

5. Be innovative

Keep training content and activities fresh and innovative. One way of doing this is by staying abreast of the latest research in the mentoring field. This ensures that you are providing accurate, evidence-based training content and information. For example, a

trainer may want to introduce new mentors to the important research findings from Jean Rhodes (2002) about early match termination, or Dr. Michael Karcher's (2005) latest findings about peer mentoring. By incorporating the latest research into your training sessions, you will be able to reach audience members who need hard facts. Using research to inform your training sessions will also help solidify key concepts.

Being innovative does not mean you have to constantly come up with unique ideas on your own. Innovation can also be learned by watching other trainers. As mentoring expert Susan Weinberger would say, somewhat tongue-in-cheek, employ the B.A.S.E. model ("Borrow and Steal Everything"). Dr. Weinberger encourages trainers to utilize new techniques and activities that they pick up at other training events and conferences. Just keep in mind if you plan to use someone else's material, credit the source. Respecting copyright laws should always be the first consideration when using another trainer's activity or material. To learn more about copyright laws, check with your local librarian.

My Favorite Trainer

Think about your favorite trainer . . . now answer the following questions.

- What qualities made that person a good trainer?
- How did the audience respond to her?
- How did her voice sound (inflection, tone, and pace)?
- What type of gestures did she use?
- What role did silence play in the session?
- Did she employ certain training techniques that you would like to replicate?

The answers to these questions likely represent qualities of a successful trainer.

Also, spend some time thinking about characteristics of the event itself that you liked. Was the room set up in an effective way? How were activities blended into the session? How were A/V materials used well? Try and borrow not just tips about how to be a trainer but also tips on how to put on a first-class event, as well.

6. Be interesting and engaging

The difference between a good training and a great training is having an interested and engaged audience. No trainer wants to look out and see the audience yawning and half asleep. If you're not excited about the topic, your audience will not be excited either. Use varying tones of voice, gestures, and eye contact to show you truly are interested in the topic and your audience. Your sessions will be more interesting through engaging participants in group work, asking them for ideas, and encouraging them along the way. It is also important to keep track of how participants are responding; if their energy level is low, do an upbeat activity, do some group

Trainer Tip: Bag-o-Tricks

Carry a few small "prizes" you can pick up inexpensively, like stuffed toys, mentoring-related books, nice pens, coffee coupons, candy, etc. If your group is not responding to group brainstorms, give a small prize to the first person who volunteers to answer the question. A little reward goes a long way. Soon you will have audience members clamoring to answer questions so they, too, can get a prize.

stretching, or take a quick break to revive the group.

There are many facilitation techniques trainers can use to make sessions more effective both in terms of participant interest and application of different learning styles. When you plan your training, try to incorporate at least three of the following techniques throughout the session to engage your audience in the learning process:

Questioning

One of the simplest forms of facilitation is to use questions to draw out your audience's ideas, opinions, and experiences. Different types of questions lead to different types of answers. Questions can be open-ended or closed-ended. Open-ended questions encourage the participant to provide a longer, more elaborate answer. These questions usually begin with "why," "what," "where," or "how." Closed-ended questions elicit a brief or yes or no response. Closed-ended questions can be used to generate group agreement, bring closure to a section of your training, or to make sure the group is clear about what has been presented.

Open-Ended vs. Closed-Ended Questions for Trainers

Examples of open-ended questions:

"Who else has experienced _____? And what did you do?"

"Who/where would you go to find out about _____?"

"How does that statement make you feel (and why)?"

"What do others in the group think?"

"When would this approach be helpful?"

"How does that relate to the goals of our program?"

Examples of closed-ended questions:

"Does this concept make sense?"

"Are we all in agreement on this point?"

"Does this sound like a reasonable approach?"

"Are there any questions about what we have covered so far?"

"Do you have anything to add to this list?"

"Are we ready to move on to the next section?"

Group Work

Small-group work (four to six people per group) can be a effective way to encourage your trainees to apply the concepts you have presented, allow shy group members a chance to express themselves, and encourage collaboration and problem solving. To effectively use group work during your training session, keep these key points in mind:

- **Provide clear verbal and written instructions.** Verbally state your instructions to the whole group, and again as people move into their smaller groups. Provide written instructions for the group work on a handout, overhead, or newsprint. Be sure to ask if anyone has questions and give them a time limit on the activity.

- **Assign roles.** Ask each group to assign members the roles of recorder, leader, and reporter. The recorder will write down group members' ideas, answers to questions assigned by the trainer, and anything else that needs to be recorded. The leader will be the group's facilitator and ensure that the task at hand gets completed. It is also the leader's job to help group members work together and ensure that everyone participates. The reporter will present the small group's ideas to the larger group. Others from the group can chime in, but the reporter is the group's main spokesperson. If your training session has multiple small-group exercises, make sure participants switch roles (don't let someone be, say, the recorder every time).

- **Check in.** Check in with your groups at the beginning of the activity to make sure everyone understands the directions and is getting off to a good start. About midway through the activity ask about progress and see if anyone has questions. Five to 10 minutes before the group is expected to come back together, give them a five-minute warning. Extend group work time if needed and if your schedule al-lows.

- **Make report-outs interactive.** As each group presents its ideas, allow others in the room to add comments and ask questions about what was presented. When the group is finished with its presentation, paraphrase a key point it made, say a few encouraging words, and have the whole room applaud its efforts.

- **Provide ample time.** Group work and the report-out process often takes five to 10 minutes longer than expected. In the rare chance that you end early, give your participants a quick break or move on to your next activity.

Brainstorming

Brainstorming is an excellent way to generate ideas—and is an effective technique for getting all the participants involved and contributing, especially at the beginning of a session when you are trying to get everyone focused on the same subject. When facilitating brainstorming activities, keep these points in mind:

- The purpose of brainstorming is to allow participants to generate ideas in a non-judgmental atmosphere. (No one is allowed to criticize or demean anyone else's ideas.)

- As participants offer ideas, record them—all of them—on a flipchart. Brainstorming is a free exchange of ideas on a topic. It is important to accept everyone's con-tribution.

- After all ideas have been offered and recorded, the group can evaluate them to identify those it considers most realistic or useful. You may not get full agreement, but you should be able to help the group reach some kind of consensus.

Role Plays

When preparing to facilitate role plays, keep these points in mind:

- Role plays are informal dramatizations through which participants can try out ways they might handle a potential situation with their mentee or mentee's family and increase their insight into someone else's feelings, values, or attitudes.

- If the session's curriculum materials include suggested scenarios and characterizations for the role plays, you should modify these, where possible, to reflect an actual situation that has arisen, or is likely to arise, in your particular program.

- Always allow time after the role plays for participants to discuss their own and others' "performances" and to talk about what they learned from the activity.

- Many people initially feel uncomfortable doing role plays. However, once they have some practice with them, they usually enjoy the experience and see role playing as an effective way to develop skills. Most important, they see that practice in role playing can make potentially uncomfortable situations much less uncomfortable when they actually occur during their experiences as mentors.

Trainer Tip: Have Them Do It "Wrong"

One way to make role plays less frightening is to have the participants intentionally do it "wrong" the first time. If the role play is about communication, for example, have them do an intentionally poor job of communicating. This eases the pressure on the participants to do it "right" in front of the group. The entire group can then point out what didn't go so well and can provide insights that will help those doing the role play do it "right" a second time around. If many sets of participants will be taking turns with role plays you may wish to have all of them do it "wrong" initially, so that none of the groups feels the pressure of having to do it "right" the first time.

7. Be flexible

How many times have you been in a training session and noticed the activity or session was not going well? Did it make you feel uncomfortable, disengaged, annoyed? Good trainers know how to read their audience and make adjustments when needed. The easiest way to find out if your session or activity has gone awry is to pay attention to the mood and reactions of your audience. Often when folks do not understand a concept, feel uncomfortable about a comment, are tired, or are unclear of the directions, you can tell by their facial expressions and body language. Do you see furrowed brows? People leaving the room? Books being closed? These are signs of disengagement. The best way to know for sure is to simply ask. Open and closed questions, such as those on page 12, work well to gauge the mood of your audience.

Once you determine that adjustments are needed, consider trying a different facilitation technique, reframe your question, or skip that portion of the session altogether.

Becoming an effective trainer takes practice, practice, practice. Always evaluate your training sessions so that you can learn how to make your next session even better. Debrief your training event with a trusted colleague or volunteer and ask him to provide honest feedback on what he thinks went well and what could have been improved.

Now that you have a better understanding of the qualities and techniques of being a good trainer, we will explore the actual process of delivering your training session. The next section outlines what a trainer should do before, during, and after the training.

Signs That the Training Is Going Well

- People show signs of being alert, such as good eye contact, learning forward, making contributions, listening intently, and nodding their heads in agreement.
- The group is generating plenty of data fairly quickly.
- People are enthused and energetic.
- The discussion is lively, and most of the contributions add value to what has already been said.
- People contribute solutions, ideas, and exploratory questions.
- Most people are contributing.
- There is periodic humor and laughter.

Adapted, with permission, from Rees (1998).

The Art of Delivering High-Quality Training Sessions

Quality training sessions are no accident. To pull off such events staff and trainers must put time and thought into details like the preparation, agenda, delivery of content, site logistics, and participant needs. The first training you design will often take the most time to plan and prepare for. On average trainers should plan to spend two or three full days preparing for, delivering, and wrapping up a three-hour training session.

Preparation: Before the Training Session

Your preparation includes selecting a comfortable training space, arranging for food, choosing activities, preparing the agenda, studying your content, practicing your delivery, making photocopies, pulling together supplies, and leaving enough time to relax before the big day. To ease your burden, identify and assign other staff members some of these tasks. For example, have someone else be in charge of arranging the training space, picking up the food, gathering supplies, and making photocopies. Just keep in mind *you* will still need to tell them *what* to arrange, pick up, gather,

and photocopy. And remember that even though you may get help from other people, you, as the trainer, are still ultimately responsible for all aspects of the session and for ensuring that things go off without a hitch.

Selecting and preparing your training space

Select a comfortable space to hold your training. Most often programs will be utilizing conference rooms, classrooms, or community spaces. To provide the optimal learning environment keep the following elements in mind: comfortable, private, quiet, clean, and conducive to group work.

When selecting and setting up your training space, make sure there is ample room for participants to move about the room, spread out materials, and feel comfortable without being too cramped. Avoid rooms that are so large participants feel "lost" in the space and have trouble hearing the speaker. If your training room is unnecessarily large, consider using only the front half of the room.

