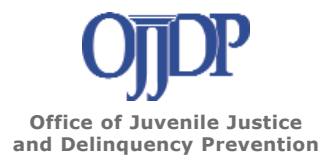




Training New Mentees

a manual for preparing youth
in mentoring programs



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Training New Mentees

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Introduction: **THE NEED FOR MENTEE PREPARATION AND TRAINING**

The last 10 years have seen extensive advances in the formal practice of youth mentoring. These advances have strengthened programs in a wide variety of settings, such as schools, churches, and community centers. Programs have increasingly established sets of best practices, shared knowledge and materials, and generally strengthened the methods and means of providing volunteer mentors to youth. This enhancement in the performance of mentoring programs, especially in the area of volunteer training, has greatly benefited the youth who participate and has contributed to improved program outcomes.

In spite of these advances in program practices, many mentoring programs report that it is common for mentees to fail to appear for scheduled meetings or to participate somewhat passively in their mentoring relationships. These young people may be missing many of the wonderful benefits that come with this life-enriching opportunity. And mentors, who thought long and hard before making the commitment, are often perplexed and disillusioned by an apparent lack of interest on the part of their mentees.

What can be done to improve the quality and outcomes of these mentor/mentee relationships? While it is now standard practice in most programs to provide pre-match and ongoing *mentor* training, the preparation and training of mentees has been infrequent at best. There is a growing movement in the mentoring field to provide youth with equivalent training opportunities. Programs are increasingly recognizing that for youth to get the most from their mentoring relationships, and for the program to achieve high levels of volunteer satisfaction, they need to prepare, develop, and train mentees prior to matching them with mentors.

Unfortunately, the development of tools to train mentees has lagged behind the rest of the materials available to mentoring programs. This manual was created to offer thoughts, suggestions, and sample materials that a program can use to create training programs for their mentees.

Part I.

A SYSTEM FOR SUPPORTING MENTEES

A. PREMATCH TRAINING

Having a mentor can be an important factor in the quality of a young person's life and in their social and academic development. Having a mentor can be seen as an opportunity for growth, but as is true with many opportunities, if one does not have the skill or preparation to seize it, the potential benefits of the relationship may be lost. The overall objective of mentee training is to help youth become aware of the many benefits of participating fully in the mentoring relationship and to help them understand their role in making the relationship work.

Specifically, prematch training of mentees will allow them to:

- Learn about the concept of mentoring
- Understand the roles of those involved in the program
- Develop reasonable expectations for the mentoring relationship
- Understand their responsibilities as mentees
- Learn how to get the most out of their mentoring relationships
- Understand the limits of confidentiality and the boundaries of the mentoring relationship
- Enhance skills for recognizing and dealing with inappropriate or abusive behavior by adults
- Know how to obtain assistance if they have questions or concerns, and
- Practice skills that will assist them in the mentoring relationship

This manual provides many materials that can be useful in designing and creating program-specific mentee training sessions (most likely more material than can be used in one training session). Mentee training materials, whether from this manual or not, should be selected according to the age level of the participants, the amount of time set aside for training, and the goals and focus of your program's mentoring relationships. Most of these resources have been designed for groups of youth nine years of age and older. You may want to consider individual, one-on-one orientations for any participants younger than nine.

See the following chapters for more detailed information on how to plan and customize these prematch trainings.

B. ONGOING TRAINING

While this manual focuses primarily on prematch training sessions, most programs will also want to provide ongoing mentee training. This is a useful strategy, since the youth in the program may be overwhelmed if given too much information as they begin their mentoring experience. Also, much of the information they will need will only become relevant to them after they have actually met their mentor and had a chance to experience a few mentor/mentee meetings. As the relationship progresses, the interaction between, and investment by, the mentor and mentee becomes more complex.

As is true with most interpersonal relationships the mentor/mentee relationship will pass through stages. During their initial involvement with the program, immediate questions such as “is this someone I can trust?” are foremost in the minds of most participants, mentors and mentees alike. Other difficult issues, such as skills for dealing with conflict or boundaries, may not arise, or even seem relevant, to the youth until the match has been in place for several months. As the relationship progresses, it is helpful to offer additional training sessions that are appropriate to, and supportive of, that particular stage. Limit the length of these ongoing sessions to no more than an hour. Issues to be considered in the follow-up sessions include:

- Dealing with difficult subjects
- Peer pressure
- Setting goals
- Skills for succeeding in school
- Getting along with parents
- Getting along with peers
- Exploring careers
- Self-esteem
- How personal behavior affects others
- Managing money
- Planning for college
- Reiterating the basics
- Match closure

Materials for designing follow-up training sessions for mentees are identified in Appendix C, “Additional Information Sources.”

C. MENTEE HANDBOOK

A third component of this mentee support system is the “mentee handbook.” Your program should provide all youth participants with a program manual or handbook that contains all of the relevant worksheets and materials needed during the training sessions, as well as other useful information they can refer to throughout the mentoring relationship, such as program contact information, tips for relating with their mentors, and activity suggestions.

Part VII of this manual details the scope of a mentee handbook and offers some sample texts that your program may wish to modify for use in your own handbooks.

Part II.

PREPARING FOR YOUR MENTEE TRAININGS

As with training for adult volunteers, it is important to spend some time planning the content, delivery, and structure of your mentee training sessions. This planning will help ensure that you are delivering relevant information and lessons to the youth, and increases the chance that your program will see the desired training outcomes, such as higher-quality relationships and increased mentee satisfaction.

While every program has different goals, needs, and methods, the following steps should be helpful in planning trainings across program types:

1. **Identify program and youth needs.** This sounds simple, but it is actually a key step that requires a good amount of thought. These needs can be determined through either formal evaluation or an informal assessment based on observations and feedback. What are your current mentoring relationships like? Are they ending prematurely? Are match goals not being met? Are volunteers experiencing burnout or dissatisfaction? Are the youth disinterested? Is your program struggling to have the impact outlined in its mission and vision statements? Questions such as these play a vital role in determining where your program should focus its training energies. By identifying the overall needs of the program and the youth participants, you have created a set of goals that improved preparation of your mentees can help you to achieve.

2. **Identify specific skills/information to cover in the trainings.** This is where you identify the little pieces of information that will help your program meet the overall goals you've identified. For example, perhaps your program has found that too many matches are ending prematurely and that the latest volunteer satisfaction surveys revealed a number of mentors having difficulty getting youth to show up for meetings. In this case, offering youth extensive training regarding their responsibilities as program participants (i.e., showing up for meetings) and effective communication skills (to mitigate the problems arising in those early-termination matches) is clearly in order.

Obviously, every program will have its own needs, problems, and training goals, but the following list offers some examples of the types of information often covered in mentee trainings:

- Defining the concept of a mentor
- The role of mentors in your program
- The role of parents, and the youth themselves, in the program

- The ground rules of program participation
- An introduction of program staff
- The history and purpose of the program
- Boundaries and confidentiality issues
- Effectively communicating with their mentors
- How to use the “Mentee Handbook”
- Getting the relationship started effectively
- Who to contact when a problem arises
- Program “paperwork issues,” such as surveys, tracking logs, and evaluation forms

More suggestions for topics and specific sessions can be found later in this manual.

3. **Identify specific training activities that meet your needs.** Once you know the information you’d like to cover, it’s time to start identifying some specific training activities that you can use to deliver that information. This manual offers a number of training activities that you can use to address relevant youth-centered issues. You should also network with staff from other mentoring programs to see what kinds of sessions they offer youth. You may also want to contact a technical assistance organization (such as a state mentoring partnership) to see if they have any lesson plans or training outlines that you could adapt.

In time, your program will build up a collection of training activities that are relevant to your training needs. Consider this identification of specific activities to be an ongoing activity that will allow you to improve, revise, and tailor your training sessions. Once you have a good variety of activities at your disposal, it’s time to start putting them into an agenda and preparing to conduct your sessions.

Part III.

BUILDING YOUR TRAINING AGENDA

Once you have identified your training goals and some specific topics and activities, you can begin organizing your actual training agenda and start preparing for the sessions. There is as much variety and personal style in how people *prepare* for trainings as there is in how people *deliver* them. While some trainers use a process similar to what we will outline here, it is important that you find a way of organizing your session/agenda that works for you. While the session planning process can vary, there are some elements that should be addressed regardless of personal style.

- **Be sure that your agenda covers all the topics you've identified as meaningful.** This sounds obvious, but your training sessions will only be a few hours long, if that, and you have a lot of information to cover. If you've identified goal-setting skills as a major component of your youth's training needs, then make sure that topic is given appropriate time and activities during the session.
- **Use a variety of activities.** While the next section of this manual offers many more tips for customizing your training sessions to meet the often complicated needs of young learners, a general rule of thumb is that your mentees will learn best through a variety of activities, exercises, and dialogues. To the degree possible, the lecture format should be used sparingly and should be separated from other "lectures" by an interactive activity, or at the very least, a dynamically different form of delivery. You will want to consider a good mix of the following types of activities and strategies in your agendas:

| | |
|---|--|
| <ul style="list-style-type: none"> ▶ Short lectures ▶ Sharing of life experiences ▶ Panel discussions ▶ Guided discussions ▶ Guest presenters ▶ Videos ▶ Interactive exercises ▶ Story telling ▶ Artwork ▶ Handouts | <ul style="list-style-type: none"> ▶ Connecting information with real-life events ▶ Small-group discussions (2–3 youth) ▶ Role plays and vignettes ▶ Quizzes and games (with incentives for winners) ▶ Use of newsprint or dry erase boards ▶ Fill-in-the-blanks worksheets ▶ Overheads or slides |
|---|--|

- **Utilize activities of an appropriate length.** As a general rule, the normal attention span of a child is three to five minutes for each year of the child's age.¹ Therefore, a 10-year-old should be able to concentrate in a training session for about 30 to 50 minutes, and a youth in high school should be able to concentrate for just over an hour.

Typically, an agenda or lesson plan should be broken into smaller sections of about 10 minutes, give or take a few. However, if one of your training goals involves an especially complex skill or a difficult concept, such as demonstrating effective communication principles, the topic might need to be divided into several cumulative activities (e.g., some kind of introductory "lecture" presentation, followed by a small-group exercise, then role playing.)

