Contents

Introduction................................................................. 3

Training Sessions

1 Establishing and Maintaining Boundaries ..................... 7

2 Effective Communication in the Mentor/Mentee
   Relationship Cycle .................................................. 13

3 Working With the Mentee’s Family .............................. 19

4 “What Do I Do Now?” What To Do When Your
   Mentee Experiences a Crisis ................................. 27

5 Exploring Our Identity and Its Impact on the...  
   Mentor/Mentee Relationship ................................. 36

6 Goal Setting With Your Mentee ................................. 44

7 “What Should We Do?” Planning Activities
   With Your Mentee .................................................. 53

8 Money Matters .......................................................... 56

9 Preparing for Closure.................................................. 64
In-Service Training /Support Session Topics:

- **Establishing and Maintaining Boundaries**

  Description: Teaching mentors to strengthen their ability to set and maintain healthy boundaries will help them have a positive mentoring experience, provide them with valuable life lessons, protect them from burning out, and, most important, prevent them from walking away prematurely from their mentoring commitment. A mentor’s ability to set boundaries will allow the mentee to feel safe, develop a sense of trust and, ultimately, learn how to set boundaries for himself. This exercise will help mentors identify key areas around which boundaries are essential, as well as provide them with guidelines for how to continue to protect those boundaries throughout the life of the mentoring relationship.

  **Session goals: By the end of the session, participants will:**
  - Understand what a boundary is and why boundaries are needed in mentoring relationships
  - Understand how to prevent and buffer mismanagement of boundaries in mentoring relationships
  - Develop a framework for dealing with boundary issues

- **Effective Communication in the Mentor/Mentee Relationship**

  Description: Communication can be a challenge at any point in the mentor/mentee relationship. This session explores the mentoring relationship cycle and offers suggestions for promoting effective communication during each stage of the relationship. This session allows the mentor to gain time appropriate communication skills and provides an opportunity to actively problem-solve current challenges they are facing.

  **Session goals: By the end of the session, participants will:**
  - Learn more about the mentor/mentee relationship cycle
  - Gain insight into strategic ways to communicate during each phase of the mentor/mentee relationship cycle
  - Actively problem-solve current communication challenges that mentors are facing

- **Working With the Mentee’s Family**

  Description: Mentors can benefit greatly from learning how to effectively work with parents. Though often staff will have to directly mediate the relationship between the mentor and the parents or guardians, there is a lot staff can teach the mentors about the best ways of interacting with their mentee’s family.

  **Session goals: By the end of the session, participants will:**
  - Understand typical situations that may arise with the mentee’s family
  - Be prepared to respond to their mentee’s family
  - Develop guidelines and tips on how to deal with family situations effectively
What Do I Do Now? When Your Mentee Experiences a Crisis

Description: One of the biggest fears a mentor has, is "not knowing" what to do if the mentee has experienced some sort of crisis. This session helps participants better understand the mentor’s role, how to assess a crisis and decide what procedure to follow, and how to find support for mentor and mentee.

Session goals: By the end of the session, participants will:
• Understand how to assess levels of crisis and take appropriate action
• Understand program-mandated reporting policies
• Learn how to talk with your mentee about staying safe
• Learn about community resources and referrals
• Understand the importance of self-care and how to find support when dealing with mentees in crisis

Exploring Our Identity and Its Impact on the Mentor/Mentee Relationship

Description: This activity facilitates the processing and examining of how each of us defines the different aspects of our own identity. This helps us to better know how we see ourselves, and how others potentially see us. When society, the media, and even our inner circle of friends and family attach stereotypes to identity, we need to look deeply at our feelings related to these stereotypes. Once we consciously make the effort to share and listen to personal experiences of positive and negative associations with our identified group, we realize that even in our difference, we still have similar experiences and thoughts that can positively shape our interactions and relationships with each other.

Session goals: By the end of the session, participants will:
• Recognize that we all have many aspects of our identity that defines us. Identity cannot be defined exclusively by race, religion, primary language, gender, or country of origin.
• Share stories about a time when they were proud to be associated with a dimension of their identity, as well as hurt or embarrassed by the same association. This illustrates that we all have elements of pride and pain felt as part of our personal identity.
• Identify positive and negative stereotypes about a dimension of their identity, as well as the stereotypes they hold about the identity of other
Goal Setting With Your Mentee

Description: Goal setting is an important part of the mentoring relationship. Research has documented the power of a mentor to create opportunities for the mentee to become successful in academics, improve peer relations, and make healthier choices. Goal setting is an integral part in providing these benefits. By gaining awareness of the importance of goal setting and incorporating this feature into the mentoring relationship, mentors can give our males greater skills and more practice in meeting their potential. This session will explore strategies that mentors can use to help P.R.I.D.E. Mentee’s use their strengths and values to achieve their dreams and hopes.

Session goals: By the end of the session, participants will:

• Learn more about the importance of goal setting
• Gain goal-setting skills that build on the strengths of their mentee to promote long-term goal achievement
• Learn about new goal-setting activities that can easily be implemented into the mentoring relationship

“What Should We Do?” Planning Activities With Your Mentee

Description: Planning and deciding on activities can be a major challenge for mentoring pairs. Mentoring research illustrates time and again that effective matches allow the mentee to be the primary decision maker for match activities. Yet, mentees are not always aware of the variety of activities available. This is why the mentor plays an important role in providing ideas and parameters for each meeting. This session explores ways for matches to figure out “what to do.”

Goals: By the end of the session, participants will:

• Understand the resources available in their community for match activities
• Learn how to help their mentee decide on activities that are relevant to their interests

Money Matters

Mentors often have questions about money and gifts during their mentoring relationships. Questions range from how much to spend on activities, to the appropriateness of gifts, to purchases of basic needs items. This session will help mentors understand program policies and build skills to address money issues in a proactive way.

Session goals: By the end of the session, mentors will:

• Understand the importance of setting boundaries around money and gift giving
• Review program policies related to money and gifts
• Build skills to address money issues with their mentee
Preparing for Closure

This session will teach mentors how to recognize the importance of closure with the males they are mentoring, and learn what options are available to them for continued involvement with the program, and between the mentor and mentee.

Session goals: By the end of the session, mentors will:
• Be aware of the impact, both positive and negative, of closure on a mentoring relationship
• Increase knowledge of how life events impact future behavior and experience
• Learn strategies through which they can support mentoring relationships as they prepare for and go through closure
• Understand and discuss program policies related to closure and post-match contact
TRAINING SESSION 1

Session 1: Establishing and Maintaining Boundaries

Duration: 60 minutes (time will cover two to three scenarios)

Materials: Chalkboard or newsprint, chalk or markers, Boundary Scenarios

Room set-up: Round tables for four to five people each

Description: Teaching mentors to strengthen their ability to set and maintain healthy boundaries will help them have a positive mentoring experience, provide them with valuable life lessons, protect them from burning out, and, most important, prevent them from walking away prematurely. A mentor’s ability to set boundaries will allow the mentee to feel safe, develop a sense of trust and ultimately learn how to set boundaries for him. This exercise will help mentors identify key areas around which boundaries are essential, as well as provide them with guidelines for how to continue to protect those boundaries throughout the life of the mentoring relationship.

Session Goals: By the end of the session, participants will:

• Understand what a boundary is and why boundaries are needed in mentoring relationships
• Understand how to prevent and buffer mismanagement of boundaries in mentoring relationships
• Develop a framework for dealing with boundary issues
TRAINING SESSION 1
Agenda & Instructions:

1. Introductions 10 minutes
   Have mentors introduce themselves and share an example of a situation when one of their personal boundaries was crossed or an instance when they were able to set a strong boundary.

2. Activity 15 minutes
   Distribute and have participants review Handout 1: “On Boundaries.” Tell them that they will have a chance to role play these principles in a few minutes.
   Distribute Handout 2: “Boundary Scenarios.”
   Ask participants to:
   a. Select a person to record responses and another to present to the larger group.
   b. List all the worst ways in which the assigned scenario could be handled.
      Have a recorder write the ideas down on the newsprint and label it “What not to do.”
   c. Discuss and write down ways in which their group feels the scenario should be handled.

3. Review Responses to Scenarios (15 minutes)
   Ask each small-group representative to go to the front of the room, read the group’s scenario out loud, and explain how they decided the scenario should be handled, as well as what pitfalls to avoid. Invite the rest of the participants to add feedback or ask questions. Summarize key points and clarify P.R.I.D.E’s policies and procedures.

4. Key Debrief Points (15 minutes)
   Once you have facilitated and reviewed participant responses to the scenarios, add any missing key points and guidelines related to the issue. This time will also serve as your opportunity to provide the Mentee’s with a paradigm or way of thinking about boundaries that will help guide their actions should the need arise. See Handout 1, “On Boundaries,” for key talking points.

5. Final Questions & Closing (5 minutes)
   As a way to close the meeting, ask participants to share one insight they gained during the meeting that they found particularly valuable.

***Pass out evaluation form***
TRAINING SESSION 1

Handout 1

On Boundaries

What is a boundary?

• A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective, they need to be applied on a consistent and ongoing basis. Boundaries also teaches our students what healthy relationships look like.

Who needs boundaries?

• All of us can benefit from having healthy boundaries in our relationships. Exercising your ability to set and maintain those boundaries throughout your mentoring relationship will provide you with an opportunity to challenge your own personal growth.

• Although all people need boundaries, they are particularly important for students who:

1. Come from chaotic and unpredictable environments
2. Have been the victims of abuse
3. Have to take care of the adults in their lives and as a result have not had their own needs met
4. Need guidance, direction, and discipline in staying on task to be successful at Halifax Community College

Are there any signs that can tell me if my personal boundaries have been crossed?

• Feeling angry, used, violated, drained, or that you need to walk away from the relationship may be signs that you are in a situation where your boundaries are being violated.
How do I prevent my boundaries from being violated?

- You should decide what boundaries are important to you before the match begins and certainly before being confronted with a difficult situation. Planning in advance will help prevent being caught off guard and it will also help you plan and rehearse your desired response. Some specific areas where boundaries are important include:

**Money:** How much money am I comfortable spending on each outing? How will I respond if on an outing my mentee asks me to buy him something? How would I feel if my mentee’s family request help with their finances?

**Behavior:** What would I do if my mentee uses foul language, mistreats others, steals, or is disrespectful of me during one of our meetings?

**Self-disclosure:** How would I respond if my mentee asks me about my previous experience with sex, drug use, past relationships, or other personal issues?

**Time:** How much time do I feel comfortable spending with my mentee on a weekly basis? Am I comfortable receiving phone calls at work? How late is too late to receive a phone call (or too early)? What would I do if my mentee does not show up for a meeting?

**Working with parents:** What would I do if my mentee’s Mother asks me out on a date? What do I do if when greeted at the door, my mentee’s mother begins sharing a “laundry list” of complaints about her son or her own problems with me?

- Remember that if you are not sure how to respond to a situation, you have every right to request time to think about it.
- It is best to set boundaries from the start. However, you can and should make adjustments to your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship.
TRAINING SESSION 1
Handout 1 (continued)

• Finally, and most important, remember that you do not have to do this alone. If you are unsure about a situation, need help figuring out how to proceed, or need an intervention; you can come to the P.R.I.D.E program staff for support.

Are there any guidelines I can use that can help guide my actions when confronted with situations that challenge healthy boundaries?

• Here is a three-step approach you can apply when trying to decide how to handle a difficult scenario:

1. In mentoring, the *relationship* is the formula, the strategy, and the intervention. How can you respond to the situation in a way that protects the well-being of the mentoring relationship?

2. The implications of your response are as important as the response itself. What are the short-term and long-term consequences of the way you choose to handle the situation?

3. Communicate from a place of personal honesty. How can you effectively communicate with your mentee the importance of the boundary in a way that honors your needs without blaming or shaming your mentee?
TRAINING SESSION 1

HAND OUT 2: Establishing and Maintaining Boundaries

Scenario 1
You arrive at your usual meeting place and your mentee did not show. You called your mentee a week or more in advance and schedule the meeting time. What should you do or say next time you talk to your mentee?

Scenario 2
You have been matched with your mentee for about six months and you are starting to “bond.” One day your mentee asks you if you ever experimented with alcohol when you were younger. You did try alcohol in middle school, and more often in high school and/or college. What do you say?

Scenario 3
Every time you go to pick up your mentee, his father, mother, or grandmother greets you at the door and spends at least a half an hour chatting with you. You are glad they like you, but the long greetings are getting in the way of the time you spend with your mentee. How should you handle this situation?

Scenario 4
During one of the group activities of the mentoring program, you notice that your mentee is being negative or mean towards other students’ and people in general; You’ve noticed this behavior in the past, but have not said anything about issue. Your mentee’s attitude toward others makes you feel uncomfortable. What should you do?

Scenario 5
You and your mentee hit it off right away. You were very excited about your match until a few weeks ago when your mentee started calling you a few times a day. You are excited he likes you so much, but are unsure if the amount of time you are spending on the phone is appropriate. You don’t want to hurt his feelings, but you are feeling uncomfortable with the calls at work and from all the calls at home. What should you do?
TRAINING SESSION 2

Session 2: Effective Communication in the Mentor/Mentee Relationship Cycle

Duration: 90 minutes

Materials: Chalkboard or newsprint, chalk or markers, note cards

Room set-up: Place chairs in rounds or U shape facing the board

Description: Communication can be a challenge at any point in the mentor/mentee relationship. This session explores the mentoring relationship cycle and offers suggestions for promoting effective communication during each stage of the relationship. This session allows participants to gain time-appropriate communication skills and provides an opportunity to actively problem-solve current challenges they are facing.

Session Goals: By the end of the session, participants will:
• Learn more about the mentor/mentee relationship cycle
• Gain insight into strategic ways to communicate during each phase of the mentor/mentee relationship cycle
• Actively problem-solve current communication challenges that mentors may face
TRAINING SESSION 2

Agenda & Instructions:

1. Introductions (10 minutes)
   Have the mentors introduce themselves and tell the group how long they have been matched with their mentees.

2. Presentation: Mentor/Mentee Relationship Cycle (10 minutes)
   Present the characteristics of the mentor/mentee relationship cycle, using Handout 1. Draw from your own mentoring relationships to give examples of behaviors found within this cycle.

3. Activity: Four Corners (20 Minutes)
   In each corner of the room, make a sign that reflects one of the four phases of the mentoring relationship. These signs should be large enough for each participant to read from across the room.
   Ask the Mentee’s to move to the corner of the room that they feel best describes where they are in their mentoring relationship. If all started with their mentees at the same time, you can randomly assign corners to make sure that each “phase” is represented. Once Mentee’s are at their “corner,” ask them to create a list of 5–10 communication challenges they face at that phase and 5–10 strategies they can use to promote effective communication in their relationship. Walk around the room to offer assistance and give feedback.

4. Activity: Large Group Debrief (20 minutes)
   Have each group present its challenges and strategies. Ask other groups if they have any additional suggestions or possibilities for effective communication. After each group has finished its presentation, give the suggestions found in Handout 2. This can be done by either pre-writing the suggestions on newsprint and placing it next to the appropriate corner, or by simply reading the suggestions aloud. Pass the handout to participants after all categories have been read. This can be a very difficult and rewarding part of the workshop, offering many great creative ideas. Your job, as the facilitator, is to keep your participants thinking strategically and make sure they don’t get mired in the challenges.
**TRAINING SESSION 2**

*Agenda & Instructions (continued)*

4. **Key Debrief Points** (5 minutes)
   - Mentors should recognize communication challenges and potential solutions for each stage of their relationship
   - Consistent use of effective communication is essential for building trust
   - Mentors should always avoid prescriptive communication, especially during the first phases of the relationship
   - Mentors should strategically use disclosure to build greater trust and strengthen the bond with their mentee

5. **Final Questions and Closing** (10 Minutes)
   Ask participants for any final questions or comments about what was just covered.

***Pass out a session evaluation forms. ***
## Mentor/Mentee Relationship Communication Cycle

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>Characteristics:</th>
</tr>
</thead>
</table>
| The Beginning of the Match | • Getting to know each other  
• The first impressions  
• Trying to see the positive in the relationship  
• Bonding |

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>Characteristics:</th>
</tr>
</thead>
</table>
| Challenging and Testing | • Mentee challenges  
• Testing phase  
• Rethinking first impressions  
• Difficult feelings or emotions may surface |

<table>
<thead>
<tr>
<th>STAGE 3</th>
<th>Characteristics:</th>
</tr>
</thead>
</table>
| “Real” Mentoring | • The relationship begins feeling right again  
• Trust is established  
• Growth in the mentee can be observed  
• A “deeper” bond and connection has been formed |

<table>
<thead>
<tr>
<th>STAGE 4</th>
<th>Characteristics:</th>
</tr>
</thead>
</table>
| Ending | • Preparing for closure  
• Relationship may become deeper or Mentee may start pulling away  
• Reflection |
## Mentor/Mentee Relationship Communication Cycle Tips

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>The Beginning of the Match</th>
<th>Effective Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Ask open-ended questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use body language that is open and not guarded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Active listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate empathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Avoid “prescriptive” communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use prompts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Speak with language that you feel comfortable with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Don’t be afraid of silence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>Challenging and Testing</th>
<th>Effective Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Be consistent in your communication, even if it is difficult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate respect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build in problem-solving techniques in your open-ended questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Raise sensitive issues at the beginning of your interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make sure to separate behaviors from who the mentee is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Disclosure of personal feelings and experience when appropriate</td>
</tr>
</tbody>
</table>
Mentor/Mentee Relationship Communication Cycle Tips

<table>
<thead>
<tr>
<th>STAGE 3</th>
<th>“Real” Mentoring</th>
<th>Effective Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Continue with disclosures when appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Avoid advising, and allow youth to actively problem solve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build off your knowledge of your mentee’s strengths to foster deeper discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give positive feedback and don’t be afraid to let your mentee know when something has hurt you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 4</th>
<th>Ending</th>
<th>Effective Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Find common language to sum up your feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide feedback that describes growth that you observed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Be prepared to listen and affirm fears that your Mentee may have</td>
</tr>
</tbody>
</table>
TRAINING SESSION 3

Session 3: Working With the Mentee’s Family

Duration: (60 minutes)

Materials: Chalkboard or newsprint, chalk or markers, note cards

Room Set-Up: Small groups of four or five people

Description: Mentors can benefit greatly from learning how to effectively work with parents. Though often P.R.I.D.E. staff will have to directly mediate the relationship between the mentor and the parents or guardians, there is a lot P.R.I.D.E. can teach the mentors about the best ways of interacting with their mentee’s family.

Session Goals: By the end of the session, participants will:

• Understand typical situations that may arise with the mentee’s family
• Be prepared to respond to their mentee’s family
• Develop guidelines and tips on how to deal with family situations effectively
TRAINING SESSION 3

Agenda & Instructions:

1. Introductions  (10 minutes)

Have mentors introduce themselves and share one of the strengths or skills they bring into their mentoring relationships. Bring closure to the exercise by thanking them for sharing their strengths and for being willing to be challenged, grow, and learn through the mentoring relationship.

2. Scenarios  (15 minutes)

Split group into four or five members for small-group discussions. Give each group a different scenario and ask them to:

1. Decide as a group how they would handle the situation.
2. Choose two people to role play their agreed-upon response.
3. Give them 15 minutes to discuss the scenario and then bring the group back together.

3. Role Play  (15 minutes)

Have each group role play their scenario in front of the group, modeling their recommended approach. Ask for feedback and questions from the group.

4. Key Debrief Points  (5 minutes)

Once each group has role played its scenario, help facilitate and wrap up the discussion by highlighting the things that worked well and adding your recommendations and guidelines for each of the scenarios that were not already mentioned in the role plays.

5. Final Questions & Closing  (5 minutes)

Ask participants to share one insight they gained from the meeting. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.
TRAINING SESSION 3

Hand Out 1

Scenario 1

You and your mentee have been struggling to meet on a regular basis. The last two times he has not been home when you arrived nor has he shown up at any of the planned meeting place. When you’ve tried to call in advance the phone is either disconnected or he does not seem to receive the messages. What should you do?

There are three points to keep in mind when dealing with this issue:

1. Be understanding. This is perhaps one of the most frustrating issues the majority of mentors have to deal with. Being stood up can often make mentors feel like giving up. However, remember what we are trying to model for the mentee who is considered at-risk. Many mentee’s test their mentor to see if they are genuinely concern and consistent. Some mentee’s may have forgotten the date and/or time because of organizational and responsibility issues Additionally, remember that some students may not have received the message that you called or may be challenged by what is going on at home. Is there instability (moving frequently, not having access to a phone, etc.) that will make your steady and consistent presence all the more important.

2. Share your feelings. Being understanding does not mean that you shouldn’t address the issue. You can share your concerns with your mentee by simply speaking honestly about your feeling, “I really enjoy seeing you and look forward to our outings. However, when I arrive to pick you up or schedule to meet you at our meeting place and you are not there, it makes me feel sad and disappointed.” You can use the same strategy when working with your mentee’s family to elicit their support.
3. Seek the support from the P.R.I.D.E. staff or other mentors. You will greatly benefit from tapping into the experience of the learning coaches or the wisdom other mentors have gained. Some of the ways in which mentors have approached this issue includes:

- Create stability and consistency in your meetings. Generally, when students and/or their families have a lot of instability going on in their lives, it is challenging to remember what is supposed to be going on and when. It may be helpful to agree to meet or call at the same time and on the same day each time to create some consistency.

- Have a “match calendar.” This is something that the two of you can create together. In this calendar you can plan calls, outings, include contact information, etc. Give a copy of the times you will be meeting to the parents or guardians.

- Call the night before and even the day of if necessary to remind the Mentee and/or family about your meetings.

- You can seek the help of the P.R.I.D.E. Program staff to contact the family and/or your mentee.
Scenario 2

Your mentee has shared with you that his father/step-father/or mother’s boyfriend is always angry and emotionally absent. You’ve also learned that he is a gambler and a heavy drinker whom does not work and that as a result, the family is going through financial problems. The last time you two met, he implied that his father/step-father/or mother’s boyfriend was also involved with other women. As a result, your mentee is having a hard time at focusing. He tells you he hates his father/step-father/or mother’s boyfriend. What should you say?

There are five important tips you need to know about handling this issue:

1. The most important thing you can do is to simply listen. You can show you are listening by reflecting back what you are hearing; this will allow your mentee to continue to expand on his feelings while being heard.

2. You are not a God. Don’t feel like it is your responsibility to solve all of your mentee’s problems. Doing so will not only make you feel burdened in the long run, but it will send the message that you don’t think your mentee is capable of solving his own problems. Instead, ask probing questions that will help him come to his own solutions. For example you can ask, “What has worked for you in the past when dealing with similar situations?” or even, “Based on past experiences, what could you do to make things worse for yourself; therefore, you should avoid doing what?” Think of your role as being a partner on the journey, rather than the leader of your mentee’s walk in life.

3. Be careful not to impose the burden of your own feelings onto your mentee. Avoid saying things like “I can’t believe your father/step-father/or mother’s boyfriend said that to you” or “Your father makes me so angry!”
TRAINING SESSION 3

Hand Out 2 (continued)

4. It is important that you are very careful not to judge or criticize your mentee’s family. Though you may have strong feelings about the environment, your role is to help him thrive within the context of his reality. Additionally, remember it is difficult for most students (and for anyone) to bring up the difficulties they are having at home and they will be less likely to do so if you jump to criticize. One way you can help them feel at ease is by simply saying, “Thank you for trusting me with how you are feeling and what is going on at home. I appreciate you sharing and allowing me to be here for you.”

5. Finally, remember that learning about the familial challenges your mentee is having at home can provide you with valuable insights about what your mentee is going through, as well as ways in which he has learned to cope with difficulties. (Does he avoid problems? Does he act out his feelings in anger?)
TRAINING SESSION 3

Hand Out 3

Scenario 3

You and your mentee have made plans to go to the movies on Saturday. When you get to his home to pick him up, his mother asks you to please take her little sister as well. She has to go to visit her sister who is sick and is afraid of taking her little one with her. How should you respond?

*There are three issues to be concerned with in this scenario:*

1. **Taking the focus away from your mentee:** Remember that one of the reasons that your mentee is in the P.R.I.D.E. Mentoring Program is because he needs to spend quality one-to-one time with a caring mentor. Your mentee is likely to come from a family that has so many demands on their internal resources that they very seldom provided one-on-one attention that was needed years ago. Try to avoid replicating in your relationship what is going on at home. Even if your mentee asks that his sibling be included, it is your responsibility to set healthy boundaries that protect your mentee. You need to be the one to say “I’m sorry your sister is sick; unfortunately I cannot take your other daughter to our meeting” and explain that it is against P.R.I.D.E. Mentoring Program rules to include another child on the outing.

2. **Creating false expectations or dependency:** It is not your responsibility to give parents “a break,” serve as a babysitter, or to help out with their responsibility of caring for their other children. Do not get caught up in an unhealthy cycle by becoming involved in the family’s needs. This will lead you to feel used and it will create unrealistic expectations on the part of the parent.

3. **Danger of additional liability:** By taking the other sibling on the outing you are in essence accepting additional responsibility and liability for the well-being of this other child. When all else fails, call the learning coach and let that person be the conduit between you and the parent.
TRAINING SESSION 3

HANDOUT 4

Scenario 4

Your mentee’s mother calls you to tell you that she just received her son’s grades and that he is failing most of his classes. She sounds concerned and asks you to please intervene by talking to her son and helping him with his HCC’s course work. What should you say?

• Be careful not let the parent/guardian use you simply as a tutor or disciplinarian to the child. This of course is hard to do since most mentors are told at one point that the mentoring relationship will help their mentee’s academic success. So although you may feel that this is your role, remember that the way to positively impact your mentee is simply by building a caring mentoring relationship. At times, it will be important for you to remind your mentee and/or your mentee’s family of this important point.

• To address this issue you can begin by finding a common ground with the parent: “Thank you for sharing what is going on with your son with me. I also care about your son’s well-being and enjoy meeting with him.”

• You can also explain your interest in helping and how you are doing so through the mentoring program.

• Finally, remember that there are probably P.R.I.D.E. Program resources available just for this reason. To tap into those resources ask the P.R.I.D.E. staff for help and don’t forget to let the parent know those resources are available.
TRAINING SESSION 4

Session 4: “What Do I Do Now” What to Do When Your Mentee Experiences a Crisis

Duration: 2 hours (allowing for 10-minute breaks)

Preparation: Gather a list of referrals for agencies in your community. Get copies of P.R.I.D.E policies regarding confidentiality, mandated reporting, and mentor supervision

Materials: Chalkboard or newsprint, chalk or markers

Handouts: “What Are Some Difficult Issues?”
“Are You Prepared?”
“Ten Hints for Helping Someone in Crisis”
“Talking With Your Mentee About Staying Safe”
“Role-Play Scenarios”

A/V: LCD Laptop/ Overhead Projector, transparencies of the above handouts

Room set-up: Place chairs in U shape facing the chalkboard or newsprint

Description: One of the biggest fears a Mentor has, is not knowing what to do if the Mentee has experienced some sort of crisis. This session helps Mentor’s better understand the their role, how to assess a crisis and decide what procedures to follow. It also addresses how to find support for Mentor and Mentee.

Session Goals: By the end of the session, Mentor’s will:
• Understand how to assess levels of crisis and take appropriate action
• Understand P.R.I.D.E mandated reporting policies
• Learn how to talk with mentee’s about staying safe
• Learn about community resources and referrals
• Understand the importance of self-care and how to find support when dealing with mentees in crisis

P.R.I.D.E. 27
TRAINING SESSION 4

Agenda & Instructions:

1. Introductions (5 minutes)
   Have the Mentor introduce themselves and tell the group how long they have been matched with their mentees.

2. Brainstorming Activity: “What is a crisis?” (30 minutes)
   Ask participants to think of situations that they would consider a crisis. Write these on the board or newsprint. Make sure that the list includes crises such as:
   - Loss of family member or friend
   - Divorce
   - Loss of home
   - Domestic violence
   - Child abuse
   - Severe violence
   - Physical or mental illness
   - Suicidality
   - Drug-related problems
   - Legal problems or incarceration
   - Other traumas or losses

   Ask participants to circle which crises they feel should be discussed with their match coordinator. Distribute and display the overhead Handout 1: “What Are Some Difficult Issues?” Discuss what differentiates a situation as an issue of concern from a crisis requiring intervention. Often this brings up the fact that “it depends” on the severity or the specific details of the situation. It also depends on the resources available to the mentee and his or her family. A family with adequate resources has more options than a family with fewer resources and, therefore, a minor problem to one person may be more severe to another. Key indicators of a “crisis requiring intervention” would be a situation in which someone (particularly the child) is or has been in danger and/or involved in unlawful activities.
TRAINING SESSION 4 (Continued)

Agenda & Instructions:

Hand out or place on overhead projector a copy of your agency’s policies and procedures regarding confidentiality and supervision. Review your state’s mandatory reporting laws. Review your agency’s policies regarding what must be shared with a supervisor and how and when to report suspected child endangerment, neglect, or abuse. Your agency should have specific policy around what action to take when informed that a mentee has experienced a crisis. Procedures should be in place specifying when to inform the mentee’s family, and when to involve other agencies and institutions (child welfare, police, etc). For further reference, see Handout 2: “Are You Prepared?”

3. Visualization: “How can I be helpful?” (20 minutes)

Ask your mentors to think back to a time when they were really stressed out or were experiencing some sort of crisis. Ask them to think of how they coped with the situation. Questions and phrases to help mentors remember what helped them can include:

- What helped you to remain calm or to become more relaxed during this stressful time?
- Were there any people in your life during that time that helped you?
- Imagine the tone of voice of the person(s) who was helpful.
- What did the person(s) say or do that helped?
- What kind of physical surroundings made you feel better (e.g., indoors, outdoors, quiet, surrounded by people, alone)?
- What activities or actions did you take that helped you to cope (including counseling, sports, music, hobbies, etc.)?

Ask mentors to share some of their thoughts and ideas of what helped them to cope with a crisis. Write the responses on the chalkboard or newsprint and title the list “Coping With Crisis.” Ask mentors which of the coping mechanisms listed during the visualization would be appropriate for a mentor to do with a mentee and circle these.
TRAINING SESSION 4 (Continued)

Agenda & Instructions:

Remind the mentors that their role is to build a trusting relationship with the youth, and being able to listen supportively is key. It is often scary for a young person to share difficult issues with an adult. Sometimes the youth may only drop hints about what has or is happening to see if the mentor is someone who can be trusted. Provide the handout “Ten Hints for Helping Someone in Crisis” and discuss.

10-minute break

4. Putting It All Together: Role Play 30 minutes
   Distribute appropriate role-play scenarios from Handout 5: “Role Play Scenarios.”

   Explain to the participants that this exercise will give them the opportunity to practice all of the components discussed in this session including the behaviors listed on the “Coping With Crisis” chart and the reporting policies that comes into play. Have Mentors get into groups of three and decide who will play the mentor and mentee and a third party if needed. The “third party” might be a community resource person, program staff member, or someone the mentee identified as an emergency contact. The key is to get mentors to think about who else they need to ask for assistance.

   Allow 15 minutes for the role play. Discuss in the whole group how it felt as the mentor and the mentee and who the mentee identified as an emergency contact. Bring up the following discussion points:

   • How did the mentor react to the situation?
   • Was this situation considered “An Issue of Concern” or “Crisis Requiring Intervention”? (Can be dependent on how the role play was enacted)
   • Who did the mentor talk to (if anyone) about this situation? Was a report made to the police, hospital, or a community agency? How was P.R.I.D.E involved? How was the family involved?
   • Who did the mentee identify as an emergency contact?
   • What role might this person play?
   • What role did the “third party” person enact? Why was that role chosen?
TRAINING SESSION 4 (Continued)

Agenda & Instructions:

6. Self-Care  10 minutes
   It takes a lot of emotional energy to be an active listener and support person for someone in crisis. It can break our hearts to hear about a student suffering in any way. For these reasons, it is imperative that mentors find support for themselves as well.

   Refer to the "Coping With Crisis" list. Ask which items on the list are things that mentors can do for themselves after dealing with their mentee in crisis. Ask for any additions to the list.
   Encourage mentors to call the program coordinator any time to get support around any issue with their mentee.

7. Final Questions & Closing  5 minutes
   Ask participants for any final questions or comments about what was just covered. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.

***Pass out a session evaluation forms. ***
TRAINING SESSION 4

HANDOUT 1

What are some difficult issues?

**Delicate Topics**
- Sex
- Peer Pressure
- Hygiene
- Alcohol & Drugs
- School Performance
- Self Image/Personal Insecurities
- Class/Cultural Identity
- Others____________________

DELICATE TOPICS are likely to come up during discussions between mentors and mentees, and therefore mentors should be trained to handle these topics directly with students. Caution needs to be taken, however, since these topics can be touchy and strongly affect the relationship. Generally speaking, delicate topics should be discussed only when initiated by the mentee, and confidentiality takes on greater importance. While mentors should be adequately trained to deal with these topics on their own, they should be encouraged to seek support and feedback from supervisors and other mentors when these issues come up.

**Issues of Concern**
- Unsafe Sex
- Fist Fighting
- Delinquent Behavior
- Gang Affiliation
- Drug and Alcohol Use
- Others____________________

ISSUES OF CONCERN may have significant implications for the life of the mentee, and therefore mentors need to report these concerns to the agency. However, these issues do not necessarily require direct intervention. Many of these issues are ongoing conditions that mentees face, and mentors may need to be trained and supported to accept these aspects of the mentees’ lives without judgment. It is important that mentors and programs do not focus too heavily on changing behavior when these issues arise; however, they should be aware of the challenges their mentees face, and over time they may be able to help mentees to ameliorate them.

**Crises Requiring Intervention**
- Child Abuse and Neglect
- Abusive Relationships
- Pregnancy and STD
- Health Problems
- Drug and Alcohol Abuse/
- Chemical Dependency
- Severe Violence
- Arrest/Extensive Delinquency
- Depression/Suicidal Ideations
- Mental Illness
- Other Traumas’

CRISSES are of grave concern and may require direct and immediate intervention—mentors should never be expected to handle crises alone! Some, like physical abuse are mandated by law to be reported to the county, depending on age; others may require a referral or a direct intervention by the P.R.I.D.E program. Many of these situations require collaboration with other people significant to the mentees and/or an agency and should be handled by the P.R.I.D.E. Program Director.
Are You Prepared?
A CHECKLIST FOR MENTORING PROGRAMS

To be prepared for delicate issues and crisis situations, agencies should:

- Have adequate resources and personnel, including access to a human relations expert.
- Provide adequate training for mentors about youth issues, communication skills, and the boundaries of confidentiality.
- Provide clearly stated agency values and positions on trust.
- Provide action plans and policies for every type of crisis.*
  - What can be handled by mentor alone?
  - What requires supervisor support?
  - What requires family involvement?
  - What requires agency intervention?
  - What requires referral?
  - What requires reporting?

- Provide adequate monitoring and supervision of mentors that includes careful delineation of what issues mentors can handle alone versus those that require agency support and/or intervention.
- Develop strong relationships between agency staff and mentees (and families when possible).
- Develop relationships with referral agencies.
  - Know what services they provide
  - Check their references and visit their facilities
  - Maintain regular contact
  - Follow up on any referrals
  - Continue to network and expand base of available agencies
  - Participate in mentor program networks and coalitions
Ten Hints for Helping Someone in Crisis

1. Make eye contact and talk with Mentee in a calm/even tone voice.
2. Do Not acting surprised or shocked or angry when hearing about the crisis, but at the same time being honest and understanding that it is a difficult situation.
3. Remain calm and compassionate about the Mentees’ experience.
4. Don’t pressure the Mentee to tell more than he is comfortable telling but instead use “open-ended” questions (questions that won’t elicit only “yes” or “no” responses) to allow the youth to continue if he is comfortable.
5. Don’t make judgmental statements about the situation (e.g., “How could they . . .”)
6. Acknowledge that the Mentee trusted you enough to tell you.
7. Reflect back to the youth what feelings he is expressing (“That sounds scary.”)
8. Affirm the Mentee for using her coping skills and surviving.
9. Be honest about what you need to do with the information.
10. Brainstorm with the Mentee his options and offer appropriate resources and/choices.
TRAINING SESSION 4
HANDOUT 4

Role Play Scenarios

Mentor
You call your Mentee to set up a time to get together. You hear yelling and a baby crying in the background and something that sounds like dishes breaking. A few days later you pick or meet your Mentee for an outing and notice he is quieter than usual.

Point to consider:
You can decide who the “third party” will be; that person can role play more than one person.
--------------------------------------------------------------------------Cut paper in half here-----

Mentee
Your roommate or best friend and his girlfriend have been fighting a lot lately. They got into a loud physical fight last night and the police came and took your friend to jail.
--------------------------------------------------------------------------Cut paper in half---------

Mentor
You come to Halifax Community College to meet your Mentee and someone pulls you aside and tells you that he/she is worried about your Mentee, who has been crying all day. You go into Cafeteria or Pavilion and see your Mentee sitting by himself looking sad.

Point to consider:
You can decide who the “third party” will be; that person can role play more than one person.
--------------------------------------------------------------------------Cut paper in half here-----

Mentee
Your mom has a new boyfriend that you don’t like. He has been staying the night at your house and you don’t feel comfortable around him. You don’t want him to date your mother.
--------------------------------------------------------------------------Cut paper in half here--------

Mentor
You haven’t been able to reach your mentee for a few weeks, and usually you meet or communicate weekly. After leaving several messages, your Mentee finally calls back and says that he would like for you to come by after class later on in the week to see him, but he is staying at his aunt’s house instead of his mother’s. You wonder what has been going on with him.

Point to consider:
You can decide who the “third party” will be, that person can role play more than one person.
--------------------------------------------------------------------------Cut paper in half here-----

Mentee
Your mom decided to enter drug rehab after the State threatened to take your younger siblings away because of her substance use. You are worried about your mom and younger siblings. You wonder when you will see her again. You don’t like the idea of your younger siblings having to live with your cousins temporarily.
TRAINING SESSION 5

Session 5: Exploring Our Identity and Its Impact on the Mentor/Mentee Relationship

Duration: 60 minutes

Preparation: Display the “We Aren’t All the Same” quote on an overhead or written on newsprint or a chalkboard. Prepare handout and sentence strips. Create handouts or display the “Wrap-Up Questions.”

Materials: “We Aren’t All the Same” quote, “Circles of Myself” handout, “Wrap-Up Questions,” pen or pencil, sentence strips, markers

Description: This activity facilitates the processing and examining of how each of us defines the different aspects of our own identity. This helps us to better know how we see ourselves, and how others potentially see us. When society, the media, and even our inner circle of friends and family attach stereotypes to identity, we need to look deeply at our feelings related to these stereotypes. Once we consciously make the effort to share and listen to personal experiences of positive and negative associations with our identified group, we realize that even in our difference, we still have similar experiences and thoughts that can positively shape our interactions and relationships with each other.

Session Goals: By the end of the session, participants will:

• Recognize that we all have many aspects of our identity that define us. Identity cannot be defined exclusively by race, religion, primary language, gender, or country of origin.
• Share stories about a time when they were proud to be associated with a dimension of their identity, as well as hurt or embarrassed by the same association. This illustrates that we all have elements of pride and pain felt as part of our personal identity.
TRAINING SESSION 5 (Continued)

- Identify positive and negative stereotypes about a dimension of their identity, as well as the stereotypes they hold about the identity of others.
- Recognize that feelings, whether good or bad, are universal, and must be acknowledged in order to effectively communicate and engage with each other.
- Acknowledge that even members of the same cultural “groups” have very different backgrounds.

TRAINING SESSION 5
Agenda & instructions:

1. Introductions: (5 minutes)

   Ask participants to pair up with someone they do not know very well. Say: “Introduce yourself to your partner and give one fun fact that people would not be able to guess about you.”

   Read the “We Aren’t All the Same” quote to set the tone for the workshop.

2. Activity: (20 minutes)

   Hand out “Circles of Myself” worksheet and sentence strips. Ask participants to write their full name in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Take a minute to discuss with partners why these four aspects were the most important in describing them.

   Ask pairs to quietly think about an experience when they were especially proud to identify themselves with one of the descriptors they used in the satellite circles. Ask them to jot down on the back of the handout any notes or reminders of why they felt proud, or elements of the story that relate to the positive feeling.

   Next, ask them to think about a time/story when they felt pain or embarrassment to be identified with one of the descriptors in the satellite circles. (It can be the same descriptor used in the first part of the exercise or one from another satellite circle.)
TRAINING SESSION 5

Agenda & instructions:

Again, participants will jot down on the back of the handout any notes or reminders of why they felt badly, or elements of the story that explain the negative feeling. When pairs are finished, they will share their stories, both positive and negative, with their partner. Next, partners will discuss/brainstorm the stereotypes they have heard about or feel are common to, the four dimensions of identity they assigned to themselves. When their list is complete, partners will pick one stereotype of a dimension of their identity that fails to describe them accurately. On their sentence strip, in marker, they will fill in the blanks:

“I am (a/an) __________, but I am NOT (a/an) __________.”

Example: If one of the identifiers was “only child,” then a stereotype might be that all only children are spoiled and selfish. So the sentence would read, “I am an only child, but I am not spoiled or selfish.” Or, “I am an African American, but I am not dangerous or hostile.”

3. Whole Group Feedback (20 minutes)

Probe the group for reactions to each other’s stories. Ask whether anyone heard a story that was particularly enlightening or evoked an emotional response to share with the group. (Make sure the person who originally told the story has granted permission for his/her partner to share it with the entire group.) What is the group reaction to the stories?

When sharing has ended, ask each group to stand up and individually read its stereotype statement. Sentence strips can be posted on walls or other surfaces in the room. Ask participants to share thoughts or feelings about the statements they have heard. Did anyone hear a statement that challenged a stereotype that they once bought into? Where do stereotypes come from? Will they ever be eliminated?
TRAINING SESSION 5
Agenda & instructions (continued)

4. Conclusion and Wrap-Up  (15 minutes)

Ask participants to arrange themselves in groups of three, making sure that no one is in the same group with his/her partner from the first exercise. Post the following questions from Overhead 1 on the overhead or newsprint. Have mentors answer the following questions:

a. How does identity (both yours and your mentee’s) along with pervasive stereotypes, affect your role or relationship with your mentee?

b. Could you do this or a similar activity with your mentee? Why or why not?

c. How do your background similarities and differences make for rich interactions with your mentee?

review the additional resources available and ask the participants to share any other resources that their program has. Distribute session evaluations; Encourage Mentors to bring questions to program staff.
We Aren’t All the Same

We aren’t all the same beneath our different colored skins.

We aren’t identical even without our different religions, genders, sexual orientations and cultural backgrounds.

But that doesn’t mean we don’t share important values, experiences, goals and dreams. The key to getting along is not to pretend that differences don’t exist.

Instead, we need to learn about differences, learn to accept them and let ourselves enjoy them.

Circles of Myself

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles—an identifier or descriptor that you feel is important in defining you. This can include: Race, gender, family role, job or career role, religion, country of origin, etc.
Training Session 5  
Hand Out 3  
Sentence Strips  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”  
---------------------------------------------------------------------------cut here-----------------------------------------  
“I am (a/an) ______________________, but I am NOT (a/an) ______________________.”
Wrap-Up Questions

1. How does identity (both yours and your mentee’s), along with pervasive stereotypes, affect your role or relationship with your mentee?

2. Could you do this or a similar activity with your mentee? Why or why not?

3. How do your background similarities and differences make for rich interactions with your mentee?
Training Session 6

Session 6: Goal Setting With Your Mentee

Duration: (90 minutes)

Materials: Chalkboard or newsprint, chalk or markers, handouts, index cards

Room Set-Up: Place chairs in U shape facing the chalkboard or newsprint. Write up the “Agenda” on newsprint or on whiteboard/chalkboard

Description: Goal setting is an important part of the mentoring relationship. Research has documented the power of a mentor to create opportunities for youth to become successful in school, improve peer relations, and make healthier choices. Goal setting is an integral part in providing these benefits. By gaining awareness of the importance of goal setting and incorporating this feature into the mentoring relationship, mentors can give their youth greater skills and more practice in meeting their potential. This session will explore strategies that mentors can use to help youth use their strengths and values to achieve their dreams and hopes.

Session goals: By the end of the session, participants will:

• Learn more about the importance of goal setting

• Gain goal-setting skills that build on the strengths of their mentee to promote long-term goal achievement

• Learn about new goal-setting activities that can easily be implemented into the mentoring relationship
Training Session 6

Agenda & instructions:

1. Introductions (10 minutes)

Have the mentors introduce themselves individually by telling the group: a) their name; b) how long they have been matched with their mentee; and c) a goal that they recently achieved.

Trainer’s note: Once all mentors have introduced themselves, review the agenda and the goals for this workshop. You should also let your mentors know that this session will be “experientially based,” meaning that they will have the chance to explore their own goals and gain personal insights into some of the challenges and potential that goal-setting activities will offer their mentees. Throughout the session, they will actively participate in a goal-setting model that they can adjust and adapt to their youth.

2. Defining a Vision for the Future (10 minutes)

Pass out index cards to the participants. Ask them to write their name in the center. Have them write four strengths that they possess; one in each corner. Strengths can be anything that they feel good about such as caring, thoughtful, good listener, funny, etc. If you have time before the workshop, prepare your own index card as an example for the participants.

3. Present the Strengths to Goals Handout (5 minutes)

Distribute Handout 1: “Using Strengths To Promote Goals.” Go over each step in the process and talk with mentors about the importance of using strengths to build goals. Remind mentors that their role, as a guide, is to help build mentee strengths into important resources to achieve their personal, academic, and short- and long-term goals.

4. Pair Work (20 minutes)

Have pairs of mentors complete Handout 2: “Goal Setting Worksheet.” For the first 10 minutes, have Mentor 1 play the role of the mentee. This person will share their strengths with their partner. Mentor 2 will play the role of the mentor, guiding the mentee through the process of completing the worksheet by asking questions, providing feedback, and guiding the mentee. After 10 minutes, have the mentors switch roles.
Training Session 6
Agenda & instructions (Continued):

5. Large-Group Debrief (10 minutes)
Ask volunteers to share and discuss their thoughts around the goal planning activity. What steps did they find useful? What steps do they think are important in their work as mentors?

