

UNE COLLEGE COMMUNITY MENTORING PROGRAM



MENTOR TRAINING MANUAL

2007-2008

A Little Fellow Follows Me

A careful man I ought to be,
A little fellow follows me.
I do not dare to go astray,
For fear he'll go the selfsame way.

I cannot once escape his eyes,
Whatever he sees me do he tries.
Like me he says he's going to be,
The little chap who follows me.

He thinks that I am good and fine,
Believes in every word of mine,
The base in me he must not see,
That little chap who follows me.

I must remember as I go,
Thru summer's sun and winter's snow.
I am building for the years to be,
In that little chap who follows me.

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The College Community Mentoring Program Fact Sheet

The program is:

- A partnership between The Northern York County YMCA, The Consolidated School of Kennebunkport, The Sea Road School of Kennebunk, The Alternative Education Program of the Biddeford Middle School (BMS), The BMS Civil Rights Team, The BMS Student Assistance Team, Biddeford Primary School, Biddeford Intermediate School, Lincoln Middle School, Reiche School, Crossroads Youth Center, The Biddeford Public School System, and The University of New England.
- A minimum, semester-long mentoring relationship between UNE students (mentors) and local children grade K-8 (mentees).

Expectations of mentors:

- Provide a positive role model for a child.
- Interact with children primarily in one-on-one situations.
- Join mentees in extracurricular activities.
- Assist mentees with academic work.
- Attend a mandatory one-night training session before any mentoring occurs.
- Attend periodic reflection sessions.

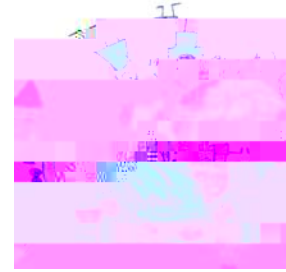
Mentors are prohibited from: **

- Transporting mentees off-site
- Seeing mentees outside of scheduled meeting times
- Withholding any information that could put the child/mentor at risk (i.e. abuse, threats, harassment, etc.) or manifest into an uncomfortable situation for either participant
- Engaging in illegal activity or substance use while mentoring

****Any violations of above criteria will result in IMMEDIATE removal from program.**

Logistics and Conditions

- § Mentors will **only** meet their mentees at the mentoring site.
- § All interactions will take place in a supervised setting.
- § Mentors will meet mentees once a week at the designated mentoring site.
- § Each session will last between one to two hours.
- § **Support staff will be available to address questions or concerns at ANY time**
- § Mentors will provide their own transportation, carpool with other mentors, or participate in scheduled UNE Van Transportation.



A Mentor is...

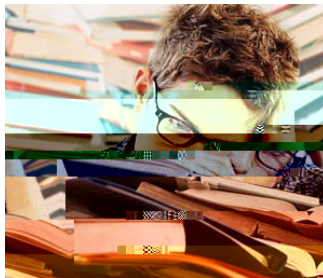
- A trusted GUIDE or FRIEND: This is a unique opportunity for young people to be friends with an adult. You do not need to be an endless stream of advice, rather enjoy one another's company.
- A caring, RESPONSIBLE ADULT who provides access to people, places and things outside their mentee's routine environment and a nurturer of possibilities.
- A positive ROLE MODEL: This can be done in a variety of ways, including keeping your word, sharing your strengths and acknowledging imperfections, having a positive outlook, and displaying helping behaviors.
- A CONFIDANT: The relationship gives the mentee an opportunity to share dreams, fears, insecurities, and hopes with a trusted person.

A Mentor is NOT...

- ALL THINGS to their mentee.
- A PARENT/LEGAL GUARDIAN: The role of the parent or legal guardian (governed by law) is to provide food, shelter and clothing. It is not the mentor's role to fulfill these responsibilities. If the mentor believes his/her mentee is not receiving adequate support, he/she should contact and speak ONLY with the appropriate contacts (pg. 1).
- A SOCIAL WORKER: A social worker is a licensed professional with the necessary skills and training to assist in family issues. If a mentor believes there is something wrong in the mentee's home life, the mentor should share this information ONLY with the appropriate contacts (pg.1).
- A PSYCHOLOGIST: A mentor is not a formal counselor or therapist.
- A SAVIOR: A mentor's role is not to fix problems of the mentee, although your support is very valuable.