- **Create an appropriate "flow" to the activities.** Your youth participants will have a much easier time learning and retaining the information you present if you have created a logical flow for the training. The basic order of a mentee training session typically includes:
 - ▶ A warm-up and introductions (including any "housekeeping" announcements)
 - ▶ The activities themselves (content combined with practice/sharing/interaction)
 - ▶ A closing summary
 - ▶ Some time to complete session evaluation forms

You will also want to reserve some times throughout the training for questions and reflection on the learning process and material covered.

In addition to this basic flow, it is important to present your training content in a logical sequence. Don't jump into the effective communication activity without first covering the basics of the program. And there's no point in talking about goal-setting if you haven't even covered the role of a mentor. Once again, this sounds obvious, but it is especially important to help kids acquire this new information by giving it to them in a logical sequence that builds upon what you've already covered.

¹ Schmitt, B.D. (2002). Dealing with Attention-Deficit/Hyperactivity Disorder (ADHD): What is ADHD? Broomfield, CO: McKesson Corporation, McKesson Clinical Reference Systems. Retrieved October 21, 2003, from http://www.medformation.com/ac/crspa.nsf/pa/pa_battentn_hhg.htm

- **Tailor the training activities and session to reflect the characteristics of your youth.** Materials and exercises should reflect the characteristics that define your mentees, including age and cultural appropriateness. These characteristics also include gender, disabilities, level of academic achievement, and socioeconomic factors, among others.

The most obvious need for compatibility is in the area of “age-appropriateness.” This means that the vocabulary should reflect the age-related developmental levels of the youth in the program (see “Developmental Stages of Children and Youth” in Appendix A for help in determining age-appropriateness). Print materials should use a larger font or typeface for students in early elementary grades. Illustrations should also reflect the ages, diversity, and interests of the participants. Having appropriate materials will go a long way toward establishing credibility and rapport with your youth participants.

PUTTING IT ALL TOGETHER

Trainers use a wide variety of methods in developing their agendas and lesson plans. A planning structure similar to what follows here may be helpful in planning your mentee training events. As stated earlier, find a method that works for you personally.

Session Planning Form

The following form may be useful to you in organizing your activities and slotting them into an agenda. It provides an easy way to gauge the flow and progression of the training, the variety of activities offered, and the logistics of the event itself. It also offers a structure for creating concrete lesson plans and trainer notes for future reference, ensuring consistency in training delivery and quality over time (especially important in instances of staff turnover).

A blank template of the planning form follows this completed sample.

SAMPLE MENTEE TRAINING SESSION PLAN

Lesson Title: Welcome to the New Insights Mentoring Program

Date: 9/3/03

Training Objectives:

By the end of this session the mentees will:

1. Understand the concept and role of a mentor in our program
2. Understand their responsibilities for participating in the program
3. Be able to demonstrate (through role plays) effective communication methods for their first few meetings with their mentor
4. Know who to contact in our program if there are problems with the match

SAMPLE MENTEE TRAINING SESSION PLAN (CONT.)

Session Activities:

Prior to session – Write the agenda on chart paper and post on wall. Distribute handouts around table for first half.

| Activity/Speaker | Time Allotted | Notes to Trainer/Facilitator |
|---|---------------|---|
| Introductions | 5 minutes | Presenter provides brief information about self. Review posted agenda. |
| Icebreaker (activity) | 10 minutes | Each mentee: Name, grade, and school attending, favorite TV program. |
| The Concept of Mentoring (activity) | 15 minutes | Activity guidelines posted. Ask if any clarification is needed. |
| The History of the New Insights Program (speaker – Jenny Smith, Program Director) | 5 minutes | Presentation only. |
| Role of a New Insights mentor (panel of previous/current mentees) | 15 minutes | Decide if there will be Q & A. Moderate Q & A. |
| Break | 15 minutes | Remind group of time to return. Distribute handouts for the balance of training. Distribute evaluation form. |
| The Role of a Mentee (activity) | 15 minutes | Activity guidelines posted or in handout form. Ask if any clarification is needed. |
| The First Meeting (role play) | 15 minutes | Handout for role play scenario. Facilitate discussion after role play. |
| Responsibilities of New Insights Mentees (lecture) | 10 minutes | Refer to related handouts. Ask for questions, clarifications needed. |
| What's in the <i>Mentee Handbook</i> | 5 minutes | Review handbook content. Offer Q & A if needed. |
| Q & A/Wrap-up/Evaluation forms | 10 minutes | Ask for questions on each main section (roles, first meeting, handbook). Thank participants and ask them to complete evaluation form. |

SAMPLE MENTEE TRAINING SESSION PLAN (CONT.)

Session Logistics:

| | |
|------------------------|---|
| Timeframe | Sessions will be held on the third Saturday of the month from 9:30 a.m. to 11:30 a.m. They will last roughly two hours with a 15-minute break between the first and second hour. |
| Participants | Estimate between 10 and 20 mentees. Since mentees in our program are within a narrow age range, only one version of the training is needed. |
| Location | The training sessions will be held in the community room of our youth center. |
| Room Set-up/ Equipment | The room will be set up with chairs in a circle, with a space up front available for the mentee panel when needed. Juice, fruit, and bagels will be served as a snack. Two flip charts, an overhead projector, tape, and markers will also be needed. |
| Materials | Copies of the <i>Mentee Handbook</i> , additional hand-outs for the activities. Stickers and other little incentives for participation as needed. |

Other logistics notes:

Room set-up might be better in an open U shape (this provides tables for activities and is conducive to interactive learning).

Provide name tents for mentees to write their names on (this helps presenters and mentees to learn each others' names and the proper spelling of names).

MENTEE TRAINING SESSION PLAN

Lesson Title: _____

Date: _____

Training Objectives:

By the end of this session the mentees will:

1.

2.

3.

4.

MENTEE TRAINING SESSION PLAN (CONT.)

Session Activities:

Prior to session –

| <i>Activity/Speaker</i> | <i>Time Allotted</i> | <i>Notes to Trainer/Facilitator</i> |
|-------------------------|----------------------|-------------------------------------|
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MENTEE TRAINING SESSION PLAN (CONT.)

Session Logistics:

| | |
|------------------------|--|
| Timeframe | |
| Participants | |
| Location | |
| Room Set-up/ Equipment | |
| Materials | |

Other logistics notes:

PUTTING IT ALL TOGETHER (CONTINUED)

Sample Agendas

We've included a few additional sample agendas to show how your training sessions might be structured in a less formal way than on the Session Planning Form. Take note of how these agendas flow, the variety of activities, and the attention paid to use of time.

The first is a two-hour session, including a break, appropriate for youth 12 years old or older. The second is for youth 11 years old and younger, and is less than an hour. There is an additional agenda included as a sample in the "Creating a Mentee Handbook" section later in this manual.

SAMPLE AGENDA #1

Mentee Training Session (12 and older)

Refreshments

Welcome and Introductions (5 minutes)

Have the Project Director (or the highest level representative of the program) welcome the participants and ask everyone in the room to introduce themselves.

Icebreaker (activity, 15 minutes)

Select an icebreaker (such as Activity #1 in this manual) that will get everyone comfortable with at least a few other individuals in the room. There are many variations of icebreaker activities for youth. Choose one that you have seen work well before.

Overview of Mentoring (activity, 15 minutes)

Introduce the concept of mentoring by using the “Have You Ever Had a Mentor” exercise (Activity #2 in this manual) or by using examples of famous mentor-mentee pairs (the most familiar one being the story of Telemachus and Mentor from *The Odyssey*).

Overview of the Program (10 minutes)

Describe your program and its goals for youth. You should also explore the youths’ expectations of the program.

Mentor Role (activity, 15 minutes)

Conduct the “Launching the Mentor Relation-Ship” exercise (Activity #5 in this manual).

Break (15 minutes)

Role of the Mentee (activity, 15 minutes)

Conduct the “Being a Great Mentee” exercise (Activity #6 in this manual) or “The Peanut Butter and Jelly” (#3) exercise. Cover the responsibilities of the relationship, including participating fully, showing up for meetings, arriving on time, effective communication strategies, acting polite, and being aware that the relationship is not about money or gifts.

Role Playing (activity, 15 minutes)

Conduct the “Role Play” exercise (Activity #4 in this manual).

Confidentiality and Boundaries of the Relationship (10 minutes)

Discuss the limits of confidentiality and mentor and mentee reporting requirements.

Adjourn

SAMPLE AGENDA #2
Mentee Training Session (11 and younger)

Refreshments

Welcome and Introductions (5 minutes)

Have the Project Director (or the highest level representative of the program) welcome the participants and ask everyone in the room to introduce themselves.

Overview of Mentoring (activity, 15 minutes)

Introduce the concept of mentoring by using the “Have You Ever Had a Mentor” exercise (Activity #2 in this manual).

Overview of the Program (5 minutes)

Describe your program and its goals for youth.

Mentor Role (activity, 15 minutes)

Conduct the “Launching the Mentor Relation-Ship” exercise (Activity #5 in this manual).

Role of the Mentee (activity, 15 minutes)

Conduct the “Being a Great Mentee” exercise (Activity #6 in this manual). Cover the responsibilities of the relationship, including participating fully, showing up for meetings, arriving on time, remembering to say thank you and to contribute ideas, and being aware that the relationship is not about money or gifts. Discuss the limits of confidentiality and mentor and mentee reporting requirements.

Adjourn

Part IV.

ADDITIONAL TIPS FOR EFFECTIVE YOUTH TRAINING

In this section, we will examine some of the theories, concepts, and strategies for getting the most out of your mentee trainings. While it is not critical for your staff to have an intimate knowledge of such concepts as learning theory or cognitive development, a basic understanding of some of the ways in which children learn can enhance your trainers' ability to connect with the youth and make sure that they more easily understand and retain the concepts you are presenting to them.

THE TYPICAL LEARNING PROCESS

While there are competing theories on how people, and especially children, learn and retain new information, it is generally accepted that most youth will do so through a process similar to the one outlined below. We've also included some strategies for trainers to facilitate and enhance the learning process.