Temperature and light are also key considerations for your training room. Make sure you have access to the temperature controls so that adjustments can be made easily during your session. If participants are too cold or too hot they will have a hard time concentrating. Ideally your training room will have windows and natural light, but at the least choose a well-lighted room for your session. (Conversely, be sure you can close blinds or curtains and turn off lights to eliminate glare when projecting onto screens.) Your training room should also be situated in a clean, quiet space away from distractions and outside noise.

Consider the types of activities on your agenda. Activities that require group work and writing need spaces where folks can gather around writing surfaces and tables. If you are in a traditional classroom setting, move the desks into pods or a circle to encourage interaction. For smaller groups, a "U" shaped set-up is also common. As you set up your trainer space, make sure everyone in the room can see and hear you and one another. Place your visual aids where everyone can see them. Consider situating screens or newsprint charts in the corner of a room so that you will not be standing in front of your visual display (see sidebar for more charting tips). Experiment with different configurations and eventually you will find one that is ideal for your agenda and space.

Finally, as you prepare your training space, don't forget to provide refreshments. If you plan to hold your training during meal time, provide meals or allow time for participants to go off site for food. Check with local grocery stores and restaurants to see if they would be willing to donate food for your training.

Charting Tips

- Print in large letters, about 2" tall. To write large, use the whole arm, not just the wrist. Write normally and at a comfortable pace.
- Use a combination of capitals and lowercase letters. Do not write in all capitals—they can be harder to read and take longer to write.
- Use dark marker colors for main text (purple, brown, black, dark blue, green).
- Use brighter colors (red, orange, pink, aqua) for highlighting, underlining, making certain words stand out, or decorative touches.
- Use two or three colors at most on a page.
- Alternate colors between ideas when listing ideas or recording responses on flip chart.
- Use a different color to code items, tally votes, or to circle audience decisions.
- Use bullets to separate main points on a flip chart.
- Write only three or four main ideas on one page.
- Add a border to the page, turn the paper to landscape position, or write the title of the page vertically for a different look.
- Place tabs of masking tape along the side of the flip chart easel so that you can quickly post paper without taking time to tear tape.
- Use sticky notes or labels to keep yourself organized about what chart is next or to flip to a specific page.
- Use a pencil to make notes to yourself directly on the flipchart pages. Pencil is too light for the audience to read, but you can still see it on the paper.

During Training: Arrival and Set-up

Now that you have chosen a space, worked hard on your agenda, and made dozens of photocopies, a few finishing details need attending to on the day of your training. Follow these steps so that you will be ready to calmly greet and tend to your guests as they arrive.

The Day of Your Training

Before participants arrive . . .

- Arrive at the training location 30–90 minutes prior to the start of the training to allow for set-up.
- Check training room to ensure that it is set up to your specifications; adjust as needed.
- Provide signs or directions to the training location if necessary.
- Place materials participants will need on the tables in the training room or at check-in area.
- Prepare your newsprint charts.
- Set out trainer materials: markers, tape, sticky notes, note cards, overheads, audiovisual aids, and handouts.

As participants arrive . . .

- Welcome participants as they arrive; consider having some music (either soothing or energetic) playing as well.
- Place a check by participants' names on the roster as they check in.
- Give each person a name tag and agenda (you should also wear a name tag).
- Direct folks to refreshments and encourage them to get comfortable in the training room.

During the training . . .

- Monitor the temperature of the training room and make adjustments as necessary.
- Make additional photocopies as needed.
- Check in with the group and offer breaks if needed.

Once participants are situated and ready to begin, it's always a good idea to go over the "ground rules" for the training session, the agreed-upon principles that will help the group move effectively through the activities you've planned. Common ground rules include:

- Turning off cell phones
- Sticking to timelines
- Asking all trainees to participate fully and take responsibility for their own learning
- Being respectful of other people's opinions

Post-Training: Closure and Evaluation

Don't allow your audience to leave without a proper wrap-up. Formally close your training session by allowing a few minutes for questions. Have participants reflect on what they learned by asking them to state their "Ah ha!" moments. Review the original objectives of the training one by one and ask if the objectives were achieved. Finally, hand out and collect training evaluations (a sample appears later in this book). At the very end of the session, give your mentors their first recognition from the program, a genuine thank-you from you for attending the training session. You may also wish to hand out a certificate, which can be a good way of getting participants to take the training seriously and stay for the duration (be sure to announce this at the beginning). Regardless of how you wrap up the training, plan on sticking around a few minutes after your session to answer questions.

Follow-up

Keep the door open—encourage participants to contact you with questions after the event. If you have promised information, a response to an unanswered question, or additional resources, make sure to follow up with your group within a week after your session. Follow-up also includes thanking people who have helped to make your training a success: support staff, special guests, site hosts, and donors.

Building Your Training Agenda and Script

Once you have set a date, taken care of your training space, and planned for the day, it's time to build your training agenda. This section provides broad advice about building agendas for any training. The next section looks at some of the topics you should cover during initial mentor training and youth/parent orientations.

One of the most common questions about creating a training agenda is, "How long should my training be?" A thorough mentor training session will last between four and eight hours. Most mentee and parent orientations last about one hour. The actual length of your training session depends on the content you plan to cover and the time you have available.

What's the Difference?

Mentor Orientation. Usually a one-hour, pre-match introduction to the organization, program goals, and requirements for mentors. Often used as a recruitment event to solicit applications from interested mentors.

Initial Mentor Training. Also known as pre-match training. Initial mentor training is offered to accepted and screened mentors prior to the first mentor-mentee meeting. This should be a required training for all mentors. This training can last from two hours to two days. The MRC recommends a minimum of three hours covering the topics found in the next section of this book.

Follow-Up Training. Also known as ongoing training. Follow-up training often focuses on building additional skills as relationships progress. Topics should address issues brought forth by mentors, staff, youth, and parents. This type of training is often offered monthly or quarterly, usually one to two hours in length.

Mentee Training. Also known as mentee orientation. Mentee training is usually offered prior to the first mentor-mentee meeting. This type of training usually lasts about one hour. Some programs find great success in offering initial training to youth and their parents at the same time. This can be a good way of boosting parental involvement early on.

Parent Training. Also known as parent orientation. Parent training is usually offered prior to the first mentor-mentee meeting. This type of training usually lasts about one hour and can be coordinated at the same time as mentee training. Depending on the structure and goals of your program, parents may receive additional training.

Too often programs skimp on mentor training because they do not want to ask their mentors to participate in a lengthy training session. Learn how to work with your mentors' schedules to ensure that you are providing adequate training. If you are already covering certain topics (e.g., organization background and history, roles of a mentor) in a separate mentor orientation, quickly review key points from the orientation. Some programs break mentor training up into two evenings, or over a weekend.

Your training content will be shaped by the population of youth you serve and the skill level of your audience. More complex populations and programs will require longer training sessions and/or more frequent follow-up training sessions. Mentors who are less experienced working with youth will need more in-depth trainings. Mentor training should be provided before the pair meets.

Trainers can choose a variety of activities and techniques to teach their training content. For example, there are dozens of ways to teach communications skills. Remember to provide a mix of different types of activities and facilitation techniques. Follow a long lecture section with group work or brainstorming to keep your participants engaged. Using other trainers and speakers can also break up the session and offer variety. Regardless of the activities, techniques, or speakers you choose, your training agenda should be customized for your program.

In a perfect world all your mentors would be ready for training at exactly the same time, yet matches are made at various points in time. Think about how you can adapt your session and training schedule to meet the needs of smaller training groups, or even individuals. Be prepared to provide mentor training on a quarterly or monthly basis depending on the demand in your program. Supplement your trainings with handbooks that feature tips and program guidelines. Staff members who provide individual training should follow a carefully prepared outline to ensure that each mentor is receiving the same information. Remember, all mentors must be trained, even if it is not always convenient.

Training Scripts

Just as actors memorize their lines from a script, successful trainers also create scripts to aid their training delivery. Creating a training script is much like creating your own flashcards for a test; the act of creating your training script helps you prepare for your session and memorize the flow and delivery of your content. There are a variety of ways to create a training script. Using an agenda you've developed, you can:

- Create detailed note cards with key points and instructions.
- Create a table, sort of an expanded agenda, with trainer notes and instructions.
- Use the notes option in PowerPoint to create a script of what you plan to say and do during each slide.

Almost every training will require certain generic statements at the beginning and end of each session—for example, you will want introduce yourself, other staff, and participants. In addition, each session should begin with a review of the schedule for the day, handouts and materials, and housekeeping logistics such as the location of emergency exits and restrooms. You should cover those aforementioned "ground rules" at this time. The following sample script can help you introduce and close your session with ease.

Sample Welcome Script

At the beginning of the training . . .

- Introduce yourself and welcome everyone to the training
- Share a few words about how excited you are to be here and to see everyone
- Thank participants for taking time to be a part of the training and for their commitment to mentoring
- Review what you will be talking about in the next few minutes (e.g., introductions, details of the program, agenda, materials, and housekeeping items). Chart these talking points before you begin so you will not forget anything.

Introduce other trainers and staff

- Welcome the rest of the team to the training. Ask each person to stand up and give a brief introduction.
- Thank each presenter for being there.
- Notify participants that each presenter's contact information is also listed in their materials so that they can reach them individually after the training.

Materials and agenda

Notify participants that in a few minutes you will be reviewing all the materials. Does everyone have access to their materials? They should have a variety of materials in front of them.

- **Review the agenda.** *"Each person should have a copy of the agenda. Does anyone need an agenda?"*
- **Review the goals and objectives for the training.** Make sure everyone knows the purpose and meaning of the day's activities.
- **Starting and stopping.** Announce that you will take breaks during the session at natural stopping points. Emphasize that you want participants to be comfortable at all times and you encourage them to take personal breaks as needed (refill their coffee, stretch, etc.).

Housekeeping logistics

- Point out where the restrooms are located.
- Point out the emergency exits.
- Cell phones: *"If you have one, take a minute right now to turn it off or put it on the silent/vibrate function."*
- Invite participants to notify you if anything needs attention (out of coffee, water, temperature controls, etc.) or if they need anything while at training.
- Go over any "group agreements" or ground rules.

Closing the welcome

- *"Are there any questions regarding the agenda, materials, housekeeping items?"*
- Announce a quick break, if needed, to get settled before you begin the training.

Good-bye and closing

At the end of the training . . .

- Ask participants to report out a few "golden nuggets" or "Ah ha!" moments from their experience at the training. *What was one thing that was very helpful for you?*
- Review the original objectives of the training one by one and asked if the objectives were achieved.
- Encourage them to continuing talking with each other. Suggest that they exchange contact in-formation with at least one other person in the room.
- Remind them that they can contact you or the program anytime for support.
- Thank participants for attending the training.
- Pass out certificates of completion to participants.