Expectations of Mentors

- I agree to commit 1-2 hours a week to my mentoring site and mentee.
- If I am unable to attend the program on a given day, I will call the CCMP Program Coordinator, Melissa Grove, and give appropriate notice of my absence so that she can contact the site staff to inform my mentee of my absence. (see page 1).
- I will arrive on time (as scheduled) and devote that time to my mentee.
- While devoting that time to my mentee, I will act in a positive and appropriate manner, which means that I will not intentionally influence my mentee in any negative way.
- I shall not talk about inappropriate subjects (i.e. skipping classes, drinking/drugs, dating relationships, or partying) in the presence of my mentee.
- I will not talk inappropriately to or about other people.
- I will do my best to be a positive role model that my mentee can look up to.
- I will not see my mentee outside of this commitment.
- I will always stay within areas that are visible to other adults and will not take my mentee off of my assigned site's grounds or into a vehicle.
- I will join my mentee in extracurricular activities as well as assist them with academic work.
- I will attend periodic reflection sessions with other mentors.
- If I have ANY concerns about my mentee's well being, I will talk directly with the site supervisors (page 1). ****Please do this in person or via phone - no email****



Guidelines for Mentors

- Be on time.
- Be honest and respectful.
- Always call the CCMP coordinator, Melissa Grove, by the assigned time if you have to change

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 318 communities and 33 states. (the starred items relate particularly to the role of the mentor)

Asset type *Asset name and definition*

| EXTERNAL ASSETS | <i>Asset type</i> | <i>Asset name and definition</i> | |
|-----------------|---|---|---------|
| EXTERNAL ASSETS | Support | | 70 % |
| | | 1. Family Support -Family life provides high levels of love and support. | 30 % |
| | | 2. Positive Family Communication -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. | 45 % |
| | | **3. Other Adult Relationships -Young person receives support from three or more nonparent adults. | 40 % |
| | | 4. Caring Neighborhood -Young person experiences caring neighbors. | 40 % |
| | | 5. Caring School Climate -School provides a caring, encouraging environment. | 29 % |
| | | 6. Parent Involvement in Schooling -Parent(s) are actively involved in helping young person succeed in school. | 34 % |
| | | | 34 % |
| | | | 25 % |
| | | Empowerment | 25 % |
| | | **7. Community Values Youth -Young person perceives that adults in the community value youth. | 28 % |
| | | 8. Youth as Resources -Young people are given useful roles in the community. | 51 % |
| | | 9. Service to Others -Young person serves in the community one hour or more per week. | 51 % |
| | | **10. Safety -Young person feels safe at home, school, and in the neighborhood. | 48 % |
| | | Boundaries & Expectations | 48 % |
| | | 11. Family Boundaries -Family has clear rules and consequences and monitors the young person's whereabouts. | 53 % |
| | | 12. School Boundaries -School provides clear rules and consequences. | 49 % |
| | | 13. Neighborhood Boundaries -Neighbors take responsibility for monitoring young people's behavior. | 30 % |
| | | **14. Adult Role Models -Parent(s) and other adults model positive, responsible behavior. | 30 % |
| | 15. Positive Peer Influence -Young person's best friends model responsible behavior. | 65 % | |
| | **16. High Expectations -Both parent(s) and teachers encourage the young person to do well. | 49 % | |
| | Constructive Use of Time | 20 % | |
| | **17. Creative Activities -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. | 58 % | |
| | **18. Youth Programs -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. | 63 % | |
| | 19. Religious Community -Young person spends one or more hours per week in activities in a religious institution. | 49 % | |
| | 20. Time at Home -Young person is out with friends "with nothing special to do" two or fewer nights per week. | 67 % | |
| INTERNAL ASSETS | Commitment to Learning | | 67 % |
| | | 21. Achievement Motivation -Young person is motivated to do well in school. | 61 % |
| | | 22. School Engagement -Young person is actively engaged in learning. | 53 % |
| | | 23. Homework -Young person reports doing at least one hour of homework every school day. | 54 % |
| | | 24. Bonding to School -Young person cares about her or his school. | 23 % |
| | | 25. Reading for Pleasure -Young person reads for pleasure three or more hours per week. | 23 % |

**Positive
Values**

26. Caring-Young person places high value on helping other people.

27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty.