1. **Cognitive learning** refers to the way learners, in this case your new mentees, initially acquire and organize new information. Usually, as the age of learners increases, their ability to process more complex information increases (at least until adulthood, when individuals reach their full cognitive potential). In training terms, this means information should be age-appropriate and presented clearly and in a logical progression.

Strategies to help mentees with cognitive learning:

- Limit how much information is transferred in each session. Mentees do have limits to the amount of information they can process at one time.
- Build upon knowledge that mentees already have. Connecting new information to prior knowledge helps them follow the logic of, and retain, new information.
- When defining new words, concepts, and principles, give a couple of examples. Most of us don't understand everything we hear the first time it is presented to us and examples help.
- Explain the "real-life" importance and relevance of the information you are providing. Mentees may be more motivated to retain the information you give them if they feel they have an investment in its future use.

- Use relevant audio and colorful visual aids; provide tools such as checklists, written instructions, and reminder cards.
2. **Experiential learning** refers to giving mentees a chance to *do* something with the knowledge they just acquired. Building in role plays and other chances to utilize new skills will increase the chances that they will remember the concepts. This type of learning “makes it real” for youth, so to speak. For example, in a mentee training you will likely teach basic principles of communication or goal setting. Experiential learning may be enhanced when the participants get a chance to “try out” the new knowledge.

Strategies to help mentees experiment with new information:

- Create an opportunity for mentees to practice the new knowledge and skills one step at a time. Using both group and individual practice opportunities provides variety.
 - Make sure the experiences you create are safe for the mentees and will not embarrass them.
 - Practice opportunities must be authentic and realistic. Complex or unrealistic exercises can confuse rather than clarify the information.
 - Leave time to debrief the experiences through discussion or Q & A time so all of the mentees’ questions are addressed.
3. **Social learning** refers to creating the opportunity for mentees to learn with others. Through group discussions and activities, mentees will have the opportunity to share ideas, develop confidence, become contributing members of a group, and support their peers.

Strategies that make use of social activities:

- Create opportunities for the mentees to interact with each other in the learning process, through small-group discussions and group learning activities.

- Make sure that roles and expectations are clear for all activities and ask if there are questions after giving instructions, before the exercise starts.
 - Give the mentees the opportunity to debrief after every group learning experience.
4. **Environmental learning** refers to the fact that learning does not take place in a vacuum. The culture, community, and personal history of the mentees influences their learning.

Strategies that accommodate environmental learning factors:

- Content can be customized and tailored to the unique environmental characteristics of your mentees. Your youth are coming from different backgrounds, different home environments, different day-to-day challenges. These varying environments and circumstances may include cultural transitions, foster care, gender issues, homelessness, and language barriers, to name just a few.
- In some cases noncontent-related factors must be addressed before learning can take place. For example, the old axiom that “hungry students don’t learn.” It is important to make sure to address basic needs of the mentees if they are to be able to fully participate.

MODES OF LEARNING

For the sake of this overview, we’re just going to look at three major, commonly accepted modes of learning: kinesthetic, visual, and auditory. A basic knowledge of these learning styles will help you understand the importance of creating variety in your training activities and may help you reach children who are struggling to understand the concepts in your training sessions.

The *kinesthetic learning style* suggests that a particular learner learns best through activity – touching, creating, or doing. A *visual learning style* suggests that the learner comprehends information better through visual representations such as diagrams, pictures, or videos of the concepts. An *auditory learning style* suggests that some learners do best by listening to orally presented information. By varying your

training to incorporate activities that utilize all three learning styles, you increase the chances of reaching all types of learners, as well as keeping your training lively and interesting.

As mentioned in many places throughout this manual, the *age* of the learners also matters a great deal. Generally, older mentees are capable of handling more complex content. This does not necessarily mean that younger mentees are generally more kinesthetic, or than older mentees are more auditory, but age does influence attention span and the ability to process content. As a result, trainers need to consider age-appropriateness of activities. Appendix A in this manual contains a list of characteristics related to the developmental stages of youth that can assist you in determining the age-appropriateness of the activities and content of your training.

Good training is much more than simply going over a topic with mentees until they “get” the information. A good trainer uses facilitation, interpersonal communication, and group development skills to engage and elicit participation from the group. And finally, remember that each mentee is unique, differing not only in skills and abilities but also in learning style. Each mentee will contribute an individual flavor to the session. Be sure to embrace and nurture that participation and those contributions.

GENERAL TIPS FOR MENTEE TRAINING

Before the Session:

1. Select the date well in advance and arrange for a comfortable, welcoming space.
2. Handle necessary arrangements and secure approval of the parents for youth to attend.
3. Formally invite mentees and confirm their attendance. If parents are invited to attend, materials should reflect that it is an invitation to them as well, and should be sent with mentee invitations and the parent approval slip.
4. Prepare the agenda and supporting materials.
5. Invite and confirm speakers and presenters.

6. Arrange for refreshments.
7. Arrange for incentives/prizes appropriate for the activities you are conducting.
8. Notify other individuals whose assistance you will need or who are affected by your event, (i.e., building security, janitorial services).
9. Prepare your materials and make them attractive and colorful.
10. Determine the role of parents.
11. Consider your participant-to-adult ratio. It's a good idea to have more adults present than are actually needed to present the training. This allows adequate supervision and observation of the participants. The observations of the adults may also yield useful information that can be used in making matches with mentors.

During the Session:

1. As participants arrive, have music playing.
2. Start on time.
3. Welcome the participants.
4. Watch to see who is "okay" and who isn't throughout the training.
5. If someone is having trouble, find out the issue and address the need.
6. Use a variety of delivery modes. Consider including presentations, question-and-answer formats, panels, overheads, videos, interactive exercises, small-group work, demonstrations, quizzes, role playing, individual assignments, and reporting back.
7. For middle and high school youth, do not run longer than 60 minutes without a break (sooner, if you see that the group needs one). For elementary school youth don't go longer than 30 minutes without a break.

8. Give out brief evaluations to participants and presenters.
9. Give out certificates for successful participation.
10. End on time.
11. Make sure everyone has a way home.

After the Session:

1. Review and use the evaluation information to improve your next session.
2. Have a wrap-up meeting after each training session with all program personnel who participated in or observed the training. This wrap-up meeting should cover the strengths of the training session and ways the session could be improved. Spend a few minutes making observations about the participants. Their behavior during the training can provide valuable clues that can assist staff in the matching process. Did they talk a lot? Were they very quiet? Were they bored? Did they need to be coaxed to participate? Did they tend to interact with other participants? Use the answers to these questions to learn about your kids.
3. When possible make follow-up phone calls to mentees to find out if they have any questions or concerns about being in the program. What did they find useful about the training? What did they feel was not useful? Were there any parts of the training they did not like?
4. Plan to do follow-up phone calls with parents. They can tell you if their child had any comments or concerns about participating. If the parents were invited to participate, get their reactions as well.

Part V.

TRAINING ACTIVITIES

A training session is most successful when the experience has been interesting and compelling enough to keep participants focused on the information being presented. The following activities and exercises should give you a good start toward designing a training session that conveys the concepts of mentoring in a way that youth will find entertaining and useful.

There are more training exercises presented here than you will be able to use in one session. Save the others to use as part of your ongoing mentee training program. You may also want to include training exercises from other sources that you think are appropriate for your participants. Practice these activities on trial groups before you incorporate them into your standard mentee training program. This will allow you to become familiar with the timing of an exercise and how it really flows.

The transition from one component of the training session to the next is an often overlooked but important aspect of the training design. Transitions should reflect the logical connection of ideas from one important concept to the next. Your rehearsal session will also allow you to become comfortable with your transitions, as well as with introductory points and potential questions you may be asked.

An important aspect of any training activity is the debriefing, or “summary discussion,” with the participants at the end of the activity. Every exercise should have a desired outcome for the participants, and the summary discussion allows the trainer to tie the activity or experience to the intended outcome. During the summary discussion, participants have a chance to share their thoughts about what they learned from the exercise. If important points are missed, the trainer can ask leading questions that bring the participants to the points that need to surface. These discussions are also a valuable way to find out if the exercise is resulting in the desired learning or if another training approach should be considered. We have included summary discussions with each of the 11 activities in this manual and you will want to develop similar discussion points for any other activities you incorporate.

Training Activity #1

ICEBREAKER—TRIVIA BINGO

(Recommended for fourth grade and above; trivia items can be edited for younger groups.)

Objective: To enhance the comfort level of the participants by having everyone in the room interact and meet at least a few other people before the training session continues

Materials: Trivia Bingo worksheets, pencils

Time: 15 minutes

Process:

- Give everyone in the room a Trivia Bingo worksheet.
- Let everyone find someone who fits one or more criteria in each of the boxes.
- Ask the people who fit the criteria to sign their name in the box.
- Allow eight minutes for the activity. See who gets the most signatures and give a prize to the winner. If you want, give a prize to the top two or three winners.

Summary discussion: Point out to the youth that they will all be participating in the program together and that they will all have something in common no matter how different they are in other ways. Try and foster a spirit of “togetherness” among the youth and use the icebreaker session to set a fun tone as you move into the rest of the training and activities.

Activity Worksheet:

TRIVIA BINGO

| | | | | |
|------------------------------------|---|--|-------------------------------|--------------------------------------|
| WAS BORN OUTSIDE THIS STATE | HAS HAD A BROKEN BONE | HAS FOUR OR MORE SIBLINGS | HAS A WEIRD PET | HAS TRAVELED OUTSIDE THE U.S. |
| FAVORITE COLOR IS PURPLE | SPEAKS ANOTHER LANGUAGE | HAS BEEN ON TELEVISION | WANTS TO BE A TEACHER | PLAYS AN INSTRUMENT |
| VOLUNTEERS | CAN JUGGLE | FREE SQUARE | HATES TO SHOP | CAN STAND ON THEIR HEAD |
| IS NAMED AFTER A PARENT | CAN TOUCH THEIR NOSE WITH THEIR TONGUE | CAN HULA HOOP | DOESN'T EAT MEAT | IS LEFT HANDED |
| WATCHES REALITY TV | HAS NEVER RIDDEN PUBLIC TRANSPORTATION | KNOWS THE WORDS TO THE BRADY BUNCH SONG | HAS BEEN RIVER RAFTING | EATS LIVER |

Training Activity #2

HAVE YOU EVER HAD A MENTOR?

