

Mentee Training Toolkit

A Guide for Staff



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Introduction

Welcome to the *Mentee Training Toolkit*! This toolkit will allow your YouthBuild mentoring program to deliver a high-quality pre-match training for your students that will prepare them for the mentoring experience and give them relationship skills that will last a lifetime.

The orientation and training of mentees is one of the most critical, yet often overlooked, aspects of running a successful YouthBuild mentoring program. There are many reasons why this preparation is so important:

- It builds enthusiasm among participants, getting students excited about having some extra support as they go through the YouthBuild experience.
- It answers student questions and helps overcome their fears about the experience. Let's face it: Having a mentor is not something that comes naturally to most young people. A good training experience beforehand can reduce anxiety and provide key information about what it will be like.
- It provides skills that will help with the growth of their mentoring relationship and, hopefully, other relationships during their lifetime. You will notice that much of the content in this training is focused on fostering good communication skills, setting goals, asking for help, respecting boundaries, and developing other skills that support other relationships.
- It sets expectations. A good prematch training makes roles and responsibilities clear, avoiding misunderstandings and relationship hiccups down the road.
- It provides a big-picture context for the mentoring relationship and how it fits into the other aspects of YouthBuild. Mentoring is a unique and important component of your YouthBuild program and this training helps students understand how this experience will be integrated with the rest of your YouthBuild program services.

In addition to supporting your students, this toolkit should also help with one of the main tasks facing a mentoring coordinator: developing the content and materials of the training itself. Putting together a robust training is a lot of work. The slides and other materials provided here give coordinators a head start on developing quality training for their prospective mentees. While we encourage coordinators and other staff to customize these materials for local use as they see fit, they can also use them as-is with minimal additions (such as adding your own program name to the opening slides). We feel this will save coordinators considerable time and improve the consistency and quality of mentee training across YouthBuild sites.

Components of the Toolkit

This toolkit consists of the following files and downloads, all of which are available at <http://youthbuildmentoringalliance.org/guidebooks>:

- PowerPoint slides for each of the four Sessions in the training (available as separate files).
- This *Guide for Staff*, which provides an overview of the training, facilitator notes for each slide (along with tips for customizing the materials), tools and instructions for scoring and administering the Training Effectiveness Evaluation Tool, and a master copy of every handout you will need to conduct the training.
- The *Ready for Mentoring* guide, which serves as a supplemental resource you can refer to during the training. The *Ready for Mentoring* guide can also be referenced throughout the year by students as they work on their mentoring relationships. Provide each student with a printed copy and

be prepared to refer to this valuable resource early and often as you prepare your mentees. (This resource can be downloaded on the Community of Practice at http://youthbuildmentoringalliance.org/webfm_send/129.)

Using the Facilitator's Guide

The mentee training detailed here is composed of 4 one-hour sessions:

- **Session 1: Introduction to YouthBuild Mentoring.** This session lays the groundwork for the rest of the training by explaining what a mentor is, how a mentor can support the YouthBuild experience, and the basics of participating in the program. Ideally, this session will get your students excited about having a mentor and eager to learn more.
- **Session 2: Mentoring in Action.** This session digs deeper into what having a mentor is really like. It reviews participant roles and responsibilities, illustrates what good mentoring looks like, and reviews the types of activities and events mentors and students will engage in during the program.
- **Session 3: Mentoring Connections.** This session builds skills that will help the relationship get off to a good start and grow over time. The focus here is on fostering good communication skills, building trust, and exploring the possibilities (and limits) of the mentoring relationship.
- **Session 4: Mentoring Strategies and Supports.** This final session highlights several strategies for getting the most out of a mentor, tips for overcoming relationship hurdles, and final preparations for beginning the program.

Although the training is presented here as four distinct hour-long sessions, facilitators should feel free to schedule and sequence the training in whatever ways work best for their YouthBuild site and students.

Options include:

- 1 four-hour (half-day) training
- 2 two-hour sessions
- Shorter half-hour sessions that highlight a few concepts or activities

Regardless of how a site chooses to schedule the training, YouthBuild USA still expects that all mentees will go through the full four-hour training provided here before beginning their interactions with mentors. Ideally, all of this content will be delivered to mentees before the three-month period of group mentoring that begins the mentoring cycle for each cohort.

Working with the Files

- **PowerPoint slides.** The slides provided here are standard PowerPoint files that should work on any Windows or Mac computer. There is a master slide for the title slide and second-level slides that facilitators can edit as they see fit. We have kept the fonts and colors to standard Windows/PowerPoint options for ease of customization.

We encourage programs to add their own logos and contact information to the slides, insert photographs of their own students or mentees from previous years, and generally make these slides their own. What is important is that you feel comfortable with the presentation of the content and the way the slides visually represent your program and mentoring philosophy.

- **Facilitator notes.** Starting on page 17 of this guide, you will find detailed notes for the person delivering the training sessions. Text in italics indicates content that the facilitator should say to

the group. Training notes are grouped by the four sessions. For each slide you will present, we have provided:

- A thumbnail view of the slide
- Slide title and number
- Suggested timing to deliver the slide content or conduct the activity referenced
- A list of handouts or materials
- Tips for customizing the slide content
- Instructions on delivering the content or activity (for some we have provided a sample script that you can follow; for others we simply recommend key points to emphasize with participants or options for altering the delivery to meet your audience needs)

We encourage you to review the trainer notes thoroughly and customize them to match your delivery and personal style. If you need to alter the trainer notes considerably, you may want to transfer the content to Word or another word processing program. You can do this easily by copying and pasting text out of this PDF or by using the Export Tool in Adobe Reader and converting the entire document to Word format.

- **Handouts.** All of the handouts to deliver each session appear immediately after the facilitator notes, grouped by session. This should make it easy to find the materials you need to deliver each session. As with the slides and facilitator notes, you can customize the handouts to meet the needs (or match the branding) of your local YouthBuild program.
- **Other resources.** As noted above, you can also use the *Ready for Mentoring* guide as a general supplement to this training. We recommend providing a copy to each mentee. While full customization of this resource would be time consuming, you may want to take specific sections or worksheets and turn them into training content if you think it would improve the training.

Movies and video are powerful tools for training. Consider sprinkling in some clips before, during, or after the training sessions.

You will find several videos about mentoring on the YouthBuild Mentoring Community of Practice that you may want to use as part of the training, especially during the first two sessions as they provide the most information about what the experience is like. These videos offer heartwarming testimonials from students and mentors about their relationships and the value they have found in the program. The videos can help new students see that this is an opportunity someone like them can really engage in, and it can help put a “face” on this abstract concept called mentoring.

You may also find clips from movies with a mentoring theme useful for training. Feel free to incorporate these as needed before, during, or after the training sessions.

Popular Movies with Mentoring Themes

Antwone Fisher – www.imdb.com/title/tt0168786/
 Chariots of Fire – www.imdb.com/title/tt0082158/
 Coach Carter – www.imdb.com/title/tt0393162/
 Dead Poets Society – www.imdb.com/title/tt0097165/
 Finding Forrester – www.imdb.com/title/tt0181536/
 Forever Strong – www.imdb.com/title/tt0840322/
 The Karate Kid – www.imdb.com/title/tt1155076/
 The Lion King – www.imdb.com/title/tt0110357/
 Mr. Holland's Opus – www.imdb.com/title/tt0113862/
 Remember the Titans – www.imdb.com/title/tt0210945/
 Role Models – www.imdb.com/title/tt0430922/
 Stand and Deliver – www.imdb.com/title/tt0094027/

Training Effectiveness Evaluation Tool Instructions

What is the Training Effectiveness Evaluation Tool?

This is a level 2 evaluation tool, designed to measure knowledge gained from training. This tool will assess the level of participant knowledge prior to the training and the level of participant knowledge after the training.

This tool is not designed to measure people's feelings about the training, trainers, or the YouthBuild program, nor is it designed to measure someone's readiness or suitability.

How do I use the Training Effectiveness Evaluation Tool?

You will administer this survey twice: once before the training begins (pre-test) and once at the end of the training series (post-test).

Pre-Test:

It is important to get accurate results, so please make sure participants complete this survey BEFORE they receive any of the training materials or begin the training session.

Before you begin the welcome portion of the training session, give a paper copy of the Training Effectiveness Evaluation Pre-Test survey to each person in your training group with these verbal instructions:

*Before we begin, we'd like to ask you to complete a brief survey that will help us evaluate the effectiveness of this training. This survey is anonymous, so please **do not** put your name on it. This survey should be completed individually, so we ask that you refrain from talking among yourselves until the survey is collected. The results of this survey **will** be used to evaluate the effectiveness of our training, not your effectiveness or readiness as a mentee, and it will not impact your standing as a student in YouthBuild. Please make sure you read the directions and answer the questions to the best of your ability. At the end of the training series, you will be asked to take another survey to complete this evaluation process.*

Post-Test:

At the end of the training series, give a paper copy of the Training Effectiveness Evaluation Tool Post-Test survey to each person in your training group with these verbal instructions:

*We'd now like to complete the evaluation process by having you retake the survey you completed at the beginning of this training. Please remember that this survey is anonymous, so **do not** put your name on it. This survey should be completed individually, so we ask that you refrain from talking among yourselves until the survey is collected. The results of this survey **will** be used to evaluate the effectiveness of our training, not your effectiveness or readiness as a mentee, and it will not impact your standing as a student in YouthBuild. Please make sure you read the directions on the survey and answer the questions to the best of your ability.*

Give participants three to five minutes to complete the survey. If participants ask questions about the survey, do not give them the answers to the questions. When everyone has finished, collect the surveys.

How do I calculate the Training Effectiveness Evaluation Tool results?

Once participants have the completed pre-tests and post-tests, you can calculate the results. Using the **Training Effectiveness Evaluation Tool Answer Key**, go through each survey and circle every question that was marked correctly. Count the number of correct answers for question 1 on each pre-test, add them together, and enter the total number of correct answers in the corresponding column on the **Training Effectiveness Evaluation Tool Scoring and Calculation Guide**. Repeat this process by counting the number of correct answers for each question on each test and entering the total into the corresponding column for questions 2 through 10. Complete the same process for the post-test questions 1 through 10.

Once you have tallied all the correct answers for each question, you can calculate the percentage of increase in knowledge by using the formula described in Step 2 of the **Training Effectiveness Evaluation Tool Scoring and Calculation Guide**.

What do I do with the Training Effectiveness Evaluation Tool results?

Add your percentage increase of knowledge data to the “other comments” portion of your online Monthly Report.

At your site, you can use this data to assess the effectiveness of this training. By reviewing the individual changes between the pre-test and post-test for each question, you will be able to identify specific areas that may need more attention or emphasis in your training program.

Mentee Training Effectiveness Evaluation Tool Pre-Test

Thank you for taking the time to complete this first part of a two-part survey that will help us evaluate the effectiveness of our training program. Your answers are anonymous and won't be used as part of your program acceptance.

Directions

Read each statement or question and select letter that corresponds to the best answer. Please make sure your response is clearly marked.