28. Integrity

Engaging in Good Conversation

Conversations are the foundation of strong relationships. And strong relationships are the foundation of a successful mentor/mentee relationship. Engaging in the art of conversation does not always come naturally to people, and for many teens it can be a territory in which they have yet to build skills. (Ever have this conversation with a teen? “How are you doing?” “Fine.” “How’s school?” “Fine.”)

Below are some tips for making conversations work, as well as some conversation starters to spark interesting conversations. Hopefully they not only give you and your mentee something else to chat about once in awhile, but also give you a chance to get to know each other a little better.

Tips for Making Conversations Work:

- **Keep it going.** It’s one thing to ask a question and then sit back to wait for an answer. It is another thing to really engage in a conversation. Asking follow-up questions or providing open-ended responses are great ways to keep the conversation going. The idea is not to debate an answer but to learn more. Try some of these:
 - “That’s interesting. Tell me more.”
 - “You’ve really thought about this, haven’t you?”
 - “Are you saying...?”
 - “Interesting. Have you thought about...?”
- **Conversation doesn’t have to be “heavy.”** It is important to have conversations about subjects that matter deeply, such as who are the most influential people in a young person’s life. It is also important to listen to why a young person likes a certain fad, music star, or TV program. All conversations are meaningful when two people are truly engaged and interested in one another’s questions and answers.
- **Be prepared for the unexpected answer.** You may ask a question and get an answer you did not want or expect. If an answer bothers you, simply listen and ask more questions about why the young person thinks and feels that way. Suspend your own judgment and let young people express their ideas and opinions.
- **Listening is most important.** Conversations with kids are better when we “elders” practice the art of listening. Through careful listening we tell them we care about their thoughts—and we care about them.
- **Timing can be everything.** If you ask a question that is met with silence or “the look,” maybe this isn’t the best time for a conversation. Or it could be that the question triggers a bigger issue for him, or he needs some time to process it. Taking a rain check on a question is okay.
- **Be prepared to give your own answer.** You are focusing on the young person, but she may also want to turn the question in your direction.

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Active Listening

Active listening involves listening carefully to words and feelings expressed and repeating those facts in such a way that the speaker knows he/she has been understood.

"I" Statements

The way we talk can build or destroy a not

Effective Mentoring

The key to effective mentoring is development of trust between two strangers of different ages and stations of life, a process that is largely determined by the mentor's approach.

Developing Trust

1. Involve the mentee in deciding how you will spend your time together.
2. Make a commitment to being consistent and dependable – a steady, stable presence in the child's life.
3. Recognize and accept that the relationship can be one-sided, and take the responsibility for keeping the relationship alive.
4. Pay attention to the youth's need for "fun". This is not only key for relationship building, but is a chance for the youth to have experiences that she/he may not otherwise have.
5. Respect the mentee's point of view.
6. Only offer sincere praise. (see Appendix B on effective praise)

Goal Setting

Goal setting is an important aspect of the mentor relationship and it helps to introduce the concept if it has not previously been emphasized. It is important for a mentee's goals to be their own, although you can assist in formation of them. Goals can be SHORT or LONG term, as well as AGE APPROPRIATE.

When goal setting with a mentee, the goals should be:

1. **Conceivable:** The mentee must have a firm grasp on what it is they are working toward. For example, their goal may be to answer 10 out of 10 math problems correctly, not to have "mastery" over addition.
2. **Believable:** The mentee must believe that the goal is actually attainable. You can take an active role in reassuring them that they are capable of achieving the goal you have set together.
3. **Achievable:** It is important to be cognizant of the given abilities of the mentee. For example, it would be unwise to set a goal for a child who has trouble reading to be able to read an entire book by him/herself by your next meeting time. Likewise, you would not set the goal for a math genius to answer ten simple math problems.
4. **Measurable:** You can help the mentee set goals that are measurable in time and quantity (ie: able to read x number of pages on their own in one month from now) This is particularly relevant to younger students in order to help them understand what a goal is and to make the abstract reality. When working with middle schoolers you may be able to stray more from the concrete to goals more conceptual.
5. **Desirable:** It is important for the mentee to want to do what

Stages of a Mentor/Mentee Relationship

Each mentor/mentee relationship grows at a different pace, but they all start out in the same way: two strangers (one child, one adult) agree to try and become friends. How long that takes depends on many, many variables. Still, there is a pattern to the journey from strangers to friends. If you know what the pattern will be, you can be prepared to get through the risky points successfully.

In the beginning:

Mentors: have lots of energy and excitement for the relationship.

Mentees: on best behavior, generally likable and cautious about trusting.

Relationship: learning roles and discovering mutual interests.

Growth in the Relationship:

Mentors: newness wears off, needing to set limits, feeling the commitment, could feel easy to miss a visit.

Mentees: trust enough to let down guard and be real self, may test mentor for consistency.

Relationship: building trust, setting limits, some confusion about roles.

"Turning point" - This is an event that requires honest communication and cooperation. It is a significant point in the relationship.

Maturity:

Relationship moves to a level of friendly acquaintances. Roles are now clearly defined.

Ending:

Endings can be difficult for all of us. There is the temptation to simply withdraw, avoid, or deny feelings at this stage. However, doing so could hurt your mentee very deeply. While it is likely to evoke complicated feelings in both you and your mentee, you are the one in charge of making the “good-bye” a positive experience.

There are many ways you can say good-bye and end your time together on a reflective and positive note. You might want to plan a special final meeting that involves food and exchange of pictures or a small gift for your mentee. At that last meeting – or even at the second to last meeting – you might want to talk with your mentee about what you have learned from him/her or what she/he has meant to you; or you might perhaps write a card or note expressing those sentiments. You might talk with your mentee about how you have seen him/her grow as a person in your time together and comment on positive things you see and feel about him or her. It’s entirely appropriate to share your sadness at not seeing your young friend anymore. If your mentee shares sadness with you, try to be as receptive and understanding of those feelings as you can be.

Some mentees may want to stay in touch with their mentors. This is a fine thing to discuss as well. The most important thing is: *DO NOT PROMISE ANYTHING THAT YOU DO NOT INTEND TO DO*. If you would like to stay in touch, exchange addresses and plan to do so. If you’re not sure you’ll be able to follow through, you can say your own version of something like, “I’m a terrible letter writer. I don’t want to promise something I won’t do. But I’ll miss you and think of you often.

*You may be able to continue mentoring your mentee the following semester. If interested, please speak with a CCMP staff member before mentioning the idea to your mentee.

How to Help a Mentee Clarify Values... (What to do...)

In working with children we want to encourage them to think through the consequences of possible actions when they are faced with a dilemma. A mentor can help by asking a mentee questions like:

How do you feel about this?

Roadblocks to Communicating about Values...

...What Not To Do

- **Moralizing, Preaching, Obliging**

*These messages induce guilt, reduce self-esteem, and build general resistance to authority (including you!!).hs Tc.tance9authority

Acknowledgments!

Jane McCabe

Andy Greif

Colby Cares About Kids Training Manual

YMCA Staff Training Manual

Campus Compact Resource Manual for Campus-Based Youth Mentoring
Pr u

Barsch Learning Styles Explanation

| | Clues | Learning Tips |
|--|---|--|
| V I S U A L | <ul style="list-style-type: none"> • Needs to see it to know it. • Strong sense of color. • May have artistic ability. • Difficulty with spoken directions. • May be easily distracted by sounds. • Trouble following lectures. • Misinterpretation of spoken words. | <ul style="list-style-type: none"> • Use of graphics to reinforce learning, like slides, films, illustrations, diagrams, or doodles. • Color-coding to organize notes and possessions. • Written directions. • Use of flow charts and diagrams for note taking. • Visualizing spelling of words or facts to be memorized. |
| A U D I T O R Y | <ul style="list-style-type: none"> • Prefers to get information by listening. Needs to hear it or speak it to know it. • Written directions more difficult to follow. • Prefers listening to reading and writing. • Inability to read body language and facial expressions. | <ul style="list-style-type: none"> • Use of tapes for reading, class, and lecture notes. • Learning by interviewing or by participating in discussions. • Works well in study groups. • Having test questions or directions read aloud or put on tape. |
| K I N E S T H E T I C | <ul style="list-style-type: none"> • Prefers hands-on learning. • Can assemble parts without reading directions. • Difficulty sitting still. • Learns better when physical activity is involved. • May be very well coordinated and have athletic ability. | <ul style="list-style-type: none"> • Experiential learning (making models, doing lab work, and role playing). • Frequent breaks in study periods. Tracing letters and words to learn spelling and remember facts. • Use of computer to reinforce learning through sense of touch. • Memorizing or drilling while walking or exercising. • Usually involves some kind of movement while learning i.e., tapping pencil, shaking foot, or holding something. |

Appendix A