

EUROPEAN MENTORING SUMMIT 2018

The Symmetry of Mentoring

Introduction to Mentor, Mentee and Guardian Training

Julie Anne Gehring

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03/15/18

Dear Student,

I am very excited to present this year at the 2018 European Mentoring Summit. I have spent the past five years dedicated to improving training, development and awareness for mentor programs in the United States and abroad. My goal today is to provide an interactive session on how to train mentors, mentees and guardians involved in one to one mentoring programs. I welcome you to share experiences with the group when time allows and to ask questions related to training Mentors, Mentees and Guardians. If you have additional questions, please feel free to reach out to me via Linked In – Julie Gehring or on my website www.worldwidementoring.com

Sincerely,

Julie Anne Gehring

Mentor Checklist for their Folder

Name _____

- ☐ **Completed Application**
 - ☐ **Interest Form**
 - ☐ **Copy of Photo Id**
 - ☐ **Copy of Car Insurance**
 - ☐ **Criminal Offender Record information**
-

Mentee Folder

- ☐ **Application**
- ☐ **Guardian Recommendation Letter**
- ☐ **Recommendation letter from someone outside of the family**

3

Elements of Training Preparation

- You will get the BEST attendance through the ways in which you outreach to your audience (E-mail, Online Registration, Follow-up Phone Calls, Letters home with future mentees)
- 30 day Notice for training (minimum)
- Make trainings mandatory
- Set Multiple training dates for Mentors – Evening/Sunday late afternoon
- Provide healthy snacks/meal during training
- Set up folders with checklists stapled inside to address any missing information
- Get the supplies together the day before: photocopies, name tags, pens, paper, flip charts,
- Do you require AV – low-tech is the best tech
- Provide childcare for mentees and siblings during Guardian Training
- Think through your training. Have a plan on how to manage when someone is oversharing or when someone has not had the opportunity to share

→ Keine Angst vor Beispielen (z.B. obligatorische TN, wenn nicht, dann
Rauschmiss)



Building Your Cohort

Icebreakers/Ice Melts

- Allow for people to get to know one another in the room
- Help to make the group feel comfortable with one another
- Buffer for when people are late

Energizers

- Get people moving
- Starts to get people thinking about the "why" they are attending the training
- Participants get to know one another on a deeper level
- Used for grouping people together in later sessions
- Can be used as a further screening process

Important Tips

- Make people feel comfortable when they are late, allow them to introduce themselves
- Make the Ice Breaker general and the Energizer more specific

Group Agreements

- Set expectations for the training session
- Allows people to center and focus
- Creates a sense of group behaviors

Program Policies/Expectations/Important Suggestions – Most important things first!

- Highlighting how the program runs. Explain the match screening process and the length.
- Reiterate commitment and provide statistics/research
- Communication styles of the program
 - Example: 24-Hour Rule, E-Communication, Private Facebook Group for Mentors
- Purpose of the Mentor – not using it a reward/punishment – Only for the Mentee
- Discussing the relationship between mentee and guardian
- Advising not to discuss challenges the mentee is facing in front of the mentee at drop off or pick-up times
- Gift Giving
- Examples of stories that violated program expectations/policies (leave names out)

5

Practice

1. What are some ways that your team might be able to improve training preparation?

→ goals setting
→ Verbindlichkeit!
→ Erwartungen
→ Training für Mentees & Guardians vor der TN!

2. What are some Program Highlights specific to your program that you would share during Mentor/Guardians/Training

(24 Stunden - Regel! → innerhalb v. diesem Zeitraum
muss das Tandem sich beantworten)
Guardian training = Mentoring not a punishment!
→ ASOE / Tagebuch → Nicht mit dem Teufel stark

3. How might you be able to turn a real life example from a mentor, mentee, guardian or overall mentor program challenge into a positive learning experience during a mentor, mentee or guardian training?

