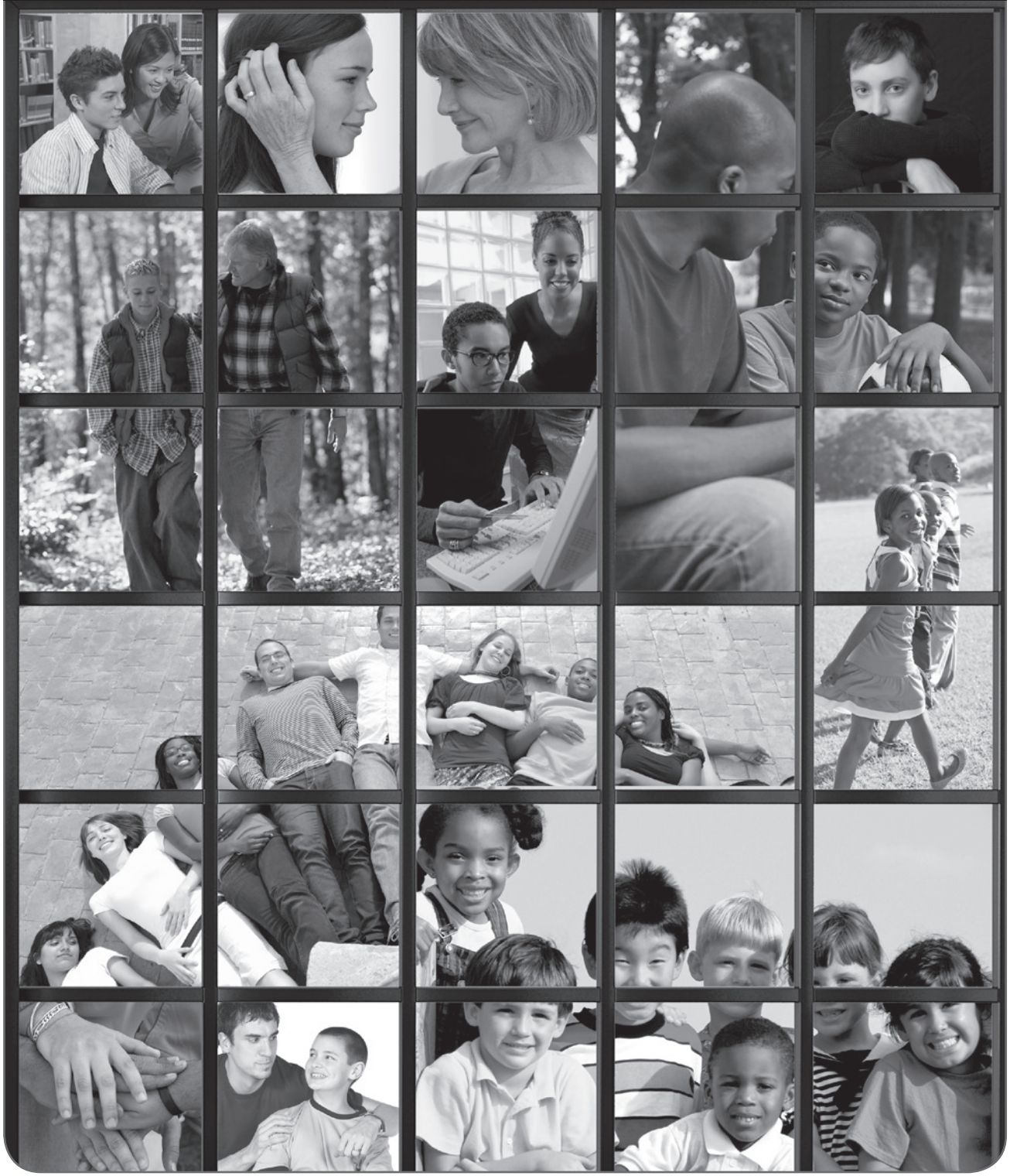
The Mentoring Partnership of Southwestern Pennsylvania

Mentor **Guide**



mentoring partnership

ACKNOWLEDGEMENTS

The Mentoring Partnership of Southwestern Pennsylvania wishes to thank the many people and organizations that have contributed to the making of this guide.

To the members of the Mentoring Leadership Network (MLN), our partners in the creation of this guide and the delivery of high quality mentoring, we thank you. Material developed in 1995 by the initial training committee, as well as new material gathered from MENTOR/The National Mentoring Partnership, Big Brothers Big Sisters of America and our many state and local partners has been used to create this guide.

Of course, none of this work would be possible if it were not for you, a potential mentor. This is your guide. We thank you for taking time out of your busy schedule to attend this training, and we want you to feel free to contact us if you ever have any questions, suggestions or comments.

We wish you much success in your mentoring endeavors.

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A Mentor's Pledge

I commit to **making a difference**, to support, guide and be a **role model**.

I commit to being **consistent**, to be a steady figure over time, to be persistent and to help another persevere.

I commit to **encouraging** another by listening, by understanding, by fostering strengths and by showing empathy.

I commit to **building** a mutual relationship; to enter the world of someone else, to hear about new dreams and challenges, to share my own stories and to respect the differences between us.

I commit to **asking for assistance** when I need my own support, when the struggles of a child are bigger than I can handle, when I am unsure.

I commit to **recognizing** that change often comes in small steps that barely leave footprints, that victories are often unseen or unspoken, and that obstacles will always be present.

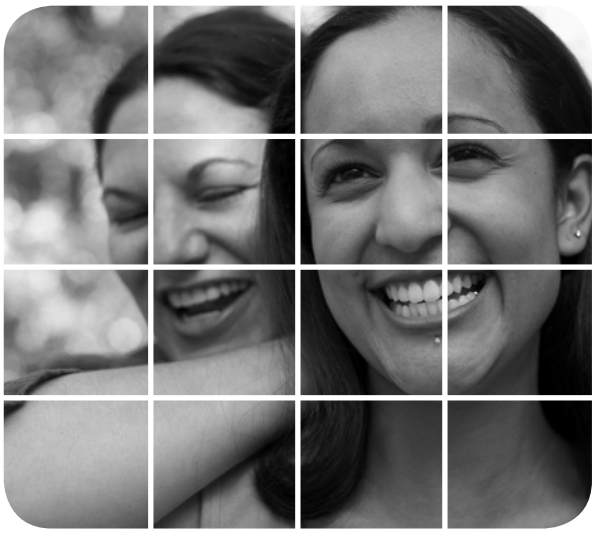
I commit to **remaining sympathetic** to the storms weathered, to the adversity faced and to the experiences that occurred long before this child entered my life.

I commit to **realizing** that my actions carry new weight and **responsibility**, that my role can never be taken lightly, that my life will also change with this experience.

I commit to being a mentor.

Courtesy of MENTOR, Research In Action, Issue 4

What is Mentoring?



What is Mentoring?

A **mentor** is a wise and trusted friend and guide.

Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Types of Mentoring

Responsible mentoring can occur in these forms:

- Traditional mentoring: One adult to one young person
- Group mentoring: One adult to up to four young people
- Team Mentoring: Several adults working with small groups of young people
- Peer mentoring: Caring youth mentoring other youth
- E-mentoring: mentoring via e-mail and the internet

Locations of Mentoring

Mentoring can take place in a wide array of settings, such as these:

- Community settings
- Faith-based organizations
- Workplace
- School
- Juvenile corrections facility
- "Virtual community" where e-mentoring takes place

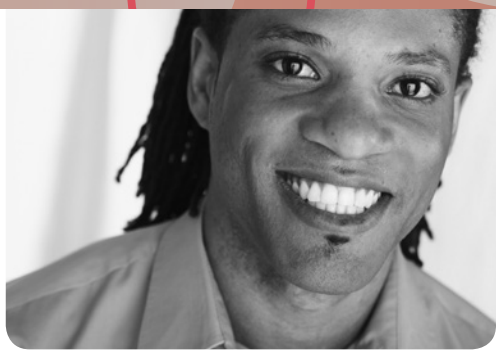
Mentors, there are only two rules to remember:
remain patient and maintain an open mind!

What is Mentoring Today?

Mentoring is a time-proven strategy that can help young people of all circumstances achieve their potential. Mentors are caring individuals, who — along with parents or guardians — provide young people with support, counsel, friendship, reinforcement and a constructive example.

But mentoring is not a one-size-fits-all proposition. Every young person who would benefit from a mentoring relationship has individual needs. Effective mentoring programs offer enough flexibility to help meet each mentee's personal needs, yet allow mentoring relationships to flourish within a safe structure.

The Benefits of Mentoring



Benefits to Mentors:

Mentors perceive the experience of being identified as a mentor and the process of mentoring in highly positive terms. They report that their experiences provided them with a form of "cultural capital," that helped them to make sense of their own past (sometimes difficult) experiences and current challenges; gain insight into the day-to-day lives of youth and develop positive, more reciprocal relationships with youth.

A survey conducted by The Commonwealth Fund found:

- Three-quarters of the mentors surveyed reported that their experience had had a "very positive" effect on their lives. They felt that mentoring provided a break from their busy professional lives and a chance to give something back.
- Eighty-three percent indicated that they learned or gained something personally from their mentoring experience, including feeling that they were a better person, increased patience, friendship, a feeling of effectiveness and a chance to acquire skills.

Benefits to Mentees:

Support for education. Mentors help keep students in school. Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class (Public/Private Ventures study of Big Brothers Big Sisters). Mentors help with homework and can improve academic skills.

Support with day-to-day living. Mentors help improve a young person's self-esteem, providing support for students trying to think through new challenges. Youth who meet regularly with their mentors are 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking (Public/Private Ventures study of Big Brothers Big Sisters). Mentors teach young people how to relate well to all kinds of people and help young people strengthen their communication skills.

Support in the workplace. Mentors help young people set career goals and take steps to realize them. Through personal contacts, mentors can help young people meet industry professionals, find internships and locate job possibilities. Mentors can help their mentees learn how to seek and keep jobs.

Adapted from MENTOR/The National Mentoring Partnership website: www.mentoring.org/research corner

Did You Know …

Mentored young people are 46% less likely to get involved with drugs.
(Source: Big Brothers/Big Sisters of America)

59% improve their grades.
(Source: Career Beginnings)

86% went on to higher education.
(Source: Proctor & Gamble)

80% of youth involved in the juvenile detention system who received a mentor did not return to that system.
(Source: Prison Fellowship)

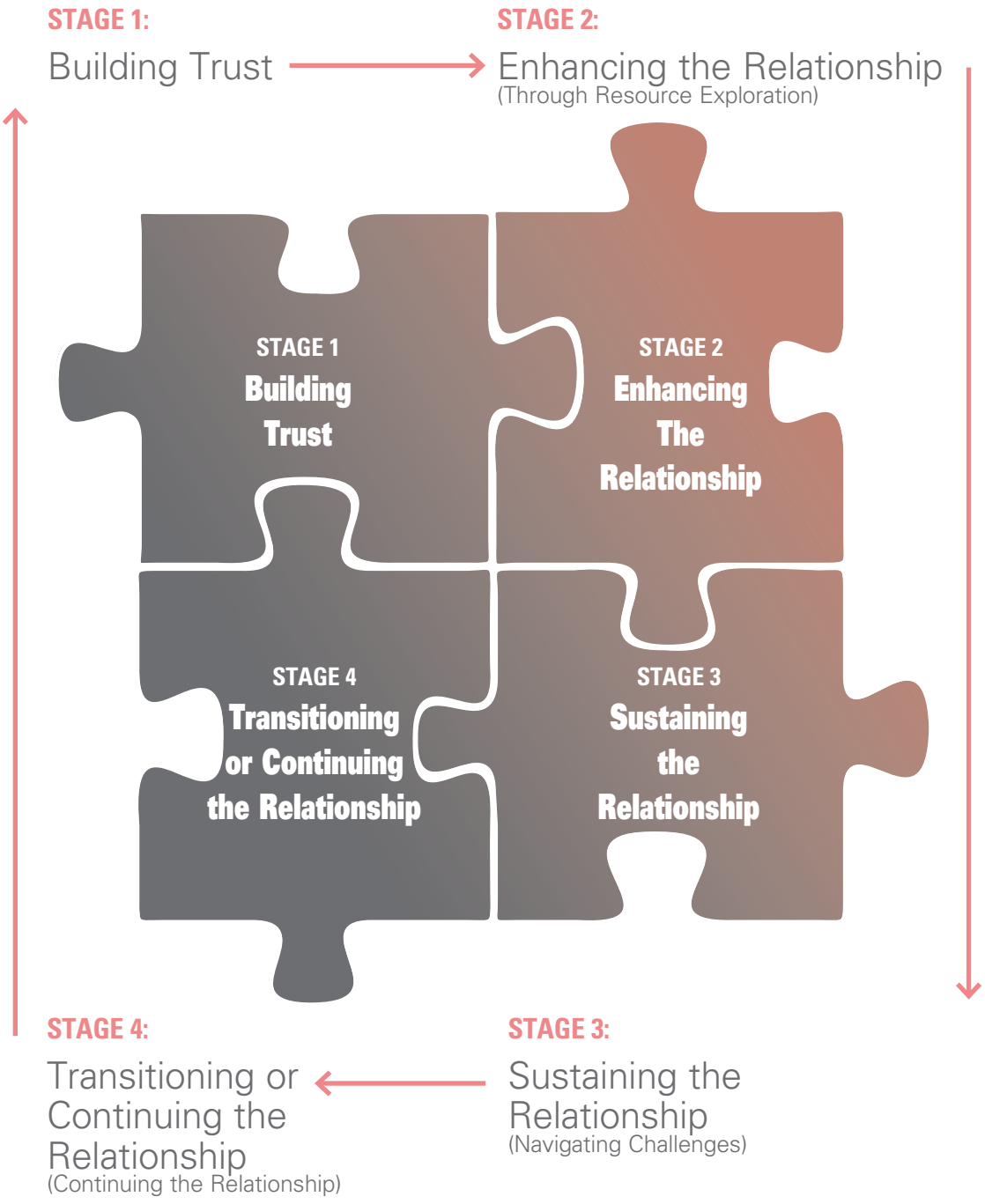
Mentoring is a bridge. Thousands of children in our communities are eager to connect with adults who are willing to listen and be available to them. There are many options and opportunities in mentoring. In fact, mentoring is one of the most powerful ways to combat the gaps (generational, racial, cultural, financial) between people in our society.