(Recommended fourth grade and above; can be adjusted for younger group.)

Objective: To help youth understand what a mentor is and to become aware of the value of a mentor

Materials: Newsprint or dry erase board, 3 x 5 cards, pencils, marking pens

Time: This session runs about 20 minutes for about 10 to 15 participants.

Process: This exercise is a variation of the “Mentors in My Life” exercise used in many mentor training programs.

- Before the session, create a large chart on newsprint or dry erase board like the one displayed on the following activity worksheet.
- The trainer introduces the exercise by telling the group that when he or she was younger they had someone in their life, maybe not a formal mentor, but an adult who took the time to help and guide them (discuss what this person specifically did to help you). Identify who the person was and the characteristic that you remember and value most about him or her. Record the name and characteristic on the chart you have prepared.
- Ask each person in the room to think about someone who might have already been a mentor to them (or a family member) and what traits that person had that made them so memorable. Have them write their answers on their 3 x 5 cards.
- After they have had a few minutes to do this, go around the room and ask each person to share their mentor’s name and characteristic. Record these as they share their information. If you have more than 10 people in the room you may want to break the participants into groups of four to five and let them do the exercise in small groups. If you do this, instruct the group to pick a recorder and presenter and have them report out to the larger group. If you are running short on time, or if you have a particularly large group of trainees, ask them to report only the types of mentors and characteristics that have not been presented already.
- After the feedback has been completed, point out that mentors can come from many places and that the characteristics listed are what makes a mentor so

valuable. Ask participants if they were aware of how valuable these individuals were at the time they were with them and if they thanked them. Point out that sometimes we don't realize the value of a friendship at the time we are in it. Only afterward do we see its true impact. You may want to add that while there are formal definitions of mentoring (such as the one included in their *Mentee Handbook*), these qualities are what mentoring is really about.

Summary discussion: Point out that your program can provide them with another one of these special people, and that your job is to make sure that their mentors have the qualities and characteristics reflected in this activity.

Activity Worksheet:

HAVE YOU EVER HAD A MENTOR?

| MENTORS | CHARACTERISTICS |
|----------------|------------------------|
| | |

Training Activity #3

PEANUT BUTTER AND JELLY

(Recommended fourth grade and above)

Objective: This exercise is a variation of one that is often used to train mentors. The primary objective is to explore factors that contribute, or act as barriers, to effective communication with other people, such as mentors.

Materials:

- A loaf of sliced bread
- A jar of peanut butter
- A jar of jelly
- A plate (paper is OK)
- A butter knife (plastic is fine)
- A bunch of napkins
- A 3 x 5 card for each participant
- Disposable wipes

Time: This exercise usually runs about 10 to 20 minutes.

Process:

- Explain that you were supposed to discuss effective communications, but you are so hungry that you have to stop and get yourself something to eat quickly.
- Add that you aren't noted for your cooking skills, so you are calling on the mentees to help you make your favorite meal... a peanut butter and jelly sandwich.
- Give each participant a 3 x 5 card and ask him or her to list the steps you should take to make this sandwich. Give them about three to five minutes to do this.
- Select someone in the group to slowly read their bullet points to you, one at a time.
- Follow their directions *literally*. For instance, if they tell you to take two pieces of bread don't bother to open the bread bag at the end: Just rip the bag open, let the bread fly and grab two pieces. If they tell you to spread peanut butter

on the bread, use your hand to grab a handful of peanut butter and put it all over both sides of the bread. And so on...

- After this process is complete, ask the mentees to tell you what went wrong with the peanut butter and jelly sandwich. Their observations will include such process-related things as making assumptions, not providing enough details, and not including feedback in the process. Ask prompting questions as needed.
- Next, ask the mentees how these same types of problems might affect their efforts to communicate with others, especially mentors.
- Ask if anyone can suggest other things that might affect communication between people. Discuss some of the external and internal reasons why communication might fail in a mentoring relationship.
- Have the mentees come up with their own tips to help conversations with their mentors go well (be sure to refer to any lists of tips in their Mentee Handbooks as well).

Summary discussion: Note that getting along with a new person, such as a mentor, can be hard. Emphasize that it is important for them to be clear and honest with their mentor. Ask them to think of their relationship *as that sandwich*, and encourage them to put the right amount of effort into building it.

Training Activity #4

THE SAFE APPROACH TO ROLE PLAYING

(Recommended fourth grade and above)

Objective: To give new mentees a chance to experiment with ways to make their first meeting with their mentor successful

Materials: Two chairs in the front of the room, newsprint, the scenario listed below

Time: 15 minutes

Process: Conduct two role plays using the scenario provided below (or create one of your own) that looks at the appropriate behaviors of a mentee in the first meeting with their mentor.

ROLE PLAY SCENARIO:

This is the first time a mentor and mentee are going to meet. All they know about each other is that they share an interest in the same hobby and the mentor works in a career field that the mentee also likes. The mentor and the mentee want to feel comfortable with each other. The mentee is concerned that the mentor may not stay through the whole program.

- Ask for two youth volunteers from your group of participants. One will play the role of the mentor, the other, the mentee. If you are working with a very young group, or one that would be too uncomfortable or resistant to a role playing exercise, you can ask staff or other adults in attendance to do the role playing and the training participants can comment on their observations and participate in the discussion that follows.
- During the first role play, ask the volunteers to do an intentionally poor job of conducting an initial meeting with a mentor. Let the role play run for two or three minutes depending on how it is going.
- After the role play, ask the participants to identify ways that this first meeting was going poorly (behaviors such as avoiding eye contact, giving only “yes/no” answers, being hostile, complaining, etc.). Ask the volunteers to add their thoughts as well. Ask how the mentee’s behavior is affecting the mentor’s behavior.

- Ask the volunteers to redo the role play, but this time ask them to do a better job of having this first meeting go well. Let this role play run about two or three minutes.
- After the second role play ask the participants to identify any differences they noted between the first role play and the second. Ask what was different about the mentee's contribution to the meeting. Did they notice any effect on the behavior of the mentor?
- Ask for, and record on newsprint or a dry erase board, the youth's responses to the question, "How can these ideas help you make the first meeting with your mentor more successful?" Be sure to cover how to interact in a conversation, and the effects of body language and eye contact.

Summary discussion: Point out that a large part of how well their first few (and subsequent) meetings with their mentors go depends on them applying the skills discussed here. Getting the relationship off to a good start is important to everyone involved. Tell the youth that they have the power to help the mentoring relationship be productive and fun.

Training Activity #5

LAUNCHING THE MENTOR RELATION-SHIP

(Recommended for fourth grade and above)

Objective: To give new mentees an opportunity to think about and identify the characteristics they are looking for in a mentor

Materials: Pencils, the “Mentor Relation-Ship” worksheet (on next page)

Time: 15 to 20 minutes

Process:

- Introduce the idea that all mentors are different. No two are alike. They will bring different interests, skills, and life experiences to the mentoring relationship. Mentees may have a need or an interest in a mentor with a specific characteristic; it’s useful to recognize what may be important to them in a mentor and to let the program know what these interests are.
- Each mentee is given a copy of the “Mentor Relation-Ship” worksheet, which displays a list of characteristics (“cargo”) that a mentor might possess, and assigns a value (“weight”) to each. The mentees are told that they can only bring 200 lbs. of cargo with them on the mentoring journey and that they have to decide what things are really important to them. Give them 5–10 minutes to complete it, depending on the time available for the exercise.
- After they have completed the worksheet, have several of the mentees share their selections with the group. If parents are participating in the training, they can complete the worksheet as well, identifying the traits they would most wish their child’s mentor to have.
- Follow this exercise with a discussion about the importance of thinking about what they want in a relationship and of letting people know their interests and preferences.

Summary discussion: Explain that the program will do the best it can to match them with a mentor who has the qualities they are looking for. Also explain that no matter whom they are matched with, they still need to communicate and explore these interests and qualities with the mentor.

If the mentees have put their name on their sheet, you may wish to retain these for their case files and add them to the other information you’ve collected to help make appropriate matches.

Activity Worksheet:

LAUNCHING THE MENTOR RELATION-SHIP



| | |
|--|--|
| <p><i>Each of these items weighs 30 lbs:</i></p> <ul style="list-style-type: none"> ■ Listens to me ■ Good sense of humor ■ Friendly and outgoing ■ I feel safe around them ■ Likes to do fun activities ■ Cares about me ■ Other _____ | <p><i>Each of these items weighs 25 lbs:</i></p> <ul style="list-style-type: none"> ■ Dependable ■ Honest ■ Smart ■ Considerate ■ Enthusiastic ■ Other _____ |
| <p><i>Each of these items weighs 20 lbs:</i></p> <ul style="list-style-type: none"> ■ Helps me with homework ■ Has the same hobbies I do ■ Has an interesting job ■ Is open to new ideas ■ Can explain things well ■ Nonjudgmental ■ Takes me fun places ■ Other _____ | <p><i>Each of these items weighs 15 lbs:</i></p> <ul style="list-style-type: none"> ■ Likes sports ■ Likes the same music I do ■ Likes going to the movies ■ Likes video games ■ Thinks religion is important ■ Likes trying new things ■ Other _____ |
| <p><i>Each of these items weighs 10 lbs:</i></p> <ul style="list-style-type: none"> ■ Has a car ■ Has lots of money ■ Grew up in my neighborhood ■ Is a good athlete ■ Has cool clothes ■ Other _____ | <p><i>Each of these items weighs 5 lbs:</i></p> <ul style="list-style-type: none"> ■ Likes to shop ■ Tells funny stories ■ Likes cartoons ■ Has tattoos ■ Likes pizza ■ Other _____ |

Training Activity #6

BEING A GREAT MENTEE

(Recommended for third grade and above)

Objective: To introduce the mentee to the idea that they have responsibilities and a role in the mentor/mentee match

Materials: Newsprint, multiple color markers, four or five for each group; and tape to hang up the mentee's creations

Time: The session will take approximately 20 minutes.

Process: This exercise usually follows the "Mentor Relation-Ship" exercise.