6. Presentation: Adapting the Model for Mentees (15 minutes)
Pass out Handout 3, “Adapting the Model for Mentees.” After reviewing the handout, ask them to brainstorm ways that they can make this model accessible for their Mentee, including activity ideas and potential ways to make the model more interactive and fun.

7. Key Debrief (5 minutes)
Review the session goals for participants:
• Goal setting is an important part of the mentoring relationship
• By personally participating in a goal-setting workshop, mentors can gain better insight into the challenges and potential for goal-setting techniques to make a difference in their mentees
• Mentors can improve goal-setting skills in youth through a variety of interactive and fun activities

8. Final Questions and Closing (10 minutes)
Ask participants to discuss any final comments or questions about what was just covered.

*Pass out a session evaluation form*
Using Strengths To Promote Goals

This goal-setting model uses individual strengths to promote achievement of personal, academic, and short- and long-term goals. Through this model, you will gain an additional tool to build goals for yourself and your mentee. Because goal setting is an essential part of your work as a mentor, this model will help you to become better prepared to guide your mentees through important steps that will enrich their ability to reach their potential.

Also, you can think of each step as an area in which you can help your mentee develop skills through fun and interactive activities. By giving mentees opportunities to practice any and all of these step areas, you give them incredible tools to achieve their dreams.

**Step 1. Defining Strengths**
The first step in this model is to define personal strengths. What are the qualities, skills, and characteristics that you would define as your strengths? What are the abilities that you bring with you that you can use as a foundation for future success?

**Step 2. Envisioning the Future**
Step 2 will help you see goal setting in the big picture. What is your ideal future like? How do you want to be living in 10 or 20 years? What do you want to achieve in the long term? By thinking long term, you will gain insight into what you truly value in your own life purpose. This will help to connect your goals and short-term activities with your long-term dreams.

**Step 3. Goals for Action**
Now that you have reflected upon your personal strengths and your vision for the long-term future, try to choose three to five short-term goals that will help to move you toward that long-term vision.

**Step 4. Concrete Tasks**
What specific activities can you now to start you on your way to achieving these goals? Describe each activity and set a date by which you plan to accomplish the activity.

**Step 5. Problem Planning**
Think about potential barriers in your goal setting. What can get in the way of achieving your goals? What preventive steps can you take to prepare you for these barriers?

**Step 6. Reflection**
After you have worked toward your short-term goals, you should spend some time reflecting on how your goal worked. What did you learn? Have your goals changed? What specific activities worked and didn’t work?
# Goal-Setting Worksheet

## Step 1. Defining Your Personal Strengths
Think about the personal resources you bring with you that can help you in goal setting.

Strength 1: _________________________________________________________________

Strength 2: _________________________________________________________________

Strength 3: _________________________________________________________________

Strength 4: _________________________________________________________________

## Step 2. Envisioning Your Future
How do you see yourself in 10 or 20 years? What do you want to be doing in the long term?

Describe your vision:

## Step 3. Establishing Short-Term Goals
What are three short-term goals that you can accomplish that relate to your long-term vision?

Goal 1:

Goal 2:

Goal 3:
### Step 4. Goal Activities
Describe activities in which you will participate that will help you achieve your goals. Set concrete dates and times for when you will accomplish these activities. If this is a recurring activity, describe how often you will do it (e.g., 1 time a day, 1 time a month, etc.)

<table>
<thead>
<tr>
<th>Activity 1:</th>
<th>Date this will be accomplished:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2:</th>
<th>Date this will be accomplished:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 3:</th>
<th>Date this will be accomplished:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 5. Planning for Potential Barriers
What are the barriers that may prevent you from accomplishing your goal? What steps can you take to overcome these barriers?

<table>
<thead>
<tr>
<th>Activity 1:</th>
<th>Preventive Step:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 2:</th>
<th>Preventive Step:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 3:</th>
<th>Preventive Step:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 6. Reflection

This step should be done throughout the goal-setting process. What did you learn? How have you changed since working on your goals?

*Reflection:*
Training Session 6
Hand Out 3

Adapting the Model for Mentees

While this model will be easily accessible for you as an adult, it also offers potential goal-setting opportunities for your mentee. Instead of taking your mentee through a worksheet, there are many ways that you can adapt its ideas for easy implementation in your mentoring relationship. You should be creative, have fun, and use this as a way of building skills for your mentee to grow and reach his or her potential.

Maybe each step can be seen as a skill area that you can work on with your mentee. By creating fun and interactive opportunities for her (or him) in any of these goal-setting areas, you will be giving her skills to achieve her goals. The following activities should give you some ideas for ways to build goal-setting skills into your mentoring relationship.

---

**Step 1. Defining Strengths**
- Have a conversation with your mentee about what he or she feels good about. What does your mentee like about himself? What special qualities do you see in him?
- “Strength” Bingo. Have your mentee create a bingo card with all his strengths listed on the card. This will help the mentee identify strengths and will provide an interactive opportunity for you to talk with about his qualities. Talk with him about his qualities.
- Create a rap song, poem, or collage from magazines that asks the mentee to identify her strengths. You can work with each other to share your own positive traits or stories.

**Step 2. Envisioning Your Future**
- Have your mentee create a “life map” of where he wants to go in 20 years. Ask him to write the milestones, travels, jobs, families, and dreams that he sees in his futures. What does the map look like? How does he get there?
- Have the mentee write a “time traveler” letter to himself. Ask him to write the letter from the perspective of himself in the future. What does he see from 20 years in the future? How have things changed since participating in the P.R.I.D.E. Mentor program. What is different? Prompt him to write the letter from the perspective that he achieved all his greatest dreams.

**Step 3. Establishing Short-Term Goals**
- Build a tower with your mentee out of newspaper and masking tape or other supplies. Ask the mentee to define the goals for what the tower will look like. How tall will it be? How wide will it be? What will it look like? Use this activity to discuss ways that your
mentee can apply this activity to his academic, personal, short- or long-term goals. Ask him prompting questions about ways that he can use this activity to think about goal setting.

- Play a game with your mentee. Ask her to discuss personal goals for the game and you can share your own. Goals are much bigger than just winning the game—you can set goals for having fun, being respectful, or even around asking questions. When the game is complete, ask your mentee about how she accomplished her goals? What did she do? How can she apply this to school? Other relationships?

Step 4. Goal Activities
- Plan a day together. What will you do with your time together? You can ask your mentee to be a famous tour guide and work with him to create an agenda for the day. Discuss specific activities that will happen and when they will happen.

- Plan a service-learning project together. Work with each other to

Step 6. Reflection
- Make a mentoring relationship portfolio to document the growth that you have both had since you began your relationship. Use photographs, create drawings, post grades, or use magazine cutouts.
- Ask your mentee to keep a journal. Have him or her write out all the activities that you have done together throughout the year.
- Ask your mentee to talk about his or her personal growth throughout the year. What has changed? What is still the same?

Step 5. Planning for Potential Barriers
- Playing games or sports together can provide great opportunities to talk about strategies that you use to plan for potential challenges. How did you prepare for the big game? What did you do? Why did you make a specific chess move that prevented the loss of a piece?

- While planning any activity for the day, ask the mentee to discuss potential challenges that may get in the way. What are potential “rainy day” plans that can help you ensure a great time together even if something goes wrong?
TRAINING SESSION 7

Session 7: What Should We Do? Planning Activities With Your Mentee

Duration: (60 minutes)
Preparation: Create a list and/or calendar of activity ideas for matches. Photocopy the list/calendar for this session.

Option: Invite project partners or representatives from local youth centers to present their onsite activity schedules to your mentors.

Materials: Chalkboard or newsprint, chalk or markers, note cards or scratch paper
Room Set-Up: Place chairs in U shape facing the chalkboard or newsprint.

Description: Planning and deciding on activities can be a major challenge for mentoring pairs. Mentoring research illustrates time and again that effective matches allow the mentee to be the primary decision maker for match activities; Yet, mentees are not always aware of the variety of activities available. This is why the mentor plays an important role in providing ideas and parameters for each meeting. This session explores ways for matches to figure out “what to do.”

Goals: By the end of the session, participants will:
• Understand the resources available in their community for match activities
• Learn how to help their mentee decide on activities that are relevant to their interests
TRAINING SESSION 7

Agenda & instructions:

1. **Introductions** (10 minutes)
   Have participants introduce themselves and tell the group what they did during their last match meeting.

2. **Activity:** When I Was Your Age Visualization 20 minutes
   Ask the participants to think back to when they were a child. Now ask them to visualize themselves at the same age as their mentee. Use the following phrases to help them visualize:

   - How did your bedroom look?
   - What books did you like reading?
   - What was your favorite subject in school?
   - What did you look forward to after school?
   - What sports/hobbies did you enjoy?
   - What did you like to collect?
   - What made you unique?

   Ask them to keep those images in their mind. Now ask, “What was your favorite activity during this time in your life? What were you really into?”

   Record their responses on the chalkboard or newsprint. Review the list and have the group talk about how the activities might be changed to appeal to the kids your program serves. Have the group expand one of the activities listed. For example, if a participant says that his/her favorite activity was playing on the jungle gym, talk about related activities that a match might pursue, such as researching famous Olympic gymnasts, attending a sporting event, designing the ultimate jungle gym using popsicle sticks, or using the Internet to learn about sports-related careers.

   Have participants go through the same process of expansion using their mentee’s favorite activity or one of their own. Have them write down activity ideas on their note cards or scratch paper. Give them about five minutes to complete this task. Ask for a few more report-outs.
3. Review Available Options (10 minutes)

Take a few minutes to review what type of activities mentors and mentees can participate in at their program site and in the community. Mention any free or low-cost activities on the horizon. Remind mentors of any group outings or school events that are scheduled. Review the calendar of events/activity list you created.

4. Key Debrief Points (5 minutes)

- The expansion activity can also be done with mentees to help them generate ideas for match activities.
- Keep in mind that activities should adhere to program policies around off-campus outings (if applicable), amount of money that can be spent, and liability and safety issues. Remind them to check with program staff if they are unsure if an activity is okay.
- Encourage mentors to suggest activity ideas that take advantage of other program offerings (e.g., a group museum trip or open gym time) and that mesh with program goals.
- In a community-based program mentors should check in with the mentees’ parents and program staff before embarking on any new or out-of-the-ordinary activities.

5. Final Questions & Closing (5–10 minutes)

Have each mentor report an activity idea for his/her next match meeting. Ask for any final questions or comments about what was just covered.

*Pass out a session evaluation form.*
TRAINING SESSION 8

SESSION 8: Money Matters

Duration: (1 hour, 20 minutes)

Preparation: Review your policies and procedures related to gift giving and activity costs.

Materials: Chalkboard or newsprint, chalk or markers, copies of your program’s policy related to money and gifts, copies of handouts 1–4.

Room set-up: Place chairs in U shape facing the chalkboard or newsprint

Description: Mentors often have questions about money and gifts during their mentoring relationships. Questions range from how much to spend on activities, to the appropriateness of gifts, to purchases of basic needs items. This session will help mentors understand program policies and build skills to address money issues in a proactive way.

Session Goals: By the end of the session, participants will:

- Understand the importance of setting boundaries around money and gift giving
- Review program policies related to money and gifts
- Build skills to address money issues with their mentee
TRAINING SESSION 8

Agenda & instructions:
1. Introductions (10 minutes)
Have the participants introduce themselves and provide a brief review of their past month of mentoring activities.

Display and read the following quote from Handout 1: “A mentor has a golden opportunity to show his mentee several aspects of money management, including spending habits, saving, and ways to have fun without spending money.”

Review session goals.

2. Brainstorm: “The Importance of Setting Boundaries Around Money and Gift Giving “ (20 minutes)
Ask participants to turn to their neighbor and discuss why setting boundaries around gifts and money is important to their mentoring relationship. They might even want to share a specific example from their current match. Ask for report-outs and chart responses on newsprint or the chalkboard.

3. Review Program Policies Regarding Money and Gifts (10 minutes)
Review your program’s policy around money and gift giving. Allow time for participant questions.

4. Activity: Building Skills To Address Money Issues (30 minutes)
Pass out Handout 3: “What Mentors Have To Say About Money and Gifts.” Give mentors 5–10 minutes to read the handout. Ask for questions or comments.
Ask mentors to pair up with a different partner than they worked with on the last exercise. Pass out Handout 4: “Setting Boundaries Around Money and Gifts in Mentoring Relationships Scenario Worksheet.” Allow participants 10 minutes to review, discuss, and jot down responses to each scenario. If time is short assign one scenario to each pair. Discuss answers to the scenarios in the large group.
TRAINING SESSION 8

Agenda & instructions (continued)

Key Debrief Points  (5 minutes)
- Mentoring is about the friendship, not what the mentor can do or buy for the mentee.
- Modest gifts should be reserved for special occasions only.
- If your mentee or mentee’s family has a basic needs emergency, notify program staff. Staff may be able to connect the mentee and his or her family to supports in the community.
- Model good spending habits and budgeting for your mentee.
- Take advantage of free or low-cost activities in the community.

5. Final Questions & Closing  (5 minutes)
Ask for final questions or thoughts before closing.

*Pass out session evaluations*
“A mentor has a golden opportunity to show his mentee several aspects of money management, including spending habits, saving, and ways to have fun without spending money.”
**Top 10 Reasons for Setting Boundaries Around Money and Gifts in Mentoring Relationships**

1. So that mentees value mentors for their friendship and not their pocketbook or entertainment value.

2. So that more expensive outings or gifts are viewed as special, instead of expected.

3. Because blowing a bunch of money on gifts or outings might not be modeling good spending habits.

4. Because spending large amounts of money on activities or gifts is not sustainable over the course of an entire year.

5. Because many community agencies can provide basic needs items such as winter coats, food, and school supplies.

6. Because creating financial dependency may end up causing a rift in the relationship over time.

7. Because trying to solve all of the mentee’s problems can create in the youth a sense of guilt and dependency.

8. Because some of the best interactions occur during simple day-to-day activities.

9. Because once you start spending a lot of money it is hard to go back.

10. Because your program policies prohibit such activities.
“He wants the extreme, he wants to buy everything. He thinks I’m rich, which, compared to him, I am. But he expects—doesn’t expect, but he asks me for—a lot of things, and I’ll always tell him no. But that’s kids, you know, I’m not worried about that. It’s no big deal.”

At an Adventure Center, we went down there and did everything he wanted, I spent $50 easily. So last time we went, I told him, ‘Here’s $20, that’s it.’ And he brought some of his own money, so that added to it. We went to play video games and again the same thing—‘You can spend $5 or $6,’ which is not a lot of money, but I don’t want him to think that every time he gets anything he wants, so I restrict it. I think last Friday night it was $4 and I told him that, and he understands that, and so he’ll take his time and work with that.”

“I think it’s important to set a budget and to be up-front about what kind of money there is to spend, rather than it being sort of a vague thing. Because then you’re kind of pulling strings a little bit and the kid’s like, ‘Well, you bought me popcorn last time. What’s the deal here? Why isn’t it forthcoming now?’ I mean, I think there has to be some kind of rationale behind the money that’s spent or something that they can sort of grab onto and understand rather than just kind of—I don’t want it to be totally ambiguous.”

A mentor asks: “I know that there are things my mentee needs. Where should I draw the line in buying him things.” A mentor replies: “I would draw the line on what you feel comfortable with. You don’t want to keep buying things and have him expecting gifts all the time from you; or to make him feel uncomfortable and distrusting about the relationship”. I will tell him if we are going to do that, we can’t do this. I have been honest with about what I can and can’t spend. He is respectful about the fact that I have a budget and that the most important thing is the quality time being spent learning from each other.”

“Quite honestly, the most successful Outings we’ve had, where he has really been thrilled and happy, were ones where we used our imagination, where we painted something, went to a museum, or on a nature hike and found a special place for long talks.”

“You can have just as much fun going to a library as on expensive outing. I think the best opportunity for bonding are things that don’t cost a lot, like going to the park, taking a walk, and fishing. It gives you more time to talk and interact as oppose to going to a movie and sitting there quietly.”

“The way ‘no’ works is that you got to be consistent.”
TRAINING SESSION 8

Hand Out 3  Setting Boundaries Around Money and Gifts
In Mentoring Relationships
Scenario Worksheet

Choose a partner. Discuss and respond to each scenario below. Be prepared to share your thoughts with the group.

1. You are matched with a mentee in a community-based program. You are planning your first outing. Your mentee has no idea what to do. What type of activity might you suggest?

2. You arrive at school to have lunch with your mentee and notice that he is wearing sandals in 30 degree weather. You ask him about his shoes and he responds that these are the only pair he owns that fit. What do you do?

3. Your mentee’s birthday is next week. How will you celebrate with him? What type of gift might be appropriate?

4. Your mentee has expressed that he would really like to go to the Kings Dominion. What do you say?
5. When you arrive to pick up your mentee, your mentee’s mother tells you that their electricity is going to be turned off next week if they cannot pay the bill. She asks you if you could loan her some money. What should you do?

6. Your mentee often asks you to buy things for him when you are out and about. What do you say?
TRAINING SESSION 9

SESSION 9: Preparing for Closure

Duration: (90 minutes)

Materials: Chalkboard or newsprint, closure handouts, closure policies

Room Set-Up: Place chairs in U shape or in groups of five to eight around small tables.

Description: This session will teach mentors how to recognize the importance of closure for youth they are mentoring, and learn which options are available to them for continued involvement with the program, and between the mentor and mentee.

Session Goals: By the end of the session, participants will:

- Be aware of the impact, both positive and negative, of closure on a mentoring relationship
- Increase knowledge of how life events impact future behavior and experience
- Learn strategies through which they can support mentoring relationships as they prepare for and go through closure
- Understand and discuss program policies related to closure and post-match contact
TRAINING SESSION 9

Agenda & Instructions:

1. Welcome & Introductions 10 minutes
   Welcome participants and ask them to introduce themselves and share their expectations for the session. Record their expectations on newsprint or the chalkboard. Review the goals of the session and how participant expectations will be addressed.

2. Exercise: “Relationships I Have Been Part of” (15 minutes)
   Distribute and read Handout 1: “Relationships I Have Been Part of.”
   Review the following key points:
   • A valuable source of information about closure resides in each of us and that we will be drawing on this information in this exercise.
   • There will be no expectation to share anything they feel is too personal.