1. YouthBuild mentoring is:
 - a. a one-to-one relationship with a caring adult
 - b. a professional counseling program for at-risk youth
 - c. a program that teaches young people how to be like their mentors
 - d. a program where adults meet with young people for lunch once a year
2. What is the minimum number of hours that mentoring matches meet per month?
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours
 - d. 4 hours
3. One-on-one mentoring matches start:
 - a. as soon as you are accepted into the YouthBuild program
 - b. as soon as you select a mentor
 - c. after a 2-month waiting period
 - d. by the end of the 3-month group mentoring activities
4. The most important thing a mentor can do for you is:
 - a. be a stand-in parent
 - b. be an advocate and friend
 - c. be an authority figure
 - d. lend you money
5. As part of the YouthBuild mentoring program, you are expected to:
 - a. be cautious and protective of your feelings
 - b. show up for meetings
 - c. wait for your mentor to get in touch with you
 - d. keep your contact information confidential
6. Which of the following is appropriate in a mentoring relationship?
 - a. borrowing money from your mentor
 - b. asking your mentor about his/her sexuality
 - c. confiding in your mentor about your career goals
 - d. having your mentor invest in your business
7. Who can your mentor talk to about your personal and program progress?
 - a. your friends
 - b. YouthBuild staff
 - c. no one
 - d. all of the above
8. Who should you contact if you have concerns about your mentor that aren't being resolved?
 - a. your friends in YouthBuild
 - b. your friend's mentor
 - c. YouthBuild National Director
 - d. YouthBuild Mentoring Program Coordinator

Mentee Training Effectiveness Evaluation Tool Pre-Test (cont)

9. What is an appropriate way to thank your mentor when your match is over?

- a. a verbal thank you
- b. a written thank you note
- c. a letter telling your mentor what you learned
- d. all of the above

10. When your match is over, you and your mentor can continue to meet if:

- a. your parents want you to continue meeting
- b. YouthBuild approves of you continuing to meet
- c. you and your mentor agree to continue meeting
- d. your job requires that you continue to meet

Mentee Training Effectiveness Evaluation Tool Post-Test

Thank you for taking the time to complete this second part of a two-part survey that will help us evaluate the effectiveness of our training program. Your answers are anonymous and won't be used as part of your program acceptance.

Directions

Read each statement or question and select letter that corresponds to the best answer. Please make sure your response is clearly marked.

1. YouthBuild mentoring is:
 - a. a one-to-one relationship with a caring adult
 - b. a professional counseling program for at-risk youth
 - c. a program that teaches young people how to be like their mentors
 - d. a program where adults meet with young people for lunch once a year
2. What is the minimum number of hours that mentoring matches meet per month?
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours
 - d. 4 hours
3. One-on-one mentoring matches start:
 - a. as soon as you are accepted into the YouthBuild program
 - b. as soon as you select a mentor
 - c. after a 2-month waiting period
 - d. by the end of the 3-month group mentoring activities
4. The most important thing a mentor can do for you is:
 - a. be a stand-in parent
 - b. be an advocate and friend
 - c. be an authority figure
 - d. lend you money
5. As part of the YouthBuild mentoring program, you are expected to:
 - a. be cautious and protective of your feelings
 - b. show up for meetings
 - c. wait for your mentor to get in touch with you
 - d. keep your contact information confidential
6. Which of the following is appropriate in a mentoring relationship?
 - a. borrowing money from your mentor
 - b. asking your mentor about his/her sexuality
 - c. confiding in your mentor about your career goals
 - d. having your mentor invest in your business
7. Who can your mentor talk to about your personal and program progress?
 - a. your friends
 - b. YouthBuild staff
 - c. no one
 - d. all of the above
8. Who should you contact if you have concerns about your mentor that aren't being resolved?
 - a. your friends in YouthBuild
 - b. your friend's mentor
 - c. YouthBuild National Director
 - d. YouthBuild Mentoring Program Coordinator

Mentee Training Effectiveness Evaluation Tool Post-Test (cont)

9. What is an appropriate way to thank your mentor when your match is over?

- a. a verbal thank you
- b. a written thank you note
- c. a letter telling your mentor what you learned
- d. all of the above

10. When your match is over, you and your mentor can continue to meet if:

- a. your parents want you to continue meeting
- b. YouthBuild approves of you continuing to meet
- c. you and your mentor agree to continue meeting
- d. your job requires that you continue to meet

Mentee Training Effectiveness Evaluation Tool Answer Key

Directions

Use these survey answers to note the questions that students got right.

Correct answers are highlighted.

1. YouthBuild mentoring is:
 - a. a one-to-one relationship with a caring adult
 - b. a professional counseling program for at-risk youth
 - c. a program that teaches young people how to be like their mentors
 - d. a program where adults meet with young people for lunch once a year
2. What is the minimum number of hours that mentoring matches meet per month?
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours
 - d. 4 hours
3. One-on-one mentoring matches start:
 - a. as soon as you are accepted into the YouthBuild program
 - b. as soon as you select a mentor
 - c. after a 2-month waiting period
 - d. by the end of the 3-month group mentoring activities
4. The most important thing a mentor can do for you is:
 - a. be a stand-in parent
 - b. be an advocate and friend
 - c. be an authority figure
 - d. lend you money
5. As part of the YouthBuild mentoring program, you are expected to:
 - a. be cautious and protective of your feelings
 - b. show up for meetings
 - c. wait for your mentor to get in touch with you
 - d. keep your contact information confidential
6. Which of the following is appropriate in a mentoring relationship?
 - a. borrowing money from your mentor
 - b. asking your mentor about his/her sexuality
 - c. confiding in your mentor about your career goals
 - d. having your mentor invest in your business
7. Who can your mentor talk to about your personal and program progress?
 - a. your friends
 - b. YouthBuild staff
 - c. no one
 - d. all of the above
8. Who should you contact if you have concerns about your mentor that aren't being resolved?
 - a. your friends in YouthBuild
 - b. your friend's mentor
 - c. YouthBuild National Director
 - d. YouthBuild Mentoring Program Coordinator

9. What is an appropriate way to thank your mentor when your match is over?

- a. a verbal thank you
- b. a written thank you note
- c. a letter telling your mentor what you learned
- d. all of the above

10. When your match is over, you and your mentor can continue to meet if:

- a. your parents want you to continue meeting
- b. YouthBuild approves of you continuing to meet
- c. you and your mentor agree to continue meeting
- d. your job requires that you continue to meet

Training Effectiveness Evaluation Tool Scoring and Calculation Guide

Step A: Place the total number of correct answers for each question in the corresponding box for the pre-test and the post-test. Add the pre-test column and place the total in Box A. Add the post-test column and place the total in Box B.

Question	Pre Test	Post Test
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total Correct	A	B

Step B: Calculate the percent of increase in knowledge, use the following formula:

$$\left(\frac{\text{B} - \text{A}}{10 - \text{A}} \right) \times 100 =$$

_____ % increase in knowledge

Minute-by-Minute Trainer Reference

Tip: Consider adding 5 to 10 minutes at the beginning and end of your training sessions to cover housekeeping items, administer surveys, and address additional questions.

Session 1: Introduction to YouthBuild Mentoring

Slide#	Slide Content	Time	Notes
1	Welcome	1	
2	Icebreaker	10	
3	Overview of full mentee training	2	
4	Session goals	2	
5	What is a mentor?	3	
6	What a mentor is (and is not)	4	
7	Famous mentors you may know	4	
8	YouthBuild's definition of mentoring	1	
9	How mentoring fits with YouthBuild	5	
10	But don't take my word for it ...	7	
11	What can a mentor do for you?	3	
12	Activity: Mentoring and you	8	
13	Basics of YouthBuild mentoring	3	
14	What would I do with my mentor?	2	
15	This is a big opportunity ...	1	
16	Wrap-up and next steps	4	
		60 minutes	

Session 2: Mentoring in Action

Slide#	Slide Content	Time	Notes
1	Welcome	n/a	
2	Icebreaker	7	
3	Reflecting on session 1	5	
4	Session goals	2	
5	Activity: Build an ideal mentor	15	
6	Quote	3	
7	Your mentor's responsibilities	5	
8	Your responsibilities	5	
9	What's in it for me?	3	
10	What do we do together?	7	
11	What can I teach my mentor?	8	
12	Wrap-up and next steps	5	
		65 minutes	

Session 3: Mentoring Connections

Slide#	Slide Content	Time	Notes
1	Welcome	n/a	
2	Icebreaker	5	
3	Reflecting on session 2	3	
4	Communicating with your mentor	1	
5	Verbal and nonverbal communication	5	
6	Bad communicator/good communicator	13	
7	The matching process	4	
8	Limits and possibilities	11	
9	Activity: Boundaries	8	
10	Building and maintaining trust	2	
11	Activity: Building and maintaining trust	6	
12	Wrap-up and next steps	2	
		60 minutes	

Session 4: Mentoring Strategies and Supports

Slide#	Slide Content	Time	Notes
1	Welcome	n/a	
2	Icebreaker	8	
3	Reflecting on session 3	3	
4	Session goals	1	
5	Problem-solving strategies	15	
6	Finding support	2	
7	The spirit of mentoring	22	
8	Match closure	4	
9	Training closure	4	
10	Wrap-up	1	
		60 minutes	

Master List of Required Training Materials and Resources

Session 1: Introduction to YouthBuild Mentoring

Slide 1

- Handout: Training Effectiveness Evaluation Tool Pre-Test

Slide 2

- Handout: Personal Bingo
- Pencils or pens
- Prize for the winner

Slide 6

- Chart paper and markers (optional)

Slide 7

- Chart paper and markers (optional)

Slide 10

- Former mentees or videos available on the mentoring Community of Practice at <http://youthbuildmentoringalliance.org/mentoring-videos>

Slide 12

- Paper and pens/pencils

Slide 13

- Handout: Philosophy and Core Principles of YouthBuild Mentoring
- Ready for Mentoring (one for each student)

Slide 14

- Handout: Activity Ideas for Mentors and Mentees

Session 2: Mentoring in Action

Slide 5

- Chart paper and markers

Slides 7, 8, and 10

- Ready for Mentoring guide (one for each student)

Session 3: Mentoring Connections

Slide 6

- Two pieces of chart paper (four if you have a large group)
- Thick ink markers
- Tape or an easel to display the charts
- Paper and pens/pencils

Slide 8

- Copies of your program's policies and procedures related to students/mentees

Slides 9 and 11

- One red, one yellow, and one green card for each student. Cards can measure 4 x 4 inches, or 6 x 6, and be made of thick construction paper or colored poster board

Session 4: Mentoring Strategies and Supports

Slide 2

- Chart paper and marker
- Candy for prizes

Slide 5

- Handout: Problem-Solving Strategies Scenarios

Slide 7

- Identical sets of "construction" materials that might include popsicle sticks, buttons, balloons, tape, glue, pipe cleaners, magazines, glitter, yarn, string, paper clips, ribbons and bows, wrapping paper, paper towel tubes, wooden dowels, rubber bands, stickers, play money, pencils, etc.