- Introduce the idea that it's not just the responsibility of the mentor to make the mentor/mentee relationship work; the mentee can make a contribution as well.
- Ask for or suggest a few examples of how a mentee can support the relationship. You might want to include showing up for all scheduled meetings, having a positive attitude, and remembering to thank the mentor for their support and participation in the program.
- Then divide the group into small groups of four or five. Give each group newsprint and materials to create a picture of a mentee. The picture should have characteristics that would be part of a perfect mentee, such as big ears (because a great mentee is a great listener.) The participants should also write these traits all over the picture. The groups should also plan how they would like to present the picture for the rest of the groups to see. Do they want to select one presenter or have each member of the small group talk about one or more of the traits?
- Depending on the time available, have several or all of the same groups present their creations to the larger group.

Summary discussion: Explain to the youth that they have the power to be great mentees. Ask them to remember the traits of the "perfect" mentee and to do their best to be like that. Let them know that the program offers ongoing assistance, such as additional training and support from the staff, as they try and bring those traits to the mentoring relationship.

Training Activity #7

“ONE THING I KNOW ABOUT ADULTS...”

(Recommended for third grade and above)

Objective: To recognize and address any preexisting concerns about being in a mentoring relationship with an adult mentor

Materials: 3 x 5 cards, pencils

Time: 15 minutes

Process:

- Open the exercise with a short introduction about the varied roles that adults play in the lives of students. Note that there are some roles that students seem to like better than others.
- Ask each participant to list on their card one role adults play in their lives that they like, and one that they aren't as thrilled with. Invite a number of the mentees to read their cards to the group.
- Then ask the group if they have concerns or questions about the role a mentor will play in their lives and address their concerns as they come up. Be sure to emphasize that their mentor will be the type of adult that they like, and that the mentor's role in their lives will be positive. This is your chance to alleviate many of the issues and anxieties youth have about adult interaction and trust.

Summary discussion: Use this as an opportunity to discuss confidentiality, the boundaries of mentoring relationships, and what mentees should do if they have questions about some aspect of the match. Be sure to point out the staff contact information they can use to get assistance if they have concerns at any time. Ideally, there should be a contact person directly associated with the program available at all times, but if there are hours that no one from the program will be available, include an appropriate local hotline number or other relevant contacts that have 24-hour coverage in case a serious problem arises.

Training Activity #8

MENTOR PANEL

(Recommended for fourth grade and above)

Objective: To allow mentees to hear what mentors think about the experience of being matched with a mentee and the things they found a mentee can do to make a match successful

Materials: A table, one chair for each panel member

Time: 15 – 20 minutes

Process:

Prior to the training –

- Solicit volunteers from your past or current group of mentors. If the program is brand new, see if another agency would let you “borrow” some of their mentors.
- Brief the mentors on the amount of time they will have to speak to the group, as individuals and in the question-and-answer portion.
- Address any questions they may have about any subject areas to address or avoid (for example, should they use their mentee’s real name?)

During the training –

- Have the three or four mentors introduce themselves and speak for a few minutes about their mentoring experience. Leave a little time for mentees to ask questions.
- Thank the mentors, noting that you appreciate their contributions and that you are happy that they found mentoring to be so rewarding. You may wish to provide them with a small gift or certificate of appreciation for participating in the training.

Summary discussion: Be sure to point out to the youth that they will be matched up with someone similar to those on the panel. Use this session as an opportunity to put a “face” on the rather abstract concept having a mentor.

Training Activity #9

MENTEE PANEL

(Recommended for fourth grade and above)

Objective: To give mentees an opportunity to find out from other youth what the mentoring experience was really like and for them to hear the positive things that a mentor can do for them. It gives them the chance to see the impact the program had on past participants.

Materials: A table, one chair for each mentee

Time: 15–20 minutes

Process:

Prior to the training—

- Solicit volunteers from your past or current groups of mentees. Ideally, these should be youth who are slightly older than the youth being trained. This will allow the youth to see the impact that mentoring had. Using slightly older youth on the panel may also create a “role model” impact on the younger kids, in which they aspire to become successful like these previous mentees.

As with the mentor panel, if the program is brand new you may need to “borrow” mentees from another local program.

- As with the mentors, meet with the mentees prior to the session and brief them as to how long they will have to speak as individuals and as a group. Give them ideas about what they might cover. These might include:
 - ▶ How did they feel about being in a mentoring program?
 - ▶ Were they reluctant to join?
 - ▶ What did they talk about with their mentor?
 - ▶ What was good about the experience?
 - ▶ Were there any disappointments?
 - ▶ What would they wish for these future mentees?

During the training—

- Ask the former/current mentees to share their thoughts and experiences.

- Leave time for the mentees to ask additional questions.
- Thank the mentee panelists for their contribution and present them with a certificate of appreciation.

Summary discussion: This exercise should give your mentees a better sense of where they can go in life with the help of a mentor. Use this activity to take some of the fear out of program participation. Be sure to tell the youth that they are joining the ranks of a long line of kids, just like those on the panel, who have been involved with the program over time.

Training Activity #10

WHAT YOU HEAR, WHAT YOU SEE

(Recommended for fourth grade and above)

Objective: To allow mentees to think about the complexity of communications and how hard it can be to interpret information

Materials: Description and picture of the animal (in this case, an aardvark); colored pencils

Time: About 10 minutes, depending on the size of the group

Process:

- Give out paper and pencils. Read the description of the animal from the box on the next page (without revealing the *NAME* of the animal) and ask everyone to draw what they picture in their minds as you read it.
- Have each participant show their drawing to the group and guess what the animal is you were describing.
- When everyone has finished sharing, tell them that the animal is an aardvark.
- Discuss why it was hard to draw an aardvark and why everyone's picture looked very different. Emphasize that there are many reasons for this, including their familiarity (or lack thereof) with aardvarks, drawing skill, and how well they listened. Explain that communication is complex and that people can often misinterpret what they hear.

Summary discussion: Ask the mentees to think about how these communication concepts apply to a mentoring relationship and the conversations they will have with their mentors. Emphasize that it will be difficult at first to fully understand and connect with their mentor because they will be unfamiliar, the way the aardvark was unfamiliar to some of the youth in the room. Remind them that if they listen well and express themselves clearly, that their mentoring relationships will be more enjoyable and rewarding. It is important that a mentor and mentee truly understand what each other is saying. Sometimes asking the right questions when confused can help clarify communication problems.

Activity Resource:

AARDVARK— PHYSICAL CHARACTERISTICS

It has a short neck connected to a massive, dull brownish-gray, almost hairless body that has a strongly arched back. The legs are short, the hind legs longer than the front ones. The head is elongated and ends in a long, narrow snout, with nostrils that can be closed. The long, tubular ears are normally held upright but can be folded and closed. The short but muscular tail is cone-shaped and tapers to a point. The thick claws on the forefeet are used as digging tools.

Training Activity #11

WRAP-UP—THE MENTORING MONUMENT

(Recommended for third grade and above)

Objective: To summarize the bulk of the content covered in the training session and to get the youth thinking about all the different things that go into good mentoring

Materials: Mentees will need a bag of items, which may include drinking straws, cotton balls, crayons, colored paper, magazines, tape, paper clips, glue, rubber bands, and/or other assorted items that may be available. Paper bags, one for every two participants. Incentive prizes will be needed for each participant in the winning pairs, usually about six prizes. Also needed are instructions for each table, a sample of which can be found on the next page.

Time: This exercise usually takes 30 minutes.

Process: A variation of this exercise can be done with teams of 3 to 8 participants if you have a large group or if you want to emphasize team-building principles.

- Prior to the exercise fill each bag with an assortment of the materials gathered for the exercise. Put them where each pair can get one bag. Do not put the exact same items in each bag.
- Open the exercise with a discussion about all the things you've covered in the session (the program history, the staff, the mentor's role, communication skills, the mentee's responsibilities, etc.). Explain that all of those things come together to make their mentoring relationship work. Ask them to build a statue or monument that represents how all these concepts work together (string can be used to connect items, illustrating "connections" or "communication" in the relationship; other materials can be used to make a strong "foundation" for the relationship; etc.)
- Make sure each participant has a copy of the instructions and review these with them. Introduce the judges and address any questions.
- After the allotted time, usually around 20 minutes, ask each pair to present their creation and tell how it represents all the concepts talked about in the training.

- Then ask the judges to select the winning pairs and announce their winners. Prizes can be awarded in a number of categories, such as most creative, most concepts represented, most colorful, etc.

Summary Discussion: As prizes are being awarded, reiterate the points made throughout the training. This is your chance to drive home key points, calm any fears the kids may still have, and make sure that everyone is ready for the next steps in the program. And it gives the whole group a chance to have some messy fun at the end of what probably seemed like a long training to them.

Activity Worksheet:

BUILDING THE “MENTORING MONUMENT”

For the next 20 minutes, join with a partner to create a sculpture that represents...

ALL THE IMPORTANT STUFF WE’VE TALKED ABOUT TODAY

The objective of this activity is to build a creation that shows how all the concepts and information we've covered today relate to one another. Build a monument that reflects all the things that go into good mentoring relationships.

On your table you will find a bag of supplies you and a partner can use to create this piece of art. The other pairs have a bag of supplies as well. Their supplies may have items in them that are different from yours and that are of interest to your partnership. Feel free to see if other pairs will trade with you if you want to use some of their tools and/or materials.

At 12:50 our judges – Bob, Sally and John – will select three winning pairs. One team will win for the most creative structure. One will win for the tallest self-supporting structure. One will win for the most unusual structure. If you have any questions, feel free to ask any of the staff.

GOOD LUCK!

Part VI.

TRAINING EVALUATION

The final step in training your mentees is to administer some type of evaluation that assesses the results and effectiveness of your training. After every training session it is important to have each participant complete a simple evaluation form. Keep the evaluation form short, easy to use, and representative of the age level of the group being trained. Alternatively, evaluation can also be accomplished by such things as observational checklists, results of learning activities (i.e., artwork created or activity summary forms), and even verbal questions and answers. The important part of the evaluation is not how you collect information but how effectively you can get a sense of the degree to which the desired skills and information were transferred to the mentees.