Getting buy-in through personal experience

Sharing a story from a former Guardian

Good Evening,

My name is Elizabeth. I am the mother of two Mother Caroline Graduates. Jessica who is a senior at Wellesley College and Jelinda at Noble and Greenough School who is here with me tonight. Both Jessica and Jelinda participated in the MCA Mentoring Program. I can proudly say that both my children have great (the best) mentors. Now I know that MCA puts a lot of effort (work) into finding great people to be mentors to the girls, but unfortunately great people don't automatically turn to great mentors.

From my experience I can tell you that great mentors are made over time as the relationship evolves between the mentor and the mentee. We, as parents are there to facilitate that relationship and allow it to grow. I would ask the girls how your mentors are doing. Did you tell them about this project, sports game or event taking place at school?

So I have a few advice (suggestions) for you, parents: The mentors are not competitors, they aren't trying to replace you (they are not trying to take your spot). Don't get jealous when you see your daughter getting close to her mentor. I found myself a couple of times feeling left behind (especially with my oldest daughter); then I decided (then I learned) to use that new friendship to my benefits. I started to look at her mentor as a second mother (an aunt if you will) to my daughter.

Before I knew it she was reviewing High School essays, she was at every school game and play whether I could make or not. She was at her high graduation cheering her on.

Ms. Sarah, Jelinda's mentor who is also here tonight is no different. I remember being very busy at work around the time Jelinda was writing her high school essays. So I called on Sarah to help me review some of Jelinda's essays. She jumped into it right away. She would be on the phone with Jelinda giving ideas and reviewing essays even when she was out of state visiting with her family. She is at games, plays, and graduation. Jelinda receives a postcard every time Ms. Sarah goes on vacation.

One piece of advice I have for the mentors is to never skip/ignore the parent in the relationship. Always remember that she is the mother and treat her as such. I appreciate it when my daughters' mentors call me to set up outings or would make sure that my daughter's keep me inform of their next events.

So in conclusion I would say that the growth of the relationship depends on all three people involved: mentor, mentee, and parents. The relationship is like a plant, it needs all three of you to take turn to water it in order for it to grow and flourish. I promise, if you give it time, it will grow. (Good luck with the experience)

Mentee and Mentor Goal Setting Sheet

Dear Mentors and Mentees,

Please complete the following goal sheet and turn in to Ms. Julie. If you are unable to attend the event, please mail this back before **November 5**. These goals need to be achievable in the next year. The mentor/mentee goals need to be reviewed and discussed with the mentee's guardian before turning into MCA Program Staff.

Mentee Personal Goals

Example: I would like to read 5 books by February

GOALS	Beginning Date	Projected Ending Date	How will you accomplish this goal?
1.			
2.			
3.			

Mentor Personal Goals

Example: My goal is to run a 5k by March.

GOALS	Beginning Date	Projected Ending Date	How will you accomplish this goal?
1.			
2.			
3.			

Overall Session

7. The session overall met my expectations

1 2 3 4

8. There was sufficient time for interaction and discussion

1 2 3 4

9. I would recommend this workshop to others

1 2 3 4

General Comments

What was the most helpful aspect of the training?

What recommendations do you have for strengthening the training?

What is one step you will take as a result of this training?

Thanks again for taking the time to fill out this survey!

Used in Mentor and Guardian Training

Developed by Mass Mentoring Partnership and edited by Julie Gehring to meet MCA Mentor Program needs

Julie Gehring/Symmetry of Mentoring Training-European Mentoring Summit

Training Evaluation

For the following questions, please use the following scale:

Please use the following scale for the first two questions:

1 = none 2 = some 3 = fair amount 4 = a great deal 5 = Extreme amount

Information Learned

1. Rate your level of knowledge about today's topic **before** attending the workshop.

1 2 3 4 5

2. Rate your level of knowledge about today's topic **after** attending the workshop.

1 2 3 4 5

1 = disagree 2 = somewhat disagree 3 = somewhat agree 4 = agree

Capacity of Trainer (s)

3. The trainer(s) were knowledgeable

1 2 3 4

4. The trainer(s) presented ideas and concepts in a clear manner

1 2 3 4

Value of Materials, Activities, and Exercises

5. The materials were helpful and practical

1 2 3 4

6. The exercises/activities helped me understand the information

1 2 3 4

Reflection

Mentors

Letter to Future Mentee – what do you want your future mentee to know?

Writing down and sharing out.. What excites you about becoming a future mentor to a young person?

Mentees

Letter to Future Mentor - What do you want your future mentor to know?

Reflection

Hopes and Dreams



DanaClarkColors.com

Used in Guardian Training

3. Paraphrasing

Paraphrasing is a good way to make sure you heard correctly what your mentee said and lets your mentee know that you hear, understand, and care about his/her thoughts and feelings. Paraphrasing enables you to gather information and be able to simply report back what you heard in the message—the facts and the attitudes/feelings that s/he expressed. *This communication skill is particularly helpful with youth, since youth culture/language is constantly changing.*

- **Phrases to use for deciphering *fact***
 - ✓ "So you're saying that . . ."
 - ✓ "You believe that . . ."
 - ✓ "The problem is . . ."
- **Phrases to use for deciphering *feeling***
 - ✓ "You feel that . . ."
 - ✓ "Your reaction is . . ."
 - ✓ "And that made you feel . . ."

Remember, paraphrasing does not mean evaluating, sympathizing, stating an opinion, offering advice, analyzing or questioning.

4. Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes and views. They are extremely helpful when dealing with young people, who often answer questions with as few words as possible.

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

Developed by: Massachusetts Mentoring 101 Handbook, 2008.

Effective Communication

Many relationships end because of poor communication; this is also true of mentoring relationships. Developing and practicing the following four communication skills will help when your goal is to open up communication with a young person. You can also help your mentee develop these useful skills.

1. Active Listening

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to the verbal and nonverbal messages. To actively listen, you must focus, hear, respect, and communicate your desire to understand. It is *not* a time to be planning a response or conveying how *you* feel.

•Skills to use:

- ✓ Eye contact
- ✓ Body language, e.g. open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures, etc.
- ✓ Verbal cues, such as “um-hmmm”, “sure”, “ah”, “yes”, etc.

• Verbal and non-verbal cues to avoid:

- ✓ Body language – slouching, turning away, or pointing a finger
- ✓ Timing – speaking too fast or too slow
- ✓ Facial expression – smiling, squirming, raising eyebrows, gritting teeth
- ✓ Tone of voice – shouting, whispering, sneering, whining
- ✓ Choice of words – speaking sharply, accusatively, pretentiously, over-emotionally

Be sure to understand what may or may not be acceptable in your mentee's culture, though. For instance, making eye contact may not be appropriate in some cultures.

2. “I” Messages

“I” messages keep the focus on you and explain your feelings in response to someone else's behavior.

• “I” messages do:

- ✓ avoid judgments
- ✓ help keep communication open
- ✓ communicate information and respect for both people's positions

• “I” messages do not

- ✓ accuse
- ✓ point a finger at the other person
- ✓ place blame

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

Boundary Scenarios

Für Mentoren

Scenario 1

You arrive at your usual meeting place and your mentee has not arrived. You had previously confirmed with the school that the mentee would be there. You both agreed to interview the head of a local museum who has come to the school with you on this day. What should you do or say next time you talk with your mentee?

Scenario 2

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

Scenario 3

During one of the group activities of the mentoring program, you notice that a mentee isn't as engaged with her mentor as you are with you mentee. What should you do?

Scenario 4

You and your mentee hit it off right away. You were very excited about your match until a few weeks ago when you mentee started calling you a few times a day. You don't know how she found your cell phone number. You don't want to hurt her feelings, but you are feeling uncomfortable with the calls. What should you do?

Scenario 5

Your mentee and you have a good relationship. Lately, your mentee has asked if you have any snacks with you for him to eat. First, you think it was because you shared some cookies from your bag during the holidays. Now it seems to be a regular thing. You are not sure if your mentee is getting enough to eat or just being overly pesky about snacks. What should you do?

Developed by Julie Gehring, Used in MCA Mentor Training. 2017.

Boundaries- Guardian Mock Scenarios

9. You are having a hard time finding a summer camp or summer job for your child. What do you do? What do you say?
10. Your child has some picky eating habits and a few allergies. What do you do? What do you say?
11. You forgot that it was the child's weekend to spend with her other parent. What do you do? What do you say?
12. You aren't happy with your child's attitude and you take her phone away for punishment. She has plans with her mentor. What do you say? What do you do? What would happen if your child was working on plans with her mentor but they weren't solidified yet so you didn't know about them? Now the mentor is frustrated because she took off of work and cannot get a hold of her mentee.
13. Mentor isn't responding to text messages or calls. What do you do? What do you say?
14. Religion is very big in your family and the mentor keeps asking to take your child out on Sunday's. What do you say/what do you do?
15. There has been some drama going on at school (bullying). Your child won't talk about it when she is at home. What do you do? What do you say?
16. You have a different viewpoint on an issue than the mentor. What do you do? What do you say?
17. Your boss is stressing you out at work, you just got into a huge fight with your sister and you have a leaky faucet. What do you do? What do you say?

Developed by Julie Gehring, Used in Mentor Guardian Training

Für Eltern/Sozialarbeiter

Boundaries- Guardian Mock Scenarios

1. Child doesn't do well on Science Test, her phone is taken away and she has plans to attend Girl Power with her mentor. What do you do/ what do you say?
2. Child's mentor is older than some of the other mentors and your child says that she doesn't have anything in common with her mentor. What do you do? What do you say?
3. Child has plans with her mentor. You find out and you have just been called into work and the child now needs to watch her younger sibling. What do you do? What do you say?
4. Some of the students at school have been talking about their mentors a lot but you don't think your child is connecting with her mentor. What do you do? What do you say?
5. You noticed that the mentor always reaches out to your child. What are some ways you can help your child better communicate with her mentor?
6. You have a parent teacher conference/high school placement meeting coming up. How can you get your child's mentor involved?
7. The high school process is overwhelming. You are considering boarding school, some of the schools might be out of reach but you aren't sure, the application process is very intense. What do you do? What do you say?
8. Your child and her mentor are out at an event. Your boss demands you work an extra half hour and no one is home to let your child into the house. The mentor has plans right after the event. What do you do? What do you say?

Developed by Julie Gehring, Used in Mentor Guardian Training

Boundaries Exercise

What should a Mentor -

Say.... Do...

Should Not say.. Do ...

Open Ended Questions for Mentees

<p>What is your definition of a Mentor?</p> <ul style="list-style-type: none"> • A person who guides you and supports your decisions/choices • A person/role model that can give advice • A person who can help you, guide you and believe in you to complete/achieve your goals • Someone you can rely on • Someone I can confide in • A person who will be there and be a friend • Someone who can set an example and model for you • A person to guide on the right path • A respectful person that can be trusted • A person to guide and help • Kind, caring, respectful, understanding, trustworthy, a friend and a guide • A friend, advocate and someone I can look up to • A person I can tell something to and will help me with stuff • A person who is there to support and care for you 	<p>What have you done with your mentor.. what would you like to do with your mentor?</p> <ul style="list-style-type: none"> • Movies, outdoor activities • Travel around MA • Go to the beach • Explore Boston • Play tennis, go to lunch • Movies and Dinner • Fashion Show • Skiing, movies • Ice cream • Hockey games • Skiing • Snow tubing • Baking
<p>What is the responsibility of a Mentee?</p> <ul style="list-style-type: none"> • To try and reach out to their mentor • To get to know their mentor and talk about goals and have fun • Trust the mentor, communicate and teach them • To communicate and be open and ask your mentor for help • To trust and communicate with their mentor • To spend time with your mentor • To interact with their mentor, see them once a moth and to interact/communicate with them • To learn from our mentor • Respect your mentor and don't lose communication • To go to the Director of Mentoring if there is a problem. 	<p>What would you like to teach your Mentor?</p> <ul style="list-style-type: none"> • We can be good friends and know each other for a long time • That people can be fun or active no matter how old they are • Get her to overcome fears • More about my goals and dreams • About my goals for the future • Distance cannot set people apart • Don't underestimate what you can accomplish • Life is different • Time management • More about me and my ambitions • My personality, life goals, ambitions and personal life • My hobbies, how to play some of my favorite sports • How to cook Haitian food

Developed by Julie Gehring - Used in Mentee Training (MCA Mentor Program Survey Results, 2015)

Open Ended Questions for Mentees

! → Im Vorneheren
bei WhatsApp abfragen!!