Slide 9

- Certificates of training completion for each student
- Handout: Training Effectiveness Evaluation Tool Post-Test
- Any additional paperwork mentees may need to complete

Facilitator Notes and Handouts

Session 1: Introduction to YouthBuild Mentoring

Session 2: Mentoring in Action

Session 3: Mentoring Connections

Session 4: Mentoring Strategies and Supports

Note that session-specific handouts appear at the end of each section.

Session 1: Introduction to YouthBuild Mentoring



Slide 1, Welcome

SLIDE TITLE: Session 1: Introduction to YouthBuild mentoring

DELIVERY TIME: 1 minute

MATERIALS AND OTHER RESOURCES: Mentee Training Effectiveness Evaluation Tool Pre-Test

SLIDE CUSTOMIZATION: Add your YouthBuild program name and logo on the slide where indicated. You may also want to replace the photos here with some from your own program.

DELIVERY NOTES: This is a standard title slide and should be displayed until you begin the session.

Before getting started, administer the training evaluation pre-test by following the instructions on page 4.

Once everyone completes the pre-test, have participants get started on the Personal Bingo activity (see slide 2 below).

Once it's time to start the training, begin by welcoming everyone to the training and introducing yourself.

Note that you are excited to explain what this mentoring opportunity is all about and teach some skills that can help the students get the most out of the mentoring program. Transition to the completion of the Personal Bingo activity by noting: *Mentoring is all about getting to know someone and forming a connection with them, so we're going to take some time to learn a bit about each other.*

Icebreaker: Personal bingo!

1. Grab a bingo card and look over the categories.
2. Ask the other students one question at a time, and then move on to the next person. Have the person sign the square if they fit the description.
3. You can only come back to a previous person after you have questioned three people in between.
4. This is blackout bingo, so person with the most signed squares when time is called is the winner.



Slide 2, Icebreaker

SLIDE TITLE: Icebreaker: Personal bingo!

DELIVERY TIME: 10 minutes

MATERIALS AND OTHER RESOURCES: Personal Bingo handouts for each student, pencils or pens, a fun prize for the winner

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: This is a fun way to begin a training that gets participants learning about each other, moving around the room, and creating good energy. It works best for groups of 10 or more participants, although it can work for smaller groups. Feel free to modify the descriptors with items that may be more appropriate to the group you are training. We have provided a sample bingo hand-out you can use or modify.

You might want to start this activity as participants enter the room. You may want to “deputize” a participant who arrives early to hand out bingo sheets and explain directions as others arrive. This option can be helpful if you are still setting up for the training. This activity gets participants engaged and moving about while they wait for the full group of students to arrive.

Once you have introduced yourself and welcomed everyone to the training, you can have the students complete their information gathering. Or, if they have already done a lot of interacting, you can simply see who has the most squares blacked out.

The instructions for this activity are simple:

1. *In order to get to know each other better, we are going to play a game called Personal Bingo. You each have a bingo card. In a minute you will begin to interview people and ask each of them one and only one question.*
2. *This will get into a little detective work. In other words you have to size up people by looking at them and then ask them a question that you believe they could likely answer “yes.” For instance, perhaps by looking at someone you might believe that they would be good at three sports, or that they can touch their nose with their tongue.*

3. *If the person says “yes” to your question, have them write their name in that square. That person can also ask you a question.*
4. *The rule is that you can only ask each person one question at a time, and then you have to ask at least three other people questions before you return to them. (For very large groups, you can change this to five people.)*
5. *Another rule is that this is blackout bingo, so just getting the squares signed off in a straight line doesn’t mean that you win. When I say “time,” the person with the most squares signed off is the winner.*
6. *Any questions?*

Debrief:

- After you call time, ask if anyone has all 25 squares signed, then 24, 23, and so on until someone wins. If you have a prize to give the winner, you can do so now.
- Next you may want to read a few squares and ask if this square describes anyone. For instance, “Who likes to watch pro wrestling?” or “Who can touch their tongue with their nose?” and so on.
- Another key point to make is around assumptions based on appearance. The directions encourage participants to make assumptions based on appearances, but we can’t always assume we know things about someone based on how they look at first glance. This is a good thing for mentees to keep in mind so they give mentors a chance before dismissing them because they appear to be a certain way.
- To put closure to the exercise, you may want to remark that this is a fun way to get to know each other. That’s also what mentoring happens to be all about: telling your story, hearing the story of another, and sharing who we are.

Overview of full mentee training

Session 1: Introduction to YouthBuild Mentoring

Session 2: Mentoring in Action

Session 3: Mentoring Connections

Session 4: Mentoring Strategies and Supports



YouthBuild Mentoring – We're Building Great Futures

3

Slide 3, Welcome and Icebreaker

SLIDE TITLE: Overview of full mentee training

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: You may want to modify this slide depending on how you structure these four sessions. You should feel free to deliver them in whatever way works best for your site and students—one session a week, two a day, all four back to back—choose the configuration that works best for everyone's schedules.

DELIVERY NOTES: Review the overall flow of the training sessions referencing the breakdown on the slide. You might want to describe the purpose of each session:

- Session 1 is intended to simply review the basics of what mentoring is all about, why it's good to have a mentor, and what mentoring looks like in our YouthBuild program.
- Session 2 is designed to dig deeper into what mentoring really looks like in action and what responsibilities you and your mentor have.
- Session 3 is where you learn how to get to know a mentor and build some skills that will help your relationship thrive over time.
- Session 4 is where we talk about how to maximize the value of having a mentor, learn how to overcome relationship challenges, answer your questions, and finish preparing for our mentoring journey.

Briefly explain your schedule for offering the entire series to the group. Let your participants know that attending training is required before they can begin mentoring activities.

Session goals

- Define YouthBuild mentoring
- See how mentoring fits with the overall YouthBuild experience
- Discover what mentoring can do for you
- Outline program elements and commitments



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Slide 4, Welcome and Icebreaker

SLIDE TITLE: Session goals

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: Edit this slide as you see fit if you add or remove content from what is suggested for this opening session.

DELIVERY NOTES: Briefly review the four broad goals for this session. Tell the students that while YouthBuild provides many opportunities, having a mentor is one of the most special and potentially life-changing.

Make it clear that the main purpose of this session is to explain what YouthBuild mentoring is all about and, hopefully, get them excited about participating!

What is a mentor?



men·tor [\'men-, tōr-, -tər\];
noun

1. A wise and trusted counselor or teacher
2. An influential senior sponsor or supporter

- Origins in *The Odyssey*

Slide 5, Definition of YouthBuild Mentoring

SLIDE TITLE: What is a mentor?

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: This slide focuses on the basic definition of a mentor. You may want to begin by asking the students if they know what a mentor is before showing them the dictionary definition. You can also bring this definition to life by telling the story of the origin of the word:

The Story of Mentor

*The character Mentor appears in *The Odyssey*, a story told by the Greek poet Homer. Mentor was a trusted friend of King Odysseus. When the king sailed away to fight in the Trojan War, Mentor was given the task of keeping the king's only son safe and helping him grow up to be successful.*

The word mentor itself comes from several Greek words meaning to think, to counsel, to remember, and to endure.

Over time, mentor has come to mean a trusted advisor, friend, teacher, and wise person. Today, mentoring means 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 mentees.

What a mentor is (and is not)

A mentor is a ...	A mentor is NOT a ...
<ul style="list-style-type: none"> Friend Guide Resource Connector Teacher Helping hand Coach Role model 	<ul style="list-style-type: none"> Parent Authority figure Social worker ATM Personal assistant Chauffeur Boss Superhero


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Slide 6, Definition of YouthBuild Mentoring

SLIDE TITLE: What a mentor is (and is not)

DELIVERY TIME: 4 minutes

MATERIALS AND OTHER RESOURCES: Chart paper and markers (optional)

SLIDE CUSTOMIZATION: Feel free to add to this list over time. You can also record your students' answers each time you offer the training and improve these lists.

DELIVERY NOTES: Here you further clarify the mentor role. You may want to do this as a brief "shout-out" where students offer their answers. Write these on chart paper or a white board and see how closely their answers correspond to the slide.

Be sure to note that a mentor is a unique role and is really a blend of many different roles that we encounter in life. Mentors are part friend, part teacher or coach, part leader—the role they play for a student can change depending on the student's needs. What matters most is that the best mentors are dependable and able to support the student however they need.

Famous mentors you may know

- Yoda / Luke Skywalker (*Star Wars*)
- Morpheus / Neo (*The Matrix*)
- Mr. Han / Dre (*The Karate Kid*)
- Can you think of others?



Slide 7, Definition of YouthBuild Mentoring

SLIDE TITLE: Famous mentors you may know

DELIVERY TIME: 4 minutes

MATERIALS AND OTHER RESOURCES: Chart paper and markers (optional)

SLIDE CUSTOMIZATION: Feel free to add more examples to this slide.

DELIVERY NOTES: This slide gets the students thinking about examples of mentoring they may already be familiar with. Encourage the students to offer more examples and have them explain why they think their nomination is a mentoring relationship. You can draw from movies and books or think of real-life examples. Chart the answers your students give and use them to improve the examples you provide in the future.

If you have time here, you may want to also relate a story of a mentor from your own life. Note that they may not be “famous,” but that they are a huge part of who you are today.

YouthBuild's definition of mentoring

“Support and guidance, provided through a one-to-one relationship with a caring adult, to assist a young person in achieving his or her own developmental goals”

- What this really means is that you can get some help pursuing your dreams!



Slide 8, Definition of YouthBuild Mentoring

SLIDE TITLE: YouthBuild's definition of mentoring

DELIVERY TIME: 1 minute

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: This slide begins the transition into talking about the YouthBuild-specific take on mentoring in the rest of the session. Read the formal YouthBuild USA definition of mentoring:

Support and guidance, provided through a one-to-one relationship with a caring adult, to assist a young person in achieving his or her own developmental goals

Also explain what that means in a no-nonsense way that will resonate with your students. Let them know that mentoring is not some abstract concept, but is really about getting them some real-life help and individual support in building their future.

How mentoring fits with YouthBuild



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Slide 9, Mentoring and the YouthBuild Experience

SLIDE TITLE: How mentoring fits with YouthBuild

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: You can edit the graphic used on this slide to more accurately reflect the structure of services at your site.

DELIVERY NOTES: This slide starts exploring how YouthBuild mentors can support the other services your site provides and the goals of your students. Be sure to explain that:

- Their mentors will be an integrated part of the program, not this “thing” they do on the side. Mentors will be on-site as well as meeting with them off-site. They will talk with program staff about how the students are doing and can offer appropriate support. Be sure to talk a bit about how this will work in practice at your site.
- Mentors will help them stick with the program, even when things get hard.
- Mentors will help them do better in the program. Mentors can help the students problem-solve and be more successful in each of the other YouthBuild program areas. Mentors support everything students will do in the program.
- Mentors will also help with the transition out of YouthBuild and into whatever a student’s post-program life looks like. They can provide extra support during this often-difficult time. Talk honestly about how hard it is for some students to keep a positive path after leaving YouthBuild and that part of the mentor’s role is to help students keep going strong and pursuing their goals, especially during the time immediately after they are done with the core program. Their mentor will help with this transition and, perhaps, even longer.

But don't take my word for it ...



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Slide 10, Mentoring and the YouthBuild Experience

SLIDE TITLE: But don't take my word for it ...

DELIVERY TIME: 7 minutes

MATERIALS AND OTHER RESOURCES: Either have a few former (or current) mentees speak about how their mentor supported them or use some of the videos available on the mentoring Community of Practice at <http://youthbuildmentoringalliance.org/mentoring-videos>.

SLIDE CUSTOMIZATION: You may want to put some photos of former mentors and mentees from your site here. Note that clicking the video image currently on the slide will take you to the mentoring Community of Practice video section (you will need internet access to play the video).

DELIVERY NOTES: Put a face on what YouthBuild mentoring looks like. Ideally you will have some of your current or former mentees come in and speak about their mentoring experience. Prompts for the discussion include:

- What was it like to have a mentor? How did your mentor support your YouthBuild experience?
- What was it like meeting your mentor for the first time?
- When and how did you realize that this person would be there for you?

Encourage the students to ask questions as well. You may also wish to debrief with your students about their reactions, especially if you have just watched the videos, rather than talking with alumni. Debrief questions include:

- What did you notice about how they talked about mentoring?
- Did this raise any new questions about mentoring?
- Do you have other people in your life who already support you in this way? Is there someone you might want to ask to help you in this way?

What can a mentor do for you?

- Help you set and meet goals, like those listed in your Life Plan
- Help problem-solve and make good decisions
- Introduce you to other supports and people
- Help you find a job or further your education
- Teach you skills
- Advocate for you
- Provide fun!



Slide 11, What Mentoring Can Do for You

SLIDE TITLE: What can a mentor do for you?

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: Feel free to add other items to this list, especially if they are suggestions from your students.

DELIVERY NOTES: Get the students thinking about the many ways a mentor may be able to help them beyond their YouthBuild experience. While you've already emphasized how mentors support the YouthBuild experience, clarify the broader personal development a mentor can support. Emphasize that the support of their mentor can impact the rest of their lives.

Activity: Mentoring and you

- What are some goals in YouthBuild that your mentor might be able to help with?
- What are some *personal* goals a mentor might be able to help with?
 - Can be small or big
 - Can be short-term or long-term
- *How* do you think a mentor could help with these things?



Slide 12, What Mentoring Can Do for You

SLIDE TITLE: Activity: Mentoring and you

DELIVERY TIME: 8 minutes

MATERIALS AND OTHER RESOURCES: Paper and pens/pencils

SLIDE CUSTOMIZATION: Add to the instructions listed here if you vary the delivery of the activity.

DELIVERY NOTES: This activity can get the students thinking about how a mentor might specifically help them. Divide the students into pairs. Have them talk to each other about some YouthBuild-specific goals (such as earning a diploma or getting a certification) and some personal goals (such as opening a savings account or looking into college), and then brainstorm how a mentor might be able to support those goals. The pair should write down the goals and mentor supports.

Allow five minutes for this discussion and recording. Then, have each pair report a few of their goals and mentoring ideas. Encourage the other students to also contribute ways a mentor could support each goal. You may have to help explain some ways a mentor could help if the students are missing some obvious types of support.

Basics of YouthBuild mentoring

- You are matched one on one with a mentor that you help choose
- These mentors have passed background checks and have gone through training, too
- Program starts with group mentoring for first 3 months, and then you meet 4 hours a month for 12 months
- Meetings take place in the community, wherever it makes sense based on your goals
- Your match lasts beyond your time in YouthBuild
- You can keep the match going as long as you and your mentor want



Slide 13, Program Elements and Commitments

SLIDE TITLE: Basics of YouthBuild mentoring

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: Philosophy and Core Principles of YouthBuild Mentoring (handout); the *Ready for Mentoring* guide (one for each student)

SLIDE CUSTOMIZATION: You may want to break up the content of this slide over multiple slides, especially if you add more aspects of the program.

DELIVERY NOTES: Start to explain some of the basic structure of the program. Remember, the next session gets into much more detail about what mentoring looks like in practice, so the point here is to go over the basic timeline and activities of the program. Hand out the Philosophy and Core Principles of YouthBuild Mentoring sheet and the *Ready for Mentoring* guide, explaining that these materials provide more detail about the program and what it's like to have a mentor.

What would I do with my mentor?

You have “voice” and “choice” in what you do with your mentor!

- Life Plan goals
- Service projects and fun group outings
- Just hanging out
 - Personal growth
 - New experiences
 - Plain old FUN!



Slide 14, Program Elements and Commitments

SLIDE TITLE: What would I do with my mentor?

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: Activity Ideas for Mentors and Mentees (handout)

SLIDE CUSTOMIZATION: Feel free to add to this if you have additional activities you know your matches will engage in.

DELIVERY NOTES: This slide reiterates that the activities they do with their mentor can take many forms and serve many goals. Sometimes they will work on aspects of their Life Plan; other times they may be part of a group project or field trip. There will always be times where they just hang out together and enjoy being friends.

Emphasize that YouthBuild students have a lot of say in what these activities are. They are mostly “in the driver’s seat” with their relationship and the activities they do together.

This is a big opportunity ...

- Will you take it?
- Will you work for it?
- Will you have a lot of fun doing it?



Slide 15, Program Elements and Commitments

SLIDE TITLE: This is a big opportunity ...

DELIVERY TIME: 1 minute

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: Feel free to ask questions that might speak to your students' motivations.

DELIVERY NOTES: Make a strong pitch around buying into the mentoring program. Note that we all need support in life and that there are special people that help us along the way. This is a chance for them to find someone like that, someone who will help them now while also giving them skills, values, and chances that will change their lives for the better. This is a big opportunity, but it's going to be a lot of fun too.

Wrap-up and next steps

- One big thing I learned today
- Our next session
- Questions?



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Slide 16, Session Close

SLIDE TITLE: Wrap-up and next steps

DELIVERY TIME: 4 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Delivery notes: In closing the session, you should cover these three main elements:

1. Ask the students to shout out one big thing they learned during this session. Try to get each student to share something if time allows.
2. Quickly review the topic you will be covering next session. In this case, you will be exploring mentoring in action to further explain what it's like to have a mentor and how they can get the relationship started.
3. Ask if anyone has any questions that they would like answered right away.

Thank everyone for their participation and let them know they can talk to you about the mentoring opportunity at any time if they are unsure about something or have questions.

ACTIVITY: PERSONAL BINGO!

1. Ask each person only one question at a time. If they fit the description, have them sign the square. Then move on to the next person. You can only come back to a previous person after you have questioned three people in between.
2. This is blackout bingo—the person with the most signed squares when time is called is the winner.

Find someone who:

Can ride a bike while standing on the seat	Speaks two or more languages fluently	Has broken a bone	Was born in the same month as you	Has never been out of the U.S.
Has lived in at least three states	Has the same size thumb as you	Loves to read mystery novels	Likes to watch pro wrestling	Has never flown on a plane
Has more than two pets	Loves math	YOUR NAME HERE (free space)	Has won a sprint in competition	Has had more than three jobs
Has three or more vowels in first name	Has a special skill few know about	Loves eating broccoli	Has a pet that can do a trick	Has spent a month or more in the hospital
Would like to be a professional cook or own a restaurant	Is very good at three or more sports	Would like to watch TV all day every day if given the opportunity	Can touch their nose with their tongue	Has at least four of the letter "s" in their name

Philosophy and Core Principles of YouthBuild Mentoring

Philosophy

YouthBuild mentoring is grounded in the philosophy that all young people need the guidance and support of positive individuals to grow and develop as human beings, overcome personal challenges, and reach their full potential so they might, in turn, help create a better and more just community and society. YouthBuild mentoring accomplishes this by providing youth:

- Opportunities to develop leadership skills, social networking competencies, and a sense of responsibility for the course of their own lives
- Friendship and emotional support essential to overcoming life's challenges
- Guidance in key areas such as education, career, and relationships with friends and family
- Access to new opportunities and positive influences that change the course of their lives

More than anything, YouthBuild mentoring simply provides youth with the opportunity to spread their wings and fly, knowing there are others who can help them if they fall or to cheer them as they find success in the next phases of their lives.

Core Principles of YouthBuild Mentoring

YouthBuild mentoring is always:

- **Elective.** Young people must realize the potential value of a mentoring relationship and decide for themselves whether to become involved.
- **Youth-empowering.** Match activities are largely driven by the student's YouthBuild Life Plan, the document that sets them on a course for long-term success. Each youth determines how the mentor can be most helpful to them as they work to achieve their goals.
- **Aligned.** The YouthBuild mentoring model is aligned with the philosophy, vision, and core values of YouthBuild: love, respect, knowledge, opportunity, leadership, and community. This model supports and promotes the idea that meaningful relationships between community members, such as a young person and a mentor, are the foundation of a healthy and just society.
- **Integrated.** The concepts of coaching, support, and building social networks are already built into the activities, routines, and tasks of YouthBuild. This helps YouthBuild students identify positive influences in their lives and provides them with opportunities to learn to trust others and build productive relationships. The YouthBuild mentoring model builds on this established culture by developing formal mentoring relationships that provide individualized support.
- **Community-based.** YouthBuild matches spend the majority of their time in the community, exploring new opportunities and exposing the young person to careers, resources, and other positive adults. Matches also engage in service projects that help improve our communities and build partnerships.

Activity Ideas for YouthBuild Mentors and Mentees

There is an endless variety of activities matches can do together. The best option is to choose activities suggested by the young person, but sometimes mentors need to make suggestions. Here are just a few mentoring activities that are developmentally appropriate for most YouthBuild students.

- Take a walk through the mentor's community; take a walk through the mentee's community
- Work on employment applications
- Explore financial aid options for college
- Go hiking
- Talk about planning a career
- Take a tour of your mentor's workplace
- Plan a "college work" day (work on college applications, visit a college)
- Attend a concert
- Work on a resumé
- Learn about financial management by opening a bank account or reviewing a credit report
- Talk about balancing work and life
- Attend a movie
- Go holiday shopping
- Attend a leadership or professional conference together
- Visit a local vocational-technical school
- Engage in leadership development activities (e.g., a ropes course)
- Cook a meal with a group of other mentors and mentees
- Attend or participate in a local sporting event
- Shop for groceries and compare nutrition facts and prices
- Build a model car or airplane
- Develop a business plan
- Restore an old car
- Plan a tag football game with other mentor and mentee matches
- Plan a volunteer or fundraising project with other matches
- Plan a barbeque or picnic
- Attend a mentor recognition dinner
- Make a music video or home video to submit to a contest
- Visit your local library and get a library card
- Attend a local neighborhood council meeting or school board meeting

Session 2: Mentoring in Action



Slide 1, Welcome

SLIDE TITLE: Session 2: Mentoring in action

DELIVERY TIME: N/A

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: Add your YouthBuild program name and logo on the slide where indicated. You may also want to replace the photos here with some from your own program.

DELIVERY NOTES: This is a standard title slide and should be displayed until you begin the session.

Icebreaker

Mentors in my life



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Slide 2, Icebreaker

SLIDE TITLE: Icebreaker

DELIVERY TIME: 7 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: Replace photo with one of the mentor/friend you are telling a story about or replace with a photo of a mentoring pair from your program.

DELIVERY NOTES: Explain to students that in Session 1 they learned some of the basics about what mentoring is and today you are going to delve deeper into what it takes to be a good mentor (and mentee!). Tell a story about a mentor who had a significant influence in your life. Be sure to include specific examples of how that person supported and guided you. Tell students that even if they have never been in a formal mentoring program, they might have had someone who related to them in the same way, a teacher, faith leader, family member, friend, or neighbor. Match each student with a partner and have him or her share briefly about a mentor and what qualities made that person successful in that role. After students have a short discussion, invite a few volunteers to share key qualities that they heard in their conversations. Note these qualities on chart paper and summarize key points:

As we've heard, mentors can come from all walks of life and all parts of our lives—and they have common qualities (review some of the qualities that came up in student responses). And, these are the types of qualities the mentors in our program have.

Note: It's possible that students have had negative experiences with formal mentoring programs in the past. Be prepared to process potential issues that might come up as a result and to provide concrete examples of how your mentors are vetted, trained, and supported to help ensure a positive experience for young people.

Reflecting on session 1

Thinking about the
last training session ...



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Slide 3, Reflection on Session 1

SLIDE TITLE: Reflecting on session 1

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: If specific questions or issues arose in Session 1, customize the reflections questions on this slide to address those.

DELIVERY NOTES: Facilitate a brief conversation to refresh students' memories about the last training session and ensure they don't have unanswered questions.

Session goals

- Identify qualities of an ideal mentor
- Describe mentor and mentee responsibilities and benefits
- Explore different types of mentoring activities, milestones, and ceremonies throughout the year



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Slide 4, Session Goals

SLIDE TITLE: Session goals

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Review session goals and answer any questions.

Activity: Build an ideal mentor

- Now that you know what a mentor is and isn't, what specific qualities would your ideal mentor have?
- Draw a picture of your ideal mentor that shows what these qualities look like in action.



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Slide 5, Qualities of an Ideal Mentor

SLIDE TITLE: Activity: Build an ideal mentor

DELIVERY TIME: 15 minutes

MATERIALS AND OTHER RESOURCES: Chart paper and markers

SLIDE CUSTOMIZATION: If you are artistic, create your own picture of an ideal mentor and reveal it after students have shared their own pictures.

DELIVERY NOTES: Explain to students that now that they know a little bit about what a mentor is and isn't, it's time to think about what **qualities** they might look for in a mentor. Ask volunteers to provide examples, or share your own if students have trouble. Examples might include good listener, trustworthy, listens to the same kind of music as me, etc. Explain to students that they will each draw a picture of their ideal mentor that shows the qualities most important to them. Artistic skills are not important, but the picture should make clear the qualities that are being depicted.

Once students have completed their drawings, have students share and explain the qualities they chose. Depending on group size, students can present to the large group or to each other in smaller groups. This activity can also be conducted as a gallery walk. In this case, post pictures around the room and invite students to circulate to view each other's work and ask questions.

Sometimes it feels like many adults in your life are trying to get you to be different than who you are or to make you change something about yourself because of what they think is “best for you.”

We prepare our YouthBuild mentors to be different.



Slide 6, Mentor and Mentee Responsibilities and Benefits

SLIDE TITLE: N/A

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Read the quote and ask students for reactions. Explain that a mentoring relationship is different from others they may have had in their lives. Both mentors and mentees have responsibilities to the relationship, but they both benefit as well.

Your mentor's responsibilities

- Commit to at least 15 months of mentoring
- Meet with you in person for four hours a month
- Continue to meet with you after YouthBuild
- Participate in mentor training and check in regularly with staff
- Show up!
- Listen
- Stay in touch
- Keep things confidential
- Put you in charge of the relationship



Slide 7, Mentor and Mentee Responsibilities and Benefits

SLIDE TITLE: Your mentor's responsibilities

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: *Ready for Mentoring* guide

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Frame the conversation by sharing what motivates mentors to volunteer in your program. Examples might include growing up in similar circumstances and wanting to give back, interest in learning more about young people, desire to share their skills and experiences, etc. Customize this as much as possible to describe the mentors students will eventually be matched with.

Next, review the list of mentor responsibilities and solicit questions and reactions from students. If students do not have questions, probe for understanding of key points. For example:

What do we mean when we say "after YouthBuild"? (Mentors are trained to support you as you transition to your post-YouthBuild life. Some relationships will continue on and last a lifetime. Others may come to a mutual close. It's up to you and your mentor to decide.)

What does it mean that you are in charge of the relationship? (Mentors are trained to talk to you about your goals and interests, and to build the relationship and activities around you.)

Finally, explain that mentors are guided to respect the role of the students' parent(s) and, if students are under 18, seek parental permission when planning outings.

Refer students to pages 4, 5, and 12 of the *Ready for Mentoring* guide to read more about mentor roles and responsibilities.

Your responsibilities

- Make a commitment
- Exchange contact information
- Show up for meetings—call if an emergency makes this impossible
- Get in touch with your mentor
- Be open and don't judge
- Share your dreams, goals, and accomplishments
- Show appreciation
- Be respectful



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Slide 8, Mentor and Mentee Responsibilities and Benefits

SLIDE TITLE: Your responsibilities

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: *Ready for Mentoring* guide

SLIDE CUSTOMIZATION: If you have additional requirements of mentees, list them here.

DELIVERY NOTES: Review slide content and facilitate a discussion about what these items look like in action. For example, what does being nonjudgmental look like? How do you show appreciation? Emphasize that young people and mentors come to the relationship on equal but different footing and that both parties have to work to make the relationship succeed. Encourage students to be proactive in contacting their mentors and arranging meetings—they don't need to wait for mentors to make the first move. Remind students that mentoring relationships will be the most successful if they put in their best effort. Consider saying: *This is going to be really beneficial for you, but like all things in YouthBuild and in life, you have to work for it!*

Refer students to pages 9 and 10 of the *Ready for Mentoring* guide, as well as the mentee contract on page 19.

What's in it for me?

- Someone you can talk to
- Nonjudgmental support
- Connections to new people and experiences
- Help with things that can be challenging
- Someone to hang out with
- A trusted friend

Slide 9, Mentor and Mentee Responsibilities and Benefits

SLIDE TITLE: What's in it for me?

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: This slide can serve as a recap to discussions in Session 1 and earlier in this session about how students benefit from the mentoring relationship. By now students should have a good sense of what's in it for them, but if some still seem skeptical, use this slide as an opportunity to probe for and address reservations.

What do we do together?



- Group mentoring
- One-on-one activities
- Service projects, ceremonies, and special events

Slide 10, Match Activities

SLIDE TITLE: What do we do together?

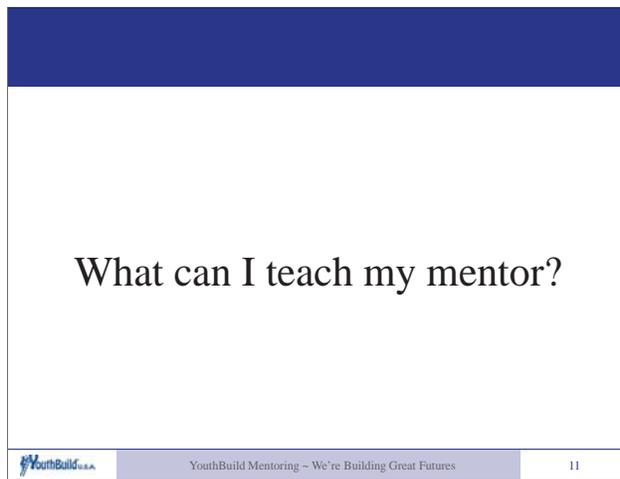
DELIVERY TIME: 7 minutes

MATERIALS AND OTHER RESOURCES: *Ready for Mentoring* guide

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Explain that there are three main types of activities matches engage in:

1. For the first three months of the program, group mentoring will occur. In group mentoring, students and mentors participate in regular, structured activities together with other young people and volunteers. This is a time when students can get to know mentors, making individual match meetings less “scary” or “weird.”
2. After the group mentoring period, matches will meet one on one on their own. Mentees and mentors decide together what kind of activities to engage in. Post a list of suggested match activities or refer students to the list on page 7 of the *Ready for Mentoring* guide. Solicit additional suggestions. If you had alumni talk to students in Session 1, refer back to what they shared about one-on-one mentor meetings. As much as possible, help students develop a clear picture of what one-on-one meetings will look like as some students might be intimidated by this transition. Reassure them that these meetings will be comfortable and very rewarding once they are in the swing of things.
3. Throughout the relationship, the YouthBuild program will also provide structured opportunities for mentors and mentees to serve their communities (through service projects) and mark important milestones in their relationships. The latter may include matching ceremonies, graduation, closure ceremonies, and others. Be sure to describe any specific activities your program offers.



Slide 11, Match Activities

SLIDE TITLE: N/A

DELIVERY TIME: 8 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Remind students that they are important players in the mentoring relationship and have a lot to offer prospective mentors. In small groups have students discuss things they can teach their mentors. Encourage each student to come up with at least one thing. Examples might include technology, how kids feel today, how to be cool, how to play a sport, etc.

Wrap-up and next steps

- One big thing I learned today
- Our next session
- Questions?



Slide 12, Session Close

SLIDE TITLE: Wrap-up and next steps

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: In closing the session:

1. Ask students to shout out one big thing they learned during this session. Encourage each student to share something if time allows.
2. Quickly review the topic you will be covering next session.
3. Ask if students have any burning questions they would like answered right away.

Thank everyone for their participation and let them know they can talk to you about the mentoring opportunity at any time if they are unsure about something or have questions.

Session 3: Mentoring Connections



Slide 1, Welcome

SLIDE TITLE: Session 3: Mentoring connections

DELIVERY TIME: N/A

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: Add your YouthBuild program name and logo on the slide where indicated. You may also want to replace the photos here with some from your own program.

DELIVERY NOTES: This is a standard title slide and should be displayed until you begin the session.



Slide 2, Icebreaker

SLIDE TITLE: Icebreaker

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Remind participants that this section is about how to make a good connection with their mentor, and that to do so it's important to communicate well. Let them know you are going to do a quick communication warm-up and ask if they've ever played the game "telephone."

I'm going to break you up into two groups, and then I'll give the first person in each group the same sentence to communicate to the rest of the group. When I say "go," the first person will whisper the sentence to the second person, the second to the third person, and so forth, until it gets to the last person in the group. When the last person gets the message, don't say it aloud until I ask you to do so. (The phrases you give them can be anything. For example, "John Smith likes to shoot hoops and eat French fries on Friday night.")