The following is a sample which you can use as-is, or modify to reflect the structure of your training sessions. If your program has a formal “pre/post” mentee evaluation component, this is an opportunity to administer those evaluation sheets as well.

MENTEE TRAINING EVALUATION FORM

Mentee Training Date _____ Location _____

Trainer's Name _____ Length of Training _____

Please circle the number of your response.

1. I found the mentee training to be:

| | | | | |
|--------------|---------|------|------------------|--------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Helpful | Helpful | Okay | Not Very Helpful | Not Helpful at All |

Comments: _____

2. I found the way the trainer presented the information to be:

| | | | | |
|------------|-------|------|--------------------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Clear | Clear | Okay | Somewhat Confusing | Very Confusing |

Comments: _____

3. I found the materials provided to be:

| | | | | |
|-------------|-----------------|------|-----------------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Useful | Somewhat Useful | Okay | Not Very Useful | Not Useful at All |

Comments: _____

MENTEE TRAINING EVALUATION FORM

4. I found the activities to be:

| | | | | |
|------------------|----------------------|------|----------------------|--------|
| 1 | 2 | 3 | 4 | 5 |
| Very Interesting | Somewhat Interesting | Okay | Not Very Interesting | Boring |

Comments: _____

5. I found the length of this training to be:

| | | | | |
|-----------|------|------|---------------|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Good | Good | Okay | A Little Long | Way Too Long |

Comments: _____

6. I found the training room to be:

| | | | | |
|------------------|-------------|------|----------------------|------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Comfortable | Comfortable | Okay | Not Very Comfortable | Not Comfortable at All |

Comments: _____

7. I found the content of the training to be:

| | | | | |
|-------------|-----------------|------|-----------------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very Useful | Somewhat Useful | Okay | Not Very Useful | Not Useful at All |

Comments: _____

Part VII.

CREATING A MENTEE HANDBOOK

As you prepare for your training sessions, all handouts and other materials needed during the training should be gathered into a manual, or mentee handbook, that you can give to youth when they arrive for training. This mentee handbook should also provide the general program information, rules, and tips they will need as a program participant. Mentees should understand that their handbook will be useful to them on an ongoing basis, and that you may be giving them additional information in the future that they may wish to keep in it. Create a place in the manual where the student can include identifying information so it can be returned if lost. Also include space for the youth to enter appropriate contact information for the program staff, as well as any forms or worksheets they will need during the relationship.

As for the training materials, keep narrative information as short as possible and use graphics and color (remembering that most youth respond well to less auditory modes of learning). Make sure that the handbook's vocabulary and graphics are age-, diversity-, and language-appropriate. The following is a list of topics and information that can be included in the handbook:

- Training agenda
- Handouts, exercises, and worksheets used in the training sessions
- Program history
- Program rules and responsibilities
- Program contact information and an explanation of staff roles
- Mentor/mentee "contracts" or agreements
- Relationship building tips
- "Getting to know you" style worksheets for the initial meetings
- Information for parents (including any permission forms still needed)

Obviously, your staff will need to spend some time customizing the content of your mentee handbooks to meet your program's structure, goals, and training agendas. To assist you in this process, we've included some sample texts here to help your staff brainstorm topics and content ideas.

Mentee Handbook Content

SAMPLE MENTEE ORIENTATION AGENDA

NEW INSIGHTS MENTORING PROGRAM

Mentee Orientation Agenda

- 4:00 – 4:10** Welcome and Introductions
- 4:10 – 4:30** Have You Ever Had a Mentor?
What Is a Mentor?
- 4:30 – 4:45** Program Overview
Student Expectations
Program Rules
Limits of Confidentiality
- 4:45 – 4:55** Your First Meeting
Role Plays
- Problem Solving
 - Values
 - Compromise
 - Mentors Are People Too!
- 4:55 – 5:00** Questions and Next Steps
- Adjourn**

Mentee Handbook Content

SAMPLE HANDBOOK TEXT

Introduction:

Welcome to the New Insights Mentoring Program! The success of a mentoring relationship depends in great part upon the contribution made by the mentee. This handbook, provided by your mentor program, was created to help you learn how you can contribute to the match and get the most from your mentoring experience.

Program Mission Statement:

The mission of the New Insights Mentor Program is to create educational and career opportunities for youth in our community through one-to-one relationships with a volunteer mentor.

Program Description and Overview:

The New Insights Mentor Program was created in September 2000 by a group of businesspeople who wanted to help better prepare the youth in the community for the world of work. The program was developed in partnership with the local high school and is operated by the New Insights Boys and Girls Club. The program has an advisory board made up of members of the business community, the school, the juvenile justice system, the Boys and Girls Club, three parents of participating youth, and several youth themselves. Designed to serve up to 25 youth per year, the program recruits mentors primarily through the Chamber of Commerce, as well as other groups and individuals in the community. Mentees are students in the local high school and are referred to the program by the school district. The mentors and mentees meet on the high school grounds at least once a week to work on classroom assignments, play games, or just to talk. Once a month all mentors and mentees participate in a group activity, which is most often a field trip or educational program brought to the school grounds.

Program Roles:

Many people are involved in the operation of this mentoring program. This is a list of the people who are important for you to know about as you participate in the program's activities and events.

The Program Director: The leader of the mentoring program.

Program Staff: (should reflect your program staffing)

SAMPLE HANDBOOK TEXT (CONT.)

- Mentors: The volunteers who will be matched with the mentees in the program.
- Mentees: The youth who will participate in the program and who will be matched with mentors.
- Parents: Parents of the youth who are participating in the program. Their role in the program will be to _____.

When and How To Get Help If Problems Come Up:

This program was created to offer you opportunities, to help develop your skills, and to be a lot of fun for you! If for any reason you find that you have questions about the program, or any person associated with it, we want you to call us right away. No question or concern is too small or too big. We are providing several telephone numbers for you; please feel free to use any of them. If you would prefer to contact someone not listed here, such as other school staff, please feel free to do that as well. You may want to add a few of these other numbers to this list so you will know where they are if you need them. We are also providing a 24-hour-a-day crisis hotline number in case you are in an emergency situation:

- | | | |
|--|------------------|-------|
| John Doe | Project Director | _____ |
| Mary Smith | Site Coordinator | _____ |
| Bill Williams | School Contact | _____ |
| Jeff Smith | School Admin. | _____ |
| My Parents | | _____ |
| Family Friend (relative, minister, neighbor) | | _____ |
| Local Police | | _____ |
| Local Crisis Hotline, 24-hour Number | | _____ |

Remember, you have the right to get help if a problem occurs. If one person is not available, or is not helpful, go on to the next person on this list.

SAMPLE HANDBOOK TEXT (CONT.)

Your First Meeting With Your Mentor:

As a new mentee you are about to enter into a rewarding experience. This mentoring relationship will bring you many exciting opportunities, skills, and knowledge. During your first meeting, you will have a chance to begin getting to know your new mentor. By the time this first meeting ends please make sure that you exchange necessary contact information and arrange your next meeting time and date. Please give this information to the Project Director before you leave.

As with all new relationships, you may find moments when things feel awkward until you have had a chance to find out what the other person is all about. After a while this will pass and the time you spend together will feel more natural and comfortable. In the meantime, here is a tool that may make it easier to start the relationship:

| HOW TO SPEND AN HOUR WITH A MENTOR | |
|------------------------------------|--|
| 10 Minutes | Share at least two things that you have done since the last time you met. |
| 5 Minutes | Ask your mentor about events that have occurred in his or her life since you last met. |
| 10 Minutes | Work on or review your homework. |
| 15 Minutes | Play a game; either a table game or some sports activity. |
| 10 Minutes | Plan an event that the two of you can do together. |
| 10 Minutes | Ask a question about a goal or interest that you have. |

Tips for Effective Communication:

Communicating is more than just talking. There are things we can do to make conversations work. Here are a few ideas that you can practice that contribute to successful communications:

- Listen Well—Listen to what the other person says and make an effort to understand what they mean. Ask questions if you are not sure what was meant.

SAMPLE HANDBOOK TEXT (CONT.)

- **Body Language**—The way a person sits or stands often says as much or more as the words they speak. Watch the way people act when they are speaking to another person. Many times you can tell a lot about the conversation even if you can't hear the words they are saying just by watching body language. Body language also sends a message to the other person that you are or are not listening. Be aware of what your body language is saying to your mentor when you meet.
- **Answer with more than a "yes" or "no"**—Those are dead-end answers and they lead the conversation nowhere. More important, they don't really say that much. Be clear and open with your mentor. You'll be glad you did.

Things You Can Discuss With Your Mentor:

- What culture are you from?
 - What are your favorite activities?
 - What were you like when you were my age?
 - What did you have to do to prepare for and get your job?
 - What can this mentoring relationship do for me?
 - What games do you like to play?
 - What were your favorite subjects in school?
 - What kind of (movies, books, music) do you like?
 - How do you think I should handle this situation?
 - What do you think are the most important skills to have for a career in (add your area of interest)?
 - What do you think about (add current news event)?
 - How do I raise the subject of (add your subject) with my parents?
 - Do you know any funny stories?
 - What was your most important decision in life?
 - Where can I find out more about (add your area of interest)?
 - What would you do differently if you could?
 - What would you like to talk about?
 - Who mentored you?
 - How do you spend your time?
 - Add some questions of your own.
-
-

SAMPLE HANDBOOK TEXT (CONT.)

Ways of Showing Appreciation:

When someone does something nice for you, what do you do? You say “thank you!” of course. When it’s your mentor, there are lots of ways to do that. Here are a few you can use once in a while and you can add your own:

- Write a note or make a thank-you card
- Draw a picture
- Take a photo and make a frame
- Call them and say “thanks”
- Mention your mentor in an article in the program’s newsletter
- Make cookies or a snack and bring some to your mentor
- Send a “thank you” e-mail
- _____
- _____
- _____

Your mentor is a real live person, with thoughts and feelings just like you. It is important to remember that and to be aware of how you treat your mentor. Think about his or her feelings and notice the efforts made on your behalf.

Confidentiality and Boundaries of the Relationship:

Your relationship with your mentor is built on trust and confidentiality. Those things are crucial in any friendship. You should feel free to share any information that you like with your mentor. Your mentor will know our policies on confidentiality and agrees to keep your information in trust.

