

Be a Mentor Program

Training Guide for Recruiting Students

Eileen Pardini, Designer & Trainer

Be A Mentor, Inc.

4588 Peralta Blvd., Ste. 17

Fremont, CA 94536

(510) 795-6488

Fax: (510) 795-6498

www.beamentor.org

Preface

Most Program Coordinators we have worked with are surprised at how challenging it is to recruit students who are willing to risk the experience of having a mentor. Most of them assume it will be one of the easier components of running a mentoring program. In reality, it is probably one of the most difficult. In our experience we have found that the average student either feels they don't need a mentor or it isn't "cool".

A Training Guide for Recruiting Students was developed for use by Program Coordinators responsible for managing and implementing mentoring programs. It is the result of Be A Mentor's research and work in the many school districts it has served for the past five years. The ideas and materials included in this guide serve as a primer for Program Coordinators to build their own customized program. We are careful not to dictate how you present the opportunity to your students, only what you should include in your presentation.

BE A MENTOR has learned through experience that coordinators must be creative and be willing to take risks when it comes to presenting an attractive and motivating presentation to your students. We encourage openness and flexibility when developing your presentations.

Best wishes in your work, and we invite you to share your experiences with us!

Eileen Pardini, Director of Training

Overview of a Training Guide for Recruiting Students

A Training Guide for Recruiting Students is organized into sections that provide a sequential flow of steps to undertake in the task of recruiting student mentees for your program.

Section 1... discusses topics to include in your presentation.

Section 2... offers advice on working with classroom teachers and arranging appointments to deliver your classroom presentations.

Section 3... provides instruction for collecting student and parent forms for acceptance into the program.

Section 4... is an assignment for trainers or Program Coordinators to assist them in preparing for their classroom presentations.

Section 5... offers sample information handouts for students and sample student and parent forms for acceptance into the program.

Remember... *A Training Guide for Recruiting Students* is intended to be used as a reference guide by allowing Program Coordinators to select appropriate information and content to build their own customized program.

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*When was the last time
You did something
For the first time?*

Section 1

Prepare Your Presentation

Most classroom teachers will allow you to deliver your presentation to their students within 10 to 15 minutes maximum. For optimum results, advanced preparation and rehearsal is required. You only have one opportunity in each classroom to communicate your message and successfully enlist students into the program.

Your presentation should include the following:

- Definition of mentoring
- Brief history of mentoring at this particular school
- Purpose of mentoring and how it assists in forming their goals
- Goals of the relationship and time commitment
- Benefits of mentoring
- Student testimonials
- Questions
- Sign-up time –distribute student/parent forms to interested students
- Next steps – interview by Mentor Site Coordinator

Prepare all handouts (see attached exhibits), flipcharts, props, and supplies beforehand that you plan to use during your presentation. Arrange release time for any student mentees who will be assisting you. You may need to work with the Mentor Site Coordinator when it comes to using student presenters.

When introducing the opportunity to students, be sure to speak from the heart and share your own experiences or personal viewpoint. Students can benefit from these stories and are more likely to listen. Remember that you only have a short amount of time to connect with your audience and spark interest.

Section 2

Schedule Classroom/Club Visits

Work with the Mentor Site Coordinator to schedule your presentations with the classroom teachers or club advisors. Contact these teacher(s) the day before your presentation to confirm your appointment. Let them know you will be arriving early to set up, and approximately how much time you will need.

This may be your one and only contact with these students so it is important that on presentation day, you appear friendly, knowledgeable, and professional. Be willing to improvise based on the nonverbal cues your audience is sending you. Make sure you leave contact information for students, should they later change their mind and decide to apply for a mentor. It is important to “leave the door open” for all students who may reconsider the opportunity at some point during the school year.

At the conclusion of your presentation, pass out the *Student Response Form* and collect from each student. Let them know that the Project Coordinator, “Mr. or Ms. So and So”, will be contacting interested students within the week to begin the application process. Thank the teacher at the conclusion of your presentation and leave your business card for contact purposes.

Section 3

Follow-up and Forms Collection

Deliver the collected *Student Response Forms* as soon as possible to the Project Manager for distribution. You may deliver the forms directly to the Mentor Site Coordinator instead of the Project Manager if there is only one Mentor Site Coordinator at your particular school.