Have several phrases or sentences on hand, and go through this process three or four times. Very likely the phrase will change greatly, and sometimes it won't resemble the original message at all.

To debrief, ask the students:

- *What happened during this activity?* (The original message completely or partially changed.)
- *How did each sentence become twisted?*
- *In everyday life, do messages get twisted?*

Also point out that this activity emphasizes:

- *If you don't speak clearly the message will be changed or lost.*
- *If you don't make an effort to listen, you will hear something different from what has actually been communicated.*

- *Don't believe what you hear unless you hear it directly from the person who has the information.*
- *Some people like to change the communication to be funny (or sometimes to be hurtful).*

We've had fun with this game, but this is a reminder that speaking clearly and trying to hear what the other person is saying are keys to good communication. We will talk about other keys to communicating and making a good connection with your mentors during this session.

Reflecting on session 2

Thinking about the
last training session ...



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Slide 3, Reflection

SLIDE TITLE: Reflecting on session 2

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *Before we get into this session, let's talk about some of the things you learned during the last session:*

“What are the qualities of an ideal mentor?” *During the last session, we did an activity called “Build an Ideal Mentor.” What are some of the qualities that you all drew during that activity? Which qualities are the most important to you? (Responses might include heart, ears for listening, brain, well traveled, etc.)*

Also in the last session, we covered some of the program rules.

“What are some of the responsibilities and commitments of mentees in the YouthBuild mentoring program?” (Solicit responses and add to the list if needed.)

Session goals

- Discover how to communicate effectively with your mentor
- Explore the limits and possibilities of your friendship
- Learn about building and maintaining trust



Slide 4, Communicating with Your Mentor

SLIDE TITLE: Session goals

DELIVERY TIME: 1 minute

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Read session goals.

Verbal and nonverbal communication

- What is meant by these two terms?
- Nonverbal makes up about 2/3 of communication—verbal is 1/3
- When the words don't match the person's body language
- What are some negative nonverbal signals?
- What are some positive nonverbal signals?



Slide 5, Communicating with Your Mentor

SLIDE TITLE: Verbal and nonverbal communication

DELIVERY TIME: 5 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *It is very important for you to know how to communicate with your mentor in a positive way, and for the next few minutes we will be discussing communication skills and doing a communication activity.*

“What is meant by these two terms?” Read this bullet point/question, and then field responses. *Verbal means to communicate through words, and nonverbal means to communicate without words. Nonverbal communication, also known as “body language” includes your expressions, your posture, what you are or are not looking at, and so forth.*

“Nonverbal makes up about 2/3 of communication—verbal 1/3.” *The importance of nonverbal communication is underestimated. Most experts say that about 2/3 of all communication is nonverbal, and only 1/3 is what you actually say.*

“When the words don't match the person's expressions and posture.” *Have you ever had a conversation where a person's words didn't match what their body was saying? [While yawning and looking away from the group, say, ‘I really think you are a very nice person.’] How was my body language different from my words? It's important that your words and your body language match, and that most of the time you use positive body language.*

“What are some negative nonverbal signals?” Ask the question and field responses, which might include not paying attention, frowning, shaking one's head “no,” sneering, tightly crossing your arms, and so forth.

“What are some positive nonverbal signals?” Ask the question and field responses, which might include good eye contact, eyes opening wider while listening, facing the person who is speaking, smiling, nodding, and so forth.

“Bad communicator / good communicator”

- Write the first letter of the name of a person you have had bad conversations with, and list several reasons why
- Write the first letter of the name of a person you have had good conversations with, and list several reasons why
- Discuss in your small groups
- Be prepared to share with the larger group



Slide 6, Communicating with Your Mentor

SLIDE TITLE: “Bad communicator / good communicator”

DELIVERY TIME: 13 minutes

MATERIALS AND OTHER RESOURCES: Two pieces of chart paper (four if you have a large group), thick ink markers, tape or an easel to display the charts, paper so the students can take notes, and pens or pencils

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *We have just talked about the importance of having good nonverbal skills, but there’s more to communication than body language. We are going to do an activity that will help us identify other important aspects of communication. It’s called “Bad Communicator / Good Communicator.”*

“Write the first letter of the name of a person you have had bad conversations with, and several reasons why.” *You’ll have four minutes or so for the writing part of this activity. To begin, I’d like each of you to write down the first letter of the name of a person you typically have bad conversations with, and several bullet points that why. Please don’t slam anyone. If you think that others might know this individual, just say, “a friend,” “a coach,” or “a relative,” for example. Then make several bullet points on your paper and list why this person is a bad conversationalist.*

“Write the first letter of the name of a person you have had good conversations with, and list several reasons why.” *When you are finished, next write down a person you have good conversations with, and several bullet points that explain why.*

“Discuss in your small groups.” *If you have nine or more participants, break them up into groups of three. If you have six to eight, pair each person with another student. For five or fewer, you can have each person work alone, and then ask each person to share.*

“Be prepared to share with the larger group.” *If they are in groups, direct them to discuss the activity in their small groups for about four or five minutes. (If you have a large number of participants, ask each group to elect a recorder and have that person take notes about each person’s good and bad communicators, and the reasons why. If you have few trainees, there will be time for each person to share their own.) Give them a one-minute warning and then bring all the groups back together.*

- Make two columns on the first chart: “person” and “bad communication traits.” Ask for a group (or individual, if you have a small number of participants) to share. Ask for the initial of the “person” they are talking about, and then “reasons why they are bad communicators.” Remind them to make this person anonymous if there’s a chance that anyone in the group would know them.
- When finished, create a second chart with “person” on the left side and “good communication traits” on the right, and repeat the process.
- When the sharing has ended, draw their attention to the completed charts. First ask them for the bad communication traits they see in common, and then the good communication traits they have listed in common.
- If you have time, you can also share your own “bad” and “good” communicators.
- You can usually summarize the good and bad by saying, *As you can see, not-so-good communicators tend to focus on themselves and their own needs, and good communicators focus on the person they are talking to.*
- And, *There is a “Golden Rule” in communication: “Speak to others like you would like them to speak to you.”*
- Ask, *What does using these positive communication traits have to do with developing a good relationship with your mentor?* If they use these positive communication skills, they will be able to develop a better relationship with their mentor.
- *Using these skills not only goes for your mentors, but use them with your friends, significant others, relatives, employers, and even strangers, and you will be surprised at how much better you will get along with people!*

The matching process

- Mentors and mentees get to know each other during three months of group activities
- Program staff will consider matches based on chemistry and common interests
- You will have a say in who you are matched with
- During the first meeting...



Slide 7, Communicating with Your Mentor

SLIDE TITLE: The matching process

DELIVERY TIME: 4 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Remind the students that matching was discussed a little previously, but you want to make sure they know about the matching process. Read the bullet points off the slide and make comments.

- **“Mentors and mentees get to know each other during three months of group activities.”**
- **“Program staff will consider matches based on chemistry and common interests.”** *During the first three months of group mentoring activities, we watch the interaction of mentors and mentees. We also consider common interests, and sometimes even location, as we don't want mentors and mentees to have to drive too far to meet with each other.*
- **“You will have a say in who you are matched with.”** *We come up with a tentative match and then we will contact you to describe the mentor to you, including their interests and so forth, and ask you if this is someone you might want to be matched with. This process may be different at your site, so describe your matching process.*
- **“During the first meeting...”** *Describe when and where they might meet and what they might be doing, and then say, During the first meeting you may be a little nervous. Even though they may not show it, mentors are often nervous, too. “What do we talk about?” is a question that often comes up. Just start out like you are talking to a potential friend for the first time. Ask questions like:*
 - *Where do you work? Do you like your job?*
 - *Where do you live?*
 - *What do you do for fun?*
 - *Where did you live, and what were you doing when you were my age?*

Limits and possibilities

Limits and possibilities are guided by our program rules, and they include:

- Commitments
- Confidentiality
- Boundaries
- Advocacy
- Lifelong friendship



Slide 8, Limits and Possibilities

SLIDE TITLE: Limits and possibilities

DELIVERY TIME: 11 minutes

MATERIALS AND OTHER RESOURCES: Provide each person with a copy of your program's policies and procedures as it relates to students/mentees; this may include a student (or mentee) contract. If you do not have a set of policies and procedures for your mentoring program, refer to the sample set in the *Generic Mentoring Program Policy and Procedure Manual* on the Community of Practice site at <http://youthbuildmentoringalliance.org/additional-resources>. The policies and procedures you provide to these students should be only the ones that pertain to them (not to mentors or to program staff). For example, it is probably not a good idea to hand out policies and procedures that detail all the steps staff takes to recruit mentors and mentees, or how the program is evaluated. But, students should get a copy of policies and procedures that address the bullet points on this slide, plus any other program rules that clarify safety and liability issues.

SLIDE CUSTOMIZATION: You may add any other policies and procedures you believe need to be addressed.

DELIVERY NOTES: Hand out copies of your program's policies and procedures as they relate to the students. Review them prior to the training so that you will make sure to address the most important rules, especially safety and liability concerns.

As you can see by the slide title, we are addressing both the "possibilities" and the "limits" of mentoring relationships. Some of the possibilities or benefits you can have as a mentee are listed on this slide. Advocacy means that your mentor will encourage you and help you find your voice and your strengths. And, as the last bullet indicates, we hope that your mentoring relationship will turn into a lifelong friendship.

But, to help guide the relationship so that you can experience these benefits and to protect everyone, we all need to follow guidelines. Guidelines are also called "program rules" or "policies and procedures," and the first one is ...

"Commitments." *Students and mentors must promise to keep their commitments to:*

- *Participate in the mentoring program for [specify number of months for your program] months*
- *Show up consistently*

- *Contact the other person if you can't make a meeting*
- *Try to develop a relationship based on trust and respect*
- *Follow all the program rules*

“Confidentiality.”¹ *What does the word confidentiality mean? In our program it means the mentors won't tell anyone anything that you, their mentee, says. If your mentor blabbed your business to others, you wouldn't trust him or her, right? But there are exceptions to keeping confidentiality.*

- *The first exception is that mentors (and you) can talk to program staff about anything, as we are there to support the match. And we must promise to keep your issues confidential unless it falls under the next exception.*
- *The second exception is that mentors are also required to tell us (and in some states child welfare and/or law enforcement) when there is a possibility of harm or danger to any minor (past, present, or the potential for future harm). This is for everyone's safety. Any questions about confidentiality?*

“Boundaries.”² *The next area covered by program rules is boundaries. Please pay attention, as boundaries are not only important in developing healthy relationships, but in a few minutes we will have an activity on this topic, so you'll need to understand how our program handles boundaries.*

Boundaries are the healthy dividing lines between you and your mentor. Your relationship with your mentor should be a pure mentoring relationship, and this means that mentors and mentees don't have any other agendas.

- **Gifts or giving or loaning money.** *We don't want mentors or mentees to borrow or loan money, or give or receive expensive gifts, as this turns the mentoring relationship into something other than mentoring.*

We also don't want anyone trying to convert them to their religion or their political party, or to persuade the other person to invest in a business or go into business together. These things can weaken or destroy a mentoring relationship.

Other boundary issues include:

- **Public meetings.** *Our program highly discourages mentors and mentees meeting where there are not other adults present.*
- **Romantic relationships.** *We do not allow mentors and mentees to engage in romantic relationships with each other or with each other's family members.*
- **Touching.** *It's not good for mentors and mentees to hang all over each other. If you or your mentor wants to do a quick hug, the person initiating should ask permission. For example, “I'm a hugging person, do you mind if I give you a quick hug?” And if permission is given, we prefer quick side hugs to frontal hugs.*

1 Disclaimer regarding confidentiality and reporting: your program should have its own policies and procedures that address confidentiality and when it's necessary to break confidentiality. A sample illustration of confidentiality and reporting procedures is provided below, but [please modify this part of the training by using verbiage that communicates your own program's rules on confidentiality and reporting, as well as other safety and liability issues.](#))

2 Disclaimer regarding boundaries: we provide a sample as a template, but please modify this part of the training by using verbiage that communicates your own program's rules on boundary issues.

- **Self-disclosure.** *Self-disclosure is also a boundary issue. How would you feel if during your first meeting your mentor asked you a very personal question? And how do you think your mentor would feel if you asked him or her a personal question, especially before you got to know him or her well? We train mentors to not pry into your private lives, and we hope you will respect your mentor by not prying into his or her life.*

(You may also address any other boundary issues that you believe are important.)

Any questions about boundaries? Remember that if you feel uncomfortable in any way, please don't hesitate to give me a call. I am here to support you.

Activity: Boundaries

Rate your concerns regarding
the following situations ...



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Slide 9, Limits and Possibilities

SLIDE TITLE: Activity: Boundaries

DELIVERY TIME: 8 minutes

MATERIALS AND OTHER RESOURCES: Provide three “cards” for each person: one red, one yellow, and one green. The cards can be around 4 x 4 inches, or 6 x 6, and made of thick construction paper or colored poster board.

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: You will be asking the students to raise a card after you read a scenario that concerns a boundary issue. Tell them: *Green means okay, or no problems. Yellow means caution, go slow, something might be up. Red means not okay—that someone has definitely crossed a boundary.*

Then read the scenarios below (or create your own based on some of the issues you have encountered in the program). Immediately after you read each scenario, ask all the students to raise the card indicating their concern level. You can also ask one or more students why they chose the card they did. Next ask the question, What might you do in this situation? Then, comment on each of the scenarios. (Possible discussion points are provided in italics, after each scenario.)

1. You like your mentor, and she always shows up for your sessions, but she is typically 30 minutes late. (*Yellow—They are obviously not keeping their commitment. It's okay to talk to them about your frustration. If it is a continuous problem, also let program staff know what's going on.*)
2. During a session you opened up to your mentor about your personal life. The next time you see him, he says, “I talked to a guy at work about your situation, and he said ...” (*Red—In this situation, it's not okay for the mentor to break the mentee's confidentiality. If the information isn't too deep and personal, you might remind the mentor that conversations are supposed to be confidential. If it's a repeated offense, or the mentor disclosed delicate and sensitive information about you, be sure to report this to program staff.*)
3. You have a friend in the YouthBuild mentoring program and one day she tells you, “My mentor bought me a beautiful new outfit, and she also gave me 50 bucks!” (*Red—Giving or receiving*

expensive gifts is not allowed. You might want to try to convince your friend to give the gifts and money back. You might also try to get her to let program staff know that this occurred. This is a difficult situation because it would be good for you to report this to program staff, too, even though you might feel bad doing so. Sometimes in mentoring when there is gift-giving going on, it brings up “red flags”—someone could be trying to manipulate or get something from the other person.)

4. Each time you meet, your mentor asks you what kinds of things you'd like to do, but then he always does what he wants to do. *(Yellow—This might be a lower level of concern, but really frustrating for you, as the mentee. It would be good for you to gently point out to the mentor that he asks what you want to do, but still does what he wants to do. If this persists, talk to program staff for suggestions.)*
5. Without you asking, your mentor tells you about the details of his divorce, and he goes on and on and on about how broken up he is about it. *(Yellow or red—If this is a one-time occurrence, it might be fairly low on the concern scale. If it's a consistent pattern, the concern level would be higher. Mentors are there to support you, not the reverse. If something like this becomes a pattern, let staff know.)*
6. Your mentor always seems uptight. In fact, she never asks you how your week has been. She only asks you how you are doing in school, have you looked for a job, and are your parents still fighting? *(Yellow—Again, this doesn't seem like a crisis situation, but probably frustrating for the mentee. If this happened to you, you might want to address it with her, and also seek advice from program staff if it persists.)*

Again, with any of these concerns, or with any other concern, you might want to let staff know what's going on. Thanks for taking part in this activity on boundaries. Does anyone have any questions?

Hang on to your cards, as you will use them again in a minute during another activity.

Building and maintaining trust



- What does the word *trust* mean?
- Sound relationships only develop when there is trust
- How is trust built?
- How is trust broken?

Slide 10, Building and Maintaining Trust

SLIDE TITLE: Building and maintaining trust

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *In the last activity we explored boundary issues. In some of the scenarios, it seemed that these mentors were not mentors you could count on. They did some things that would erode a person's trust in them. Looking at this slide ... [Read the bullets.]*

- **“What does the word trust mean?”** (Field responses.) *Yes, trust means that you can count on someone, and that they will do what they say they will do.*
- **“Sound relationships only develop when there is trust.”** *Psychologists know that relationships need trust to survive and thrive. Why is that? Yes, if you can't trust someone you don't want anything to do with them. You don't even want to be around them.*
- **“How is trust built?”** *How is trust built in a mentoring relationship? (Typical responses: People keep their commitments, maintain confidentiality, you can tell they want the best for you, they like being with you, etc.)*
- **“How is trust broken?”** *How is trust broken in a mentoring relationship? (The opposite answers from the above point.)*

Activity: Building and maintaining trust

Trust activity

Rate the following scenarios ...



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Slide 11, Building and Maintaining Trust

SLIDE TITLE: Activity: Building and maintaining trust

DELIVERY TIME: 6 minutes

MATERIALS AND OTHER RESOURCES: You will be using the same three colored cards that you used in the previous activity.

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *In the last activity we explored boundary issues. In some of the scenarios, it seemed that these mentors were not mentors you could count on. They did some things that would erode a person's trust in them.*

You still have your colored cards from the last activity. I'm going to read some very short scenarios, and as I read them I want you to raise your cards when I ask you to. This time green means the action is trust building, and red means it is trust breaking. Yellow is somewhere in the middle. The first situations will be about the mentor's actions.

As you give these quick scenarios and ask students to raise their colored cards, you can also ask some of them to explain why they responded as they did. In parentheses we have provided what we believe the levels might be, although each student may feel differently, and that's okay.

1. You meet your mentor for the first time, and he asks you what kinds of things you like to do. *(Green)*
2. Your mentor asks if he can date your sister. *(Red—Let them know after they have raised their cards, that this is not allowed.)*
3. Your mentor has been working very hard at her job. As you meet, you tell her how things are going and she yawns several times. *(Probably yellow, unless it happens all the time.)*
4. Your mentor tells you that he likes it that you and he have similar interests. *(Green)*
5. Your mentor asks if he can buy you a new pair of running shoes, or if you need any money or anything. *(Red—Not allowed.)*

6. Your mentor frequently talks about how fabulous his son and daughter are. (*Yellow—Students would probably feel better if the mentor focused on the mentee and the mentee's interests, and didn't go on and on about his kids.*)
7. Your mentor is 10 minutes late to a meeting with you, and he apologizes for being late. (*Green—Great that he apologized.*)
8. Your mentor asks you what kind of work you would like to be doing in five years. (*Green—The mentor has an interest in you.*)

Okay, now we are going to turn the scenarios around and focus on the actions of mentees. I will read some situations, and when I ask you to, you will raise the card signifying if you think the student is building trust (green), breaking down trust (red), or is somewhere in the middle (yellow). Okay, are these actions trust building, trust breaking, or somewhere in between?

1. A certain YouthBuild student never asks his mentor how things are going in the mentor's life. (*At least yellow and maybe red—The student isn't showing an interest in his mentor.*)
2. A student asks her mentor for suggestions on the best way to learn about a particular kind of job. (*Green—Mentors like being asked for info or advice.*)
3. A student gets a lot of suggestions from her mentor, but when the mentor inquires about her progress, the mentee indicates that she has never followed up on any of her suggestions. (*Red—The mentor is putting energy into the match but the mentee isn't.*)
4. A student tells his mentor that he, the mentor, doesn't know what he's talking about. (*Red—That's just plain rude.*)
5. A student is always 20 minutes late for his meeting with his mentor. (*Red—Being late shows little respect and low effort.*)
6. A student tells his mentor that another mentor always buys his mentee's lunch and that he's heard they always eat at an expensive restaurant. (*At least yellow—It seems like the mentee is trying to manipulate the mentor into spending money on the mentee.*)
7. A student likes her mentor, but she never reveals anything about what's going on in her life. (*At least yellow—If the mentee doesn't want the mentor to know about deep personal stuff, that's okay, but the mentee might at least let her know about lighter stuff, like how her week has gone.*)
8. A student thanks his mentor for taking the time to meet with him. (*Very green—Mentors love to be thanked!*)

Thanks for participating in the trust activity!

Wrap-up and next steps

- One big thing I learned today
- Our next session
- Questions?



Slide 12, Session Close

SLIDE TITLE: Wrap-up and next steps

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *We have just completed the Mentoring Connections session. During the session we covered good and bad communication skills and program rules, including boundary issues and trust concerns. I'd like each of you to take a few seconds and get one big thing in your mind about what you learned today.*

Can everyone think of one thing? Ready? If you have a small group, and enough time, call on each person. If your time is limited, call on just a few students.

Thanks for sharing. I hope you enjoyed today's session, and I hope everyone learned something valuable. Any questions on what we covered? If you want to contact me privately, you can see me after this session, call me, or send me an email.

Next time we meet, we will go deeper into mentoring by discussing mentoring strategies and supports. The session will also include how to get the most out of your mentoring relationship and what to do if problems arise. See you next time!

Session 4: Mentoring Strategies and Supports



Slide 1, Welcome

SLIDE TITLE: Session 4: Mentoring strategies and supports

DELIVERY TIME: N/A

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: This is a standard title slide and should be displayed until you begin the session.



Slide 2, Icebreaker

SLIDE TITLE: Icebreaker

DELIVERY TIME: 8 minutes

MATERIALS AND OTHER RESOURCES: Chart paper, marker, and candy for prizes

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Divide the group into teams consisting of at least four or five students. Tell them that their challenge will be to come up with certain “resources” from their personal belongings as a team. Let them know you will announce seven items and they will have exactly 30 seconds to try to produce each item.