   Ask participants to recall a relationship that they have had in the past that ended well. On newsprint or the chalkboard write “Positive Closure.” After they have had time to think of an experience, ask them to share the type of relationship they are recalling (e.g., friend, teacher, family member, significant other) and the qualities of that closure experience they considered to be “good” or “positive” characteristics. Ask the participants how they felt as the experience unfolded. Record participant responses on newsprint or the chalkboard.

   Next ask the group to recall a relationship that didn’t end quite so well. On newsprint or the chalkboard write “Difficult Closure.” What types of relationships were these? What were the characteristics of those experiences that were different from the last relationship they recalled? Record responses.

   Note: This exercise may bring strong emotions to the surface for many mentors. Be prepared in case anyone has a strong reaction, and consider taking a short break after this exercise if needed. Be available to talk further after the training if anyone would like to spend a little more time on the issue. Also be aware that this exercise has the potential to reveal wounds and issues in prospective mentors that could be relevant to the mentoring relationship or the type of support the program should be prepared to provide during the closure process.
Facilitate a discussion about how their perspective might have changed as the years have passed. Some of the points that come out may include that even in good relationships, sadness and/or a sense of loss is not uncommon. Also, people have a tendency to see the value and impact that others have in our lives only as we reflect across years. As the trainer you can contribute an example of this from your own life and/or ask for examples from mentors.

Now ask the participants what they thought of this exercise. Ask them what it brought to mind about their own experiences and how that might affect their approach to closure in general. What might be difficult for them about supporting their mentee as they go through closure together? Ask where their strengths might lie based on their own experiences.

3. Discussion: Handling Terminations (10 minutes)

Distribute Handout 2: “Handling Terminations.” Ask the mentors to read the handout, then lead a discussion about the concept of Johari’s Window, exploring the kind of information that might reside in each of the four areas and how the information might impact a relationship.

4. Role Plays (15 minutes)

Copy and distribute Handout 3: “Closure Scenario.” Conduct two role plays of the scenario provided or create one of your own that looks at the impact of an individual’s earlier life experience with closure. During the first role play ask the volunteer who is playing the role of John to make this a difficult encounter.

After the role play, ask the mentors to:
• Identify ways that John’s experience appears to be affecting his conversation and behavior.
• Discuss how Bob is responding to John’s actions and behavior.

Ask the volunteers to redo the role play and ask John to participate as if he has no negative “baggage” about closure. After the second role play, ask the mentors:
TRAINING SESSION 9
Agenda & Instructions (continued)

• What differences did you note in John’s behavior?
• Did you notice any difference in Bob’s behavior?
• How might these observations be useful in your own closure experience?

5. Program Policies & Strategies for Closure  15 Minutes

Review with the participants the policy of your program regarding closure and termination of mentor/mentee relationships. Be sure to cover:

a. The relationship is ending as was originally planned.
b. The mentor is leaving the relationship early.
c. The mentee is leaving the relationship early.
d. The program’s policy for continued contact between mentors and mentees after formal involvement in the program ends.
e. Future mentoring or volunteer options.

As part of this activity, discuss reasons why the mentor or mentee might leave the relationship early and implications that might have for program support of the mentor and mentee in the closure process. Be sure to introduce the idea of celebrating the relationship and the importance of seeing the value in the time the mentor and mentee have spent together.

Ask for the group’s ideas for actions and activities that they would like the program to offer to structure and support closure. Record their ideas.

6. Preparing Mentors for Closure       (10 minutes)

Provide mentors with copies of the closure forms and supporting documents (surveys, exit interview forms, readings) from your program (handouts 4–7 offer samples). Allow the mentors the opportunity to review your forms and process and address any questions the group might have. Discuss how the information will be used.

7. Closing                 (5 minutes)

Ask if there are any outstanding questions and note additional resource materials. Review the session goals with the group to make sure these were achieved and thank mentors for their involvement in the program and for attending today’s session.
Relationships I Have Been Part of

Did you know that most of the world’s population never travels more than 100 miles from where they were born in their whole lifetimes? One of the wonderful things about our lives is that they are so multifaceted; we get to travel through time and space in so many ways that we are almost living multiple existences. School, church, sports, hobbies; each component exposes us to a universe of individuals and experiences not possible in the not too distant past. We see more, do more, and pack more into a year than previous generations and individuals from other cultures cover in a lifetime. That’s the good news. But there is a down side. All this opportunity takes us away from many relationships that in earlier times might have lasted a lifetime. One result is that we all are faced with the experience of closure.
TRAINING SESSION 9

Hand Out 2

Handling Terminations

Our life experiences affect our perceptions of the events we encounter as they unfold every day. We can observe this in others as we look at the way they interpret, react, and respond to events. Sometimes these interpretations, reactions, and responses can be traced to cultural or religious values, local custom, political philosophies, or other factors that are part of the human experience. Sometimes it may be difficult to recognize or identify a source at all. Just as we can see the connection between a person’s experiences and beliefs and how they behave, it is also possible, to a degree, to make these observations in ourselves. This is the part of us that doesn’t just feel and react, but that place inside each of us that considers, “why do I feel and desire to react this way?” or “why am I doing this?” Why, as mentors, might we want to look at this dynamic? What impact might these issues have on Halifax Community College Students in mentoring relationships?

<table>
<thead>
<tr>
<th>What’s known by you &amp; others</th>
<th>What’s known by others &amp; not by You</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s known by you &amp; not by others</td>
<td>Unconscious to you &amp; unknown by others</td>
</tr>
</tbody>
</table>

Johari’s Window

Often the experiences that have affected us strongly are a big part of the reason we are motivated to serve as mentors. We each bring experiences from previous relationships with us to all of our new ones and they affect how we act, like filters through which each of us views the world. Since none of our lives are the same, these filters are different for each of us. They can have positive or less desirable effects on our relationships and behaviors. The degree to which we become aware of our own filters and the way they affect us, allow us to make conscious decisions about what we want to bring with us to the mentoring relationship. This concept of self-awareness was captured in a tool called Johari’s Window. Two psychologists, Joseph Luft, and Harry Ingham, developed this tool to help individuals see themselves more clearly. “Johari’s Window” consists of a four-paned window: the information you and others know; the information you alone know; the information others have about you of which you aren’t aware, and finally, that which resides in your unconscious mind. It’s useful in the mentoring relationship to bring as much of what’s unconscious into consciousness. It is usually the unconscious material, for example, internalized rules and messages about ourselves that we live out but are unaware of that cause problems in our lives.
Closure Scenario

John Smith is a mentor in P.R.I.D.E. and has been matched with 20 year-old Bob for the last school year. Bob has been in four foster care homes over the years. The matches in your program are created to run from September through June to coincide with the school year. The match has gone well and it is now the final one before the summer break. John is saying good-bye to Bob and is thinking about his own experience as a seven-year-old child when his father left the family and never returned.
TRAINING SESSION 9

Hand Out 4

SAMPLE MENTEE EVALUATION

Mentee name: ____________________________ Date: __________________

Name of your mentor: ________________________________

Thank you for your participation in the P.R.I.D.E Mentor Program. Your feedback will help us maintain a quality program.

1. Approximately how many times have you and your mentor met?

2. What has been your overall experience with the program?

3. What has been most helpful to you as a mentee with the program?

4. What suggestions do you have to improve the program?

5. Do you have any suggestions for securing more mentors?

6. Please share any special or successful experience that you have had with your mentor.
SAMPLE MENTOR EVALUATION

Mentor name: ______________________________ Date: ______________

Thank you for your participation in the mentor program. Your feedback will help us maintain a quality program.

1. Approximately how many times have you and your mentee met?

2. What has been your overall experience with the program?

3. What has been most helpful to you as a mentor with the program?

4. What suggestions do you have to improve the program?

5. Do you have any suggestions for securing more mentors?

6. Please share any special or successful experience that you have had with your mentee.

7. Can you suggest one friend who may wish to serve as a mentor next year?

8. Will you serve as a mentor with our program again next year?
### Closure Talking Points

<table>
<thead>
<tr>
<th>Closure Preparation Step</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revisit your purpose.</td>
<td>What is our goal in working together?</td>
</tr>
<tr>
<td>2. Envision a best-case closure.</td>
<td>What would we ideally like to see happen when the mentoring relationship comes to completion? How can we evaluate that we have made progress in the focus area? Look at the wheel of life and re-evaluate where you are.</td>
</tr>
<tr>
<td>3. Envision a worst-case closure.</td>
<td>If the goal wasn’t attained, how can this relationship still be seen as positive? <em>(For example, what did you learn?)</em></td>
</tr>
<tr>
<td>4. Plan for mutual accountability.</td>
<td>What will we do to overcome the obstacles that get in the way of having a compatible or positive closure?</td>
</tr>
<tr>
<td>5. Establish a process for acknowledging the time for closure.</td>
<td>How will we know when it is the right time to bring the relationship to closure?</td>
</tr>
<tr>
<td>6. Establish the ground rules for the conclusion conversation and recognize the contribution.</td>
<td>What will the agenda be for our closure conversation? Look at pluses and minuses, what worked and didn’t, and express appreciation and anything else that needs to be said.</td>
</tr>
</tbody>
</table>
Turning Closure Into Learning: Mentor Self-Reflection

Instructions: Use the following sentence stems to reflect on what you have learned from your mentoring relationship.

1. What I have learned about myself . . .

2. My mentoring gifts and strengths . . .

3. What I wish I could learn to do better . . .

4. How I will apply what I have learned . . .

5. Specific steps for applying what I have learned . . .