



Welcome

1st Year Mentor Training
September 16, 2009



What do I do first?

- Relax
- Review your mentee's application
- Contact your mentee (at home) and schedule a day and time to meet at his/her school



What do I do when I get to the school?

- Go to the office
- Sign in on the PL 'sign in sheets'
- Wait for your student
- Proceed to your meeting area



What is a Mentor?

- Mentors provide support, counsel, friendship, reinforcement and constructive example
- Good listeners, people who care, people who want to help to bring out strengths



Personal Reflection

- Think of a mentor in YOUR life
- What was it that made him/her a good mentor?



Qualities of Successful Mentors

- Sincere desire to be involved with a young person
- Respect young people
- Actively listen
- Empathize
- See solutions and opportunities
- Are flexible and open



A Mentor is a ...

- Friend
- Coach
- Motivator
- Companion
- Supporter
- Advisor
- Advocate
- Role Model



A Mentor is NOT a ...

- An ATM
- Social worker
- Parent
- Cool peer
- Nag
- Parole officer
- Savior
- Baby-sitter



What young people want from a Mentor...

- Advice
- Access
- Advocacy



Common Concerns

What if ...

- ... my help isn't wanted?
- ... something really serious comes up?
- ... I'm too different to relate well?
- ... for some reason I can't mentor anymore?
- ... I do something wrong?
- ... the person I mentor is a disappointment?



4 Stages of a Mentoring Relationship

- Birth – where it all begins!**
- Engage** – your relationship deepens and strengthens; trust and respect develop
- Sustain** – longest stage; continue to help your mentee reach his/her goals
- Transition** – closing out the relationship



Birth Stage

- You will experience one of the most exciting events in the relationship – meeting your mentee for the first time.
- You will also find out what each of you is expecting from the relationship.



Birth Stage

- Before You Meet
 - Who is in Charge?
 - Planning vs. Spontaneity



Birth Stage

- The First Meeting
 - Call your mentee
 - Pick a good place to meet
 - Help your mentee prepare
 - Prepare yourself
 - Be on time
 - Set a comfortable tone
 - Things to talk about



Birth Stage

- Things to Talk About
 - Why is each of you interested in mentoring?
 - What does your mentee hope to get out of the relationship?
 - What ground rules should be agreed upon?
 - What are three things we have in common?
 - What are mentor's/mentee's least favorite things to do?
 - What food's do the mentor/mentee like to eat?
 - What do you – the mentor – hope to get out of the relationship?
 - What are your – the mentor's – own goals/dreams for the future?



Birth Stage

- Setting Ground Rules
 - What to do if one partner is unable to make a meeting
 - Bringing friends to mentor meetings
 - Confidentiality
 - Dealing with problems



<http://apps.mentoring.org/training/TMT/tmt10010.adp>

Learn to Mentor Toolkit



Culture of Today's Teen

- Culture – the soup that they swim in day to day
- Hurting and desperate
- The need to have someone to LISTEN and CARE is great.
- Monumental change in influence
- Relational brokenness

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PROJECT LEADERSHIP
MENTORING PROGRAM

Top 5 Pressures on a Teen

- Looks
- Grades
- Which college they will go to
- Sex
- To be popular

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PROJECT LEADERSHIP
MENTORING PROGRAM

Institutions of Influence on our Children

1960s	1980s	Today
Family	Friends/Peers	Media
School	Family	Friends/Peers
Friends/Peers	Media	Family
Church	School	School

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PROJECT LEADERSHIP
MENTORING PROGRAM

Maslow's Hierarchy of Needs

The diagram shows a pyramid with five levels, each with associated needs and descriptions:

- Self-actualization** (top, purple): morality, creativity, spontaneity, problem-solving, lack of prejudice, acceptance of facts.
- Esteem** (second from top, green): self-esteem, confidence, achievement, respect of others, respect by others.
- Love/Belonging** (middle, yellow): friendship, family, sexual intimacy.
- Safety** (second from bottom, orange): security of body, of employment, of resources, of morality, of the family, of health, of property.
- Physiological** (bottom, red): breathing, food, water, sex, sleep, homeostasis, excretion.



Principles of Effective Mentoring



Principles of Effective Mentoring

BE A FRIEND

- > Don't act like a parent
- > Don't try to be an authority figure
- > Don't preach about values
- > DO focus on establishing a bond, a feeling of attachment, a sense of equality and the mutual enjoyment of shared time.



Principles of Effective Mentoring

HAVE REALISTIC GOALS & EXPECTATIONS

- > Focus on the whole person and his or her overall development.
- > Especially early on, center your goals on the relationship itself.



Principles of Effective Mentoring

HAVE FUN TOGETHER

- > Many youth involved in mentoring programs have few opportunities for fun.
- > Having fun together shows your mentee that you are reliable and committed.
- > Focusing on “fun” activities early in the relationship can lead to more “serious” activities later.



Principles of Effective Mentoring

BE POSITIVE

- > Offer frequent expressions of direct confidence.
- > Be encouraging even when talking about potentially troublesome topics, such as grades.
- > Offer concrete assistance.



Principles of Effective Mentoring

LET YOUR MENTEE HAVE MUCH OF THE CONTROL OVER WHAT YOU TALK ABOUT AND HOW YOU TALK ABOUT IT

- > Don't push
- > Be sensitive & responsive to your mentee's cues
- > Understand that young people vary in their styles of communicating and their habits of disclosure
- > Be direct in letting your mentee know that he or she can confide in you without fear of judgment or exposure



Principles of Effective Mentoring

LISTEN!

- > Just "listening" gives mentees a chance to vent and lets them know that they can disclose personal matters to you without worrying about being criticized
- > When you listen, your mentee can see that you are a friend, not an authority figure.



Principles of Effective Mentoring

RESPECT THE TRUST YOUR MENTEE PLACES IN YOU.

- > Respond in ways that show you see your mentee's side of things.
- > Reassure your mentee that you will be there for him or her.
- > If you give advice, give it sparingly.



Principles of Effective Mentoring

REMEMBER THAT YOU ARE RESPONSIBLE FOR BUILDING THE RELATIONSHIP.

- > Take responsibility for making and maintaining contact.
- > Understand that the feedback and reassurance characteristics of adult-to-adult relationships are often beyond the capacity of youth.



Principles of Effective Mentoring

DO NOT UNDERESTIMATE THE IMPACT THAT YOU ARE HAVING.



QUESTIONS?

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