Working With Outside Trainers and Experts

Sometimes programs opt to work with outside trainers and experts to supplement their training agenda, provide ongoing training on a special topic (e.g., child abuse, drug and alcohol issues, tutoring), rotate speakers to keep participants interested, or even to deliver the entire training. While your program should, ideally, have the capacity to conduct most of its participant training, the following tips can help you work effectively with outside trainers on the occasions where they are warranted.

Finding Trainers

Preferably your program will choose to work with local experts who understand your community and the youth you serve. To find local experts first think about the topic you would like to have presented. Brainstorm a list of agencies and individuals you know who specialize in these topics. Prioritize your first, second, and third choices and begin making phone calls (more discussion about price and contracts to follow). The MRC may be able to help you find a local trainer.

Another way to connect with local and regional experts is to tap into resources from your state's mentoring partnership. Twenty-seven states currently have mentoring partnerships registered with MENTOR/The National Mentoring Partnership (http://www.mentoring.org). Call your state or local partnership, or a neighboring state partnership, to see if it has a pool of trainers and experts.

A final option is to contact national mentoring experts, either through the Mentoring Resource Center, word of mouth, or your affiliation organization (e.g., Big Brothers Big Sisters, Communities in Schools). When using national experts and trainers expect to pay for their services (or for their travel expenses at the very least) and plan ahead so that you can book their time in advance.

Costs and contracting

Before hiring a trainer, learn about your organization or school's policies on contracting out. Questions to ask include:

- What type of paperwork and contract will be required?
- How will travel be paid for?
- How much money can we spend on a trainer contract?
- What type of credentials will the trainer need to have?
- Can you provide supplies and photocopies?
- How soon after the training will the contractor receive payment?

Fees for trainers can range from free to more than $1,000 per day depending on who you use and how much time you will need. For many federal projects the maximum rate is $540 per day (as of November 2006). Often you will be expected to pay for preparation time (usually about one day) and possibly travel time (if they have to spend a lot of time getting to your location). It is also customary to pay for travel expenses, photocopies, and supplies. Each of these costs can be negotiated with the trainer.

To open negotiations ask about the trainer's rates, or simply say how much you can afford to pay. Once you have agreed upon some parameters, ask the candidate trainer to submit a proposal. If you like the proposal move to the next step in the process: getting the agreement in writing. Check to see if your organization already has a template for contracts. If not, create your own contract that includes the date, time, topics, and expenses. Have your trainer sign the contract.

Standard practice also requires the trainer to submit an outline or agenda, sample handouts, audio/visual needs, and room setup requirements. Don't forget to administer and collect participant evaluations and share the results with your trainer.

PART 2

Initial Training Topics and Agendas

Now that we've covered the preparation and skills needed to deliver quality training of any type, it's time to start thinking about the content of your initial training sessions. These sessions are very important in making sure that matches get off to a good start and that participants know their responsibilities.

Every program will approach this task differently, and it will simply take some time for your team to figure out the best way to cover the topics you've chosen. But there are some common mentor training topics that will need to be covered regardless of your program's particular circumstances. These topics are considered the bare minimum of what your initial training should address. This section provides the basic information you'll want to cover for these topics, but you'll likely find that your program will add to and customize these topics to best fit your needs.

Mentor Training Topics: Programmatic Information

1. Organizational history, mission, and vision

A good way to begin a mentor training is by starting with the big picture of your program. If your program is housed in a larger youth-serving agency, or even in a school setting, cover the mission, values, and history of your parent agency, as well. Explain how your program fits into the larger goals of the agency. A mission statement is the cornerstone of everything your program does and spending some time talking to your future mentors about why your program exists will provide them with the proper context for their mentoring role.

Ideally, this part of the training will be delivered by the head of the agency (or school principal) or a person of some authority who can speak to the history and purpose of the program.

2. An overview of mentoring

Start broadly here. Talk about the history of mentoring, the origins of the word (taken from a character in Homer's *Odyssey*), how mentoring has developed over the years in the United States. There are many books in the MRC Lending Library that can give programs the background in mentoring history they'll need for this topic, such as Jean Rhodes' *Stand by Me: The Risks and Rewards of Youth Mentoring* and the more scholarly *Handbook of Youth Mentoring*. You should also cover some of the research on the effectiveness of youth mentoring, such as the Public/Private Ventures research on Big Brothers Big Sisters outcomes. Once again, the MRC Library and Web site provide access to a wealth of research that programs can draw from. Part 3 of this book offers even more suggested resources. You may find that you already have some of this content developed, in the form of recruitment pitches and marketing pieces (even in your original grant application). Regardless of how you approach it, make sure your mentors have a basic understanding of the history and impact of the field in which they will be volunteering.

3. An overview of your program's mentoring style

The next logical topic is how your program fits into that larger mentoring picture. OSDFS mentoring grantees are inherently school-based, at some level, so you will want to discuss what school-based mentoring hopes to achieve and what the overall OSDFS mentoring initiative hopes to achieve. The three major indicators of success for all OSDFS mentoring programs are an increase in academic achievement, reduced absences, and matches that last at least 12 months. Your program also created several additional goals when applying for funds. Your mentors will need to know what these goals are and how the program broadly tries to achieve these.

Obviously, some of this may have been covered when talking about your program's history and mission. Regardless of when you cover this, make sure your mentors understand how your program takes those broad concepts of mentoring and makes them work in your particular style.

4. Characteristics and circumstances of the youth you serve

To this point it has likely been a program person leading the training, but this is a great point to bring in someone from outside the program to talk about the youth you serve. This could be a school counselor, someone from a community-based youth serving agency, or a representative from a city or county government agency that deals with youth issues. If your program serves particular cultural or racial groups, a representative from a community group might enhance this portion of the training.

This topic is best covered through a combination of meaningful statistics and personal testimony. The point here is to not paint a bleak picture or to frighten your men-

tors about who they may soon be working with. Covering the needs of your mentees gives mentors an honest perspective about the youth they will be working with and personalizes the mission and vision of the program. You might even find that having a few current or former mentees on hand for trainings personalizes the work of the program even more.

In addition to specifics about the kids your program serves, you may also want to cover some broad youth development principles in your session. This can give mentors a better understanding of youth in general and will help them relate better to their mentees. The handout on pages 28–31, developed by the National Middle School Association, can be a good conversation starter on youth development principles.

5. The roles of a mentor

Now that you've set the stage by covering the basics about mentoring and your program, you can begin teaching your mentors about their new role. It will be important for them to understand just how they make the positive outcomes of your program happen. Most programs use a listing of mentor roles (and things that are outside their roles) similar to the one below as a discussion starter.

A mentor is . . .	A mentor is *not* . . .
A friend A coach A supporter A motivator An advisor An advocate A role model A companion A listener	A surrogate parent A teacher or tutor (although they can help with schoolwork) A psychologist An ATM A savior A playmate A professional counselor A social worker

HANDOUT

Characteristics of Young Adolescents

Youth between the ages of 10 to 15 are characterized by their diversity as they move through the pubertal growth cycle at varying times and rates. Yet, as a group they reflect the important developmental characteristics that have major implications for parents, educators, and others who care for them and seek to promote their healthy growth and positive development.

The following are what research suggests are notable characteristics of young adolescents in the physical, cognitive, moral, psychological, and social-emotional dimensions of development. Although most young adolescents in the United States will exhibit these characteristics to some degree, the relative importance of each characteristic can vary widely depending on the young adolescent. Gender, race, ethnicity and other cultural influences, family and economic situations, learning and physical disabilities, a young adolescent's temperament, and qualities of his or her community or neighborhood are just some of the factors that, working together, give these developmental dimensions and characteristics their personal and social meaning.

These characteristics also are presented in sequential fashion, but of course, they are not experienced in that way. Rather, all the dimensions are intertwined, each affecting and being affected by the others. For example, how young adolescents develop physically has ramifications for how they think of themselves psychologically and for how they interact socially with others. Because of many interconnections, the categories to which these developmental characteristics are assigned—psychological development rather than social-emotional, or cognitive rather than moral—are sometimes relatively arbitrary.

Young adolescents have a greater influence on their own developmental paths than they did in middle childhood. Most if not all of the characteristics highlighted here are the re-sult of a give and take between the young adolescent and his or her ecology. These recurring interactions produce an infinite variety of developmental nuances that combine to reflect each young adolescent's unique personhood. Thus, each of the characteristics listed here should be understood as a reasonable generalization for most young adolescents, but one that is more or less valid for particular young adolescents in particular situations.

In the area of physical development, young adolescents:

- Experience rapid, irregular physical growth.
- Undergo bodily changes that may cause awkward, uncoordinated movements.
- Have varying maturity rates, with girls tending to begin puberty one and one-half to two years earlier than boys, and young adolescents in some cultural groups, such as African Americans, tending to begin puberty earlier than those in other groups.
- Experience restlessness and fatigue due to hormonal changes.
- Need daily physical activity because of increased energy, and if not actively engaged in regular physical activity, often lack fitness, with poor levels of endurance, strength, and flexibility.
- Need to release energy, often resulting in sudden, apparently meaningless outbursts of activity.
- Have preference for junk food but need good nutrition.
- May be prone to risky dieting practices, especially among European American youth, in order to lose or gain weight.
- Continue to develop sexual awareness that increases with the onset of menstruation, the growth spurt, and the appearance of secondary sex characteristics.
- Are concerned with bodily changes that accompany sexual maturation and changes resulting in an increase in nose size, protruding ears, long arms, and awkward posture, concerns magnified because of comparison with peers.
- Have an increased need for comprehensive, medically accurate education about sexuality and health issues that respond to these increased concerns.
- Are physically vulnerable because they may adopt poor health habits or engage in experimentation with alcohol and other drugs and high-risk sexual behaviors.

In the area of cognitive-intellectual development, young adolescents:

- Display a wide range of individual intellectual development.
- Increasingly are able to think abstractly, not only concretely; both concrete and abstract thinking styles may be in evidence in the same young adolescent, depending on the issue or situation.
- Commonly face decisions that require more sophisticated cognitive and social-emotional skills.
- Are intensely curious and have a wide range of intellectual pursuits, although few are—or need to be—sustained.
- Prefer active over passive learning experiences; depending on their cultural back-grounds, some young adolescents, such as Native American youth, may be quite engaged in learning through observation but not show this engagement through active participation.
- Prefer interaction with peers during learning activities.
- May show disinterest in conventional academic subjects but are intellectually curious about the world and themselves.
- Respond positively to opportunities to connect what they are learning to participation in real-life situations, such as community-service projects.
- Develop an increasingly more accurate understanding of their current personal abilities, but may prematurely close doors to future exploration in particular interest areas due to feeling inadequate in comparison to peers.
- Are developing a capacity to understand higher levels of humor, some of which may be misunderstood by adults to be overly sarcastic or even aggressive.
- Are inquisitive about adults and are keen observers of them; depending on their cultural upbringing, some young adolescents also may often challenge adults' authority.

In the area of moral development, young adolescents:

- Are in transition from moral reasoning that focuses on "what's in it for me" to that which considers the feelings and rights of others; self-centered moral reasoning may be in evidence at the same time as other- or principle-oriented reasoning, depending on the situation the young adolescent is in; in addition, cultural differences in the socialization of moral development, especially among young adolescents whose families are recent immigrants, may contribute to special moral conflicts or dilemmas for those young people attempting to navigate multiple cultures.
- Increasingly are capable of assessing moral matters in shades of grey as opposed to viewing them in black and white terms more characteristic of younger children; however, this increased potential for more complex moral reasoning may often not be evident in practice.
- Are generally idealistic, desiring to make the world a better place and to make a meaningful contribution to a cause or issue larger than themselves.
- Often show compassion for those who are downtrodden or suffering and have special concern for animals and the environmental problems that our world faces.
- Are capable of and value direct experience in participatory democracy.
- Owing to their lack of experience are often impatient with the pace of change, underestimating the difficulties in making desired social changes.
- Are likely to believe in and espouse values such as honesty, responsibility, and cultural acceptance, while at the same time learning that they and the people they admire also can be morally inconsistent, and can lie or cheat, avoid responsibility, and be intolerant.
- At times are quick to see flaws in others but slow to acknowledge their own faults.
- Are often interested in exploring spiritual matters, even as they may become dis-tant from formal religious organizations; for many youth, however, especially African Americans, connection to religious organizations may continue to be a vital part of early adolescence.

- Are moving from acceptance of adult moral judgments to developing their own personal values; nevertheless, they tend to embrace major values consonant with those of their parents and other valued adults.
- Rely on parents and significant adults for advice, especially when facing major decisions.
- Greatly need and are influenced by trustworthy adult role models who will listen to them and affirm their moral consciousness and actions.
- Are increasingly aware of, concerned, and vocal about inconsistencies between values exhibited by adults and the conditions they see in society.

In the area of psychological development, young adolescents:

- Are often preoccupied with self.
- Who have been socialized in European American culture seek to become increas-ingly independent, searching for adult identity and acceptance, but they continue to need support and boundary-setting from adults; young adolescents from other cultural backgrounds, such as Hispanic or Asian American youth, may be as or more focused on their social obligations and roles in the family and other groups than they are on independence.
- May experience a significant increase in their awareness of, and the importance they give to, their ethnic identity.
- Experience levels of self-esteem that may fluctuate up and down, but in general are adequate and increase over time; in contrast, levels of belief in self-competence in academic subjects, sports, and creative activities often decline sig-nificantly from the levels of middle childhood.
- Believe that personal problems, feelings, and experiences are unique to them-selves.
- Tend to be self-conscious and highly sensitive to personal criticism.
- Desire recognition for their positive efforts and achievements. Exhibit intense concern about physical growth and maturity as profound physical changes occur.
- Increasingly behave in ways associated with their sex as traditional sex role iden-tification strengthens for most young adolescents; some young adolescents may question their sexual identities.
- Are curious about sex, and have sexual feelings; they need to know that these are normal.
- Are psychologically vulnerable, because at no other stage in development are they more likely to encounter and be aware of so many differences between themselves and others.
- Are also psychologically resilient; across diversities in race/ethnicity, residence, or socioeconomic status, young adolescents tend to be optimistic and have a gen-erally positive view of their personal future.

In the area of social-emotional development, young adolescents:

- Have a strong need for approval and may be easily discouraged.
- Are increasingly concerned about peer acceptance.
- Often overreact to ridicule, embarrassment, and rejection.
- Are dependent on the beliefs and values of parents and other valued adults, but seek to make more of their own decisions.
- Like fads, especially those shunned by adults.
- Have a strong need to belong to a group, with approval of peers becoming as important as adult approval, and on some matters even more important.
- Also need moderate amounts of time alone, in order to regroup and reflect on daily experiences.
- In their search for group membership, may experience significant embarrassment, ridicule, or rejection from those in other cliques from which they are excluded.
- Can gravitate toward affiliation with disruptive peers or membership in gangs in order to feel part of a group and to protect their physical safety.

- Experiment with new slang and behaviors as they search for a social position within their group, often discarding these "new identities" at a later date.

- Experience mood swings often with peaks of intensity and unpredictability.

- May exhibit immature behavior because their social skills and ability to regulate emotions frequently lag behind their cognitive and physical maturity; among some young adolescents, however, particularly those whose cultural backgrounds value such capacities, their social and emotional skills may be more advanced than their cognitive and physical maturity suggest.

- Must adjust to the social acceptance of early maturing girls and boys, especially if they themselves are maturing at a slower rate.

- If physically maturing earlier than peers, must deal with increased pressure around others' expectations of them, especially about engaging in high-risk behaviors.

- Often begin to experience feelings of sexual/romantic attraction to others, with some having significant sexual/romantic relationships, and a sizable minority experiencing sexual behaviors.

- Often experience sexual harassment, bullying, and physical confrontations more than they did in elementary school or will in high school.

- Are often intimidated and frightened by their first middle-level school experience because of the large numbers of students and teachers, the size of the building, and what may be for many their first day-to-day experiences with significant proportions of students who are culturally different from them.

- Are socially vulnerable, because, as they develop their beliefs, attitudes, and values, the emphasis media place on such things as money, fame, power, and beauty (and the majority culture perspectives which most often define those issues) may negatively influence their ideals, or encourage them to compromise their beliefs.

This special section on the characteristics of young adolescents was prepared by Dr. Peter C. Scales, Senior Fellow, Office of the President, Search Institute. Dr. Scales' recent research has focused on identifying and promoting "developmental assets," those conditions that are linked to young people's success in school and in life. Unfortunately, young people say they experience fewer of these assets as they get older. Middle-level educators are in a unique position to help build many developmental assets such as feeling empowered and playing useful roles, building social competence, and developing a commitment to learning.

You might also want to begin exploring the concept of developmental mentoring at this point in the training. Developmental mentoring focuses on the overall support and guidance to the mentee, as opposed to prescriptive mentoring, which seeks to "fix" issues with the youth through direct action and assistance. Most mentoring programs, even school-based ones, find higher quality mentoring relationships when the approach is developmental. Make sure your mentors understand that no matter how many roles they have in your program, being a "fixer" is not one of them.

Developmental Mentors	Prescriptive Mentors
Ask the mentee what they would like to do during the match meeting	Tell the mentee what they need to do during the match meeting
Listen more than talk	Give advice more than listen
Play games, just hang out, or help with homework depending on what the mentee asks for that day	Focus on hard tasks to meet specific goals based on what the mentor thinks the mentee needs
Allow the mentee to naturally bring up issues and concerns about his or her life	Push the mentee to talk about issues or concerns about his/her life
Help to build the mentee's own confidence to be successful	Try to "fix" the mentee's problems

6. The roles of other program participants

You don't need to go deeply into what parents or youth are required to do while in the program, but you should discuss the role they play in making the mentoring relationship work. You should make sure your mentors understand how mentees contribute to their success in the program (things like setting and working toward goals, showing up for meetings, participating in program activities, etc.).

If your program offers supplementary services to mentees, such as access to tutoring or career exploration opportunities make sure you discuss how they work in conjunction with the role of the mentor. If there are other professionals working with youth in your program, such as social workers, psychologists, counselors, coaches, or teachers, discuss their role and how mentors can work cooperatively with them.

Finally, cover the role that parents play in the program. Mentors often have confusion about their role in relation to the parents'. While each match will likely have unique mentor-parent issues, there are some things that programs almost universally ask

parents to do: ensure that their child meets with the mentor, respect the mentoring relationship, and work with the mentor to help the child meet goals. Discussing all these players in the mentoring relationship lets mentosr know that they are not in this alone and that they are part of a group effort to help care for a young person. Skills for working with parents and youth are detailed later in this section.

7. Staff roles (especially match support)

It is critical that your mentors know your staff members and their specific roles. Your staff will be interacting with mentors in a wide variety of ways:

- Match supervision and monitoring
- Ongoing training
- Facilitated mentor support groups
- Conflict resolution and problem solving
- Data collection for evaluation
- Recognition events and group outings
- Coordinating mentoring activities with other services
- Collecting necessary paperwork and maintaining records

Mentors need to know which staff members cover these tasks and which they will be working with most closely.

The other main point for this topic is to clarify exactly how your program supports the mentor. As when explaining the roles of other participants, explaining the match support services you offer puts participants at ease. It lets them know exactly who in the program will be looking out for them and making sure that this is a positive experience. And at a very basic level, introducing your staff and their roles helps the volunteer feel like part of a team, or even a family. Many who volunteer do so for a sense of connectedness and companionship. So welcome them into your program and make sure they know how each member of the staff contributes.

8. Policies and procedures

Thoroughly covering policies and procedures will save your program many headaches down the road. As well-intentioned as participants in mentoring programs are, they still need guidance on what is acceptable and what is not within the context of the relationship.

There are several policies and program requirements that will be relevant to an initial mentor training:

- Screening and background checks
- Eligibility requirements for being a mentor
- Unacceptable behavior and grounds for termination
- Match reporting and "check-in"
- Reporting of suspected child abuse
- Meeting locations, overnight visits, and other non-sanctioned contact
- Transportation
- Alcohol and drug policies
- Required ongoing training
- Gift-giving policies
- Policies related to the mentee's family
- For school-based programs, any policies regarding on-campus volunteers
- Who to contact during emergencies

Mentors should receive these policies in writing during the training and have an opportunity to ask questions. Also, encourage them to read them over more carefully post-training and contact you if they have further questions. Covering these policies won't be the most exciting part of your training session, but it will nip many problems with new volunteers in the bud, saving your staff time and energy down the road.

You should have policies and procedures in place, in writing, before you begin to even recruit mentors, let alone train and match them. If you do not have a written policies and procedures manual it is imperative that your program works with your advisory council or board to get one developed and in place immediately. If your program needs assistance in developing policies, the MRC can help through its Technical Assistance Services. Several resources that can also help OSDFS grantees develop policies are on the MRC Web site at: http://www.edmentoring.org/online_res5.html.