Mentoring Works for All of Us!

The Mentoring Life Cycle: Developing the Relationship

The Mentoring Life Cycle: Developing the B.E.S.T. Mentoring Relationship

Most mentoring relationships go through four stages known as the B.E.S.T. stages:



These stages are often not clear-cut and they frequently overlap. You may even find yourself returning to an earlier phase. This is all part of the normal development of the relationship.

The Four Tasks of Mentoring

Understanding the B.E.S.T. Mentoring Relationship

It is quite normal to be apprehensive about developing a relationship with your mentee. Remember that all relationships go through stages: beginnings, middles and endings. The time spent in each one of these areas will differ from relationship to relationship, but the progression is uniform. Likewise, all relationships are based on reciprocity and it is essential that both parties find the mentoring beneficial. In most cases, those who are willing to move through the unsettling beginning phase will find that their relationship will progress and bonds will be forged.

STAGE ONE — BUILDING TRUST

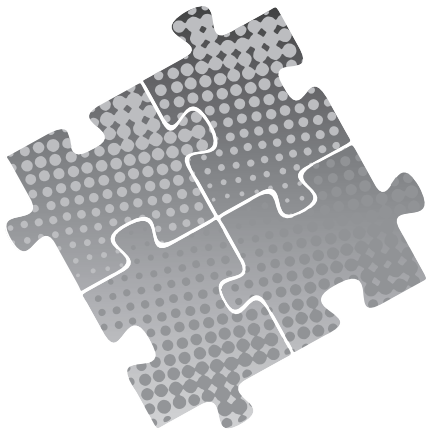
Establish a POSITIVE, PERSONAL Relationship

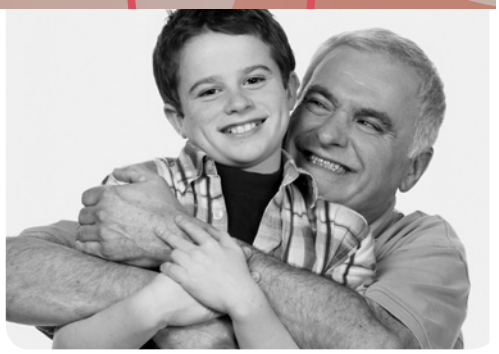
In this stage, both mentor and mentee are trying to clarify their roles. The relationship is filled with anxiety and uncertainty on both sides. As the mentor, you should take the initiative to explore mutual interests and find common ground. Trust is just starting to be built at this time and can be very fragile. It is common for your mentee to test the limits of the relationship at this time. Take your time and be patient. During this phase, you will experience one of the most exciting parts of the relationship — communicating with your mentee for the first time. This is the phase in which you get to know one another, set ground rules for your relationship and most importantly, build trust.

This is important because sometimes young people question why adults want to mentor them. They won't tell you this, but they need to be reassured that you are doing this for sincere and genuine reasons.

Things to Remember …

- Create a mutual foundation of trust and respect
- Approach problems with an open mind
- Never assume the role of the parent/caretaker
- Be dependable, responsive and highly consistent
- Fulfill your promises





Getting acquainted in Stage I

- Introduce yourself to your mentee and let him/her know how to address you; be confident and smile
- Learn how to pronounce your mentee's name
- Use an icebreaker activity to tell about yourself and allow your mentee to tell about themselves
- Be nonjudgmental and maintain composure if he/she initially acts in a shocking manner — the mentee may try to test your limits and do not engage in negative conversation
- End session (and every session) on a POSITIVE NOTE!

STAGE TWO — EXPLORING GROWTH POSSIBILITIES

Enhancing the Relationship — Help Your Mentee Develop Life Skills

In this stage, both the mentor and mentee are often somewhat confused about their roles. Conversation topics are becoming a mutual decision. Trust is still building, but not complete yet. This would be a good time to begin setting goals. Your mentee should begin to see you as a resource and be taking a more active role in the relationship.

What are Life Skills? Very simply put, life skills are tools everybody needs to survive, and can be as simple as learning the proper way to brush teeth or tie a tie and as complex as knowing how to prepare for a college interview.

Examples of life skills include:

- personal appearance and hygiene
- understanding/appreciating differences
- perseverance and dedication
- time management
- critical thinking
- importance of education
- goal setting
- money management
- communications
- teamwork
- decision making
- accountability

STAGE THREE — SUSTAINING THE RELATIONSHIP

Navigating Challenges

In this phase, trust has been established and conversation is more comfortable, personal and open. Both parties are actively contributing to the relationship; feedback (both negative and positive) is given and received without fear of rejection. Goal setting takes center stage as you and your mentee do some serious work together. In other words, things are running smoothly. Sometimes, despite the positive flow of the relationship, your mentee may present you with challenges that they are facing. They see you as a resource, you have established trust, and you may appear to them to be the ideal problem solver at this point. In this stage it is important to remember that if the trust is compromised in any way, it will slow the progression of the relationship. Ways to help:

- Problem solving — help your mentee assess the problem, identify solutions, review pros and cons of the choices and make a decision
- Discuss what resources and academic preparation are needed to pursue and achieve his/her goals. This may include SAT preparation, college and financial aid applications, scholarship research, etc.
- Guide the mentee (and their family if appropriate) toward the community, educational and economic resources that are available and explain ways to utilize them
- **Don't lend money** (injecting money or gifts into the relationship places it in jeopardy)
- Avoid acting as professional case manager; view your role as a friend, guide, advocate

Adapted from: MENTOR/The National Mentoring Partnership, 2007

STAGE FOUR — TRANSITIONING

Should you Continue or End the Relationship?

Transitions - or any change, for that matter - can be frightening, but you can ease the fears and make transitions smoother by preparing for them. Research tells us that it is essential that mentors and mentees discuss the end of their relationship and mutually decide whether to continue or conclude your time together. Ideally, you and your mentee will explore the topic long before the likely endpoint of the relationship and at that time, you can decide to continue the match or end the relationship. This will give you the opportunity to reflect on your relationship with each other (accomplishments, setbacks, etc.) and freely discuss whether or not to continue the relationship.

When a relationship is about to end, it is important that you 'close the match' or end it well.

Many times, closure is a celebration for matches that have successfully completed the program or reached the maximum age limit. Whether the closure is the result of the program ending or due to unforeseen circumstances that require you to end the relationship, it is critical that you spend time to plan a final activity/meeting with your mentee.

By participating in training, you are already taking steps to ensure that you will fulfill your commitment as a mentor. However, some relationships may have to terminate abruptly or early.

When it's time to end your relationship, it's best if you can do so on a positive note. Some suggestions to help you include:

- Celebrate when your match goals are reached. Evaluate if this a natural ending or do you both need to renegotiate new goals?
- Talk to your mentoring support staff if you see things coming to a natural point of closure.
- Taper off visits over time. Transition from weekly visits to less frequent interactions.
- Communicate the reason for closure and ensure everyone is on the same page.

Make closure or transition a real celebration:

- Celebrate the positive growth in the relationship and the completion of goals. Involve staff and parents in the celebration, if appropriate.

Facilitate reflection – remember and recall the highpoints & fun times in the relationship.

- Use pictures and other mementos to create a visual remembrance of your relationship
- Reflect on how you have each changed and grown because of your time together.

Transitions are part of every relationship. Make sure the natural transitions in your relationship with your mentee are handled with insight and care. And just like every aspect of a mentoring relationship, an ending handled well becomes another life lesson for your mentee to learn from.

Resource: The Michigan Mentoring Partnership

Clarifying Your Role

Clarifying Your Role: Understanding the "C's" of Mentoring

Although mentors should prepare themselves to handle various situations, there may be times that mentors are not sure what to do or say to their mentee. As you begin to understand more about your role as a mentor, you will see that there are five "C's" which contribute to the successful development of the mentoring relationship.

Commitment: Any person who decides to become a mentor (or a mentee) must be committed to the process. First and foremost, you must have a clear understanding of what the commitment is.

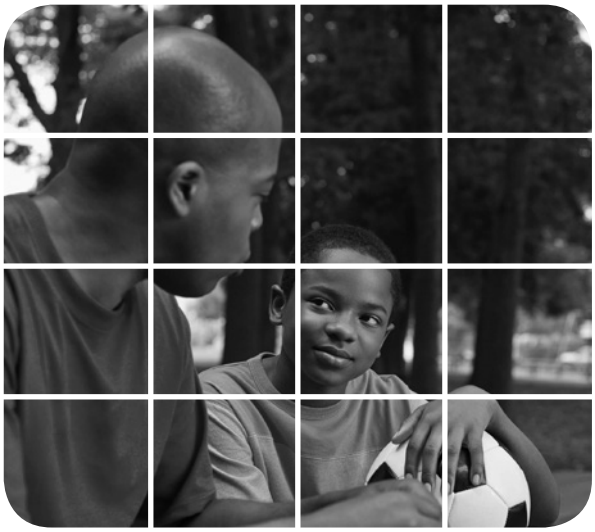
Consistency: Once you have committed to the process you must be consistent with that commitment. It is important that you regularly attend the mentoring sessions and participate fully.

Concern: You should have a sincere concern for your mentee and/or issues raised as part of your mentoring relationship. Mentors are there as a guide, to be supportive and show compassion.

Connection: Finding that connection to another individual is difficult! However, mentors and mentees alike have told us that the phrase "you get out of it, what you put into it" could not be truer when we think of mentoring. Think of ways to share your expertise and build a respectful rapport. It can make a world of difference.

Confidentiality: Recognize that confidentiality between mentor/mentee should be respected at all times. Whatever is discussed should stay within that relationship as a courtesy to your mentee. *However, in the case of potential harm to the mentee or another person, confidentiality must be broken.* (In some cases, it is a legal requirement.) Confidential information about the student should only be discussed with the program manager/caseworker, no one else.

Connecting With Your Mentee: Enhancing Communication Skills



Tips for Effective Communication

Talking and communication are not the same! There are three basic skills:

Listening, Looking and Leveling

① LISTENING

To listen effectively:

- Pay attention
- Don't think ahead to what you are going to say (ignoring the speaker while rehearsing your own comments)
- Don't interrupt — let your mentee finish what he/she is saying
- Listen for feelings underneath the words — read "between the lines"
- Keep an open mind — don't judge immediately
- Encourage the speaker to continue and clarify what has been said

② LOOKING

People communicate both verbally and with body language, pay attention to the whole person. Take note of facial gestures and body movements. There are clues that will help you more fully understand what the person is saying. Some helpful tips:

- Make eye contact
- Show that you are listening by leaning forward in your chair, saying "Uh huh" or "Go on"
- Make sure you understand what your mentee is saying — repeat back what you think you heard
- Don't be afraid to ask your mentee for clarification on what they said
- Keep an open posture — don't cross arms.

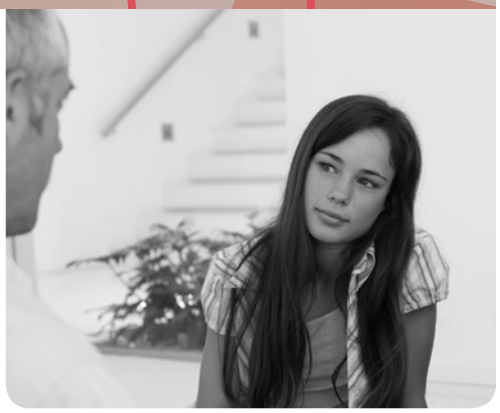
③ LEVELING

Leveling means being honest about what you are feeling and thinking. Tips include:

- Be honest in what you say.
- Speak for yourself. Use "I" statements instead of "you" statements.
- Deal with the other person's feelings. Don't give unwanted advice or try to change someone's feelings. Just listen and try to understand.

When mentees and mentors join together to perform a community-service act, there's often a newfound basis for conversation.

Helpful Communication Skills



The following four communication skills are very helpful for mentors to develop and practice. These skills are particularly useful when your goal is to open up communication with a young person. They are also useful skills that you can help your mentee develop:

1. Active Listening

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel.

Active listening is *not* nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging or ridiculing.

Skills to Use:

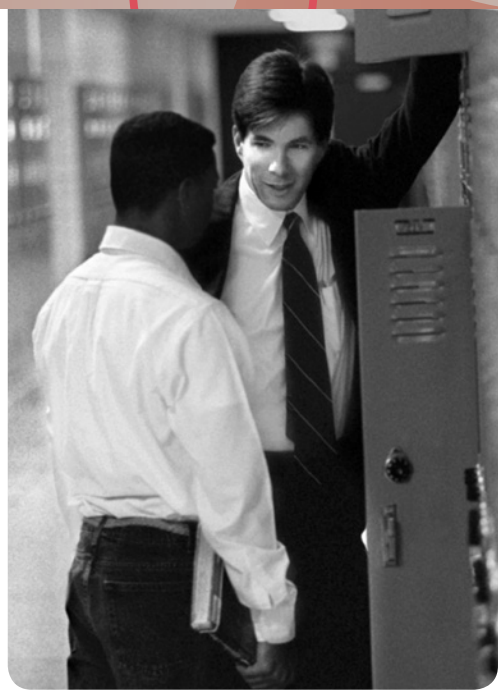
- Eye contact;
- Body language: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures; and
- Verbal cues such as "um-hmmm," "sure," "ah" and "yes."

Results of Active Listening:

- Encourages honesty — helps people free themselves of troublesome feelings by expressing them openly;
- Reduces fear — helps people become less afraid of negative feelings;
- Builds respect and affection; and
- Increases acceptance — promotes a feeling of understanding.

When you actively listen, you cooperate in solving the problem — and in preventing future problems.

2. "I" Messages



These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else's behavior. Because "I" messages don't accuse, point fingers at the other person or place blame, they avoid judgments and help keep communication open. At the same time, "I" messages continue to advance the situation to a problem-solving stage.

For example: "I was really sad when you didn't show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it."

Avoid: "You didn't show up, and I waited for an hour. You could have at least called me and let me know that you wouldn't be there. You are irresponsible."

Take care that the following actions and behaviors are congruent with an honest, open heart:

- Body language: slouching, turning away, pointing a finger;
- Timing: speaking too fast or too slow;
- Facial expression: smiling, squirming, raising eyebrows, gritting teeth;
- Tone of voice: shouting, whispering, sneering, whining; and
- Choice of words: biting, accusative, pretentious, emotionally laden.

Results: "I" messages present only one perspective. Allowing the other person to actually have a point of view and hearing it doesn't mean that he or she is right. "I" messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem-solving stage.

3. Paraphrasing

Paraphrasing focuses on listening first and then reflecting the two parts of the speaker's message — *fact and feeling* — back to the speaker. Often, the fact is clearly stated, but a good listener is "listening between the lines" for the "feeling" part of the communication. Using this skill is a way to check out what you heard for accuracy — did you interpret what your mentee said correctly? This is particularly helpful with youth, as youth culture/language change constantly. Often words that meant one thing when mentors were young could have an entirely different meaning for youth today.

Examples of *fact*:

- "So you're saying that . . ."
- "You believe that . . ."
- "The problem is . . ."

Examples of *feeling*:

- "You feel that . . ."
- "Your reaction is . . ."
- "And that made you feel . . ."

Paraphrases are not an opportunity to respond by evaluating, sympathizing, giving an opinion, offering advice, analyzing or questioning.

Results: Using active listening skills will enable you to gather the information and then be able to simply report back what you heard in the message — the facts and the attitudes/feelings that were expressed. Doing so lets the other person know that you hear, understand and care about his or her thoughts and feelings.

Mass Mentoring Partnership, Mentoring 101 Training Curriculum.

4. Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. Youth, teenagers especially, tend to answer questions with as few words as possible. To maintain an active dialogue without interrogating, try to ask a few questions that cannot be answered with a "yes," "no," "I don't know," or a grunt.

Examples:

- "How do you see this situation?"
- "What are your reasons for . . . ?"
- "Can you give me an example?"
- "How does this affect you?"
- "How did you decide that?"
- "What would you like to do about it?"
- "What part did you play?"

Note: Using the question "Why did you do that?" may sometimes yield a defensive response rather than a clarifying response.

Results: Because open-ended questions require a bit more time to answer than close-ended questions (questions that can be answered by "yes," "no," or a brief phrase), they give the person a chance to explain. Open-ended questions yield significant information that can in turn be used to problem solve.

Source: Mass Mentoring Partnership, Mentoring 101 Training Curriculum.

Communicating With Your Mentee

Body Language

Body language (also known as non-verbal language) is a powerful way to communicate, though many people don't realize it. It is many times more powerful than the words we say. For example, if someone is telling you that she is really glad to have met you, but her arms are folded across her chest and she is looking behind you at someone else, do you believe what she is saying, or do you doubt her sincerity?

Make it a point to give your mentee your undivided attention — that means stop checking your watch, responding to e-mails or phone calls, or twiddling your thumbs. Let your mentee know that you are interested in what they have to say. Young people will be watching you and judging your sincerity, and if your actions are contrary to your words, you will lose what you have tried to build with your mentee.

Using Vocabulary

Think back to when you were a teen. Do you remember the language you spoke? Remember how adults criticized your language, dress and music? The same is true today. Does that mean that you should be trying to talk like your mentee? Absolutely not! If you do you will probably look foolish and lose your credibility with your mentee. Also, every job has its own jargon. Make sure you don't confuse your mentee with words only you know. What words/terms do you use in your job that others might not understand? In our daily lives our language may vary based on our audience (i.e. we may speak differently to a friend or family member than we would with a supervisor at work). As a mentor, we have an opportunity to help youth understand that we use different languages in different environments.

Giving Feedback

- Feedback should be well-timed. Do not embarrass the young person or make an issue of something in front of other people. Even positive feedback needs to be timely. Hugging an adolescent or commenting on school performance in front of peers could be embarrassing. Remember, don't let too much time pass "looking" for the right moment.
- Be Specific. Whether praising or working through problems, always be specific.
  For example: *You may say "your math grade has gone up, you are really working hard and putting forth effort in math." That is something specific that the student will remember — and build from rather than saying "you're doing a good job."*
- Be Empathetic. Mentees are not looking for sympathy. As a mentor, offer an opportunity to have someone willing to listen with a sensitive ear who will also try to understand their perspective.
- Eliminate Distractions. Make sure your mentee understands that he/she has your undivided attention.

Successful Communication Outcomes

Every person has different ideas about what "ideal" communication looks like and consists of in a group mentoring relationship. However if the following statements are expressed at the end of the mentoring program, chances are you probably exercised effective communication on a regular basis.*

S/He Listened to Me!

S/He Respected Me!

S/He Was Demanding, But Realistic!

S/He Helped Me!

S/He Was Firm, But Fair!

S/He Was Consistent!

S/He Set a Good Example for Me!

S/He Made Me Stretch and Grow!

S/He Was Interested in What I Had to Say!

***Adapted From: Evered, J.F. (1981). Shirt Sleeves Management, New York: Amacom.**

Communication Roadblocks

Thomas Gordon, in his book *Parent Effectiveness Training*, identifies several styles of communication that discourage and cut off communication. These are often styles exhibited between parents and their children and can develop in the mentor-mentee relationship. Here are examples of each style (so that you can avoid them!):

1. Ordering, directing and commanding: telling the person what should be done. **"Don't stay out past midnight!"**

2. Warning, admonishing, threatening: pointing out consequences that will occur if the young person does something he/she is not supposed to do. **"If you don't get at least a B on your test, you can just forget about the football game this weekend."**

3. Moralizing, exhorting, preaching: telling a person what to do. **"You shouldn't even consider having sex until you are married."**

4. Judging, criticizing, disagreeing, blaming: giving negative judgment or feedback. **"That's a very immature and selfish way of looking at things."**

5. Discounting feelings with feigned compliments, giving misleading, distracting feedback. **"I think you are good looking. I don't know why having braces bothers you."**

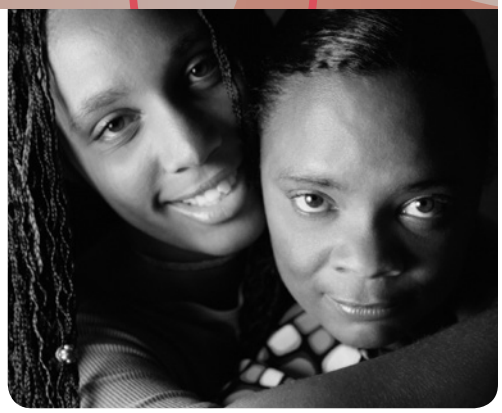
6. Name calling, ridiculing, shaming: embarrassing a person, putting a person down. **"You are acting like an idiot."**

7. Reassuring, sympathizing, consoling, supporting: trying to make a person feel better by denying his/her feelings or convincing the person that the situation isn't as bad as he/she thought. **"So you broke up with your girlfriend. Do you know how many times I got dumped when I was your age? Tons!"**

8. Probing, questioning, interrogating: searching for causes, motives, and reasons to help you find a solution to another person's problems. **"What's going on in your classes? Are you worried about your grades? Are you thinking about dropping out of school?"**

Building Your Mentee's Self-Esteem

Building Self-Esteem: What All Children Need



Young people need a mentor to create opportunities for them to enhance their self-esteem. Foster their self-esteem by valuing your mentee and by showing commitment and concern on a consistent basis. Expose the youth to positive experiences — choose activities that are guaranteed to provide a sense of success and accomplishment. Have you ever had a bad self-esteem day? Maybe your hair doesn't look good or your pants are too tight. Think about how you feel. Just like you, young people will have bad days. Perhaps an outing that you thought would be wonderful is not well received by your mentee. Do not take it personally. Their reaction may have nothing to do with you or your role as a mentor. We all have bad days. Your challenge as a mentor is to help the young person work through those times and learn how to cope appropriately.

Self-Esteem is a sense of …

… Belonging
… Competency
… Worthiness

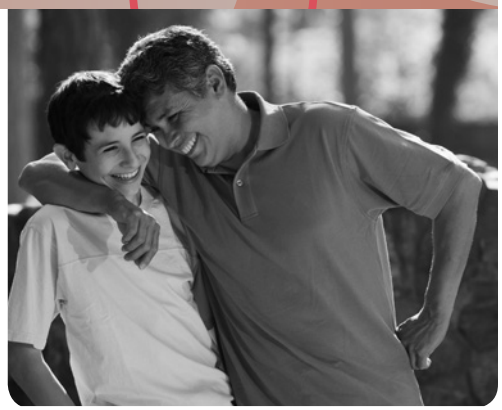
At this time in their lives, adolescents are just beginning to challenge the information they receive as well as testing a person's commitment to their word. Again, it is critical that as mentors we follow-through and remain consistent. We stand to lose credibility with youth if we are not consistent with what we say and what we do. Mentees will be testing the character of their mentors. Young people are very perceptive and will know when you are being honest and sincere. Resist the temptation to say what you think they want to hear because you hope to make them happy. Be honest. If you are uncomfortable with a question or don't know the answer, just say so. In some cases, the experience could be used as a learning opportunity.

Factors that help build self-esteem include:

- Finding work you love or developing the capacity to love your work
- Developing an open mind, tolerance and respect of others
- Keeping an open mind to learn more; being receptive to learning from others
- Addressing basic needs, including staying physically healthy
- Being able to communicate with others without either one of you feeling "put down"

***Adapted from the U.S. Department of Health and Human Services, Administration for Children and Families website: www.acf.hhs.gov**

The Four Principles of Self-Esteem©



In briefest form, the principles of self-esteem are four:

1. Errors are one of the best ways human beings have of learning and growing better. We must always endeavor to:
   - Be ready to admit them;
   - Be willing to accept the consequences of them;
   - Persist in our efforts to correct them; and
   - Remember the correction, and do not dwell on the error.

2. To maintain self-esteem, human beings must always try to recognize and properly use the differing roles of emotion and reason. Emotions are internal signs that tell us of our well-being according to the values we hold. Emotions are not always proper guides to action.

3. To maintain self-esteem, we all must strive to fulfill the things in our lives for which we truly are responsible. Distinguishing between those that are our responsibilities and those which are not is crucial.

4. To be a person of genuine self-esteem, one must always seek to act in accordance with principles that give equal respect and weight to one's own rights and to the rights of all others. A human right, if it is a right, should be the same for every human being on earth.

At the apex of this theory of self-esteem is found the idea that each human life should be of immense good and great value. Every human being becomes his or her own custodian of that valuable goodness. Thus, one's own life, welfare, happiness and fulfillment become a trust that is worthy of the highest degree of respect. This inner respect and this inner striving for good, we call self-esteem.

Self-Awareness

Emotional Well-Being, Self-Esteem and Self-Actualization

Background

Adolescence is typically a time of great stress and strain on the body, mind and emotions. G. Stanley Hall referred to the period of adolescence as a time of "sturm und drang" or storm and stress (LeFrançois, 1996). This is explained by the fact that adolescents experience more life-changing external and internal factors, and situations then pre-adolescents (Mullis, et al., 1993). The flood of hormones through the body and the internal changes that are experienced during this period are major contributors to stress. Some of the external changes, which can happen at any age, could be family related, sickness, death, divorce or trouble with the law. Some of the other changes that occur during this period can be labeled as school-based, such as trouble with grades, breaking up with a girlfriend or boyfriend, or being cut from a sports team. Overall, there is more of a daily connection to negative events during the period of adolescence than during the periods of pre-adolescence (LeFrançois, 1996). Adolescents begin to "break free" from their parents to find their own identities, and in some cases that break creates a loss of childhood reality or the protective nature of childhood.

However, it is important to note that the theory of "sturm und drang" has been seen in a different light due to the research of Buchanan, Eccles, and Becker. They reexamined the work of G. Stanley Hall and found the supposition that adolescence is a time of stress and strain because of the flood of hormones to be untrue. Buchanan, et al., also asserts that adolescents are not victims of hormones but rather fall victim to non-biological, external events just as other-aged individuals. They contend that adolescents are not victims of raging hormones but are individuals that find themselves to be content, happy, and full of vigor (Buchanan, et al., 1992).

LeFrançois (1996) offers definitions for significant self-awareness terms:

- **Self-esteem** is the positive or negative way an individual views himself or herself. It also entails the desire to be held in high esteem by others.
- **Self-concept** is the concept that an individual has of himself or herself. Notions of self are often linked to an individual's beliefs about how others perceive them.
- **Self-actualization** is the process or act of becoming oneself, developing one's potential, achieving an awareness of one's identity and fulfilling oneself.

Striving for a Sound Foundation: Emotional Well-Being

To deal with the forms of stress and overall life changes created by the onset of adolescence, individuals must have a strong grasp of their own emotional well-being. Emotional well-being can be defined as one's ability to relate to other people, feel comfortable with self, cope with disappointments and stress, solve problems, celebrate successes and make decisions. (Page & Page, 1992). Emotional well-being is built upon the foundation of a positive and healthy self-esteem. Self-esteem can be viewed as an evaluative component of self-image. Self-esteem is the positive or negative manner in which people judge themselves. It is also the degree to which an individual sees himself or herself as competent, belonging and worthwhile to society.

Self-esteem is the foundation for emotional well-being. There are activities and more information in this section to assist the mentor in helping his/her mentee build self-esteem and address problems caused by low self-esteem. Self-esteem is also the source of many ills a person can perpetrate against himself/herself or others. It is the one of the most fragile of human elements. It is important for mentors to observe their mentees' self-esteem, to talk to them about how they feel about themselves, and to help them find a way to see their own self-worth.

Below are some of the characteristics of emotional well-being.

Characteristics of Emotional Well-Being

- I feel comfortable with myself.
- I am not overwhelmed by my emotions.
- I can take life's disappointments.
- I can accept my shortcomings.
- I have self-respect. I can laugh at myself.
- I feel good about the relationships I hold with other people.
- I am able to give love and to consider the feelings of others.
- I respect the differences I find in other people.
- I feel a sense of responsibility to others.
- I am able to meet the demands of my life.
- I welcome new experiences and new ideas.
- I set realistic goals for myself.
- I am able to think for myself and make my own decisions.
- I put my best effort into everything that I do. (Page & Page, 1992)

These characteristics are a picture of emotional health. Most people would not score perfectly if rated against this list. It is important for mentors to explain to their mentees that most everyone struggles in some way at some time with their self-esteem. The next section will give the components of self-esteem and how to adjust and improve them.

Self-Esteem: The Parts to the Whole

The components of self-esteem vary depending on the source. The following explanation is easily understood.

- The Self-Image. How we see ourselves.
- The Ideal-Self. How we want to be.
- The Pygmalion-Self. How we perceive that others see us. (Page & Page, 1992)

A sense of competency, worthiness and belonging is formed by a combination of these three elements. The foundations of self-esteem are created early in childhood. For instance, if an individual's interactions with parents and others were for the most part positive (mutually caring, happy, and sound relationships), the individual's self-esteem would likely be high. However, if parental and other primary interactions were mainly negative, an individual's self-esteem could be lacking.

It is important for mentors to be able to recognize the signs and behaviors of high and low self-esteem. For example, academics can deliver a damaging blow to a student's self-esteem. As early as age 5, students begin to realize that perhaps they are not as "smart" as some of the others in the class. This realization hurts their self-esteem and begins to cause changes in their everyday classroom behavior in relating to subject matter, teachers and peers. It is advisable for a mentor to talk to their mentee's teachers to get an informed opinion from people who observe the student daily and also to understand how the mentee acts and reacts to classroom settings. (Page & Page, 1992)

The following chart will also help mentors as they work with mentees in the academic setting.

Behaviors Commonly Seen in Students with High Self-Esteem	Behaviors Commonly Seen in Students with Low Self-Esteem
Active, curious about surroundings; makes wide variety of contacts.	Mildly passive, tends to avoid new experiences, has limited contacts.
Makes friends easily, talks and laughs; gets in trouble now and then.	Shy, bashful, quiet and withdrawn.
Has a sense of humor, is a good sport, can laugh at themselves.	Tends to be overly serious, Hypersensitive; afraid to be laughed at.
Asks questions, defines problems, willingly does his part in planning for solutions and carrying out plans.	Avoids getting to the problem, grumbles that what is wanted is not clear, plans in terms of wishful thinking.
Willing to take risks in a classroom. Contributes to discussions and is able to stand up for what they think.	Unsure, backs down easily, frequently asks others: "Do you think this is right?" "What do you think?"
Takes modest pride in own contributions; is not overbearing, and does not cheat.	Aggressively asserts own ability and contributions, finds it difficult to share; undermines others when possible.
Works and plays well with others. Cooperates easily and naturally.	Overly competitive, finds it difficult to share. Undermines others when possible.
Usually happy, confident; does not whine for what cannot be had.	Usually gloomy and fearful, worries as a matter of course, complains a lot.

(Page & Page, 1992)

For adolescents, self-esteem is fragile and is easily wounded outside the academic realm as well. Physical attractiveness has a powerful impact on self-esteem during the adolescent years. During this period, rapid changes occur in the body's appearance, form and size. With the development of sexual hormones, adolescents become fixated on the appearance of their bodies and the bodies of others.

Concurrently with these massive changes, adolescents are moving away from their families and toward their own peers. Peer pressures and conformities are intense and adolescents are not very tolerant of differences, shortcomings or aberrations. Another strain is the pressures imposed by media and society. Today, children and adults are bombarded with what the "perfect guy" or "perfect girl" is supposed to look like. It is difficult for many students to grasp the idea that not everyone in the world can look as though they stepped off the set of *Baywatch*. It is especially difficult for adolescents to realize that everyone has their own size and shape, and that is all right.

Keys to Increasing Self-Esteem

- **Listen to Self-Talk:** Do you ever listen to those negative thoughts in your head? Replace the negative thoughts with positive thoughts. An example would be, "I can do this because I've studied hard for this test" or "I'm proud of myself for the way I handled that situation."
- **Recognize Accomplishments:** Make a list of your accomplishments, no matter how small or minor they may seem to you. This will help to build a sense of self-worth.
- **Be Assertive:** Say what you mean and respect what others say. Practice clear communication.
- **Be Tolerant:** Be tolerant of others and especially of yourself. Nobody is perfect. Try not to criticize others or yourself. Do not be afraid to admit a mistake; just learn from it.
- **Build a Support System:** Spend time with people that appreciate you for who you are. Value your friends and let them value you.

Increasing Self-Esteem

Feelings of self-worth come from both external and internal influences. External feelings of self-worth arise from such things as appearance, group acceptance, school awards, and social recognition. The external aspects of self-esteem are largely based on personal achievement, which creates conditional self-esteem. In other words, this kind of self-esteem is solely based on a person's achievement rather than on his or her inner character qualities. Individuals who base their feelings of self-worth on external factors are more likely to have an unhealthy self-esteem. (Page & Page, 1992)

Internal feelings of self-esteem come from being a unique individual, with inner character or personality qualities such as resourcefulness, sense of humor, or sense of integrity. These are considered forms of unconditional self-esteem because they are based on the individual, not on his or her achievements. Persons who base their self-esteem on internal factors (i.e., resourcefulness, responsibility, loyalty, sense of humor, or integrity) are more likely to have a healthier self-esteem. (Page & Page, 1992)

Activities to Help Bolster Self-Esteem and Self-Worth

The following activities will help both the mentor and the mentee get to know themselves and each other better. One of the fundamental steps to building a strong sense of self, self-esteem and self concept is to know oneself. The exercise will help in that process of getting in touch with personal desires, feelings, likes and dislikes. Have fun!

- Describe How I Look: Have your mentee describe in writing each of his/her physical features in detail, beginning at the head and progressing to the feet, and then evaluate how they feel about each feature. After the first two steps are completed, have the mentee talk about how they feel about their entire body, and thus, their body image.

- Getting to Know Me: Have your mentee complete the following prompts. Encourage honesty and depth.

  I hate …

  I wish …

  I fear …

  I love …

  I hope …

  I'm embarrassed when …

  The thing that bothers me most …

  The thing I am most afraid of …

  I want most to be …

  Regarding myself, I feel …

  I am most cheerful when …

  My greatest interest in life is …

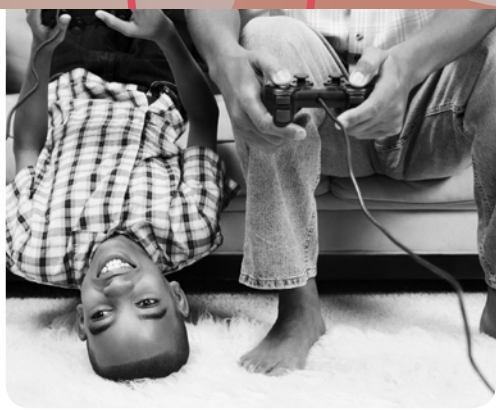
  I have great respect for …

  My hero is …

  When I am the center of attention, I feel …

  I feel awkward when …

  When I am angry, I …



- Strengths and Weaknesses — Discuss the Wise Man's Prayer: "God grant me the strength to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference."

- Then Discuss the Following Prompts:
  My most important strengths are …

  My most serious handicaps are …

  Things I can change for the better are …

  Things I am going to have to accept are …

- Pygmalion-Self
  Have your mentee complete each phrase with at least two answers with honesty and depth.

  My closest friend truly thinks I am …

  My classmates think I am …

  My parents honestly think I am …

  A stranger's first impression of me might include …

- Roles I Play
  Discuss how different people can view the same person differently. Then discuss the following prompts.

  To me, I am …

  To my family, I am …

  To my peers, I am …

  To a special friend, I am …

- Self-Talk
  Discuss how words can affect our emotions and thus our self-esteem. Discuss how the saying, "Sticks and stones may break my bones but words will never hurt me" does not exactly apply in real life. Ask the mentee to help you compile a list of self-put-downs and self-praise. And discuss their impact on self-esteem and self-worth.

Courtesy of Baylor University's Community Mentoring for Adolescent Development

Exploring and Valuing Diversity

How we associate with other people and express ourselves is diversity. There are all kinds of assumptions and stereotypes based on gender, size, clothes, etc. As much as we all try to be objective, we all have some theories about people based on stereotypes. Try to be aware of your thoughts, responses and assumptions as you work with others and recognize that others will be encouraged to do the same. Supporting an environment that welcomes differences in abilities, individual attributes and personalities allows people to contribute their best every day.

Young people need a mentor to help them see that diversity goes beyond race and gender. Diversity includes all of the wonderful things that we put on the walls. Personal expression is a form of diversity. How we associate with our peer group and express ourselves is diversity. Think back to when you were a teen. What did adults think about your clothes, hairstyle, the music that you listened to? Many young people have not had much exposure to other communities. Expand their world. Visit the many festivals and cultural events that exist in Pittsburgh; encourage youth to go outside their immediate neighborhood to experience other cultures.

Stereotyping

This unit addresses one of the most critical training needs that has surfaced in surveys of mentors and volunteer coordinators: the need to help mentors deal with diversity. Some mentors talked about "culture shock" in reference to their initial apprehension and lack of familiarity with, and/or understanding of, the world from which their mentees came. When you think about it, it is normal and natural to feel a certain amount of apprehension about meeting someone for the first time, especially if it's expected that you will become a trusted friend. Add to that a significant difference in age, in socioeconomic status and/or in racial and ethnic background and it is easy to understand why this is such a critical issue for mentors.

Toward a Broad Definition of Cultural Diversity

Many mentor programs prefer to match mentees with mentors who come from similar backgrounds in terms of race, socioeconomic status, etc. Often this is not possible, and mentors are matched with young people who may look and act very differently than they do and whose backgrounds and lifestyles may be dissimilar to their own.

Culture, in this sense, is more than race or ethnicity. It encompasses values, lifestyle and social norms, and includes issues such as different communication styles, mannerisms, ways of dressing, family structure, traditions, time orientation and response to authority. These differences may be associated with age, religion, ethnicity and socioeconomic background. A lack of understanding and appreciation of cultural diversity can result in mentors becoming judgmental, which may prevent the development of a trusting relationship.

What Can You Do?

As in many other situations, knowledge is the key to understanding. Below are descriptions and examples of different diversity issues. Each has the potential to cause misunderstandings between a mentor and a mentee. However, cultural understanding is not something you can learn exclusively from a textbook. Talk to your mentee about his or her background and ancestry, about what life is like at school or home, or with his or her friends. Find out the reasons for what he or she does. Your program director, other mentors, friends and coworkers may also have insights into cultural differences.

As you begin to learn and understand more about your mentee, you will be less likely to make negative value judgments. We hope that these examples will help you become more knowledgeable about and encourage you to explore your mentee's cultural background.

Ethnic Diversity

If your mentee comes from a different ethnic background, learn about the values and traditions of that culture. Such things as the role of authority and family, communication styles, perspectives on time, ways of dealing with conflict and marriage traditions vary significantly among ethnic groups.

For example, people from Scandinavian and Asian cultures typically are not comfortable dealing directly with conflict. Their approach to problems or disagreements is often more subtle and indirect. Consequently, a mentee from one of these cultures may find it difficult to discuss a problem with candor. Similarly, many Asian and Hispanic families emphasize respecting and obeying adults. For them, disagreeing with an adult, particularly a family member — or in this case a mentor — is forbidden. Conversely, the role and style of communication of some African Americans is much more direct and assertive.

Many Asian cultures have unique courtship and marriage traditions. For example, a Hmong girl typically marries before age 18 and most often is expected to marry a Hmong man of her parents' choosing. She may have no choice about whom she marries.

Ethnic groups can also vary in terms of their beliefs about and orientations toward time. For instance, some Native Americans may follow an inner clock, which they believe to be more natural, rather than adhering to a predetermined agenda or timetable.

Families that have recently arrived in this country often develop distinct reaction patterns. Children of recent immigrants typically react negatively to their parents' insistence that they follow the "old ways." These children are often ashamed of their culture and their traditions. They may even be ashamed of their parents. Mentors can help their mentees celebrate the uniqueness of their culture by showing curiosity and interest in the history and traditions of their mentees' cultures.

Obviously, these are gross stereotypes. They are used here only to demonstrate the range of diversity among different ethnic groups. It is your task as a mentor to learn about ethnic diversity from your mentee, from your observations and from discussions with program staff so that you can better understand the context of your mentee's attitudes and behavior.

Socioeconomic Diversity

Often, mentors come from different socioeconomic backgrounds than their mentees. While one may have grown up on a farm, the other may never have been outside of the city. One may own a house, while the other may not know anyone personally who owns a new car, let alone a house. A mentee's family may move frequently, perhaps every few months, and may not have a telephone. A mentee may have to share a very small apartment with many people. A mentor must learn that many things s/he may have taken for granted are not necessarily common to all. These types of cultural differences are common between mentor and mentee and require time and understanding for an appreciation of their significance. Remember, however, that poverty is color-blind, i.e., many white people are poor, many people of color are not and dysfunction can occur regardless of income, geographic location or level of education. Try not to make assumptions.

It is important to realize that there are psychological effects of chronic poverty. Some mentees may develop a short-term "culture of survival" attitude. A mentor may comment that her mentee, who comes from a very poor family, spends large sums of money on things she considers frivolous (the example she gives is $100 jeans). Poverty often prevents people from believing that their future holds any promise of getting better. Saving money and investing in the future is a luxury they don't believe they have. Buying a pair of $100 jeans when you don't have enough food to eat may very well be a function of the "take what you can get while you can get it" perspective of chronic poverty.

Youth Culture

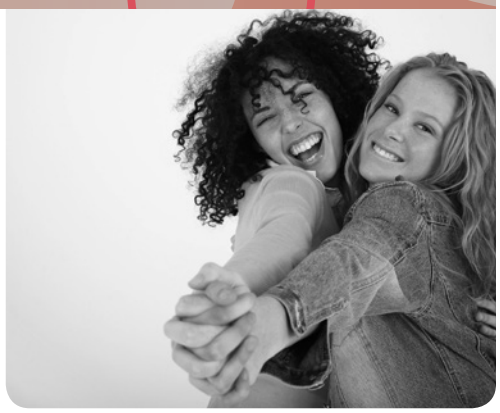
Many of the characteristics of adolescence are normal, common, developmental traits and consequently don't vary significantly from one generation to the next. For instance, while many adults believe that, in general, teenagers are exceedingly more rebellious than they themselves were as young people, rebellion is a common (and perhaps necessary) ingredient in an adolescent's transition into adulthood. Most of us, as teenagers, dressed very differently — perhaps even outrageously — by our parents' and grandparents' standards. We did things our parents didn't do, spoke differently, etc.

Take the time to remember what it was like to be your mentee's age. If you think about the following questions, you'll find that much of what you went through at that age, your mentee is also going through:

For example, when you were in ___ grade:

- What was a typical day like?
- What was really important to you at that time?
- What was your father/mother like? Did you get along? Were you close?
- Think of your friends. Were friendships always easy or were they sometimes hard?
- In general, did you feel as though adults typically understood you well?

However, it is also important to remember that some things, particularly sociological trends, do change dramatically and result in very different experiences from one generation to the next. There is significantly more alcohol and drug abuse today than there was when you were growing up (although, to be sure, alcohol and drug abuse have always existed); sexually transmitted diseases are more common and more dangerous; crime and violence have drastically increased throughout the country, particularly in urban areas; single-parent families have become more common and greater demands are being placed on all families.



For example, one mentor had a conversation with his mentee about school dances, which for the mentor were filled with fond memories of discovering dating and dancing. For the mentee, on the other hand, school dances were dangerous, since gunfire was a common occurrence. Obviously, it is important to be aware of these generational changes in lifestyle and children's coping responses to their life circumstances.

Remember …

The following are some suggestions that may help you successfully handle diversity:

- Keep in mind that **you are the adult** — you are the experienced one. Imagine, for a moment, what your mentee might be thinking and feeling. In general, young people of all ages, but particularly teens, believe they are not respected by adults and worry about whether a mentor will like them or think they're stupid. They are coming to you for help and may already feel insecure and embarrassed about the problems in their lives. Thus, it is your responsibility to take the initiative and make the mentee feel more comfortable in the relationship.
- It's also important to remember **to be yourself**. Sometimes, with the best of intentions, we try to "relate" to young people, use their slang and be like "one of the gang." Mentees can see through this facade and may find it difficult to trust people who are not true to themselves.
- Furthermore, you may learn a lot about another culture, lifestyle or age group, but you will **never be from that group**. Don't over identify with your mentee; s/he realizes you will never know exactly what s/he is feeling or experiencing. A mentee may actually feel invalidated by your insistence that you know where s/he is coming from. There is a big difference between the statements, "I know exactly what you're feeling" and "I think I have a sense of what you're going through." It is helpful to paraphrase what you think your mentee has said or is feeling and to give examples of similar situations that you have experienced.
- If something about your mentee is bothering you, first determine whether the behavior is simply troubling to you because you would do it differently or it is truly an indication of a more seriously troubled youth.

If, in fact, you feel that a troublesome situation is harmful to your mentee or others, you have an obligation to discuss this with your program coordinator. The coordinator will know when and where to refer the young person for professional help. For example, if it is a serious problem — your mentee's abuse of alcohol and/or drugs, for instance — the program coordinator may refer the mentee to an adolescent drug abuse program.

It's important to know what you should and should not do or say to your mentee. You are not expected to solve the problem or to be a therapist, but there may be situations where you can help. For instance, your program coordinator might suggest that you actively support your mentee's attendance and participation in support groups, or s/he might suggest that you talk with your mentee about similar situations that you have either experienced or heard about and the ways in which these problems were successfully overcome. Get suggestions from your program coordinator about ways in which you can be helpful and supportive.

Some behavior is not necessarily indicative of a serious problem but can nonetheless be troublesome. For example, being chronically late for appointments, adopting certain styles of dress or excessive swearing may have negative consequences. While your mentee has the right to make decisions about dress, speech and other behavior, you can help by letting him or her know:

- How the behavior makes you feel;
- What judgments others may make about the mentee as a result of the behavior; and
- The reactions and consequences s/he might expect from others.

Example: Let's say your mentee usually wears torn jeans and a leather jacket with signs and symbols on the back, and is quite proud of his or her unusual hairstyle. Although these outward differences made you uncomfortable at first, you (being the great mentor that you are!) have gotten beyond these "troubling" aspects and realized that in this case "different" does not mean "bad."

Now your mentee is looking for a job. Initially, you had decided to say nothing about the importance of appearances during job interviews, but your mentee is having trouble getting a job. You might ask him or her something like:

- Why do you think you didn't get the job?
- What do you think was the interviewer's first impression of you? What do you think gave him or her that impression?
- Do you think the impression you gave is one that is helpful in getting a job? What can you do about this?
- If you were 30 years old and owned a business, would you be hesitant to hire someone who looked and dressed in a way that was completely foreign to you?

You might also discuss ways in which your mentee could keep his or her individuality and identity (both very important needs in adolescence) yet make a more favorable impression. A typical response from a young person might be to refer to the "hypocrisy" and "material values" of the adult culture. Don't mislead or misrepresent the truth — the fact is, like it or not, there are standards and norms in certain situations with which one is expected to comply.

Cultural Reciprocity

An important but often forgotten aspect of cultural diversity is the mutuality of the mentoring relationship, which is what we call cultural reciprocity. This phrase refers to the fact that mentors and mentees alike can benefit from their increased understanding of others who may at first seem unfamiliar. For the mentor, a greater breadth and depth of understanding of others can facilitate better relationships at work, at home and in other social situations. As your mentee begins to trust and know you, s/he will begin to learn about life outside a limited circle of peers and discover new opportunities and ways of doing things: you can be a model for your mentee. The more options we have, the better off we'll be.

Remember: Our lives are enriched by diversity!

Courtesy of Mass Mentoring Partnership, Mentoring 101 Train the Trainer Curriculum.

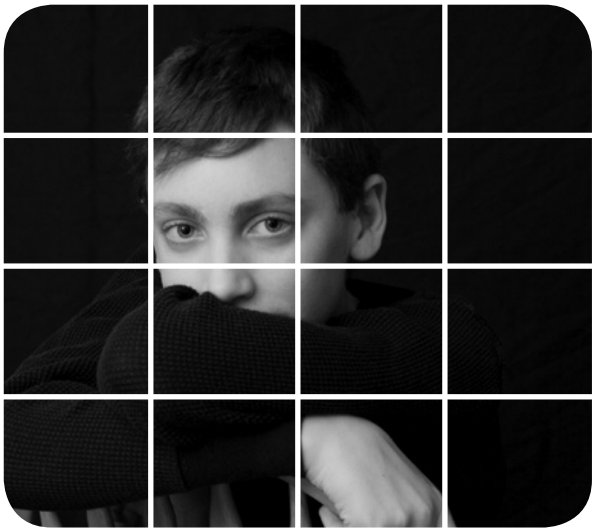
As mentors, please remember to consider the following:

- Youth culture has unique rules. Young people often experiment with dress and behavior. You will need to distinguish typical, rebellious adolescent behavior from broader cultural differences.
- You will encounter differences. Mentees often differ from their mentors in age, racial or ethnic background and/or in socioeconomic status.
- Diversity is a two-way street. You may represent a different world to your mentee. For example, your mentee may know of no one else who has a career like yours.
- Be understanding and nonjudgmental. Your mentee may come from a world very different from your own. Taking time to share your world and learn about theirs is a win-win.
- Share your culture. Young people are curious. Answer their questions with patience, using this questioning and answering as a means to build trust.

What other issues are raised when young people become adolescents and what are the most effective ways to address these issues? While mentoring programs are not intervention programs, they can help young people to make decisions or seek professional help regarding serious issues that they may be facing.

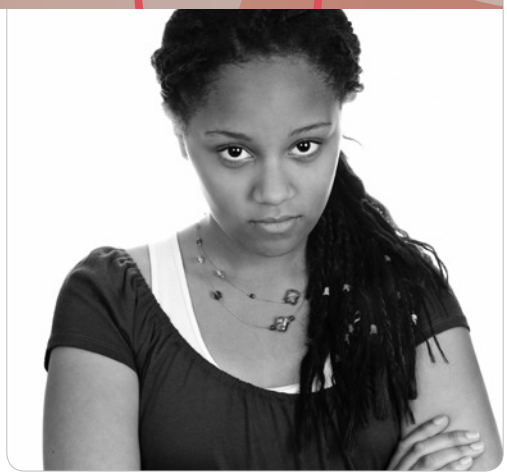
Mentors, remember that communication styles can vary from culture to culture. For example, in some cultures people opt for a subtle approach to resolving conflict. Other cultures encourage direct confrontation. Some frown upon contradicting adults altogether.

Other Considerations



Other Considerations

Substance Abuse



Peer pressure, family history and popular culture can all contribute to a young person's experimentation with alcohol, tobacco and drugs. Encouraging young people to discuss and ask questions about substance abuse is an important step towards engaging their trust and allowing them to educate themselves regarding its dangers. Your role as a mentor is to make literature and other resources available to them and help them to use those resources. By explaining to them why it is not healthy to use/abuse these substances and by taking the time to listen, you will give him/her the perspective of a trusted friend.

Child Abuse and Family Violence

Abuse, whether it is physical, sexual or emotional, detracts from a youth's self-esteem in ways that sometimes only professionals can help change. A youth may become withdrawn or turn to peers for support and away from authority figures — no matter how well meaning. The youth may recreate a family history of violence or abuse in other relationships, thus continuing a cycle of self-hatred, shame and hatred or suspicion of others. These problems require professional help, and mentors should contact program coordinators to find such help, without breaking the youth's trust in the mentor. A mentor may need to say: "I'm concerned for you and I have to report what is happening to you."

Depression and Suicide

Depression and suicide are often related to one or more of the issues above, compounded by a young person's inability to find answers to serious questions or emotional support for difficult problems. It is important, first of all, to acknowledge the seriousness and the difficulty of their issues because adolescents are often encountering such problems for the first time. Telling them "It's just a phase" or "You'll grow out of it" only verifies any beliefs they may have that you just don't understand. Suicide counseling is a matter for professionals, and mentors should contact program coordinators for referrals, with the adolescent's knowledge. In addition to seeking professional help for the youth, mentors can listen, provide resources and help the youth to use them, and provide a support system while the youth and professional counselor seek answers.

In a case where a young person's friend or school mate has committed suicide or has died unexpectedly, counseling and emotional support are necessary to prevent others from following suit for many reasons: as a "solution" to problems, as a cry for help or attention, as a form of "revenge," or as a way to resolve feelings of helplessness over the first death. School counselors, psychologists and social workers can organize and implement school-wide or area-wide counseling in such cases.

Peer Pressure

Today, youth are gathering information, advice, ideas and signals from people other than their parents and teachers. They look to their peers for approval, comparison, a source of self-esteem and their own identity. It is important to instill a sense of self into young people if they are to learn to make educated decisions in situations without input from authority figures or their peers. Scolding or playing savior will hinder trust-building, while transferring the source of approval from the mentee's peers to yourself will end up making you partly responsible for the mentee's decisions should they backfire, and will detract from the mentee's ownership of his/her successes when those decisions prove effective.

As mentors, our challenge is to help young people see that they have choices and that they can connect with positive rather than negative peer groups. In some instances, your mentee may have an opportunity to become a leader and direct his/her peers into positive groups. As mentors we become a neutral voice, an independent partner, which can have a positive impact or influence.

Emerging Sexuality and Teenage Parenting

Adolescents are discovering who they are, which includes their sexuality. Young people in need of intimacy, emotional support or personal prestige may turn to or seek out sexual relationships to satisfy these needs and curiosities. For these reasons, effective education on sexual issues should include honesty, skills for making decisions, protection options, setting goals, setting limits for relationships, fulfilling emotional needs without sex and taking responsibility for decisions and their consequences. There are many professional organizations that can provide information to help you with these discussions. Begin by asking the program coordinator for guidance!

***Unless specified, the source for this information comes from the Youth Risk Behavior Summary (YRBS), an anonymous Center for Disease Control (CDC) survey conducted with adolescent volunteers from 39 states (Pennsylvania does not participate in the survey.)**

Ages and Stages of Youth

5-to-7 Years Old

General Characteristics

- Eager to learn, easily fatigued, short periods of interest
- Self-assertive, boastful, less cooperative, more competitive
- Need rest periods. Good quiet activities would be reading books together or doing simple art projects
- Large muscles are well developed. Activities involving small muscles will be difficult (working on models with small pieces)
- May tend to be accident-prone
- Like organized games and are very concerned about following rules
- Can be very competitive
- Are very imaginative and involved in fantasy playing
- Are self-assertive, aggressive, want to be first, less cooperative at seven than at five, and boastful
- Learn best through active participation
- Are very sensitive to praise and recognition. Feelings are easily hurt
- Inconsistent in level of maturity evidenced; regresses when tired, often less mature at home than with outsiders

Suggested Mentor Strategies

- Be patient, encouraging and flexible
- Give supervision with a minimum amount of interference
- Give praise, opportunities for successful completion, and suggestions on acceptable behavior

Suggested Activities

- Bake cookies
- Play UNO, checkers, bingo
- Ride bikes
- Visit the park or zoo
- Read stories

8-to-10 Year-Olds

General Characteristics

- Interested in people, aware of differences, willing to give more to others but expect more
- Busy, active, full of enthusiasm, may try too much, accident-prone, interest in money and its value
- Sensitive to criticism, recognize failure, capacity for self-evaluation
- Capable of prolonged interest, may make plans on own
- Decisive, dependable, reasonable, strong sense of right and wrong
- Spend a great deal of time in talk and discussion, often out spoken and critical of adults although still dependent on adult approval
- Are very active and need frequent breaks from tasks to do things that are fun for them and involve use of energy
- Can be very competitive
- Are choosy about their friends: BOYS LIKE BOYS, GIRLS LIKE GIRLS
- Being accepted by friends becomes quite important
- Team games become popular
- Worshipping heroes, TV stars and sports figures is common
- Are very sensitive to praise and recognition. Feelings are hurt easily
- Their idea of fairness becomes a big issue
- Are eager to answer questions
- Want more independence, but know they need guidance and support
- Wide discrepancies in reading ability

Suggested Mentor Strategies

- Recognize allegiance to friends and "heroes"
- Remind child of responsibilities in a two-way relationship
- Offer enjoyable learning experiences. It's a great time to teach about different cultures
- Provide frank answers to questions about upcoming physiological changes

Suggested Activities

- Board games
- Miniature golf
- Video games
- Craft projects and drawing
- Swimming

11-to-13 Year-Olds

General Characteristics

- Testing limits, "know-it-all attitude"
- Vulnerable, emotionally insecure, fear of rejection, mood swings
- Bodies are going through physical changes that affect personal appearance
- Interest in art, crafts, models and music are popular
- Are very concerned with their appearance, and very self-conscious about growth
- Diet and sleep habits can be bad, which may result in low energy levels
- Girls may begin menstruation, and may begin sexual activity
- Being accepted by friends becomes quite important
- Cliques start to develop outside of school
- Team games become popular
- Crushes on members of the opposite sex are common
- Friends set the general rule of behavior
- Are very concerned about what others say and think of them
- Have a tendency to manipulate others
- Interested in earning own money
- Are very sensitive to praise and recognition. Feelings are hurt easily
- Loud behavior and "showing off" hides their lack of self-confidence
- Tend to be perfectionists. If they try to attempt too much, they may feel frustrated and guilty
- Want more independence, but know they need guidance and support

Suggested Mentor Strategies

- Offer alternative opinions without being insistent
- Be accepting of different physical states and emotional changes
- Give frank answers to questions
- Share aspects of professional life and rewards of achieving in world of work
- Do not tease about appearance, clothes, boyfriends or sexuality. Affirm often

Suggested Activities

- Trivial Pursuit or other board games
- Bicycle trip
- Build a go-cart or other model
- Skating, movies, shopping

14-to-18 Year Olds

General Characteristics

- Testing limits, "know-it-all attitude"
- Vulnerable, emotionally insecure, fear of rejection, mood swings
- Identification with admired adult
- Bodies are going through physical changes that affect personal appearance; very self conscious about growth
- Diet and sleep habits can be bad, which may result in low energy levels
- Rapid weight gain at beginning of adolescence. Enormous appetite
- Friends set the general rules of behavior. Fear of ridicule and being unpopular
- Feel a real need to conform. They dress and behave alike in order to "belong"
- Are very concerned about what others say and think of them
- Going to extremes, emotional instability with "know-it-all" attitude
- Are caught between being a child and being an adult
- Look at the world more objectively, adults subjectively, critical
- Can better understand moral principles
- Attention span can be lengthy
- Argumentative behavior may be part of "trying out" an opinion
- Romantic or Sexual relationships/experimentation

Suggested Mentor Strategies

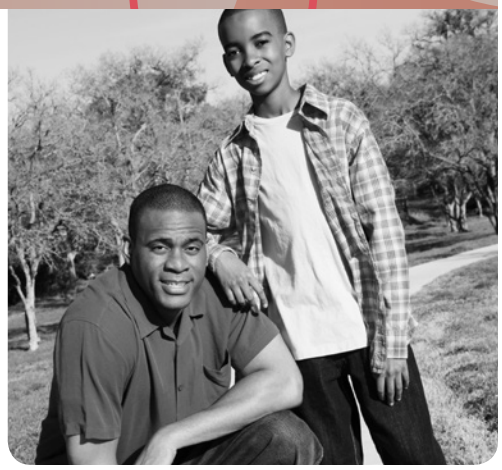
- Give choices and don't be afraid to confront inappropriate behavior
- Use humor to diffuse testy situations
- Give positive feedback
- Be available and be yourself, with strengths, weaknesses and emotions
- Be honest and disclose appropriate personal information to build trust

Suggested Activities

- Aerobics class
- Tennis or skiing lessons
- Ethnic restaurants
- Long walks and talks
- Cooking, movies
- Shared community service projects
- Car repair

Case Scenarios

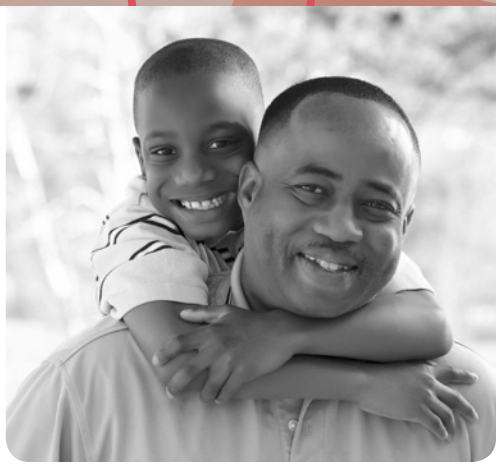
Case Scenarios



- Your mentee is chronically late for your meetings. How would you respond?
- Your mentee is talking about a schoolmate who he doesn't like; he says that the schoolmate "gets on my nerves" and sometimes he'd "like to kill him." Should you take him seriously or brush it off as adolescent melodrama?
- Your mentee is gifted in math and you think he/she should major in mathematics in college. He/she decides to concentrate on elementary education, which you personally think is a waste of his/her talents. Should you say something to him/her?
- Your mentee asks how much money you make. How do you respond?
- Your mentee is unusually shy. He/she does not look you in the eye and never tells you what he/she wants to do. How do you respond?
- You have not yet met your mentee. You have left messages at his/her house but he/she has not returned your calls. How do you respond?
- Your mentee asks you an extremely personal question. You do not wish to answer this question. How do you respond?
- Your mentee dislikes a teacher and is failing the class. What approach do you take to help him/her to overcome the negative feelings and to be successful in the class?

The encouraging thing about mentoring today is that there are all kinds of real people under the hood, revving the engine of what has become a very real moment.

Communication Scenarios



- Your mentee is 11 years old. You have been meeting for more than two months, and she has never expressed an opinion about how you and she should spend your time together. You always suggest the activities. When you suggest one, she always says, "That'll be OK." When you suggest more than one and ask her to choose, she says, "It doesn't matter which one." When you ask her to suggest what she'd like to do, she says, "Anything will be nice." You know it's important for her to share in the decision making and in your meeting today you've decided to try to deal with this situation.

- Your mentee is 13 years old. This is only your third meeting with him. His family recently moved and, as a result, he started going to this school just last month, after the school year had already started. He hadn't said much about school during your first two meetings. In fact, he hadn't said much about anything. But today when you meet, you immediately see that he has a black eye. You ask him what happened. "Nothing," he says. "I just got into a fight in the cafeteria."

- Your mentee is seven years old. You have been meeting with him for six weeks and he has always seemed to enjoy your time together. But when you meet with him today, it seems like nothing can make him happy. He doesn't want to play computer games or read a story together, or play catch — all things he usually enjoys. He finally agrees to work on putting together a Super Monsters puzzle with you, but when the puzzle is halfway complete, he knocks all the pieces onto the floor and starts kicking them across the room.

- Your mentee is 12 years old. During the first two months of your relationship, things seemed to be going well between you. But then she didn't show up for your last two meetings. You phoned again and set up another meeting, this time arranging to pick her up in your car. She is home when you arrive there, and she gives you a big smile when she sees you. But you're upset about the missed meetings and feel you have to talk about it.

Boundary Scenarios

- You arrive at your usual meeting place and your mentee has not arrived. You had previously called your mentee to let her know what time to meet. You both agreed that you would interview the head of the college art museum for a special school project. What should you do or say next time you talk to your mentee?

- 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. What do you say?

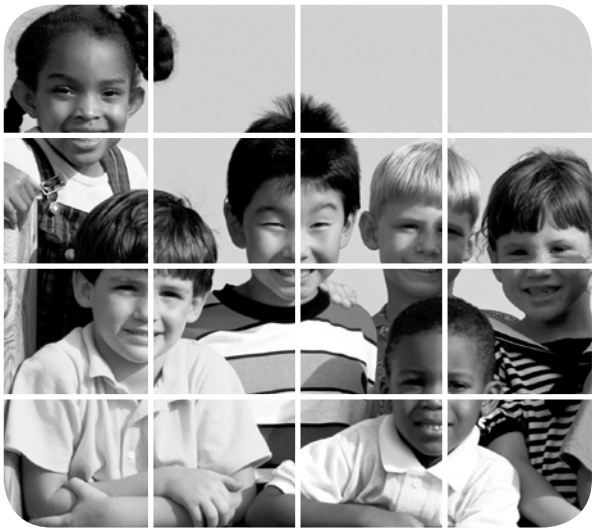
- Every time you go to pick up your mentee, his father greets you at the door and spends at least half an hour chatting with you. You are glad he likes you, but his long greetings are getting in the way of the time you spend with your mentee. How should you handle this situation?

- During one of the group activities of the mentoring program, you notice that your mentee is being mean to one of the other children. You've noticed this behavior in the past, but have not said anything about it. Your mentee's attitude toward other children makes you feel uncomfortable. What should you do?

- 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 she 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 her feelings, but you are feeling uncomfortable with the calls at work and tired from all the calls at home. What should you do?

Courtesy of The Hamilton Fish Institute: Training New Mentors-Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities.

Goal Setting



Why Set Goals?

One of the most effective ways to build the mentor/mentee relationship is for the pair to participate in activities based on the goals of the mentee:

- If college entrance is a goal, mentor and mentees can tour a campus together
- If higher academic achievement is a goal, tutoring sessions, lessons on note taking and visits to the library are appropriate
- If career education is a goal, the mentor and mentee can visit the mentor's workplace
- The mentor and mentee can work on learning a new skill

In addition to doing activities, mentors can help build the relationship by:

- Monitoring attendance and calling with encouragement when students are absent and providing feedback on behavior

Sample goals may include:

- Going to school and improving grades
- Improving relationship with family members
- Taking part in community service
- Learning about college and careers
- Saving $500 by the end of the year
- Learning how to tie a tie correctly

Goal Setting:

- Encourages a problem-solving approach to obstacles
- Encourages discipline
- Encourages opportunity
- Facilitates clear conceptualization of what you want to do

Goals are: S.M.A.R.T.

- SPECIFIC
- MEASURABLE
- ACHIEVEABLE
- REALISTIC
- TIMELY

You know that there are so many young people in this country who desperately need a responsible, caring and committed adult in their lives. Thank you!

Sample Goal Setting Worksheet

I. Mentor/Mentee Relationship (Sample Mentor Goals)

A. Meet with mentee (face-to-face) for at least two hours per month.

B. Talk with mentee at least once per week on the telephone, two phone calls per month must be initiated by the mentee.

C. If a meeting must be missed, it is the mentor's responsibility to:

- Contact the mentee prior to the meeting, giving at least two hours notice if possible.
- Reschedule the meeting for another time.

II. School Performance (Sample Mentee Goals)

A. Attend school regularly

B. Put forth satisfactory effort (e.g., completes assignments neatly and on time, participates actively).

C. Earn report card notations that indicate acceptable to outstanding behavior (commendations from school staff, absence of office referrals, etc.).

D. Academic performance showing progress in one or more subjects.

III. Out-of-School Performance (Sample Mentee Goals)

A. Establish and maintain good relationship with family.

B. Develop and/or maintain positive personal habits (e.g., refrain from the use of illegal drugs, alcohol and cigarettes, and from early parenthood).

Mentees Want …

Advice

You bring a wide range of life experiences to your mentoring relationship. As a result, you can be a great source of advice and information. From time to time, your Mentee may need a second opinion or a different perspective. You can provide that! Share your experiences. Were you involved in a similar situation? What did you do? How did it work out? Be willing to share but be sure your mentee is interested first. Remember that you and your mentee are different people. Your mentee has his or her own values, which may be very different from yours. These may lead to very different ideas about what to do.

Access

One of the most valuable things you can do is to help connect your mentee with people, opportunities, and information that are otherwise out of reach. That's what access is all about — helping your mentee find and get involved in new situations or find new resources. Access to resources is one of the most valuable benefits you can offer.

Advocacy

Has someone written a letter on your behalf? That's advocacy! That's powerful!

If your mentee needs a job reference or a college recommendation, you can help. But remember, to be an effective advocate, you need to know your mentee well..

As an advocate, the mentor speaks up for the mentee in a situation where a caring adult is needed and is missing. In this role, mentors link their mentees to resources to which they have a right to access but might not know exist or be able to take advantage of. As an advocate, you can take advantage of the connections and associations you have in school, in the community, or with businesses.

Source: National Mentoring Partnership website (www.mentoring.org), 2007.

Remember, a Responsible Mentor …

- Keeps realistic expectations
- Returns calls promptly
- Confirms and keeps meetings/appointments as scheduled
- Plans new activities
- Won't ask to borrow or loan money
- Listens closely and learns from their mentee
- Is positive and supportive whenever possible
- Respects the mentee's point of view and his/her opinions
- Keeps in regular contact with the program coordinator/case worker
- Remains patient
- Waits for the right opportunity to ask personal questions
- Can identify the mentee's talents, strengths, and assets
- Provides recognition for effort or improvement
- Shows appreciation for contributions of the mentee
- Demonstrates confidence and faith in their mentee
- Suggests small steps in new or difficult tasks
- Can show their mentee how to use mistakes as learning experiences

"What mentoring offers children is hope in the form of successful, consistent role models."

— Richard Rowe of the Baltimore Mentoring Partnership

Most Importantly …

A Mentor Builds on the Positive

Whenever possible, approach the goals, issues and/or problems of your mentee in a positive light, building on related strengths that your mentee may have demonstrated. You can be the one to help your mentee see the connection between their actions of today and their dreams and goals of tomorrow. Be as concrete and relevant as possible.

A Mentor Encourages

Mentors can help their mentee build self-confidence, self-esteem and cultural pride to last a lifetime by focusing on the talents, assets and strengths of the mentee.

A Mentor Models Behavior

Words consistently reinforced by behavior are unbelievably powerful. What you do is as important as what you say, so use your behavior to promote learning and positive development in your mentee. You are competing against numerous negative influences (for example, television, advertising and peers), so be persistent and patient. Find creative solutions to problems your mentee brings up, encouraging discussion and the seeking out of alternatives. Engage your mentee in a discussion in which you explain the reasoning behind your behavior. The discussion, it is hoped, will prompt your mentee to discuss the reasoning behind their behavior.

A Mentor Turns Everything into a Learning Experience

Keep an eye out for learning opportunities and teachable moments. If your mentee expresses an interest in someone or something, no matter how slight, take advantage of the situation and help them develop the interest further. Over time, they may learn to be aware of and creative with their own potential.

After the Training …

Mentors, as a follow-up to this training we recommend that you connect with your program coordinator to become familiar with the following:

- Understand your program's statement of purpose and long-range plan.
- Talk to your program coordinator about how you may be able to assist them in recruiting other mentors.
- Participate in the program orientation for mentors.
- Become familiar with the eligibility and screening process for mentors so that new mentors know what to expect.
- Ask your program coordinator for additional information and training opportunities designed to support mentors.
- Be honest with your program coordinator about your current and new interests. This will help them during the matching process.
- Check in with your program coordinator to see when they have scheduled meetings for staff and mentors. This is a great way to receive program updates and information. This might also include newsletters and other mailings.
- Identify ways to provide feedback on your mentoring experiences to the program coordinator. Programs need to hear from you about what is working and what can be improved upon.

Mentoring Activities

A Year's Worth of Mentoring Activities

52 ideas, one for each week of the year *(Cross them out as you do them!)*

1. Set your mentoring goals together.
2. Make dinner together.
3. Make popcorn and talk.
4. Go to a concert.
5. Tackle some homework.
6. Go out to dinner together.
7. Go to a movie.
8. Shoot some hoops.
9. Go to the library together.
10. Just hang out.
11. Figure out how to program your VCR/DVD.
12. Learn about pop music.
13. Talk about life.
14. Give a tour of your current job.
15. Talk about your first job.
16. Talk about planning a career.
17. Plan a career.
18. Get together with friends from work.
19. Visit a community college.
20. Visit a local technical school.
21. Talk about college.
22. Work on applications together.
23. Explore financial aid options.
24. Work on a resume.
25. Talk about dressing for success.
26. Do a pretend job interview.
27. Talk about how to look for a job.
28. Talk about where to find a job.
29. Find a summer job.
30. Set up a work internship.
31. Talk about making connections.
32. Talk about what it takes to get ahead.
33. Talk about health insurance.
34. Talk about taxes.
35. Talk about balancing a checkbook.
36. Talk about work and life.
37. Talk about credit cards.
38. Talk about savings and investments.
39. Go bargain hunting.
40. Plan a week's worth of meals.
41. Go holiday shopping.
42. Learn to write a thank-you note.
43. Go to a house of worship.
44. Celebrate a friend's religious holiday.
45. Talk about relationships.
46. Talk about personal values.
47. Talk about the future.
48. Visit a convalescent hospital.
49. Discuss politics.
50. Share your culture and background.
51. Go hiking.
52. Do some volunteer work together.

Courtesy of California Governor's Mentoring Partnership

What Will We Do Each Week?

Below is a partial list of some tips and strategies for your mentoring sessions. Check to see that they are age appropriate. Remember to ask youth what they would like to do. Plan together. Don't be too structured, though. Spontaneity is important! Add some good ideas of your own. Make a list of the ideas that you really liked and share them with other mentors. Good luck!

1. Start by telling your youth why you decided to become a mentor.
2. Engage in games such as chess, checkers, Monopoly and crossword puzzles.
3. Select books you like and read them together. Get to an exciting part and finish it next time you are together.
4. Start a book club.
5. Exchange favorite recipes. Put them in a book and use it as a neighborhood fundraiser for the program.
6. Research the history of music and learn to play a musical instrument together.
7. Teach the beginning alphabet, words and phrases of a foreign language.
8. Create a scrapbook of memories that last the entire year.
9. Use a disposable camera to capture special moments.
10. Work on the computer. Create calendars, write poems and search the Web.
11. Set up e-mail correspondence between mentors and youth if you are permitted and if your youth has e-mail access where the mentoring program is located. Write to each other and touch base between visits.
12. Construct a kite together and fly it.
13. Build and launch a rocket. Don't forget to take photos.
14. Create a design and carve a pumpkin on Halloween.
15. Help research and design an extra credit project.
16. Create a time capsule and bury it. Determine when it should be opened.
17. Create a holiday, get well, or greeting card for a special occasion.
18. Discuss safety precautions such as wearing helmets when riding bikes and fire safety in the home.

Courtesy of Dr. Susan G. Weinberger, President, Mentor Consulting Group

19. Write an original storybook together.
20. Discuss personal hygiene, health, exercise and healthy habits. Remember that we are what we eat! Manage a diet plan together.
21. Teach how to give a good handshake. Practice makes perfect!
22. Discuss proper etiquette and social graces. Plan a field trip to a fine restaurant after youth pass all the tests. Make sure to get permission and invite a chaperone. Get approvals from the program first!
23. Connect with the community. Research what after-school programs are offered in the community in which youth might engage.
24. Encourage your youth to try out for school activities such as the band, chorus, drama and sports.
25. Play sports. Shoot basketballs in a school or organization's gymnasium.
26. Explore what to do in an emergency. Create a contact list and discuss 911 procedures.
27. Plan for a sound financial future. Discuss opening savings and checking accounts and the concept of good credit and the meaning of credit cards. Invite a banker to speak with youth.
28. Plan for future careers. Conduct mock interviews for a job, read the want ads, discuss dress codes and fill out a sample job application.
29. Discuss opportunities for post-secondary education. Research two- and four-year colleges and technical schools and the meaning of financial aid. What does it take to get to college? What high school courses should be taken? It is never too early to begin.
30. Take a career interest inventory. Discuss entry-level positions.
31. Decide on a community service project together with mentors and youth and carry it out. Plant a garden in front of the local school, remove graffiti from school walls or collect food and deliver it to the homeless. Take credit for the project as part of your mentoring program. Ask the program what their needs are.
32. Start a pen pal project with a group of young people in another country.
33. Talk about friends — those that your youth has and those he or she would like to have.
34. Decorate T-shirts and wear your creations proudly.
35. Discuss what your youth wants to be when he or she grows up. Invite guest speakers in who represent the careers of choice.

Courtesy of Dr. Susan G. Weinberger, President, Mentor Consulting Group

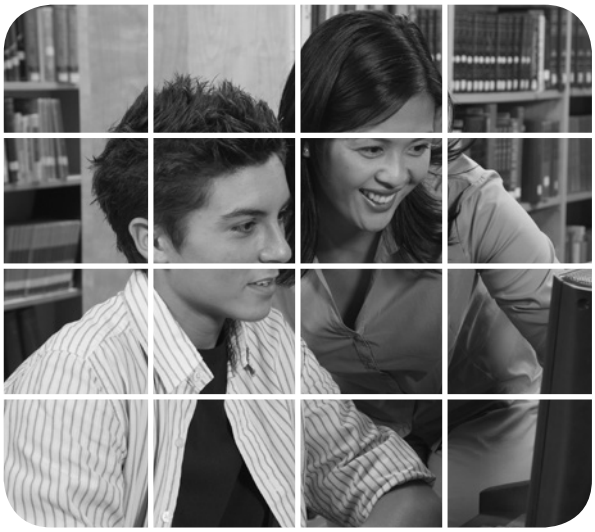
36. Arrange to shadow corporate executives on Groundhog Job Shadow Day, a national event in February.
37. Have a game of basketball, football or volleyball with mentors playing against youth.
38. Help your youth to craft a personal mission statement.
39. Design and paint a mural on the wall of the school.
40. Act out a scene from a favorite book and make a production out of it. Invite the school to attend.
41. Discover ways to make spelling fun. Use alphabet cereal or flashcards.
42. Play Hangman.
43. Discuss the positive activities youth can get involved in during the summer.
44. Walk outside on a nice day; sit under a tree and just talk.
45. Research and talk about famous people who use their abilities to get ahead.
46. Read the newspaper and discuss current events.
47. Share your life experiences.
48. Share your career experiences. How did you get to where you are today?
49. Remember your youth on his or her birthday with a card.
50. Share your school experiences when you were the same age as your mentee is now.
51. Share a proverb each time that you meet.
52. Build a model.
53. Swap photos of youth and mentors.
54. Bring a scrapbook or photo album from home and share photos of your family, travels and pets.
55. Share thoughts and feelings between meetings in a small journal.
56. Practice the answers to the questions for a driver's license.
57. Help your youth write a resume.
58. Discuss people you admire. Compare heroes and research your favorites.
59. Discuss leisure activities.

Courtesy of Dr. Susan G. Weinberger, President, Mentor Consulting Group

60. Plan a leadership project with your youth and carry it out.
61. Tell your youth — if you could go back to high school, what would you do differently?
62. Complete a personality inventory to find out who your youth is.
63. Help your youth to design a unique and original calling or business card.
64. Ask your youth where they hope to be in five years and in 10 years.
65. Help your youth to get organized. Write out what your youth does every day and what he or she would like to change.
66. Practice how to get a point across.
67. Research volunteer opportunities and adopt a project. Giving back through community service is so important.
68. Discuss travel and dream vacations.
69. Discuss the pillars of character including pride, punctuality, honesty and responsibility.
70. Help to arrange a mini career fair and invite other youth to attend.
71. Cook a meal together if it is allowed. Ask to use the school kitchen or home economics classroom if there is one at your local school.
72. Explore careers over the Internet.
73. Teach how to ask a boss for a raise.
74. Invite a guest from the local labor market office to discuss market requirements and the fastest growing jobs today.
75. Share your dreams.
76. Help with homework. Make sure that your youth takes the lead in making this decision.
77. Plan a random act of kindness.
78. Learn about how newspapers write the news and invite a reporter to a session.
79. Usher at the school play or musical concert.
80. Arrange a field trip to visit a senior citizen home. Read to the seniors.
81. Hold a spelling bee and crown the winner.
82. Try clay modeling.

Courtesy of Dr. Susan G. Weinberger, President, Mentor Consulting Group

Suggested Resources



Museums, Historical Places and Other Area Attractions to Visit

Air Heritage Museum, Beaver County Airport (Beaver Falls); 724-843-2820

Allegheny County Courthouse (Downtown); 412-261-6161, ext. 001

Allegheny Observatory (North Side); 412-321-2400

Andy Warhol Museum (North Side); 412-237-8300

Beechwood Farms Nature Reserve (Fox Chapel); 412-963-6100

Boyce Park Nature Center and Greenhouse (Monroeville/Plum); 724-733-4618

The Carnegie (Oakland); 412-622-3131

Carnegie Science Center (North Side); 412-237-3400

Fallingwater (Mill Run); 724-329-8501

Flag Plaza & Pittsburgh Scout Center (Downtown); 412-471-2927, ext. 219

Fort Necessity National Battlefield (Farmington); 724-329-5512

Fort Pitt Museum (Downtown); 412-281-9284

Frick Art & Historical Center (Point Breeze); 412-371-0600

Latodami Nature Center at North Park (Wexford); 724-935-2170

McConnell's Mill State Park (Portersville); 724-368-8091

National Aviary (North Center) 412-323-7235

Pennsylvania Trolley Museum (Washington); 724-228-9256

Phipps Conservatory & Botanical Gardens (Oakland); 412-622-6915

Pittsburgh Children's Museum (North Side); 412-322-5058

Pittsburgh Zoo (Highland Park); 412-665-3640

Heinz Regional History Center (Downtown); 412-454-6000

South Park Nature Center (Bethel Park); 412-835-0143

University of Pittsburgh Nationality Rooms (Oakland); 412-624-6000

References

The Mentor Handbook-Second Edition — written by Susan Weinberger, Ed.D., director of the Norwalk Public School Mentor Program in Connecticut, this guide is for adult volunteers, sponsoring companies or organizations and schools involved in a one to one mentoring/support program. For more information contact: Educational Resources Network, Inc., 18 Marshall Street, Norwalk CT 06854, Phone: 203.853.6847

The Two of Us: A Handbook for Mentors — this handbook is designed for individual mentors to guide them in getting the most out of their mentoring relationships, whatever the focus of the relationship; from developing a friendship, to role modeling, to achieving academic goals. For more information contact: The Baltimore Mentoring Institute, 605 North Eutaw Street, Baltimore MD 21201; Phone: 410.685.8316

The Power of Mentoring — with an introduction by Lee Iacocca. Collection of essays by several professionals, a mentor, and a mentee. The National Media Outreach Center, 4802 Fifth Avenue. Pittsburgh PA 15213; Phone: 412.622.1491

Daloz, L.A. (1987). **Effective Teaching and Mentoring.** San Francisco: Jossey-Bass Publishers.

Evered, J.F. (1981). **Shirt Sleeves Management.** New York: Amacom

Freedman, J. (1990). **From the Goodness of Our Hearts: The Emergence of Mentoring Programs for Vulnerable Youth.** Philadelphia: Public/Private Ventures.

MENTOR/National Mentoring Partnership **"How to Build a Successful Mentoring Program Using the Elements of Effective Practice."** (2005). Dr. Susan G. Weinberger, President MENTOR Consulting Group Inc.

Thomas, G. (2003). **Teacher Effectiveness Training.** Three Rivers Press.

Tuckman, B. (1965) **Developmental Sequence in Small Groups.** Psychological Bulletin, 63, 384-399.

Tuckman, B. & Jensen, M. (1977) **Stages of Small Group Development.** Group and Organizational Studies, 2, 419-427.

LAST BUT NOT LEAST, The Mentoring Partnership of Southwestern Pennsylvania has a wealth of resources and information for you. Please feel free to contact us with any questions, concerns, or comments. Access our website, www.mentoringpittsburgh.org, for up-to-date information. Call us at 412.281.2535, or fax us at 412.281.6683.

The Mentoring Partnership of SWPA

The Mentoring Partnership maximizes the opportunity for mentoring to transform the lives of young people so they may reach their full potential.

Our services include:

- **We help start mentoring programs.** Our technical assistance in design and implementation helps promote successful and quality mentoring programs.
- **We support established mentoring programs with ongoing technical assistance.** We bring our expertise into programs and identify program strengths and weaknesses in order to improve the mentor/mentee relationship. We focus on areas such as program development, recruitment, training and program evaluation.
- **We assist in recruiting mentoring volunteers.** We work to increase public awareness about the need for mentors. With the help of MENTOR/The National Mentoring Partnership and local partners, we strive to reach potential volunteers and connect them with youth in programs throughout our region.
- **We provide training for mentoring volunteers.** Training is essential. Volunteers who are trained are more comfortable with their role as a mentor and remain committed longer. Our mentor training addresses topics such as "What is Mentoring", communication skills, and goal setting.
- **We bring together mentoring staff and volunteers.** We host the Mentoring Leadership Network, a network of provider staff and volunteers that meets regularly to strategize on how to effectively raise awareness about mentoring, share resources, explore best practices and promote quality programming for youth.

There are more than 26,000 active mentoring relationships in our region. However, there are still nearly 1,000 youth in Allegheny and surrounding counties who are on waiting lists at local agencies and would benefit from having a mentor. We are committed to eliminating the waiting lists and increasing the number of youth who are benefiting from high quality mentoring relationships.

For additional information, contact us at:

phone: 412.281.2535 | fax: 412.281.6683 | email: info@mentoringpittsburgh.org

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