On the chart paper write down the first item for the scavenger hunt. Give teams exactly 30 seconds to produce the first item, and then have students deliver the item to the designated scorekeeper (the scorekeeper/timekeeper should either be the trainer, or ideally an extra person in the room who is not a training participant). Repeat this process for each item. Have the scorekeeper award one point for each item produced. (Note that it often gets chaotic during this exercise, as teams are often running to the score table.)

The items for the hunt:

1. Picture of someone in a red shirt
2. Chewed pen
3. Thumb drive
4. Spearmint gum
5. Rubber band
6. Grocery list
7. Tissue

Allow flexibility for students to think outside the box (e.g., if they take a picture of a teammate with a red shirt, then this would count as an acceptable item).

As you end the activity, announce the winning team and congratulate all of the students on being so resourceful. Comment that YouthBuild students are a very creative bunch and praise them for their resourcefulness both in the game and as program participants. Have several kinds of candy as prizes. Allow the team that finished first to have their first choice of candy, second place the second choice, and so on.

Reflecting on session 3

Thinking about the
last training session ...



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Slide 3, Reflection

SLIDE TITLE: Reflecting on session 3

DELIVERY TIME: 3 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Read the slide and then ask:

- *Who remembers the difference between verbal and nonverbal communication?*
- *Can someone give an example of positive body language? Of negative body language?*
- *Can someone give an example of a boundary issue?*

Session goals

- Recognize problem-solving strategies
- Identify sources of support for the mentoring relationship
- Discover ways to get the most out of your mentoring relationship
- Understand concepts of “positive closure”



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Slide 4, Session Goals

SLIDE TITLE: Session goals

DELIVERY TIME: 1 minute

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Read session goals.

Problem-solving strategies

Read the following scenarios ...

What suggestions do you have
that might help to solve the problem?



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Slide 5, Problem-Solving Strategies

SLIDE TITLE: Problem-solving strategies

DELIVERY TIME: 15 minutes

MATERIALS AND OTHER RESOURCES: One copy of the Problem-Solving Strategies Scenarios handout for each participant

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: *During the last session we talked about communication skills, program rules, and boundary and trust issues. We also did two exercises in which you were asked to share your personal rating of boundary and trust issues. Today we are going to talk about how to solve problems, should they arise in your match.*

We provide mentors with a thorough training, so hopefully these issues won't occur very often, but we want you to be prepared if they do.

Pass out a copy of the scenarios to each person. Note that there are eight problem-solving scenarios on the handout. Ask students to look them over quickly, and ask if any of them look interesting. When someone selects a scenario, read it aloud and ask the group, "What would you do in this situation?" If no one selects a scenario, then you can make the selection. It's likely you will be able to cover six or more scenarios in the 15 minutes allotted.

Be sure to review the scenarios before the training so that you will be prepared to discuss pertinent points.

If you have scheduled your training for longer than an hour, break students up into groups of four or five and assign at least two scenarios to each group. You could also extend the time to 20 or 25 minutes. If you do this longer version, ask students to choose a recorder and be prepared to share out to the larger group.

Problem-Solving Strategies Scenarios

1. **“No Show Joe.”** You’ve been meeting with your mentor, Joe, for three months. Everything seems to be going well until lately. For the last two times, Joe hasn’t shown up for your meetings.
2. **“My Goals or His Goals?”** You’ve always wanted to be in the construction trades. Your mentor is very likeable, but each time you meet he says, “You can never get anywhere in life without a college degree!”
3. **“Hurtful Words.”** You opened up to your mentor about one particular time your mom let you down. Now when you talk about your mom, your mentor always says something like, “You and I both know she doesn’t have your best interests at heart.”
4. **“Silent Treatment.”** You don’t say much to your mentor, even though you like her. This is because you are extremely shy, and you’ve never been able to talk comfortably with adults. You sense your mentor is getting frustrated.
5. **“Rude Dude.”** Last time you met, your mentor told you a story about a time he messed up at work. You laughed really, really hard as he described his mistake, and you think you may have hurt his feelings. Today he seems really quiet.
6. **“Too Nice?”** You like your mentor, but she is always so cheerful and so “up.” Everything is always “wonderful!” She tells you how great you are, even when you are not feeling so good about yourself. Sometimes this bugs you.
7. **“Payoff.”** The bad news is your mentor misses about one out of every three meetings with you. The good news is that after he misses a meeting, he always buys you an expensive lunch and he gives you 10 or 20 dollars.
8. **“My Way’s the Best Way.”** Your mentor is fun to be with most of the time, but he wants you to believe in the things he believes in, including his religion and political party. In fact, he tries to persuade you of his beliefs almost every time you meet.

As the mentees share how they would solve each issue, affirm them when they provide a good strategy. If there is time, you could also ask others what they would do in the particular situation.

Finding support

If you have a problem with a mentor (or the program) that is not being resolved, don't hesitate to contact program staff.

We are here to support you!



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Slide 6, Problem-Solving Strategies

SLIDE TITLE: Finding support

DELIVERY TIME: 2 minutes

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Thank students again for their work on solving the vignettes. Then let them know that they may contact the program coordinator at any time for any reason. This includes even if they are even just a little bit uncomfortable with something going on in the match (or the program). You can also point out that if the problem continues, the coordinator can talk to a mentor to help resolve the issue.

The spirit of mentoring

In your teams, work together to create a sculpture that represents the spirit of mentoring.

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Slide 7, Getting the Most Out of Your Mentoring Relationship

SLIDE TITLE: The spirit of mentoring

DELIVERY TIME: 22 minutes

MATERIALS AND OTHER RESOURCES: Provide each team with a bag of identical “construction” materials. These can be purchased at a craft store and might include miscellaneous items such as popsicle sticks, buttons, balloons, tape, glue, pipe cleaners, magazines, glitter, yarn, string, paper clips, ribbons and bows, wrapping paper, paper towel tubes, wooden dowels, rubber bands, stickers, play money, pencils, etc.

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Number off and place the students into groups. This exercise works best when the group size is between four and eight students.

Let students know that this exercise is a fun and creative one, and is designed to cap off the four mentee training sessions they have attended. Tell them that each group will work together to create a sculpture that captures the spirit of mentoring or how a YouthBuild mentor might help them. To help students with ideas on how to create their sculptures, you can suggest that some students feel their mentors are a bridge to their new future, or a vehicle that can move them forward, or someone to lean on, and so forth. Mentees are usually very creative, and they often make sculptures of ladders, rockets, bridges, hot air balloons, and similar items that signify how their mentors help move them forward, lift them up, and so forth.

Tell students that this is also a timed contest, and they’ve got to work quickly. Give them 10 to 12 minutes to work on their sculptures, with a two-minute warning before their time is up.

Bring the groups back together and use the remaining time to do a “sculpture tour,” where participants walk around the room as each group describes its sculpture to the other students. After each group presents its sculpture, encourage a round of applause.

When all groups have presented, sum up by talking about common themes, and then thank them for their efforts.

End by pointing out that one goal of the mentoring program is for each of them to become a “mentor magnet.” Tell them you hope what they learned during the four training sessions, plus what they will experience with their mentors, will remind them to seek out mentors throughout their lives.

Option: If you have scheduled a longer period of time for this last training session (such as 90 minutes, instead of 60), you may want to increase the time for this exercise to 25 minutes or even a little longer. You can then remove the idea of making a “speed sculpture.”

Match closure

- The official YouthBuild match length is 12 to 15 months
- You and your mentor can talk to see if you want to keep meeting
- If you decide to keep meeting, consistent contact will help the match to thrive
- Near the conclusion of the 15-month period...

thank your mentor!



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Slide 8, Session Close

SLIDE TITLE: Match closure

DELIVERY TIME: 4 minutes

MATERIALS AND OTHER RESOURCES: Review your program's closure procedure prior to this session. If you don't have a procedure, consider outlining your process for a formal closure or for transitioning students to a new level of independency. A closure ceremony is one way to help a mentoring pair formally close their relationship. Refer to the "Transitioning to Post-Graduation Mentoring" section of the *National Mentoring Alliance Operations Manual* for more information at <http://youthbuildmentoringalliance.org/content/transitioning-post-graduation-mentoring>.

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Explain what the word closure means. Within a YouthBuild mentoring program it means finding positive and healthy ways of ending each match.

Read the bullet points and elaborate:

"The official match YouthBuild match length is 12 to 15 months." *Some matches may be a little shorter, if they got a late start.*

"You and your mentor can talk to see if you want to keep meeting." *We encourage both mentors and mentees to make this a lifelong relationship. Because of time constraints and other obligations, some mentors are unable to make it a lifelong relationship. When you get a few months into your relationship with your mentor, it would be good to open up the subject about continuing the match. You might say something like, "I was told that sometimes YouthBuild matches continue on after 15 months, but some don't. What are your thoughts about continuing?"*

"If you decide to keep meeting, consistent contact will help the match to thrive." *If you are going to extend the match, it's always best to meet face to face, and it's good to meet consistently. Some mentors and mentees meet once or twice a month face to face, and then they have phone and email contact. And, if you are able to meet consistently on the same day, and at the same time and place (for example,*

meet at Starbucks at 5 P.M. on the second and fourth Tuesdays of each month), then you are giving your match a good chance to thrive.

“Near the end of your match, thank your mentor.” *Positive closure includes finding ways to thank mentors for their efforts. This can include a verbal thank-you, a written thank-you, a personalized certificate, or a thank-you card or letter. The letter could tell mentors what you’ve learned and what you’ll remember about the relationship.*

Training closure

- Questions or comments?
- Training evaluation and post-test
- Next steps
- Graduation certificates!



Slide 9, Session Close

SLIDE TITLE: Training closure

DELIVERY TIME: 4 minutes

MATERIALS AND OTHER RESOURCES: A signed certificate of completion for each mentee, copies of the Training Effectiveness Evaluation Tool Post-Test (page 8), and any paperwork they may need to still complete.

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Let students know that time is winding down and we are now moving into training closure. Cover the following:

- **Questions and comments:** Ask participants if they have any questions or comments about the training or the program.
- **Next steps:** Talk about next steps for them as mentees in the program (paperwork, group mentoring, upcoming events, etc.).
- **Paperwork:** Provide any paperwork participants need to fill out.
- **Post-Test:** Ask participants to fill out the quiz on their knowledge of mentoring and the Youth-Build mentoring process (following the instructions on page 4).
- **Certificates:** Once students turn in their post-test, provide each with a Completion of Mentee Training certificate.



Slide 10, Session Close

SLIDE TITLE: N/A

DELIVERY TIME: 1 minute

MATERIALS AND OTHER RESOURCES: N/A

SLIDE CUSTOMIZATION: N/A

DELIVERY NOTES: Let students know that having a mentor is a great opportunity, but that just like anything else, they will only get out what they put into it. You can also remind them, once again, that they should try to be a mentor magnet, because the more mentors they have in life, the more successful they will be.

End the session by thanking students for their hard work on their schooling and their careers.

Problem-Solving Strategies Scenarios

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Learn more about YouthBuild Mentoring and its National Mentoring Alliance online at:
<http://youthbuildmentoringalliance.org/>