9. Next steps

Before your training ends, make sure participants understand what happens next in your matching process. Some programs train mentors prior to being matched, which can occasionally be a lengthy process. Others wait until after they have been matched. Regardless, your mentors should know what the timeline for their participation looks like and what tasks (such as finalizing necessary paperwork) they need to be responsible for. Encourage mentors to get to know their "case manager" (the person who will be guiding their match) a little better and to follow up with any questions or concerns they may have before moving forward in the program.

Mentor Training Topics: Relationship Skills

To this point, your training has provided background information and clarified some details about the program and how it works. Now it's time to start actively preparing your mentors for their first meetings with their mentees. In order for the match to get off to a good start, they are going to need some skills that can help break the ice and start forming trust and friendship with the youth.

Initial mentor training should narrow the number of skill development activities to just a few that you deem critical. Obviously, as matches progress they will encounter turbulence and obstacles that will need to be addressed with additional training and support. Ongoing training can cover things like discussing difficult topics, dealing with diversity issues, or providing appropriate academic help. But initial training should really focus on the skills that will be needed most as the match gets started. These early days in a match are critical. The following topics should give your mentors the solid background they need to get the match started right.

1. Tips for starting the match

Many programs begin a new match by arranging a meeting between the mentor, the youth, and the youth's parent. This meeting is often facilitated by a staff member and gives the parent an opportunity to meet the mentor and talk about how they will approach working with their child (some programs provide the parent with the opportunity to reject or approve the match at this point). It gives the mentor and mentee a chance to get to know each other in a less threatening environment.

Regardless of how your program gets the match started, the bottom line is that your mentors will soon be alone with their mentee for the first time. The following tips can help the match get off to a good start:

- **Have your first few meetings somewhere where it will be easy to talk.** While going to a movie may sound fun, it won't offer much opportunity to get to know each other. Similarly, being around lots of other people (such as at a ballgame or in the school cafeteria) may stifle conversation and make the meeting less comfortable. Pick an activity that lets you have fun while also offering chances to talk.

- **Clarify expectations and ground rules.** This doesn't need to be a big deal, but you should spend some time talking with the mentee about the rules of the program, the expectations each of you has around the relationship, and the attitude the mentee has about the program.

- **Have some icebreaker questions ready.** Sometimes initial meetings are awkward and uncomfortable because it pairs two strangers who are supposed to talk a lot, yet know little about each other. Page 45 of this book offers a few sample icebreak-

ing questions, and many of the resources listed in Part 3 also contain sample conversation starters for new matches.

- **Be predictable and consistent.** If you schedule an appointment to meet your mentee at a certain time, keep it at all costs. Remain consistent about when and where you'll meet even if the young person is not.

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

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

2. Building trust

Trust is the one thing that makes all the other facets of mentoring fall into place. Without trust, there is not much of a bond between the mentor and mentee and the role-modeling and facilitated growth that mentoring can provide has little chance of happening. Thus, mentors need some ways to start building trust from the beginning. The handout on page 37 provides good advice that can help mentors accomplish that goal.

3. Setting goals and boundaries

Two of the most important tasks in new mentoring relationships are the establishment of goals, which guide the relationship activities, and boundaries, which keep the mentoring relationship structured and positive.

Goal setting is a real cornerstone to a healthy mentoring relationship. Goals help youth develop self-confidence, explore available options, create motivation, and foster a sense of accomplishment and competence. And depending on the nature of the youth's goals, they may wind up dictating the bulk of the activities the match does together.

HANDOUT

Building Trust

Items to work on that will build trust:

1. **Being fully present with the youth.** In other words, when you are with your mentee, you are *with them*. You are not there to fulfill an obligation or to make yourself feel good. You are also not distracted by thoughts of work, home, or your own family. ***You don't use your cell phone*** except in an emergency or to let someone know you will be late.

2. **Seeing your youth/mentee as a person.** Your mentee is not a project, and you are not there to "straighten them out." This means getting to know the mentee first, and then responding according to *who they are*, not who you are. Discover their uniqueness as a person, and how they are gifted. Encourage them in their unique and gifted areas.

3. **Consistency.** A big trust-builder is consistency. Keeping your visits with the mentee consistent, even when they are being inconsistent, is key. If something does come up so your visit has to be at a different time, call at least a day or two in advance and reschedule. It's also very important that you always follow through with things you say you will do. If you say you'll help them with something on your next visit, do it.

4. **Be yourself.** Don't try to come off as the "perfect adult" in the mentee's life. On the other hand, don't dump all your problems on the mentee. Just be authentic. Be transparent enough so that the mentee sees that you make mistakes, too. The important thing is that you learn from mistakes. Avoid phrases like "I would never . . ." or "I always. . . ."

5. **Set a good example.** Be an example of a trustworthy person. For example, don't divulge things that others told you in confidence. Don't "fudge" the rules of the program. If you meet out in the community, treat those you encounter respectfully—for example, treat servers at restaurants with patience and respect and leave a decent tip. Your mentee notices everything you do.

Additional suggestions:

- Always listen to the mentee's complaints, and don't put the mentee down for feeling what he feels. You're hearing about the world he lives in—soak it up.

- Use as much empathy as possible, saying things like "that must be difficult" or "I know that's difficult, I have to obey similar rules at work."

- Do not says things like "I can't believe they would do that to you" or "how can anyone be so mean"—that is taking sides.

Handout adapted, with permission, from L. Villarreal, *Save Our Youth Training Manual*, Denver,CO: Save Our Youth, 2005.

There is no "right" way to set goals. Some people prefer to start with a very long-range goal (getting into college) and then break it down into the little steps that get one there (keeping grades up, researching schools, applying for scholarships, etc.). Others are more comfortable focusing on short-term objectives (passing the algebra exam). Regardless of your approach, keep the following in mind when creating goals:

- **Goals should be realistic, obtainable, challenging, specific, measurable, and time-bound.** These qualities ensure that the goal is appropriate and achievable. "Having a lot of money" does not meet these criteria; "becoming a doctor" does.
- **The mentee must "own" the goal.** In other words, it must be her idea and she must be committed to it.
- **Develop a plan in writing.** This organizes the work toward the goal while also helping it seem more manageable. The plan should cover the smaller steps needed to reach the goal, potential barriers and solutions, and benchmarks to measure progress. Developing a written plan for a goal can be a great way of teaching planning, organization, and discipline skills to a young person.
- **Provide "lessons learned" from your own goals.** Mentors can help the youth set goals by talking about how they achieved their own goals in life. And even more meaningful instruction can come from discussing goals you *didn't* achieve, and why.

Enabling vs. Empowering

***Empowerment:* Mentee becomes self-reliant**

- Mentee is involved in deciding how we spend time together
- Mentee creates and accepts ownership of goals and objectives
- Mentee accepts responsibility
- Mentee initiates
- Mentee does not freeze when faced with . . .
- Mentee can change course

***Enabling:* Mentee depends on you**

- You provide solutions to mentee problems
- You build an artificial safety net

Adapted, with permission, from Villarreal (2005).

Setting boundaries can be a more complicated process.[3] This is often driven by unexpected behavior on the part of the mentee (or even the mentee's family). Some mentors may find the idea of setting boundaries to be harsh, mean, or controlling. In reality, boundaries are important in helping youth feel safe and protected. Boundary setting is important so that each person in a mentoring relationship is clear about his or her role. Boundaries help to establish and nurture trust in a relationship. Most significant, they help to protect not only the youth, but also the volunteers and the program.

A discussion on appropriate boundary setting will help volunteers start on the right foot and avoid having to change things later once a strong pattern of behavior has been established.

[3]Content on boundaries adapted, with permission, from Arevalo (2004).

Common areas where boundaries are needed include:

- Time
- Money
- Working with parents
- Self-disclosure

Time Boundaries

After meeting for six months, Julia finds out that her mentee is failing all but one class. It is the beginning of the second semester at school and Julia wants to do everything she can to help. She begins to meet with her mentee three to four times a week for long periods of time. Her mentee, in turn, cannot get enough of her. She calls her at work, home, and on her cell phone. Julia is glad her mentee is relying on her so much, but she is beginning to feel tired and overwhelmed.

Boundary setting and unrealistic expectations seem to go hand in hand. A mentor's role is not to solve all the mentee's problems single-handedly. Appropriate boundaries in regard to the frequency of meetings and phone calls will help to protect the volunteer's ability to be there for his mentee long term. General guidelines to review during mentor training in regard to time spent together include:

- Consistency and frequency of meetings are important elements of a successful mentoring relationship. However, spending too much time together can create dependency and it will lead to the development of unrealistic expectations on behalf of the youth and the family about what a mentoring relationship can and cannot do.

- Do not feel like you have to solve every problem the mentee has. Seek help from staff and community resources often.

- A child who calls too often or tries to cling to the relationship too hard may be worried about being abandoned. Several meetings are not going to satisfy his needs or calm his fears. However, setting regular and consistent meetings will help assure him that over time, the mentor will be there. Mentors and mentees can create a calendar of activities together by scheduling their meetings and the days they will talk on the phone. If a mentor does not set boundaries with regard to his personal time, he can unknowingly create the very conditions that will lead to burnout and a premature ending.

Money Boundaries

Connie and Josie have been matched for almost six months. During one of their weekly outings Connie notices that her mentee Josie looks worried and uncomfortable. When Connie asks her if she is okay, Josie begins to tell her about her family's financial difficulties. She explains that they will probably be evicted from their apartment and she is worried they won't have a place to go. She mentions she needs a couple hundred dollars to help pay rent and goes on to ask her mentor for financial help.

Boundary setting, in the abstract, seems simple and easy to do. When mentors are told that they are not to act as their mentee's ATM machine they chuckle and say "of course." However, in the complexity of day-to-day interactions, setting boundaries around money issues is not so easy. Should a mentor help in a financial crisis? Should a mentor provide for a mentee's basic needs? When should a mentor give gifts and how much is reasonable to spend on a gift? Who should pay for outings?

These are all questions that will likely come up in mentoring relationships around issues of money. It is important that you spend time prior to the mentor training thinking about these issues and agree as a staff on a course of action. Of course, many of the situations that come up in mentoring relationships are not black and white. However, it will help your volunteers review different scenarios and get feedback from staff on general guidelines when dealing with money.

Here are some general suggestions:

- **A mentor's role is not that of provider.** If a young person is going through financial difficulties, it is important for mentors to remember that they can help by connecting their mentee to the appropriate resources and by being supportive of their emotional needs through their friendship. Creating financial dependency will only end up causing a rift in the relationship. Mentors who take on financial responsibility for their mentees tend to feel used, overburdened, and end up resenting the relationship. Trying to solve all the mentee's problems can create in the youth a sense of guilt and dependency. It also sends the wrong message to the youth that they are in fact helpless, weak, and unable to solve their own problems.

- **Gift giving should be reserved for special occasions (i.e., birthdays, holidays, graduations, etc.).** Gifts should also be kept to a reasonable amount. Excessive gift giving takes attention away from the relationship. For many youth who come from chaotic environments, buying things is sometimes used as a way to compensate for the lack of relationship. Volunteers need to send out the strong message that the time spent together is the gift. The gift of time and friendship is more valuable than any material thing they can give their mentees. *RED FLAG: It should also be noted that excessive gift giving from a mentor can signal inappropriate, even predatory behavior.*

- **Mentors should keep their activities simple and reasonable.** Though many youth love grand activities like going to amusement parks, many say that the most significant time spent with their mentor involved simple, day-to-day activities. Going on expensive outings can detract from relationship building and it emphasizes an inappropriate role of a mentor as the entertainer. Mentors should be encouraged to set a budget for their activities. Since most mentors take on primary responsibility for paying for outings, it is important for them to plan and to set a budget. This should ideally be done with the help of the mentee. Doing so can teach youth valuable lessons about money management, but most important, it solicits their input for the types of activities they would like to do with their mentor.

Self-Disclosure Boundaries

Josh, a 45-year-old mentor, was matched three months ago with a 14-year-old boy. Josh is currently divorcing his wife and is in the middle of court custody proceedings. Needless to say, this is a stressful time for him. His mentee, Joel, is a bright and articulate boy whose parents are also divorcing. As soon as they met they got along splendidly. They had a lot in common and a lot to talk about. Josh is the only person who seems to understand what Joel is going through. In turn, Joel has begun to express to program staff how much he admires Josh for his ability to handle all the things he is going through. Joel mentions he is glad he is able to be there for his mentor.

Mentors need to be careful about the type of personal information they share with their mentee. When disclosing personal information, it is important for mentors to ask themselves: What purpose does it serve to share this information? Am I doing it because I need the support? Or do I think this information will serve a higher purpose? Will sharing information about myself cut off communication or lead to more open communication?

Here are some general guidelines to lead your mentors through when discussing the topic of self-disclosure:

- Mentors should be careful not to burden their mentee with their own life problems. Though mentors greatly grow and benefit from the mentoring relationship, this growth should not take place at the expense of a reversal of roles. A mentor's primary responsibility is to be supportive of the youth and listen to her concerns. The motives for sharing should always be youth centered, not self-centered.

- Mentors should be careful not to disclose information that may be inappropriate. The specifics of a volunteer's sex life or the intricacies of their marriage may be information that can be shared with other adult friends, but not with a child. Although mentors do offer friendship to their mentees, they are not just friends.

- Mentors should be careful not to shut down communication by talking about personal experiences instead of listening first. If a mentee asks, "Did you have sex

before you got married?" an appropriate response would be to say, "Are you asking because you are wondering what age is appropriate to have sex?" This approach might get youth to think about their own life and concerns, rather than divert attention by talking about oneself. If a young person really wants to know about their mentor's personal past and experiences they will ask again.

- When self-disclosure is done in the appropriate context and to an appropriate extent, self-disclosure can be a powerful way to connect with youth and build trust. Appropriate sharing combined with genuine interaction can empower youth to open up and help them to reap the benefits of learning from the experiences of someone they respect.

Boundaries with Parents

A mentor phones the home of his new mentee to introduce himself and set up a time to meet. When he asks for the parent by name, the person answering the phone on the other end responds that the parent is not available, but offers to take a message for her. As the mentor begins to communicate who he is and why he is calling, the person on the other end abruptly interrupts and conveys that she is the parent. The mentor can tell that the mother is obviously hiding from something.

Situations like this can appear very bizarre to a new mentor. It is important for mentors to remember that the realities of the families of those they will be mentoring may be very different from their own. Mentors must be very careful not to judge, be appalled by, or appear uncomfortable in these differences. These idiosyncrasies can provide insights into why a child coming from such a family may handle certain uncomfortable or challenging situations similarly (by hiding, running away, avoiding, etc.).

At the same time, it is imperative that mentors set clear boundaries with families about their role and their responsibilities. The mentor's role is not to try to be a parent or to take over the parent role, but rather to provide an additional and very different source of support. If those boundaries are not clear, parents may begin to feel threatened and that can jeopardize the relationship.

Here are some general guidelines to introduce to your mentors at the initial training:

- It is important that mentors remember that the relationship is between them and the mentee—not the parents or other siblings. Extending this relationship to other family members usually jeopardizes the friendship. Many times the very reason why youth are in mentoring programs is because they lack the one-to-one attention they need. Advise mentors not to get caught up in an unhealthy cycle by becoming involved in the family's problems. This will lead to the mentor feeling used and it will create unrealistic expectations on the part of the parent. Most important, it will take the focus away from the youth.

- Unless it is part of the program structure, siblings should not be part of mentoring meetings. Even if the mentee asks the mentor if his sibling can come along, he could be doing it because he has been pressured by his parent or sibling, not because he really wants to be inclusive. Mentors need to be the one to say NO and to explain that it is not recommended by program rules to include another child on the outing. (It is important for programs to review the limits of their insurance and liability coverage with their mentors. This will help to protect volunteers in case something happens during one of the outings.)

- It is not a mentor's responsibility to be the family's babysitter or to give the parent "a break." In general, activities should be planned outside the child's home and should not include other family members or friends, except for very rare occasions.

- Mentors should discourage confidence by the parent, whether about the child or other family problems. If the parent needs help, suggest she contact the office.

- It is important that the child always be present during any contact the mentor has with other family members. Mentors should not give reports on the child to the parent or listen to a parent's complaints about the child. This can cause mentees to feel "ganged-up" on. Advise mentors not to let a parent or guardian get them into these situations.

This advice on boundary setting can be easily turned into a training activity by having participants brainstorm solutions to the four "scenarios."

4. Offering encouragement

One of the most valuable things a mentor can do is offer positive encouragement and reinforcement to a child. Many of the gains that result from mentoring come from an increase in the youth's self-esteem and by fostering feelings of competence in things like school, peer relations, and planning for the future. Thus, positive encouragement is a critical mentoring skill.

The handout on page 44 offers nine strategies for mentors on how to encourage mentees as they reach for their goals.

5. Nonverbal Communication

This can be a difficult topic for many people to grasp. At some level we've all heard about the impact that nonverbal communication can make, yet few of us ever spend much time paying attention to the details of our own posture, expressions, and gestures.

Body language is perhaps the most common way people communicate nonverbally. Mentors can learn to identify subtle messages in the body language of their mentees

HANDOUT

Nine Strategies for Encouraging Mentees

1. **Give responsibility.** Take the attitude that the mentee is a responsible person. Expect that he or she will take responsibility for his or her actions.

2. **Show appreciation for every positive action.** Show that you appreciate these efforts.

3. **Ask mentees for their opinions and suggestions.** Mentees probably know things that you don't, especially in the areas of fashion, computers, and music. Show confidence in their judgment and you'll learn something!

4. **Encourage participation in decisionmaking.** Show respect for mentees' opinions by getting them involved in making decisions about plans after high school, which electives they will take in school, career choices, etc.

5. **Accept mistakes**. Without mistakes, there would be no learning. Mistakes can occur anywhere, and can be made by anyone. Don't overreact when they occur. Teach them that failure is an event—success is a process, and failures can be steppingstones to success.

6. **Emphasize the process, not just the product.** Focus on the effort, progress, or movement (process), not just on the goal, achievement, or accomplishment (product). Remember, it takes time to accomplish any goal; by encouraging efforts and progress, you can help increase teens' self-confidence.

7. **Turn liabilities into assets.** Become an expert at scouting for positive potential. Accentuate the positive. By focusing on the positive, you will provide a safe environment for teens in which they can openly discuss their fears and perceived shortcomings.

8. **Have positive expectations.** If you expect the worst, chances are you'll get it! However, don't expect perfection. Instead, expect positive things and increasing effort. Raise the bar higher than they would.

9. **Hold aspirations for your mentee.** A simple statement like, "I can't wait until you graduate high school in two years!" can show that you really do expect them to do well, and are holding it as an aspiration for them.

Handout adapted, with permission, L. Villarreal, *Save Our Youth Training Manual*, Denver, CO: Save Our Youth, 2005.

and give them some background information to help them analyze their own non-verbal communication. You might want to incorporate some role-playing into the training session at this point, so that participants get a chance to practice identifying and recognizing positive and negative body language. For more information about body language, see Dennis Kyle's *Reading Body Language for Sales Professionals*: http://www.selfgrowth.com/articles/kyle.html.

6. Asking inviting questions and effective listening

Mentors will have a much easier time building trust and communicating with the youth if they ask questions that put the youth at ease and then listen purposefully to their answers. Mentors can ensure their questions are inviting by:

A. **Limiting the number of questions**. Too many questions can cause a mentee to feel uncomfortable. He/she may begin to wonder why the mentor wants to know so much and what will be done with the information.

B. **Avoiding "why" questions**. Questions that begin with "Why" can arouse a mentee's defenses because it may sound like the asker is making an accusation. For example, "Why do you feel that way?" is risky to ask an adolescent. A better way to ask this question would be, "What happened that bothered you so much?"

C. **Using "what" or "how" questions**. The most inviting questions for adolescents usually begin with the words, "what" or "how." Though there are many other ways to construct questions, these are usually the most inviting.

   The following are examples of inviting "what" and "how" questions for mentees:

   - What is your favorite thing to do at school?
   - How would you change school, if you could?
   - What do you look for in a friend?
   - What do you like to do with your friends?
   - How do you deal with stress?
   - What do you hope to be doing in five years?
   - How are you going to get there?

Effective listening is mostly a matter of effort. The mentor must be willing to turn off his or her own thoughts (and mouth) and concentrate on the mentee's answers. Effective listening happens when mentors:

- **Pay attention to their own body language.** Are they in an inviting position? Or are they subtly telling the mentee something else?
- **Make eye contact.** This makes some youth feel uncomfortable, but it always lets them know you are engaged and present with them.
- **Do not interrupt.**
- **Do not plan out what to say next while the mentee is talking.**
- **Listen for attitudes and feelings, not just words.**
- **Reflect what they've heard and ask non-threatening follow-up questions.** Paraphrasing mentees' responses lets them know that you have heard them and gives them a chance to clarify anything that was heard mistakenly. Follow-up questions let them know you are interested in what they have said. Don't ask so many that the youth feels badgered, but don't let something important slide just because it would mean asking another question.