There are limits to the confidentiality. You and your mentor should know and agree to these limits. If a mentee discloses information of immediate concern, such as suspected physical or sexual abuse, self-harm, or violence toward another person, the mentor is obligated and has agreed to report this information to the program. This does not mean that you should not share this information with your mentor. Just know that, for your own welfare and the welfare of those affected by the situation, action must and will be taken.

SAMPLE HANDBOOK TEXT (CONT.)

Invitation to/Role of the Parents:

The New Insights Mentoring Program invites parents to be a part of the mentoring program. We have special activities that parents can join. These include: (add an appropriate description of the role of parents in your program here)

Stages in a Relationship:

Think back to the first time you met your best friend. Did you know at that first moment that you would be so close? Probably not. The reason you didn't know it from the start is because it takes time for friendships to develop; they go through stages. The first stage is a time when you get to know each other, a time to see what you have in common and what you like about each other. Is this a person you can trust? After this beginning stage you begin to be more relaxed about a friendship. The relationship becomes less formal and more comfortable because you know about each other.

Your relationship with your mentor may be very much like this. At first it will seem new and unfamiliar. But if you are open to exploring who this person is and what you like about them, you will have a valuable friend. You will have the opportunity to do a lot of things together that will be rewarding for you and for your mentor.

Match Closure:

Over a lifetime, relationships end for many reasons; because circumstances change, people move, interests change, etc. The program that you have joined is set up to last for one year. At that time, your formal relationship with your mentor will draw to a close. When good relationships end, people often feel a sense of loss or sadness. This is normal. But as a relationship ends it can also be a time to celebrate and appreciate the valuable and fun things you did together. This program will build in a chance for you to celebrate your friendship together before the one-year time period ends.

Mentee Handbook Content

SAMPLE MENTEE AGREEMENT FORM

NEW INSIGHTS MENTORING PROGRAM

Mentee Agreement

Mentee Responsibilities:

A person takes on a lot of responsibility when he or she agrees to be a mentor. As a mentee in this program you will have responsibilities as well. Please consider these before you join the program, as you must agree to meet these in order to participate. Participation in the program is voluntary. As a mentee you are asked to read the agreement below and sign it if you are willing to commit to the requirements. If you have any questions please ask any member of the program staff.

As a Mentee in the New Insights High School Mentoring Program, I agree:

- To be on time for our arranged meetings
- To agree with my mentor on the appropriate forms and conditions of communication
- To participate in program activities, including meetings
- To try new and beneficial activities with my mentor
- To communicate with my mentor about any change in our meeting arrangements
- To notify my mentor or the School Liaison if I am unable to continue in the mentoring program
- To inform and discuss with my parents/guardians activities to be undertaken with my mentor
- To inform the Staff Liaison or Program Coordinator immediately if a problem arises
- To be respectful of my mentor and others associated with the program
- To complete my participation log and program evaluation

I understand that there are limits to the confidentiality of my relationship with my mentor and I agree to these limits. If I disclose information of immediate concern, such as suspected physical or sexual abuse, self-harm, or violence toward another person, the mentor is obligated and has agreed to report this information to the program. This policy exists for my welfare and the welfare of those affected by the situation.

Mentee's Name: _____ Date: _____

Signature: _____

Appendices

A. ADDITIONAL MATERIALS FOR MENTEE TRAINING SESSIONS

- Developmental Stages of Children and Youth
- Overhead: The Story of *The Odyssey*
- Overhead: What a Mentor Is and Is Not
- Mentoring Quiz

B. ADDITIONAL MENTEE-RELATED SAMPLE FORMS

- Mentee Inquiry Form
- Mentee Application
- Mentee Contract: What Is Expected of Me
- Activity Log
- Mentee Sign-in Log
- Mentee Satisfaction Survey

C. ADDITIONAL INFORMATION SOURCES

- Organizations
- Print Resources
- Online Resources

Appendix A—Training Materials

DEVELOPMENTAL STAGES OF CHILDREN AND YOUTH

A child's development is an individual and continual process. The following pages outline typical developmental characteristics of four age groups. Knowing these characteristics can help in designing appropriate training sessions and activities. Keep in mind that some of the youth in your program may be "behind" or "advanced" in any of these areas.

FIVE- TO SEVEN-YEAR-OLDS

General Characteristics

1. Eager to learn; easily fatigued; short periods of interest.
2. Learn best when they are active while learning.
3. Self-assertive, boastful; less cooperative, more competitive.

Physical Characteristics

1. Very active; need frequent breaks from tasks to do things that are energetic and fun for them.
2. Need rest periods—good quiet activities include reading books together or doing simple art projects.
3. Large muscles are well developed. Activities involving small muscles (for example, building models that have small pieces) are difficult.
4. May tend to be accident-prone.

Social Characteristics

1. Enjoy organized games and are very concerned about following rules.
2. Can be very competitive—this may lead them to cheat at games.
3. Very imaginative and involved in fantasy playing.
4. Self-assertive, aggressive, boastful, want to be first; becoming less cooperative.

Emotional Characteristics

1. Alert to feelings of others but unaware of how their own actions affect others.
2. Very sensitive to praise and recognition; feelings are easily hurt.
3. Inconsistent in level of maturity; regress when tired; often less mature at home than with outsiders.

DEVELOPMENTAL STAGES OF CHILDREN AND YOUTH (CONT.)

Mental Characteristics

1. Very eager to learn.
2. Like to talk.
3. Can be inflexible about their idea of fairness.
4. Difficulty making decisions.

EIGHT- TO 10-YEAR-OLDS

General Characteristics

1. Interested in people; aware of differences; willing to give more to others but also expect more.
2. Busy, active, full of enthusiasm; may try too much; accident prone; interested in money and its value.
3. Sensitive to criticism; recognize failure; have capacity for self-evaluation.
4. Capable of prolonged interest; may make plans on their own.
5. Decisive; dependable; reasonable; strong sense of right and wrong.
6. Spend a great deal of time in talk and discussion; often outspoken and critical of adults, although still dependent on adult approval.

Physical Characteristics

1. Very active and need frequent breaks from tasks to do things that are energetic and fun for them.
2. Early-maturing youth may be upset about their size. As their adult supporter, you can help by listening and explaining.
3. May tend to be accident prone.

Social Characteristics

1. Can be very competitive.
2. Are choosy about their friends.
3. Acceptance by friends becomes very important.
4. Team games become popular.
5. Often idolize heroes, television stars, and sports figures.

Emotional Characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Because friends become very important, can be conflicts between adults' rules and friends' rules. Your honesty and consistency can be helpful.

DEVELOPMENTAL STAGES OF CHILDREN AND YOUTH (CONT.)

Mental Characteristics

1. Can be inflexible about their idea of fairness.
2. Eager to answer questions.
3. Very curious; collectors of everything, but may jump to other objects of interest after a short time.
4. Want more independence while knowing they need guidance and support.
5. Wide discrepancies in reading ability.

11- TO 13-YEAR-OLDS

General Characteristics

1. Testing limits; a “know-it-all” attitude.
2. Vulnerable; emotionally insecure; fear of rejection; mood swings.
3. Identification with admired adults.
4. Bodies going through physical changes that affect personal appearance.

Physical Characteristics

1. Good coordination of small muscles; interest in art, crafts, models, and music.
2. Early-maturing youth may be upset about their size. As their adult supporter, you can help by listening and explaining.
3. Very concerned with their appearance; very self-conscious about their physical changes.
4. May have bad diet and sleep habits and, as a result, low energy levels.

Social Characteristics

1. Acceptance by friends becomes very important.
2. Cliques start to develop.
3. Team games become popular.
4. Often have “crushes” on other people.
5. Friends set the general rules of behavior.
6. Feel a strong need to conform; dress and behave like their peers in order to “belong.”
7. Very concerned with what others say and think about them.
8. Have a tendency to try to manipulate others to get what they want.
9. Interested in earning own money.

DEVELOPMENTAL STAGES OF CHILDREN AND YOUTH (CONT.)

Emotional Characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Because friends are very important, can be conflicts between adults' rules and friends' rules.
3. Caught between being a child and being an adult.
4. Loud behavior may hide their lack of self-confidence.
5. Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristics

1. Tend to be perfectionists; if they attempt too much, may feel frustrated.
2. Want more independence but know they need guidance and support.
3. May have lengthy attention span.

14- TO 16-YEAR-OLDS

General Characteristics

1. Testing limits; a "know-it-all" attitude.
2. Vulnerable; emotionally insecure; fear of rejection; mood swings.
3. Identification with admired adults.
4. Bodies going through physical changes that affect personal appearance.

Physical Characteristics

1. Very concerned with their appearance; very self-conscious about their physical changes.
2. May have bad diet and sleep habits and, as a result, low energy levels.
3. Often a rapid weight gain at beginning of adolescence; enormous appetite.

Social Characteristics

1. Friends set the general rules of behavior.
2. Feel a strong need to conform; dress and behave like their peers in order to "belong."
3. Very concerned with what others say and think about them.
4. Have a tendency to try to manipulate others to get what they want.
5. Go to extremes; often appear to be unstable emotionally while having a "know-it-all" attitude.
6. Fear of ridicule and of being unpopular.
7. Strong identification with admired adults.

DEVELOPMENTAL STAGES OF CHILDREN AND YOUTH (CONT.)

Emotional Characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Caught between being a child and being an adult.
3. Loud behavior may hide their lack of self-confidence.
4. Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristics

1. Can better understand moral principles.
2. May have lengthy attention span.

(This resource has been adapted, with permission, from "Child Development Seminar," Volunteer Education and Development Manual. 1991. Big Brothers Big Sisters of America.)

OVERHEAD—THE STORY OF THE ODYSSEY

Most of us have had at least one mentor in our lives, although maybe not in the sense that mentoring programs provide today. Just the same, we can recall at least one person who served that purpose for us.

In fact, the concept of mentoring has been around for a long time. The term “Mentor” comes from the classic piece of Greek literature, Homer’s *Odyssey*. This epic adventure tells the story of Odysseus, who was leaving home for an unknown length of time. In his absence he left his son, Telemachus, in the care of a trusted friend, Mentor.