The Mentor Site Coordinator will then contact interested students individually; confirm the student’s interest; answer any questions the student might have; distribute the *Student Questionnaire*, *Parent Questionnaire* and *Parent Authorization* forms; and schedule an interview date with the student. The Mentor Site Coordinator must emphasize that the interview date is the day when all of the student and parent forms are due.

Section 4

Assignment

Prepare a 10 to 15 minute mock presentation for any group of students. You may use handouts, flip chart, or other props. Be creative! What about a skit, poem, or rap song?

If you can, assemble a small group of students to practice your presentation in front of. Ask for feedback and revise your presentation as necessary.

Have fun! If you are enjoying yourself, the students most likely will, too.

Section 5

Exhibits

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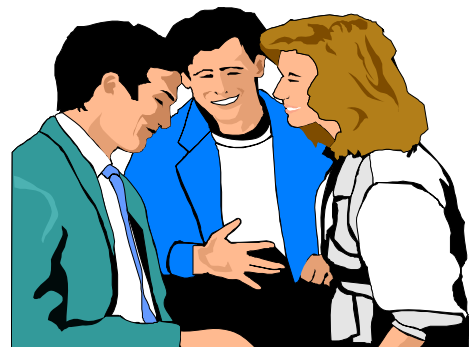
Description of a Mentor

WHAT IS A MENTOR?

A mentor is a member of the community, 21 years or older, who is willing to give of their time to talk with a student and assist the student in achieving personal, academic and career exploration goals. The mentor receives no money or recognition for this. A mentor is **not** a parent, counselor or social worker. A mentor is a friend and guide.

WHAT DOES A MENTOR DO?

Your mentors will support and listen to you, answer your questions or help you to find the answers, and share with you all of those things that they wish somebody had shared with them when they were in school. Mentors want to make sure that you are able to reach your goals. They want to make sure that in the future, you spend your time doing what makes you feel fulfilled as a person. They can help you. These are caring, giving people. They have wisdom to offer you. Find it!



WHO CAN APPLY?

Any student, 18 years or under, who desires to learn from others and create a network of positive role models. These students are persons who are seeking to better themselves.

WHAT DO STUDENTS DO?

Students are willing to accept guidance and support from a mentor. Students are willing to participate, commit to attending all scheduled meetings and work with their mentor through the duration of the program. Students must have the support and commitment of their parents. Students take responsibility for their own growth and development by developing personal goals with their mentors. Students are open to coaching and feedback from their mentors.

POTENTIAL CONFLICTS OR BARRIERS TO PARTICIPATION

Applying for acceptance into the program is strongly discouraged if transportation, employment in or outside the home, and/or extracurricular activities will prevent the student from meeting participation requirements. Students are **expected** to meet all scheduled commitments with their mentor or notify their mentor in advance to reschedule.

SO WHAT IS THE STUDENT'S JOB?

- **Ask questions.** You can't ask too many and if your mentor does not know the answers, he or she will know where to find them! Don't hesitate to speak up if English is your second language. This is a safe, non-judgmental learning environment where all points of view are valued.
- **Be open-minded.** Take advantage of the opportunity to be exposed to new things even if they are not your "thing". Remember to share your interests with your mentors. They want to learn about you, too.
- **Help your mentors feel comfortable around you.** Talk to them! Include them! Introduce them to your friends.
- **Develop goals with your mentor that you would like help in achieving during your one-year relationship.**
- **Communicate regularly with your mentors.** Telephone them. Write letters to them. E-mail them. Page them. Your mentors need to hear from you and will love it when they do.
- **Communicate regularly with the Mentor Coordinator.** Regularly scheduled student support meetings will be held for this purpose.
- **Attend all scheduled meetings with your mentors.** Be punctual! Confirm your attendance at all scheduled meetings by contacting your mentor in advance. Don't be a no-show! Respect your mentor's time and don't keep him or her waiting and wondering.
- **Invite your mentor to your extracurricular activities.** They may not be able to come, but you never know. It never hurts to ask.
- **Thank your mentor!** Thank them for everything. Let them know how much you appreciate their time, help, and interest in you.

Benefits of Mentoring

Students Speak:

- H *Having a mentor is like having a new and close friend.*
- H *The experience has made me a less shy person. They helped me to talk more.*
- H *I got to go places I've never been before. I'm now more confident in front of a crowd. I got adult help on homework and projects.*
- H *You can talk to them about your problems and they will try to help you as much as possible. I learned that it is important to communicate. I learned that people can be different in one way, but similar in others.*
- H *You get to talk to the mentor about anything and we all work together.*
- H *They helped us out with our homework and I got to hear about different careers.*
- H *The mentor takes you out to do things you both like to do. You get a new friend in life. For science projects, I could turn to my mentor and ask him about recycling.*
- H *I really like my group, especially my mentors. They are really nice and very helpful.*
- H *My mentors helped me see that I need good grades to get what I want and to be successful.*
- H *I learned that there are a lot of caring people who do care about young people.*
- H *I enjoyed the experiences that my mentors and I shared. The activities were fun. I think I have become more open about coming up to people and talking to them.*
- H *I am more comfortable talking to and meeting other people.*
- H *What I enjoyed most about being matched with a mentor was letting out my feelings about everything to a trusting adult. I also got to see where my mentors work and how they work.*
- H *When there is a project to be done, my mentor is there to help. I had a chance to get the feel of the job world.*
- H *I enjoyed going out with my mentors and spending time with them. I got to go to Cal State Hayward and visit St. Rose Hospital, the workplace of my mentors. I have two new friends.*

Frequently Asked Questions

What is the Be a Mentor Program?

The Be a Mentor Program involves the match of a volunteer adult and student. The mentors are community members from a variety of occupations who serve as friends, coaches, and guides. The mentors are both role models and resources. Both the student and the mentor commit to meeting with each other a minimum of twice per month for one year. The student and mentor work together on personal, academic, and career exploration goals that the student would like to achieve during the one-year relationship.

How do we know these volunteers are qualified to be mentors?

Besides completing an application and individual interview, the mentors must be fingerprinted, TB tested, and submit to a criminal background check. They must also provide three personal references and attend an initial training.

How are the students and mentors matched?

After reviewing the applications detailing personal information and conducting individual interviews to attain additional information, the Mentor Coordinator matches a student with a mentor based on individual profiles, family/cultural backgrounds, and/or personal and career interests.

What if we change our mind after being matched and decide for one reason or another that we don't want to participate?

Mentors and students are given a 60-day "grace" period to get to know one another. After the 60-day period, the student is asked to make a decision regarding the match. Mentors and students both agree to a no-fault conclusion whereby either party has the option of discontinuing the relationship for any reason. They also agree to discuss their decision with the Mentor Coordinator before terminating the relationship.

How can I apply to be matched with a mentor?

Students can receive additional information and complete an application regarding the project from the Mentor Coordinator. Students must also have parents complete and return the Parent Questionnaire and Parent Authorization form before being interviewed by the Mentor Coordinator.

_____ **Yes!**
I am interested in being matched with a mentor this school year. I would like an application.

_____ **No thanks.**
I am not interested in the Be a Mentor Program at this time.

_____ Student's Name

_____ Grade Level

Student Questionnaire

Please Print in Ink

Today's Date: _____

Name _____ Address _____

City _____ Zip _____ Home Phone _____

Ethnicity _____ Male _____ Female _____ Grade Level _____

Languages Spoken _____

School _____ Date of Birth _____

Names of Parent(s) or Guardian _____

Day Phone _____ Home Phone _____

Please answer the following questions fully and honestly. There are no right or wrong answers. The purpose of gathering this information is to have a basis for matching you with a mentor.

List the classes you are taking this year: _____

In which classes do you do well? _____

With which classes do you feel you need help? _____

Do you get assistance with your homework? If yes, by whom? _____

How well are you doing in school? _____

Please give the name of a teacher whose class you have attended and who knows you well _____

Please give the name of your counselor _____

What are the school extracurricular activities in which you participate? _____

Have you thought about your education beyond high school? Yes or No. If yes, please explain: _____

Do you currently work outside of school? Yes or No. If yes, please give employer's name, address and phone number: _____

Hours of employment: _____

In which activities do you participate during your free time (music, reading, sports, art)? _____

What do other people tell you that you are good at? _____

What do you think you are good at? _____

What do you like most about yourself? _____

Who do you look up to or admire? _____

Please answer yes or no to the following questions. Please mark the way you feel inside.

I am smart	yes	no
It is hard for me to make friends	yes	no
I get worried when we have tests in school	yes	no
I am well behaved	yes	no
I am slow in finishing my work	yes	no
I wish I were different	yes	no
I can be trusted	yes	no
I lose my temper easily	yes	no
I am sick a lot	yes	no
I am attractive	yes	no
I am good in my school work	yes	no
I often get into trouble	yes	no
I am easy to get along with	yes	no
I am often late to school	yes	no
I like being alone	yes	no

As a willing participant in the Mentor Project, I commit to working with my mentor through the duration of the program, attending all scheduled meetings with my mentor, and communicating weekly with my mentor. Emergencies happen to all of us. Should I be unable to keep a meeting with my mentor, I shall call in advance to reschedule. I agree to develop personal goals with my mentor and to be open to coaching and feedback from my mentor. In the event that I wish to discontinue my match for any reason, I will first notify the Mentor Coordinator and discuss this before discontinuing.

Student's Signature

Date

Be A Mentor Mentoring Program *Parent/Guardian Letter*

Date: _____

Dear Parent or Guardian:

Your child has applied to participate in the Be A Mentor Program this year. Students are selected based upon their availability and number of volunteer mentors available. If placed, your child is matched with one adult mentor from the surrounding business or service community. Each mentor serves as a role, listening and encouraging his/her student. The overall purpose of the mentor relationship is to show the students the real world applicability of academics. We aim to draw connections between what is taught in the classroom and what our students will do in the not-too-distant future.

Our mentors come to us from the local community, including businesses and service organizations. They are a diverse group representing a vast array of occupations. Each mentor is carefully screened prior to being matched with a student. Eager to share insight and experience with his or her student, each mentor will spend a minimum of four to six hours a month with his or her student. Facilitated, supervised meetings will be held from time-to-time in the evenings for mentors and students. The meetings will consist of skill development, team building and social activities.

You will have an opportunity to meet your child's mentor before your child is matched.

In order to have your child enter this program; we must have your signed authorization form in our files. To that end, we have enclosed a Parent/Guardian Questionnaire and Parent Authorization form. Please complete both, and should you have any questions, concerns, or need additional information about the Project, please feel free to call me at: () _____ ext. _____

We are very excited about the events of the upcoming year. I look forward to meeting with you all, very soon.

Most sincerely,

Project Manager

Parent/Guardian Questionnaire

Dear Parent/Guardian:

You play a very important part in the success of our mentoring program. Please complete the following questions. This information will help us to properly match your child with a mentor. **Only same gender matches are considered.**

Please Print in Ink

Name of Student _____

Name of Parent/Guardian _____

Place of Employment _____

Street Address _____

City _____ Zip Code _____

Home Phone _____ Work Phone _____

Describe how your child is doing in school _____

Describe your child's personality (outgoing, introverted, shy, friendly, confident, stubborn, etc.) _____

Describe the type of mentor that would best suit your child _____

Do you have a concern regarding the ethnicity/gender of your child's mentor? _____

If yes, please explain _____

What do you hope your child will gain from having a mentor? _____

Do you have any concerns about your child having a mentor? _____

If yes, please explain _____

Are there any factors that would prevent your child from participating in this program (transportation, babysitting, employment or any other responsibilities)? _____

Additional comments: _____

Be A Mentor Mentoring Program
Parent/Guardian Authorization Form

NOTIFY IN CASE OF EMERGENCY

Name _____ Relationship _____

Address _____

City _____ State _____ Zip Code _____

Home Phone _____ Work Phone _____

PARENT/GUARDIAN CONSENT

I have read and understand the information given to my child about the Be A Mentor Program. I hereby give my permission for my child _____, to participate in this program. I will assist my child in keeping all appointments with his/her mentor. I will attend all parent events whenever possible and I agree to communicate with the Mentor Coordinator regarding any concerns I may have about my child's participation in the Be A Mentor Program. I also understand that I will meet my child's mentor at the match meeting.

I give permission for the Be A Mentor project manager and my child's mentor to have access to my child's school files for the purpose of supporting my child's participation in the program.

I agree to exercise a prudent parent standard in deciding to have my child participate in the Mentoring Program and I will authorize each meeting between my child and his/her mentor. I will be responsible for making sure that my child's participation occurs at reasonable times and frequency given my child's needs and that the Mentoring Program continues to meet my child's needs.

Date

Signature of Parent/Guardian