Adapted, with permission, from Adams (1998). Developed with support from a grant to Communities in Schools of Chesterfield through the Safe and Drug-Free Schools and Communities Act.

7. Handling turbulence and overcoming obstacles

Chances are that most mentoring relationships will begin with some awkwardness and uncomfortable silent moments. But some relationships also have more serious issues. Your mentor training should not only teach mentors who to contact in the program if the match is having problems, but also provide them with some skills in identifying and reacting to negative behavior on the part of the mentee.

The handout on pages 47–48 identifies some common mentee misbehaviors and some solutions for dealing with them. While the responses on the chart offer some practical tips for inhibiting disruptive behavior, it should be noted that sometimes attention-seeking behaviors mask larger issues or problems that the youth may be having. Regardless of the specific ways a mentee might be disruptive, mentors should always work with the youth to discuss the motivations and reasons behind the behavior. After all, part of the purpose of mentoring is precisely to pay attention to youth who may not have another caring adult doing so. So make sure your mentors understand that attention-seeking misbehavior is likely to produce very productive and meaningful "teachable moments."

HANDOUT

Behavior	Child's Purpose	Common Adult Reaction	Helpful Adult Reaction
Showing Off	To be noticed by doing something shocking.	To notice and react to the behavior.	Ignore the behavior unless the child can physically hurt him/herself or others. Remove the child from the situation.
Pushing to the Limit	To push adults as far as possible and then stop the behavior before getting into serious trouble.	To give continuous warnings that the behavior must stop. This reaction only tells children they can continue to misbehave.	Give no warning. When the misbehavior takes place, immediately apply a consequence.
Giving up Easily	To get as much as possible with the least amount of effort.	To tell children they could do better if they would only "try" or "take their time."	Break up required tasks into shorter assignments. Positively reinforce child after completion of each task.
The Quiz Kid	To keep the adult busy by asking questions, many of which are unnecessary.	To answer questions because adults feel obligated to do so.	Give answers that make no sense or answer by asking the child a question. If the child is playing a game, the questions will soon stop.
Bedevilment	To keep adults on edge by playing tricks.	To warn the child that he/she is not to embarrass them in a public gathering.	Say nothing to the child and at first sign of misbehavior, apply a consequence such as removing the child from the situation.
The Busy Bee	To appear to be doing everything that is expected so it is impossible to be blamed when things do not work out.	Give in and allow child to have extra time to complete a task, stay up later, etc.	Rationalize with the child about the reason for limits. Set limits, and follow through with the limits set.
Chatterbox	To gain adult recognition by cute sayings, tattling, bright remarks, telling secrets.	To laugh or comment about the cleverness of the remarks. To accept tattling.	Ignore the remarks.
Goodness	To be noticed and rewarded for all the good things they do. The trap is that the child is only doing all these good deeds to gain adult approval.	To remark how wonderful and good the child is. Adults cannot understand why other children do not like these children.	Give the child attention when it is not expected. Involve the child in cooperative projects, but not in leadership role. Do not elevate the child above others.

Behavior	Child's Purpose	Common Adult Reaction	Helpful Adult Reaction
Laziness	To keep the adult involved by stalling for time.	Prodding, coaxing, threatening, and sometimes giving up.	Stop prodding, coaxing, and threatening. Set up consequences and follow them.
Dependency	To get others to do what they are capable of doing themselves. Commonly used phrases are "I can't," or "I don't know how."	Reminding and often doing the child's tasks.	Help the child get started and then have the child work on his/her own. Gradually help less and less.
Tired/Lack of Energy/ Feigned Illness	To get preferential treatment because supposedly they are physically unable to do something. "I wish I could write my assignment, but I have such an awful headache."	Give in and help the child out.	If you are not sure, get a physical examination. If nothing is wrong, allow child to accept consequences for incomplete tasks.
Shy	To avoid situations that force them to be active participants.	Excuse them because of their timidity.	Provide short, frequent, non-threatening ways for children to express themselves.
Fearful	To prove helplessness because they are afraid.	Sympathize.	Discuss the reasons for the fear and work on a plan to overcome it.
Self-Indulgence	To get other people to do things for him/her.	Do things for the child that she/he is capable of doing.	Realize that you are being manipulated and allow child to do own tasks.
Charmer	To use personality to get attention for what they are, not for what they do.	Go out of their way to do for the child because he/she is so nice.	Recognize only actual accomplishments.

Reprinted, with permission, from Creative Mentoring, (2001), *Elements of Effective Mentoring: A Mentor Training Manual for the In-school Volunteer Mentor*, Wilmington, DE: Author.

8. Closure

Although it may seem odd, you will want to briefly cover the topic of closure. During initial training, mentors and mentees need to understand that their relationship will, someday, end, minimizing negative feelings when the day comes and focusing attention on activities in the present.

Much of what you will want to cover will be related to your program's closure procedure. You should have written policies regarding how and when matches are purposefully terminated (such as in a case of misbehavior or a match that is not gelling) and a process by which naturally ending matches wind down and find closure. Your program should do everything it can to make closure a positive event for all participants. The following tips can help mentors end matches appropriately:

- **Prepare early.** If possible, begin preparing your mentee several weeks before your final meeting. Remind him periodically when your last meeting will take place.
- **Review highlights.** Recall some of the smooth and turbulent times during your relationship.
- **Share feelings openly.** Encourage discussions about the end of your match.
- **Reaffirm strengths in each other.** Talk about the positive qualities you found in each other during your relationship.
- **Avoid new issues.** Ensure that your final meeting time does not include discussion of new issues that will need to be resolved. If your mentee brings up a new concern, either refer her to your match coordinator or, if logistically possible, reschedule your last meeting so that you can help this time with the new issue.
- **Exchange a letter or card.** Most programs allow this, perhaps even a small gift. Make sure you model positive behavior by following the gift giving rules of your program.
- **End on a "high."** Be sure to laugh and have some fun during your last formal meeting together. You've both earned it!

End With the "Big Picture"

At this point, you have covered a lot of material in your initial mentor training. Your participants may be feeling a bit overwhelmed with all the new information, skills, and guidelines. You may wish to close with something similar to the handout on page 51 that covers some of the overarching principles of being a mentor. These principles break the complexity of mentoring down to some core ideas that mentors can build on. This list can reaffirm many of the concepts covered throughout the training, while also providing a handy checklist of core mentoring values that they can reference down the road.

Additional Information for Parents and Youth

Orientation and initial training for parents and youth participants will be slightly different than what you provide mentors. In general, the training will be shorter and the information presented will have a different focus. Parents and youth will need less skill-building practice than mentors, although it may be useful to engage your mentees in some role-playing to get them ready for their first meeting. For youth audiences, you will want to make sure that your content is age appropriate. As in mentor training, you will want to cover program history and mission, background information on mentoring and your program's mentoring approach, the roles of all participants and staff members, and relevant policies and procedures.

For ***parent groups***, be sure to emphasize:

- **Safety.** Many parents have concerns about risk management issues. Be sure to cover your screening process, your monitoring procedure, and how problems in matches are handled. Emphasizing formal policies and establishing the program guidelines can put parents at ease about the safety of your program.

- **Their role and the mentor's role.** Parents can often feel threatened or apprehensive about the presence of a mentor in their child's life. Spend some time explaining that the mentor is not there to replace them or subvert them. The mentor is simply another support that can improve the life of the child and make the task of parenting easier, not harder.

  Conversely, parents should understand that *they* have a role to play in making mentoring work. You should provide parents with a list of *Do*s (make sure the child is available for meetings, help the staff monitor the match, treat the mentor respectfully, etc.) and *Don't*s (withholding meetings as punishement, asking the mentor for favors, etc.) outlining what is expected. You can also provide more detailed information about roles, depending on the nature of your program. For instance, a program with a heavy academic focus could provide some tips on how

Principles of Mentoring

Principle #1: You are not alone

- Remember you are not in this relationship alone.
- The relationship involves you, your mentee, and your mentor supervisor.

Principle #2: Be consistent

- Many youth live in a world where they have no consistency.
- Their day is often determined by the urgent and there is no feeling of security or stability but rather a feeling of insecurity.
- There may not be a place or person with whom they feel safe. They find it hard to trust anyone.
- They don't plan because planning and looking forward to something has only brought them disappointment in the past.
- They will test you to find out if you are going to follow through.

Principle #3: Be persistent

- Building trust takes time and work. A realistic expectation for forming a trusting relationship is eight months.
- Don't take it personally if your mentee pushes you away. Most mentees have been let down time after time in their lives. Therefore, they have built walls around their hearts and find it very difficult to trust others.

Principle #4: Be a safe person

- It is important that you allow your mentee to be herself/himself.
- Many youth are in situations at home where they are often asked to take on adult responsibilities such as caring for their younger siblings, taking care of the house, paying bills, or interpreting for parents. Because of this, they have a deep need to have fun—to just be a kid.
- It is also important to encourage your mentee to grow. His fear of failure and disappointing you may cause him to resist making changes. The very thing that may enable him to move forward is the knowledge that you will accept him no matter what happens.

Principle #5: Be yourself

- Mentoring is all about relationships.
- Both you and your mentee are unique people.
- Establishing a relationship that helps your mentee will require you to be yourself. "I know I could trust you when I saw you treating other people the same way you treat me. I knew that the person I knew was the real you."

Principle #6: Be patient

- As in all relationships, a mentor must earn the right to be heard.
- Sometimes when we are given a title (of mentor)—especially with kids—we are tempted to rush in and assume a relationship, a familiarity, before we have earned it. In addition to alienating your mentee, this is a bad example of how to establish a healthy relationship. Be patient.

Principle #7: Be ready to take advantage of teachable moments

- Often some of the most valuable breakthroughs are made when teachable moments occur and we use them.

Principle #8: Be aware of your mentee's goals vs. your own goals

- The mentoring relationship is not about you.
- Because many adults are goal-oriented, they enter situations—even relationships—with expectations and goals in mind. They then go about the business of striving to reach those goals.
- If you are unaware of what is important to your mentee and insensitive to her goals, you will be seen as just another adult who has an agenda.
- In order to trust you, your mentee must know that you care about her and her chosen goals.

Adpated, with permission, from L. Villarreal, *Save Our Youth Training Manual*, Denver, CO: Save Our Youth, 2005.

to work with the mentor to help the child get homework and studying tasks completed.

- **Supplemental services.** Some programs offer supplemental services to participating youth, or even to the whole family. If your program provides access to things like special library hours, recreational opportunities, tutoring services, after-school programming, counseling services, or other youth development opportunities, make sure parents are aware and know how their child can participate. Some programs also provide services to parents and families, such as workshops on topics that would benefit parents or access to career or counseling services. Highlighting your supplemental services lets parents know that your program is there to support the whole family as best it can and this is a great way of getting parental buy-in.

- **Program outcomes.** Nothing will get parents excited about your program like touting your positive outcomes and evaluation results. So be sure to let parents know that mentoring, and your program, works.

For ***groups of mentees***, emphasize:

- **What a mentor can do for them.** Youth often have a hard time seeing how a mentor can affect their future (not to mention difficulty in simply visualizing their future). It may be helpful to have some former mentees come in and talk about the impact a mentor had on their lives. This can often make having a mentor seem less "dorky" or "meaningless." Help your mentees explore connections between their own dreams and goals, not just the goals of the program, and having a mentor.

- **Their role in the mentoring relationship.** Youth need to meet the mentor halfway if they are to form a close, trusting relationship. Make sure the mentee understands the importance of keeping meeting appointments, participating fully in mentoring activities, and respecting program rules. Also, cover the ground rules that govern mentors. Mentees are less likely to be disappointed by their mentor's inability to do something if they know in advance what the program ground rules are.

- **Staff members' roles.** Provide mentees with a contact sheet that details who to call in emergencies, who is responsible for monitoring the match, and other staff information. Youth will feel more comfortable in new mentoring relationships if they know there is a support system there for them.

- **Tips for the first meetings.** These can be nerve-racking for a young person. Spend some time talking about how the first meetings will go, some suggested things to talk about, and what they can expect from their mentor. Encourage lots of questions on this topic.

The following pages offer a few sample agendas, one for each training audience. These provide a rough example of how these sessions might be structured.

Sample Mentor Training Agenda

8:30 Registration and Refreshments

9:00 Welcome and Introduction – *Project Director*

9:45 Overview of Our Organization – *Lead Trainer*

10:00 Overview of Mentoring – *Lead Trainer*

10:30 Break

10:45 Special Characteristics of Our Youth – *Program Staff & Outside Speaker*

- Who they are (demographics and personal histories)
- Strengths and concerns of our youth
- Our hopes for their future

12:00 Lunch

1:00 Our Mentoring Program – *Project Director*

- Program Structure and Philosophy
- Mentor Commitment
- Policies and Procedures

1:30 Mentoring Skills and Tools – *Lead Trainer & Panel of Former Mentors*

- Effective Communication
- Body Language
- Open Ended Questions
- Tips from Past Mentors

2:15 Boundaries of the Relationship and Dealing with Difficult Issues – *Lead Trainer*

2:45 Mentor Support from the Program – *Lead Trainer*

3:00 Activities You Can Do with Your Mentee – *Program Staff*

3:10 Building Trust (a short exercise) – *Lead Trainer*

3:25 Match Closure

3:45 Q & A, Wrap-up

4:00 Adjourn

Sample Parent Training Agenda

9:00–9:10	Welcome and introductions
9:10–9:20	Overview of the program (goals and objectives)
9:20–9:30	Overview of mentoring
9:30–9:40	Overview of program nuts and bolts
9:40–9:50	What a mentor is and who our mentors are
9:50–10:00	Mentor screening procedures
10:00–10:10	Mentor roles and responsibilities
10:10–10:20	Parent roles and responsibilities
10:20–10:35	Youth roles and responsibilities
10:35–10:45	Confidentiality and abuse issues
10:45–11:00	Break
11:00–11:10	Community resources
11:10–11:15	Important names and phone numbers
11:15–11:30	Questions
11:30	Adjourn

Sample Middle School Mentee Training Agenda

3:30 Welcome

3:45 Icebreaker activity

4:00 Mentoring overview

- What is mentoring?
- What a mentor can do for you

4:15 Expectations, roles, and limitations

- Do's and don'ts
- Characteristics of good mentors and mentees
- The importance of being dependable
- Confidentiality

Break

4:45 Communicating with your mentor

- How to decline an offer
- Schedule for communication (when is it OK to call?)
- Where and when to meet
- What to do with your mentor (suggesting activities)
- Ideas and examples of available/ appropriate activities

5:15 Questions and answers

5:30 Adjourn

PART 3

Sources of Training Activities and Sample Forms

This book has provided you with a background in training basics and the key points to cover during the initial training of mentors, youth, and parents. The last step in solidifying your participant training is creating and gathering your actual training activities and materials. Most trainers use a combination of entertaining training activities they have culled from other sources and homegrown activities or handouts they have developed themselves. The MRC encourages programs to create handouts, PowerPoint presenttions, and activities that fit their own structure and goals. After all, no one can explain the nuances of your program to your new participants better than your own staff.

There are, however, a number of places where mentoring programs can find existing activities they can either adapt or use as is. In conjunction with the release of this book, the MRC has made a number of sample training activities available on the MRC Web site at: http://www.edmentoring.org/forms.html. These activities are available in Microsoft Word format for easy customization.

In addition, there are a number of training books available to OSDFS mentoring programs both online and through the MRC Lending Library. The list on the following page offers some of the best titles. We have included the URL for downloading the materials that are available online.

Helpful Titles for Training Participants

Adams, S.W. (1998). *Handbook for mentors*. Chesterfield, VA: Communities in Schools of Chesterfield.

Arevalo, E. (2004). *Designing and customizing mentor training*. Folsom, CA: EMT Group. Retrieved 2/6/06 from: http://www.emt.org/userfiles/DesigningMentorTrng.pdf.

Big Brothers Big Sisters of America. (1991). *Volunteer education and development manual*. Philadelphia, PA: Author.

Bowman, R.P., and Bowman, S.C. (1997). *Co-piloting: A systematic mentoring program for reaching and encouraging young people*. Chapin, SC: YouthLight.

Creative Mentoring. (2001). *Elements of effective mentoring: A mentor training manual for the in-school volunteer mentor*. Wilmington, DE: Author.

EMT Group. (2001). *Designing an effective training program for your mentors*. Folsom, CA: Author. Retrieved 2/6/06 from: http://www.emt.org/userfiles/DesigningAnEffectiveMentorTraining.pdf.

Kapperich, C. (2002). *Mentoring answer book*. McHenry, IL: Big Brothers Big Sisters of McHenry County.

Jucovy, L. (1999). *Strengthening Mentoring Programs Training Curriculum*, Modules: #7 – *Preparing to Facilitate*, #8 – *JUMPstarting Your Mentors*, #9 – *Connecting and Communicating*, #10 – *Keeping the Relationship Going*. Portland, OR: National Mentoring Center, NWREL. Retrieved 2/6/06 from: http://www.nwrel.org/mentoring/curriculum.html.

Jucovy, L. (2001). *Building relationships: A guide for new mentors*. Technical Assistance Packet #4. Portland, OR: National Mentoring Center, NWREL. Retrieved 2/6/06 from: http://www.nwrel.org/mentoring/pdf/packfour.pdf.

Jucovy, L. (2001). *Training new mentors*. Technical Assistance Packet #5. Portland, OR: National Mentoring Center, NWREL. Retrieved 2/6/06 from: http://www.nwrel.org/mentoring/pdf/packfive.pdf.

National Mentoring Working Group. (1991). *Mentor training curriculum*. Alexandria, VA: United Way of America.

North, D. (2000). *Responsible mentoring: Talking about drugs, sex and other difficult issues*. Folsom, CA: EMT Group. Retrieved 8/29/05 from: http://www.emt.org/userfiles/RespMentoringBooklet.pdf.

North, D. and Sherk, J. (2003). *Preparing mentees for success: A program manager's guide*. Folsom, CA: EMT Group. Retrieved 2/2/06 from: http://www.emt.org/userfiles/MenteeSeries6.pdf.

Smink, J. (1999). *Training guide for mentors*. Clemson, SC: National Dropout Prevention Center.

Taylor, J.S. (2003). *Training new mentees*. Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved March 28, 2006, from http://www.nwrel.org/mentoring/pdf/training_new_mentees.pdf

Webster, B.E. (2000). *Get real. Get a mentor: How you can get to where you want to go with the help of a mentor*. Folsom, CA: Evaluation Management Training.

Training Session Planning Template

Lesson Title: _____

Date: _____

Training Objectives

By the end of this session participants will:
1. _____ 2. _____ 3. _____ 4. _____

Session Activities

Speaker/Activity	Time Allotted	Notes to Trainer/Facilitator

Session Activities (continued)

Speaker/Activity	Time Allotted	Notes to Trainer/Facilitator

Session Logistics

Timeframe	
Participants	
Location	
Room Set-up/ Equipment	
Materials	

Used with permission from Taylor (2003).

Evaluation of Training Session

Date: _____

1. What did you find to be *most* useful in this workshop?

2. What did you find to be *least* useful?

3. Was there anything you felt was missing from this session—anything you would have liked to know more about?

4. In what other ways could we improve this session?

5. Please rate the following:

	Poor		Average		Excellent
Effectiveness of trainer	1	2	3	4	5
Training room	1	2	3	4	5
Training content	1	2	3	4	5
Training activities	1	2	3	4	5
Training materials	1	2	3	4	5
Overall rating	1	2	3	4	5

6. List other topics or concerns you would like to have addressed in upcoming training sessions.

Please use the back of this form for any additional comments.

Used with permission from Jucovy (2001).

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Jucovy, L. (2001). *Training new mentors* (Tech. Assistance Packet No. 5). Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center. Retrieved March 28, 2006, from http://www.nwrel.org/mentoring/pdf/packfive.pdf

Karcher, M.J. (2005). Cross-age peer mentoring. In D.L. DuBois and M.J. Karcher (Eds.), *Handbook of youth mentoring* (pp. 266–285). Thousand Oaks, CA: Sage.

Morrow, K.V., and Styles, M.B. (1995). *Building relationships with youth in program settings: A study of Big Brothers/Big Sisters*. Philadelphia, PA: Public/Private Ventures.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents* [Position paper]. Westerville, OH: Author.

Rees, F. (1998). *The facilitator excellence handbook: Helping people work creatively and productively together*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Rhodes, J.E. (2002). *Stand by dme: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press.

Sipe, C.L., and Roder, A.E. (1999). *Mentoring school-age children: A classification of programs*. Philadelphia, PA: Public/Private Ventures.

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Villarreal, L. (2005). *Save Our Youth training manual*. Denver, CO: Save Our Youth.

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