As Telemachus completed his education, the goddess Athena disguised herself as Mentor in order to guide Telemachus in his search to find out about his father. The term today has come to mean trusted guide and friend.

OVERHEAD—WHAT A MENTOR IS AND IS NOT

What a Mentor is:

- A trusted guide and friend
- Someone who will listen to you
- Someone who will help you explore opportunities
- Someone who will have good ideas about how to deal with difficult situations

What a Mentor is not:

- A teacher
- A parent
- Your psychiatrist
- An ATM

MENTORING QUIZ

1. THE WORD MENTOR CAME FROM:
 - A COBBLER IN BOSTON WHO USED TO TRAIN YOUTH IN MAKING SHOES
 - HOMER'S *ODYSSEY*
 - NO ONE KNOWS

2. MENTORING HAS COME TO MEAN:
 - A SUBSTITUTE PARENT
 - A COMMITTED TUTOR
 - A TRUSTED GUIDE OR FRIEND

3. A MENTOR WILL:
 - HELP WITH HOMEWORK, DO RECREATIONAL ACTIVITES, AND HANG OUT
 - GIVE YOU MONEY
 - MAKE SURE YOU BEHAVE

4. THE MOST IMPORTANT THING YOU CAN DO AS A MENTEE IS:
 - BE THERE
 - ACTIVELY PARTICIPATE
 - GIVE IT A CHANCE

5. IF YOU HAVE ANY QUESTIONS:
 - CLICK YOUR HEELS THREE TIMES AND THINK ABOUT KANSAS
 - SEND ME A TELEPATHIC MESSAGE
 - CALL ME, (staff name), AT xxx-xxx-xxxx

Appendix B—Sample Forms

MENTEE INQUIRY FORM

(Program name) is an organization for young people who would like to have an adult friend to support them in their lives. Kids and mentors talk, work on homework, hang out, and do fun activities together. Would you like to know more about joining our program?

Name: _____ Birthdate: _____ Phone: _____

Address: _____ City: _____ Zip: _____

- | | NO | YES |
|---|-------|-------|
| 1. I would like to join <i>(Program name)</i> . | _____ | _____ |
| 2. I would like to have a mentor. | _____ | _____ |
| 3. If I am accepted for membership, I am willing to meet with my mentor once a week for a year. | _____ | _____ |

Signature of Youth

Date

PARENTS:

(Program name & description) is an organization for kids who may be facing challenges in school, with their peers, or with personal issues, and have sought help through their school or a private or county agency. We support kids through a mentoring relationship with an adult volunteer. All volunteers are thoroughly screened and monitored throughout the relationship year by a counselor. Kids who want to be a mentee must apply for membership. Those who are accepted are teamed up with an adult for one year. We also sponsor group activities at least twice a month. We are limited in the number of memberships we can provide. If we are to consider this application, we must be sure that you want your child to be a member and that you are willing to help her or him meet the requirements for membership. Your signature below indicates your consent to the above and your permission for your child to join *(program name)*.

Signature of Parent or Guardian

Date

(This form has been produced here with permission from Friends for Youth Mentoring Institute; www.friendsforyouth.org)

MENTEE APPLICATION

Date _____

Name _____ School _____

Grade _____ Date of Birth _____ Phone Number _____

Home address _____

Parent's Name _____ Work # _____

Emergency Contact (other than parent) _____
Name Phone #

A mentor is an adult who volunteers to provide special time, tutoring, and support to a young person. Are you interested in seeing a mentor two hours a week at the Boys & Girls Club? Yes ___ No ___

If yes, please answer the following questions so we can match you with the right volunteer. What days/times are you available to meet with a mentor?

How do you spend your free time? _____

What is your favorite TV show? _____

What is your favorite subject at school? Why? _____

What subject gives you the most trouble at school? Why? _____

What are your hobbies and interests? _____

MENTEE APPLICATION (CONT.)

What do you want to be when you grow up? _____

What activities would you like to do with your mentor at the Boys & Girls Club?

(This form has been reproduced here with permission from Youth Partners Mentoring Program, Long Beach, CA)

WHAT IS EXPECTED OF ME

Be Teachable:

Be willing to learn new things, be responsive to suggestions and constructive criticism. Learn not only from what your mentor says but from what your mentor does. Your mentor is a role model. Notice how your mentor handles different situations.

Participate in Mentee Training:

When you signed up for the program you were provided with a Mentee Training Manual. Please read through this material. It will help you get the most out of your mentoring experience.

Respond to Requests for Information and Feedback From Your Program Coordinator:

Occasionally, you will receive information from the program staff. This information is important and helps the program to serve you better. Please give it your attention and if you have not heard from your mentor in a while, please let us know.

Participate in the Meetings and Events:

As you know, throughout the year there will be a series of events and meetings that have been planned for your information and enjoyment. Please attend all events and meeting, unless you have made arrangements not to attend with the program and your mentor. For all informational meetings, make-up assignments are expected.

Ask Questions:

Ask any questions you have and expect an answer. If you do not get an answer, go on to the next staff person and push the issue.

I understand and agree to the above requests.

Name

Date

(This sample form developed by Judy Strother Taylor.)

MENTEE ACTIVITY LOG

Mentee: _____ ID# _____ School: _____

Mentor: _____ ID# _____ Phone: _____

Time of meeting: _____ Date: ____/____/____

The activities we did today included (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Read | <input type="checkbox"/> Played a game |
| <input type="checkbox"/> Field trip | <input type="checkbox"/> Goal planning |
| <input type="checkbox"/> Worked on the Internet/research | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Worked on the computer | <input type="checkbox"/> Ate lunch together |
| <input type="checkbox"/> Studied for test | <input type="checkbox"/> Recreational activities |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Mentor did not show up |
| <input type="checkbox"/> Worked on a problem | <input type="checkbox"/> Other |

Please add comments about how the match is going or write any other messages you want the Coordinator to know.

(This form reproduced here with permission from the Lancaster County Mentoring Program, Lancaster, SC.)

MENTEE SIGN IN LOG

| DATE | NAME | TIME IN/OUT | COMMENTS |
|------|------|-------------|----------|
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(This sample form developed by Judy Strother Taylor)

MENTEE SATISFACTION SURVEY

Name of Mentee: _____ Date: _____

Name of your Mentor: _____

1. Was the mentoring program helpful to you? _____

Please explain why or why not: _____

2. Would you like to continue? (Circle one) Yes_____ No_____ Maybe_____

3. How did you get along with your Mentor? (Circle one) Excellent/OK/Not Good

4. What interests do share with your Mentor? _____

5. How many times per month did you see your Mentor? _____

6. How many times per month did you want to see your Mentor? _____

7. Did your Mentor participate with you in any academic activities? _____

Please explain: _____

8. Did you share in decisions with your Mentor? _____

9. What did you like best about the program? _____

10. What did you like least about the program? _____

11. Did you like the program activities? _____ The speakers? _____

12. What suggestions do you have for improvement? _____

Thank You!

(Sample form developed by Judy Strother Taylor)

Appendix C—Additional Information Sources

ORGANIZATIONS:

National Mentoring Center

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, OR 97204
Phone: 1-800-547-6339 x-135, (503) 275-0135
E-mail: mentorcenter@nwrel.org
Web: <http://www.nwrel.org/mentoring>

Evaluation, Management and Training

391 South Lexington Drive
Suite 110
Folsom, CA 95630
Phone: (916) 983-9506
Fax: (916) 983-5738
Web: <http://www.emt.org/mentoring.html>

Mentor Management Systems

1819 Bel Air Terrace
Encinitas, CA 92024
Phone: (760) 633-1807
Fax: (760) 633-1517
Web: <http://www.mentorms.com>

Friends For Youth, Inc.

1741 Broadway
Redwood City, CA 94063
650-368-4444
E-mail: Info@Mentoringinstitute.org
Web: <http://www.friendsforyouth.org>

State Mentoring Partnerships/Initiatives

A listing of state-level mentoring efforts can be found on the National Mentoring partnership site at:
http://www.mentoring.org/state_partnerships/state_local_profiles.adp?

PRINT RESOURCES:

Mentoring Partnership of Minnesota Training Institute. (2001). *Basic mentee training: A trainer's guide*. Minneapolis, MN: Author.

[Available from the Mentoring Partnership of Minnesota:
<http://www.mentoringworks.org>]

Nelson, Franklin W. (2001). *In good company: Tools to help youth and adults talk*. Minneapolis, MN: Search Institute.

[Available from the Search Institute: 1-877-240-7251,
<http://www.searchinstitute.org/catalog/customer/home.php>]

North, D. & Sherk, J. (2003). *Preparing mentees for success: A program manager's guide*. Folsom, CA: Evaluation Management Training.

[Available from EMT: (916) 983-9506, <http://www.emt.org/mentoring.html>]

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

[Available from EMT: (916) 983-9506, <http://www.emt.org/mentoring.html>]

Weinberger, S.G. (2000). *My mentor and me: 36 weekly activities for mentors and mentees to do together during the elementary school years*. Hartford, CT: Governor's Prevention Partnership, Connecticut Mentoring Partnership.

[Available from the Connecticut Mentoring Partnership: 1-800-422-5422, Ext. 48;
http://www.preventionworksct.org/gpp_prodserv.html]

Weinberger, S.G. (2001). *My mentor and me: The high school years. 36 activities and strategies for mentors and mentees to do together during the high school years*. Hartford, CT: Governor's Prevention Partnership, Connecticut Mentoring Partnership.

[Available from the Connecticut Mentoring Partnership: 1-800-422-5422, Ext. 48;
http://www.preventionworksct.org/gpp_prodserv.html]

Weinberger, S.G. (2003). *My mentor and me: The middle years*. Hartford, CT: Governor's Prevention Partnership, Connecticut Mentoring Partnership.

[Available from the Connecticut Mentoring Partnership: 1-800-422-5422, Ext. 48;
http://www.preventionworksct.org/gpp_prodserv.html]

ONLINE RESOURCES:

iMentor Online Resources for Mentees

<http://www.imentor.org/resources/imentor2.jsp#mentees>

SCiberMentor Online Mentee Handbook

http://www.scibermentor.ca/mentee/frameset_requirements.htm

NOTES:
