

# **Be a Mentor Program**

## **Training Mentors: Instructions for Trainers**

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## Preface

*Training Mentors: Instructions for Trainers* has been written to assist program coordinators and/or trainers in training volunteer mentors. It is based on my own experience training hundreds of volunteer mentors and managing/supporting hundreds of student/mentor matches over the past five years. This training is annually reviewed and revised in order to maintain a comprehensive, up-to-date, and effective training experience.

You might be questioning whether or not you have the skills to be a trainer. When I first started training myself, I had no previous training/public speaking experience. What I did have though, was a sincere desire and passion to do my part for the youth that we serve. This, I discovered, was all I needed to get started.

The Shanti National Training Institute states, “Training is a learned skill. Every one of us is a student as well as a teacher when it comes to training volunteers. All training programs and all trainers and volunteers are works-in-progress, improving over time. Factors such as your amount of experience with groups, your history as a trainer, your experience with the conditions of your client population, and cultural factors such as gender, ethnicity, or age can affect how comfortable you are as a trainer in a specific situation.”

Carefully review the sections of this training. As you become more familiar with the concepts and the intentions of the sections, you may choose to modify certain elements to suit the needs of your program and/or volunteers. It may take conducting several training sessions before feeling comfortable with the process. Do not take this as a sign that the information or exercises don’t work or that you don’t understand or are not doing it right. Remember – you are engaged in a developmental process. In time, you will feel more confident with all phases of this training.

I recommend that you ask your volunteers to evaluate you and your training at the conclusion of your sessions. They will give you invaluable information that you can use to continually improve yourself and your training sessions.

Have fun and fear not!

Eileen Pardini  
Director of Training

## Overview of Training Mentors: Instructions for Trainers

*Training Mentors: Instructions for Trainers* is a step-by-step guide for program coordinators and/or trainers responsible for training volunteer mentors. It includes preparation guidelines, specific language for each module, and guidelines for creating flip charts.

*Prepare for Your Training...* provides training preparation instructions for one week prior, two days prior, one day prior to, and the day of your training.

*Conduct the Training...* consists of trainer scripts for each of the following modules as well as instructions for conducting icebreakers, group exercises, brainstorming, visualization exercises, and case studies:

- Welcome Your Volunteers
- Review Training Agenda
- Review Training Guidelines
- Review Training Objectives
- Introductions
- Icebreaker
- How Students Enter the Program
- Why Youth Need Mentors
- Environmental Factors
- The Role of a Mentor
- So What Exactly Does a Mentor Do?
- Visualization Exercise
- Practices of Effective & Ineffective Mentors
- Stages in Mentor/Student Relationship
- What is Culture?
- Listening With Both Ears
- Communicating With Your Student
- Sharing and Modeling Values
- Problem Solving: Asking High Quality Questions
- Mentor Support
- Review Remaining Volunteer Screening Steps
- Wrap-up and Collection of Miscellaneous Paperwork

*Creation of Flip Charts...* consists of content for fifteen flip charts that correspond to the training script and agenda.

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## **Prepare for Your Training**

### **One Week Prior to Your Training**

Send a personal, hand-written reminder to your volunteers (ten to twelve is the maximum recommended number of participants). Include the address of your training location along with the directions and start time. Be sure to mention any important details regarding parking, etc. Enclose your business card so they can contact you should they have any questions.

### **Two Days Before Your Training**

Call or email each volunteer and confirm his or her attendance. Prepare a training guide for each, including a few extras.

### **The Day Before Your Training**

Assemble the following materials for your training:

- *Training Guides for Volunteer Mentors*
- Information forms regarding fingerprinting, TB testing
- *Mentor Questionnaires*
- Sign-in sheet
- Name tags
- Colored markers
- Ball point pens
- Extra *Mentor Contract Applications*
- Flip charts and portable easels
- Video (optional)
- Portable CD player and music
- Miscellaneous handouts

It is also essential that you make the necessary arrangements to provide for your trainee's physiological needs (refreshments). By doing so, you will contribute to creating a welcome training environment and help eliminate any unnecessary distractions.

Make arrangements for refreshments to be delivered to your training or prepare refreshments in advance. You may need to make arrangements at least a week in advance if you are having food delivered.

If you are holding a morning training, prepare coffee, hot water for tea, some sort of pastry, and/or cut fruit. If your training is scheduled for the evening, it is best to provide some sort of nutrition or snack – nothing too messy or complicated. Simple finger foods work best such as Pizza and prepared fruit. Cookies, coffee, and tea are desirable also. Don't forget your paper items such as napkins, plates, and cups. It is also good to provide bottled water at your training.

## On Training Day

Arrive to your training site early to prepare the room. Give yourself at least an hour to arrange seating, set-up refreshment table, set-up flip charts, and place training materials. Take measures to ensure that your room, chairs, tables, and restroom facilities are clean.

Studies have shown that the most advantageous seating arrangement for adult learning is the “training circle”. This seating arrangement also supports the volunteer’s need for “belonging”. Whenever possible, arrange chairs only in a circle, with one chair for each volunteer. Include a chair for yourself. Your flip chart should be placed just outside of the circle behind your chair. Place a training guide, nametag, and any additional training handouts on each chair.

Provide energizing or relaxing background music depending on the time of your training.

## Conduct the Training

### Welcome Your Volunteers

Allow ten minutes for your volunteers to arrive. Greet them warmly at the door and graciously usher them in. Have them complete the *Mentor Questionnaire* during this time and select refreshments. Begin your presentation promptly at ten past the start time.

Start by introducing yourself and thanking your volunteers for giving their time for such a worthwhile cause. Share with them a little something about your background and history with your organization. Then tell them, “This training has been designed to set the stage for your relationship with your student and to give you the necessary information, tools, and mindset to be effective in your match.” Tell them when the training is scheduled to end. Point out the refreshments and the location of the restrooms. Inform them that you will provide a couple of breaks during the training.

### Review Training Agenda

Walk them through the *Training Agenda* on your flip chart. An agenda provides structure and order for your volunteers and supports their need for safety. When finished, ask the group, “Is this agenda okay with everyone?” This gets their buy-in and again supports their need for safety.

### Review Training Guidelines

Ask your volunteers, “What does safety in this group mean to you?” Keep this discussion brief but acknowledge each response. Walk them through the *Training Guidelines* on your flip chart. Ask them, “Are there any questions regarding the guidelines? Are there any additional guidelines you would like to have?”

## Review Training Objectives

Next, review the *Training Objectives* on your flip chart. The objectives act as a way to focus the volunteers on the purpose of the training and again support their need for safety.

## Introductions

Begin by asking each volunteer to share with the group their name, current occupation, a strength they bring to the relationship, and a question or concern they may have (flip chart page ). Ask for a volunteer to start. This allows folks to participate when they are ready and comfortable.

*As the Trainer/Facilitator, you are a servant of the group and it is your job to make every effort throughout the training to create a safe environment, in which your volunteers feel comfortable participating and sharing. Also essential to the training, is the creation of an environment that accepts individual differences and embraces cultural diversity.*

Record their responses on Post-It easel pads. After filling a page, post on a visible wall for viewing. Thank each of them after their turn and at the conclusion of this exercise.

## Icebreaker

Introduce the following icebreaker activity. Instruct your volunteers to count off and break into groups with at least three people in each group. Tell them they have ten minutes maximum to generate a list within their group in response to a specific question. Provide markers and a blank piece of flip chart paper for each group. After the ten minutes are up, they must choose a spokesperson from their group to present their group's responses. Distribute one of the following questions to each group on a small piece of paper:

- How is a mentor like a tightrope walker?
- How is a mentor like a tour guide?
- How is a mentor like a surgeon?
- How is a mentor like a firefighter?
- How is a mentor like a gardener?

Have each spokesperson take five minutes each to present their group's responses. When everyone has finished, applaud their efforts and spend five minutes in the training circle reflecting on this exercise. Ask a few of the following questions as facilitator, to prompt dialogue:

- What connections did you make?
- What was true about this for you?
- What feelings did you experience?

*After each hour passes, check in with your group to see if a five-minute break is needed.*



## **How Students Enter the Program**

Lead into the next topic by saying, “We just had an opportunity to think metaphorically about what it’s like to be a mentor. Now we are going to turn our attention to the students. How do students get into this program?” Turn to *How Students Enter the Program* on your flip chart. Explain the process for student acceptance into the program. Walk through each bullet on the page. Then ask, “What questions do you have regarding how students enter the program?” Wait eleven seconds before speaking and moving on.

## **Why Youth Need Mentors**

Next, turn to *Why Youth Need Mentors* on your flip chart. Ask your volunteers to turn to page 1 in their training guide. Share the top five youth issues as:

- Peer Pressure
- Substance Abuse
- Sexuality
- Depression
- Career Exploration and Part-Time Work

Share with the volunteers your first-hand experience working with the students. Describe if you can what it is like on a school campus today or ask your volunteers to share any of their own thoughts based on their own experiences. Your objective here is to try and create some dialogue amongst the group. Tell your volunteers to familiarize themselves with all the issues. Ask them, “What questions do you have regarding these issues?” Wait eleven seconds before speaking and moving on.

## **Environmental Factors**

Begin by telling your volunteers, “Not all, but most of the young people that are attracted to this program come from a similar environmental background, which is: single parent family, limited financial resources, and limited parental supervision. Your student’s environmental background usually has everything to do with why your student may rarely smile, why your student may be depressed, why your student may be angry, why your student may have low self-esteem, why your student is failing in school. Each of your students will be bringing this environment with them to this relationship. They oftentimes cannot control their environment and neither can you. You may not know what their environment is like in the beginning, but you need to keep in mind that this environment is a major factor in the total package that is your student. As their mentor, your job is to show them that other environments exist beyond their home environment. You can also assist them in learning how to cope with situations that overwhelm them. We will discuss how to do that later on when we get into problem solving.”

## **Environmental Factors (cont.)**

*Whenever possible throughout your training, try to weave in real-life examples to illustrate your main ideas. These examples can come from your own experience or they can come from current news stories.*

Ask your volunteers, “Who would like to share their own thoughts or experiences regarding environmental factors?” Or, “What thoughts or questions do you have regarding environmental factors?” Wait eleven seconds before speaking and moving on.

## **The Role of the Mentor**

Next turn to *Role of the Mentor* on your flip chart. Tell your mentors, “Your role as a mentor falls into four key areas:

First, academic help. Most of the students in this program need academic help in one or more subject areas. Some are failing in school. Your job is to provide academic support or to assist in linking them with someone who can. There could be someone right on their own school campus that can help them. Oftentimes, these students lack the self-esteem and self-confidence to seek out resources that are available to them. A key part of your job as a mentor is to assist your student in exploring and identifying resources.

The second area is career exploration assistance. Most of these kids have no idea what their plans are when they leave high school. The key word here is exploration. What is your student curious about? We are not asking them to choose a career path. Job shadowing, Internet research, and informational interviews are some of the activities you can coordinate for your student to assist with career exploration.

The third key area is emotional support. This is why most of the kids sign up. They are desperately seeking the attention and concern that is lacking in their personal environment. You could be the only person in their life at this time that is providing that attention and concern. When students are asked in the interview, ‘Why do you want a mentor?’ The majority of them reply, ‘I need someone to listen to me.’ Or, ‘I need someone to talk to about confidential things that I can’t talk to my parents about.’

The fourth key area is providing social experiences. Many of these young people have never been outside of their own neighborhoods. They know nothing other than their own home environment, school, and the streets. We have kids in our programs that have never seen the Golden Gate Bridge, they have never seen the ocean, they have never ridden on BART, they have never been to a movie. We are surrounded by a wealth of cultural and recreational experiences in the Bay Area. Your job is to expose your student to as many of these experiences as possible.”

“Some other important activities you will provide are:

## **The Role of the Mentor (cont.)**

Role Modeling – What does that mean? Your student will be watching you. They are going to be checking you out all the time: How you speak, dress, interact with others. Mentors must always remember this.”

“Accountability – Most kids don’t know what this means or how to be accountable. How are they going to learn this? They are going to learn it by you being accountable to them; by showing up when you say you are going to show up; by calling them when you say you are going to call them; by bringing any promised information; by doing what you say you are going to do.”

“Mentors must keep in mind that throughout the relationship, these kids want a non-judgmental, FRIEND. What questions do you have regarding your role as a mentor?” Wait eleven seconds before speaking and moving on.

## **So What Exactly Does a Mentor Do?**

Turn to the *Mentor Commitment* on your flip chart. Review each of the commitments listed on the page. Then ask your mentors, “How are you going to spend four to six hours a month with your student? I will mention a few general ideas and then you will have the opportunity to brainstorm in groups. We have already mentioned tutoring as a possible activity. Recreational and cultural activities are great ways to explore new places. Attend your student’s activities whenever possible. Do things in groups with other mentors. Arrange job shadowing opportunities for your student.”

Have your volunteers count off and break into groups with at least three people in each group. Provide markers and a blank piece of flip chart paper for each group. Tell them they have ten minutes maximum to generate a list of creative and unique activities to do with their student. Ask for six ideas from each group. After the ten minutes are up, they must choose a spokesperson from their group to present their group’s list. Tell them to take notes. Applaud their efforts.

If the issue of money is not brought up by one of the mentors, tell your mentors, “It is important that you be judicious about spending money on your student. Please be careful. You can easily shift the whole focus of the relationship away from academic support/career exploration assistance to something entirely different. Keep in mind that many of these students will not have the money to participate in many of the activities that you may want to expose them to. So if you suggest the idea, it is best to say that you will treat. Also, try to do things that don’t cost anything. Many young people think that you can’t have fun unless you spend money. So be creative and judicious about the activities that you organize with your student. What questions do you have regarding activities with your student?” Wait eleven seconds before speaking and moving on.

## Visualization Exercise

Tell your volunteers, “We are going to do a visualization exercise now. Close your eyes and imagine you are fifteen years old again. You have applied to participate in the Mentor Project at your school. What do you hope your mentor is like? Be honest.” Write down their ideas on a flip chart and tell them they need to fill the page. After they have finished, share with them the list that actual students have generated. Then say, “This exercise is a perfect segue into our next topic, *Practices of Effective & Ineffective Mentors*.”

## Practices of Effective & Ineffective Mentors

Review page 8 in the *Training Guide for Volunteer Mentors*. Walk through each bullet and share the following:

### Effective Mentors:

- Involve students in deciding...

“Why? Because the program is for the kids.”

- Make a commitment to be...

“The key word here is steady. If you can only see your student once a month, your relationship is not going to go anywhere. We want you to drip on your student every week – either a weekly phone call, email, postcard or in-person visit.”

- Recognize that the relationship...

“Your student may never call you during this relationship. They may not have the self-esteem or self-confidence to pick up the phone and call a strange adult. Some kids are terrified of the phone. You need to take the initiative and call your student. This is difficult for some mentors to accept. You can ask them to call you, but they may not be comfortable doing so.”

- Call students before each...

“Why? Because they forget. You not only need to remind them the week before your date, but the night before and ten minutes before you leave to pick them up.”

- Pay attention to the student’s...

“The number one quality that students say they hope their mentor is like is fun.”

- Respect the student’s...

“They do have one and they will share it with you.”

- Allow the student to make...

“Your student may not return your phone calls, may not show for meetings, may say or do things that disappoint you, but if they were perfect, then they probably wouldn’t need this program.”

- Separate their own goals from those of the ...

“You may meet your student for the first time, take one look at them and say to yourself, ‘I know what we need to work on here’. But that is not what you are here for. You are not here to fix your student. You are not a prescription for your student. Your job is to simply have a relationship with this student and to find out what they are looking for.”

- Do not focus on the negative aspects of the student, ...

“Focus on the positive.”

## Practices of Effective & Ineffective Mentors (cont.)

- Seek and utilize the help...

“Do not hesitate to contact your Site Coordinator when frustrated or challenged. Their job is to support you throughout your relationship with your student. They may be able to tell you things about your student that you are unaware of or they can offer suggestions.”

### Ineffective Mentors:

- Have difficulty meeting the student...

“Again, your job is to initiate contact and to maintain a steady presence in your student’s life.”

- Attempt to transform or reform...

“This does not work. Remember, they do not want another parent.”

- Emphasize behavior changes over...

“It takes time to develop mutual trust and respect. It could take you all year. Do not compare yourself to the match next to you. Every relationship is unique and individual.”

- Attempt to instill a set...

“One of your jobs as a mentor is to share your values with your student, not impose them. I will talk more about how to do that a little bit later on in the training.”

- Ignore the advice of program...

“Self-explanatory.”

“What questions do you have regarding these practices?” Wait eleven seconds before speaking and moving on.

## Stages in Mentor/Student Relationship

Turn to *Stages in the Relationship* on your flip chart.

“The first stage is the developing rapport and building trust stage. It is also called the testing stage. I call it the stiff period. It is the most important stage in the relationship. It could take 30 days. It could take 90 days. It could take all year. Do not compare yourself to the match next to you. However long it takes is how long it takes. What does this stage look like? Missed appointments, unreturned phone calls, unreasonable requests, angry or sullen behavior.” *Give real-life examples or illustrations of these wherever possible.*

“The second stage is the setting goals stage. Your site coordinator will actually facilitate a goal setting exercise at the second group support meeting at your school site. This is a very important support meeting to attend. If your student is not receptive to this exercise, do not push it. It is our hope that we can get each one of these students to be receptive to this discussion around setting goals. Once you and your student have developed a plan, you will have a road map to follow. You can revolve many of your activities around this mentoring plan.”

## **Stages in Mentor/Student Relationship (cont.)**

“The third stage is closure. Both you and your student have committed to a one-year relationship. Your site coordinator will facilitate an end-of-year recognition event at your school site usually around the end of the school year in the May/June time frame. You may or may not have been with your student for a year, but everyone will be recognized at this event. It is important for you to clear your calendar as soon as you know about this date. Your presence at this occasion means a lot to your student. It is a time when your efforts and contribution will be recognized and it is also a time for you to acknowledge the strengths and “gifts” of your student.

## **What is Culture?**

Ask your mentors, “How many of you have had any training or classes in cultural diversity or cultural anthropology? These types of classes are excellent in helping us to understand what culture means and the importance of accepting people from other cultures. Please read and familiarize yourself with page titled *What is Culture?* It is important for you to know that every school that we work with has an extremely ethnically diverse population. For example, at Tennyson High School in Hayward, over 52 languages are spoken on campus. It is literally an international community on campus. What this means is, if you are volunteering to mentor in any of our schools, the odds are that you will be matched with a student from another culture. This usually means that English is your student’s second language and your student’s parents may not speak English. Usually the student serves as a translator if this is the case.

When someone is from another culture other than our own, this usually means that they see, perceive, and respond differently than we do to situations, people, and events. Actually, your student’s culture is a wonderful subject to begin conversation. You can say to your student, ‘Tell me about your culture. I’d like to learn more about it.’ What questions do you have regarding culture?” Wait eleven seconds before speaking and moving on.

## **Listening With Both Ears Communicating With Your Student**

“As we discussed earlier, listening is one of the most important activities you will do as a mentor. When you have a date scheduled to meet with your student, it is essential that you leave all your personal problems behind in order that you may give 100% of your attention to your student. It is best to reschedule with your student if you are overwhelmed or distracted by personal issues. Before you can listen to your student, you may need to initiate conversation in an effort to spark dialogue. You want to get your student to open up so that you can begin to gather information and begin to build a relationship with your student. How do you do that? You must become the question man and the question woman in this relationship.”

## **Listening With Both Ears**

### **Communicating With Your Student (cont.)**

Turn to the flip chart titled *Closed & Open Ended Questions*. “There are two kinds of questions that you can ask your student: open-ended or closed-ended. Closed-ended questions elicit a yes or no response, which tends to end the conversation. Open-ended questions on the other hand garner more information. Open-ended questions begin with all the ‘W’ words – what, who, when, where, why, which - and how. All of the questions listed here are closed-ended questions. How can you change each one of these into an open-ended question?” Guide the volunteers through each one of the questions listed on the flip chart.

“So, when you are with your student, you are asking open-ended questions, gathering information, and then listening. When you listen to your student you want to listen for the feelings being expressed as well as the content. Empathy means letting your student know that you not only understand what is being said, but you also ‘hear’ the feelings being expressed. ‘You sound down today,’ would be a simple way to explore this feeling being expressed. Paraphrasing your student’s feelings in your own words is an essential step in the listening process. It takes practice, but this technique lets your student know that you understand how she/he feels and that their feelings are respected and valued. What questions do you have regarding listening?” Wait eleven seconds before speaking and moving on.

### **Sharing and Modeling Values**

“Both you and your student come to the mentor/student relationship with your own values. What are your values? What are your student’s values? First, it is important that you recognize the values that are important to you, and then secondly, help your student clarify his/her own values. As part of your job as mentors it is essential that you *share* your values with your student, not *impose* them. How do you do that? You do that by sharing your stories with your student – your stories about how you got to be where you are today, including the times you ‘fell off the rails’, and the price you had to pay as a consequence. Students need to hear that you can make mistakes in life and still be successful. Timing and instinct come into play here when sharing your values, but you can look for opportunities to do this whenever you are with your student.”

Turn to the flip chart titled *What Do Teens Value Today?* “What do teens value today? What is important to them?” Ask the volunteers to brainstorm this question. Make suggestions if they get stuck. The purpose here is to get the mentors to develop a values profile for youth. When they have filled the page, then ask the volunteers, “What do adults value today?” What should be concluded here by the mentors is that adults value the same things as the kids. Maybe the priorities are different and maybe they bring up a few additional things that they didn’t mention for the kids, but by and large, the list should be the same. Encourage discussion at the completion of this activity. Then ask the volunteers, “What questions do you have about values or sharing values?” Wait eleven seconds before speaking and moving on.

## **Problem Solving: Asking High Quality Questions**

“Your students are going to bring their problems to you – their social problems, their personal problems, their academic problems, etc. They are going to want your advice or recommendations. As mentors, we want you to refrain from telling your student what you think they should do. It is not your job to solve your student’s problems. What we want, is to get these students to solve their own problems. How do you assist them in doing that? Once again, you will become the question man or the question woman and ask high quality questions whenever your student brings a problem to you.”

Turn to the flip chart titled *High Quality Questions*. Share an example of a problem that a student in your program brought to their mentor then review the questions on the flip chart with your volunteers. “Now you are going to get some practice approaching problems with your student.” Instruct your volunteers to count off and break into groups with at least three people in each group. Tell them they will have ten minutes to generate a list of questions pertaining to how they would approach a real-life scenario that will be distributed to them. “How will you respond to your student? What high quality questions will you ask them?” After ten minutes, ask each group to take turns reading their scenario to the larger group and then sharing their group’s thoughts and questions. If there is time, give each group a second scenario and repeat the same process.

## **Mentor Support**

“There are a number of ways that you can receive support as a mentor during your relationship with your student:

- First, you will receive a ‘check-in’ call or email from your Site Coordinator at least once a month. Remember though, your Site Coordinator is just a phone call away and you can call him/her at any time.
- We recommend that you exchange phone numbers with other mentors at your site for the purpose of sharing, support, and organizing group activities.
- I will provide quarterly advanced mentor support trainings for matched mentors. These will involve role playing and experiential learning exercises to assist you with the challenges in your relationship.
- Your Site Coordinator will provide four group support meetings during the school year at the school site. These are informal, fun, and involve team/skill building exercises.”

“What questions do you have regarding support for mentors?” Wait eleven seconds before speaking and moving on.



## **Review Remaining Volunteer Screening Steps**

“You have all now completed the training requirements for the screening process. I want to review the remaining steps in the process before you can advance to the interview stage.

- You must submit an application. If you have not done so already, I can give you one now.
- We need a copy of your driver’s license and proof of auto insurance.
- We need to receive three personal references from the three individuals that you listed on your application. If these folks do not know that you have put them down as a reference, it is wise to call them and let them know that they are going to be receiving a brief questionnaire from our organization and would they please complete and return to us as soon as possible.
- You need to get fingerprinted at a LiveScan site. You must schedule an appointment to do this. You cannot just walk in. (Provide written information to those who need it.)
- And lastly, you must provide results from a TB test/reading. (Provide written information to those who need it.)

## **Wrap-up and Collection of Miscellaneous Paperwork**

Allow sufficient time for the closing reflection activity – at least 2 minutes per volunteer. “We have reached the end of our training. Before closing we are going to spend a few minutes reflecting on today’s session. Please share any closing thoughts you have regarding today’s training. What has changed about your understanding? What new insights do you have? The person who has the talking stone has the floor. That person is to receive the full attention of all members of the circle. Limit your turn to no more than 2 minutes each. When you are finished, pass the stone to someone else. I will take the stone and go first. Before going, please leave on the table your *Mentor Questionnaire*, *Training Evaluation*, and any miscellaneous paperwork.”

## Creation of Flip Charts

Quality visuals are essential in any training. Studies have shown that visuals influence an audience more than your voice and more than the actual content. Prepare your flip charts in advance. Take the necessary time to create quality flip charts by using bright, alternating colors and neat, legible printing.

Create the Training Agenda pages on Post-it Easel Pad paper so that you can post these on a wall *separate* from your flip chart pages. Your volunteers should be able to see and refer to the agenda throughout the training.

Create all other flip chart pages on one easel pad (not Post-it Easel paper) and take special care to maintain the quality of these pages when not training so you don't have to redo them too often.

## Creation of Flip Charts

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## Post-it 1

# Training Agenda

- Review agenda
- Review Training Guidelines
- Review Training Objectives
- Introductions
- Icebreaker
- The Youth
  - How Students Enter Program
  - Youth Issues
  - Environmental Factors
- Break

## Post-it 2

# **Training Agenda (cont.)**

- The Mentors
  - Role of the Mentor
  - Mentor Commitment
  - Group Brainstorming Activity
  - Visualization Exercise
  - Effective/Ineffective Mentors
- Break
- The Relationship
  - Stages in Relationship
  - Culture and Your Relationship
  - Listening and Communicating
  - Open-ended Questions
  - Sharing Values – Brainstorming
  - Problem Solving – High Quality Questions

## Post-it 3

# **Training Agenda (cont.)**

- Mentor Support
- Review Screening Steps
- Reflection
- Evaluation & Adjourn

## **Flip Chart 1**

**Program Name**

**Mentor Training**

**Welcome!**

**Trainer's Name**

**Title**

**Organization Name**

**Web Address**

## Flip Chart 2

# Training Guidelines

- Maintain Confidentiality
- Be Here Now
- Speak from the Heart
- Listen from the Heart
- Respect Differences
- Have Fun!



## Flip Chart 3

# Training Objectives

- To understand more clearly the issues and environmental factors facing our youth today
- To understand the role and commitment of the mentor
- To understand and demonstrate practices of effective mentors:
  - Communication skills
  - Sharing values
  - Problem solving

## Flip Chart 4

# Introductions

- Name
- Occupation
- Strength You Bring to the Relationship
- Concern or Question

## **Flip Chart 5**

# **How Students Enter Program**

- Receives Orientation
- Completes Application
- Parents Complete:
  - Questionnaire
  - Authorization Form
- Student is Interviewed

## **Flip Chart 6**

# **Why Youth Need Mentors**

- Peer Pressure
- Substance Abuse
- Sexuality
- Child Abuse and Family Violence
- School Safety and Violence
- Depression and Suicide
- Nutrition and Health Care
- Faith and Religion
- Social and Time Management
- Career Exploration and Part-Time Work

## Flip Chart 7

# Role of the Mentor

- Academic Help
- Career Exploration Assistance
- Emotional Support
- Social Experiences
- FRIEND!

Listening

Accountability

Attention & Concern

Role Model

## Flip Chart 8

# Mentor Commitment

- 4-6 hours each month – minimum of 2 in-person meetings per month
- Weekly telephone contact
- Document activities/hours
- Meet your student's parents
- Attend 4 group support meetings at school site
- Attend quarterly advanced trainings
- Attend recognition event

## Flip Chart 9

# Students Hopes/Expectations

Fun Mentors \* Not a Parent \* Guidance  
Good at Explaining Things \* Be a Friend  
Like a Brother or Sister \* Listen to Us \* Sympathetic  
Understanding \* Knowledge \* Help Us Improve  
Honest \* A Role Model \* Don't Judge Us  
Cool Mentors that Won't Get Mad \* Respect Us  
Encourage Us \* Supportive \* Trustworthy  
Dependable \* Devoted \* Easy to Talk To \* Available  
Open-Minded \* Challenge Us \* Motivate Us  
Show Us New Things \* Someone to Look Up To  
Help Us Understand the Work Environment

## **Flip Chart 10**

# **Stages in Relationship**

- Testing/Building Trust
- Setting Goals
- Closure

**Confidentiality Throughout!!!**



## **Flip Chart 11**

# **Closed vs. Open-Ended Questions**

- Do you enjoy your classes?
- Do you like your teachers?
- Did you do your homework?
- Do you plan on going to college?
- Do you get along with your parents?
- Do you enjoy smoking?

**How can you change these into open-ended questions?**

## Flip Chart 12

### High Quality Questions

- What do you really want in this situation?
- What are all the ways you can go about getting what you want?
- What is important about achieving this particular outcome?
- Can the outcome be initiated and sustained by you?
- Considering what it will take and the possible consequences, is the outcome worth doing?
- If you get what you want, what will this do for you?