<p>What is your definition of a Mentor?</p> <ul style="list-style-type: none"> • 	<p>What have you done with your mentor.. what would you like to do with your mentor?</p> <ul style="list-style-type: none"> •
<p>What is the responsibility of a Mentee?</p> <ul style="list-style-type: none"> • 	<p>What would you like to teach your Mentor?</p> <ul style="list-style-type: none"> •

Developed by Julie Gehring - Used in Mentee Training (MCA Mentor Program Survey Results, 2015)

Getting to know Mother Caroline Academy's Mentor Program

1. What does **good communication** look like between a mentor and mentee?
2. How do you plan to **check in** with your mentee/mentor?
3. **How far in advance** should you make plans to see your mentor/mentee?
4. You don't think you have anything in common with your match. What are some ways that you might be able to **bond together**?
5. What are some of the **expectations** you have as a MENTOR/MENTEE Match?
6. What are some things that Mentors and Mentees could do together outside of the programming events to **build trust** with one another?

Used in Mentor and Mentee Training

Developed by Julie Gehring, Director of Mentoring, Mother Caroline Academy and Education Center (2017).

Used in Mentor, Mentee and Guardian Training

Guardian Roles and Responsibilities

1. What are some concrete examples of how you will ENGAGE your child to communicate with her mentor?
2. What are some of the concrete ways you would like your child's mentor to HELP your child?
3. What are some concrete examples of how you will SUPPORT the Mentor/Mentee Relationship?
4. What are some concrete examples of how you will SUPPORT the Mentor Program Staff?
5. What can we do to show that the mentor in your child's life is APPRECIATED?
6. You get an e-mail from the Mentor Program what are the steps you will take to COMMUNICATE with the mentee and mentor?

Primary Roles and Tasks of a Mentor

Write one concrete way that you can implement each of the following primary tasks.....

Be a friend... and establish a positive, personal relationship with the mentee

- Beegny and Ayenhe

Be a positive role model and connect/interact with people in ways that demonstrate behaviors that inspire, encourage and build confidence in young people

z.B. Job Shadowing

Be a resource broker and help mentee access opportunities to meet goals, address problems and make thoughtful decisions.

Girlsday

Be a caring, responsible adult who provides **access to people, places and things** outside the mentees' routine environment

Gruppenaktivität

Used in Mother Caroline Academy, Mentor Program Training
Developed by Massachusetts Mentoring Partnership

Introduction to Roles ...

What a Mentor is

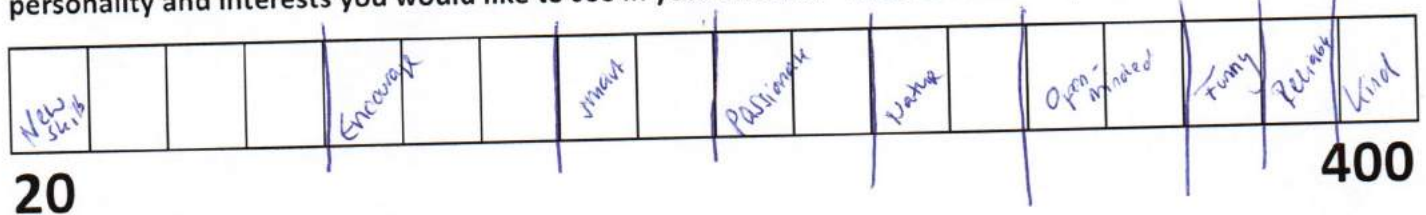
What a Mentor is not...

Building the Perfect Mentor



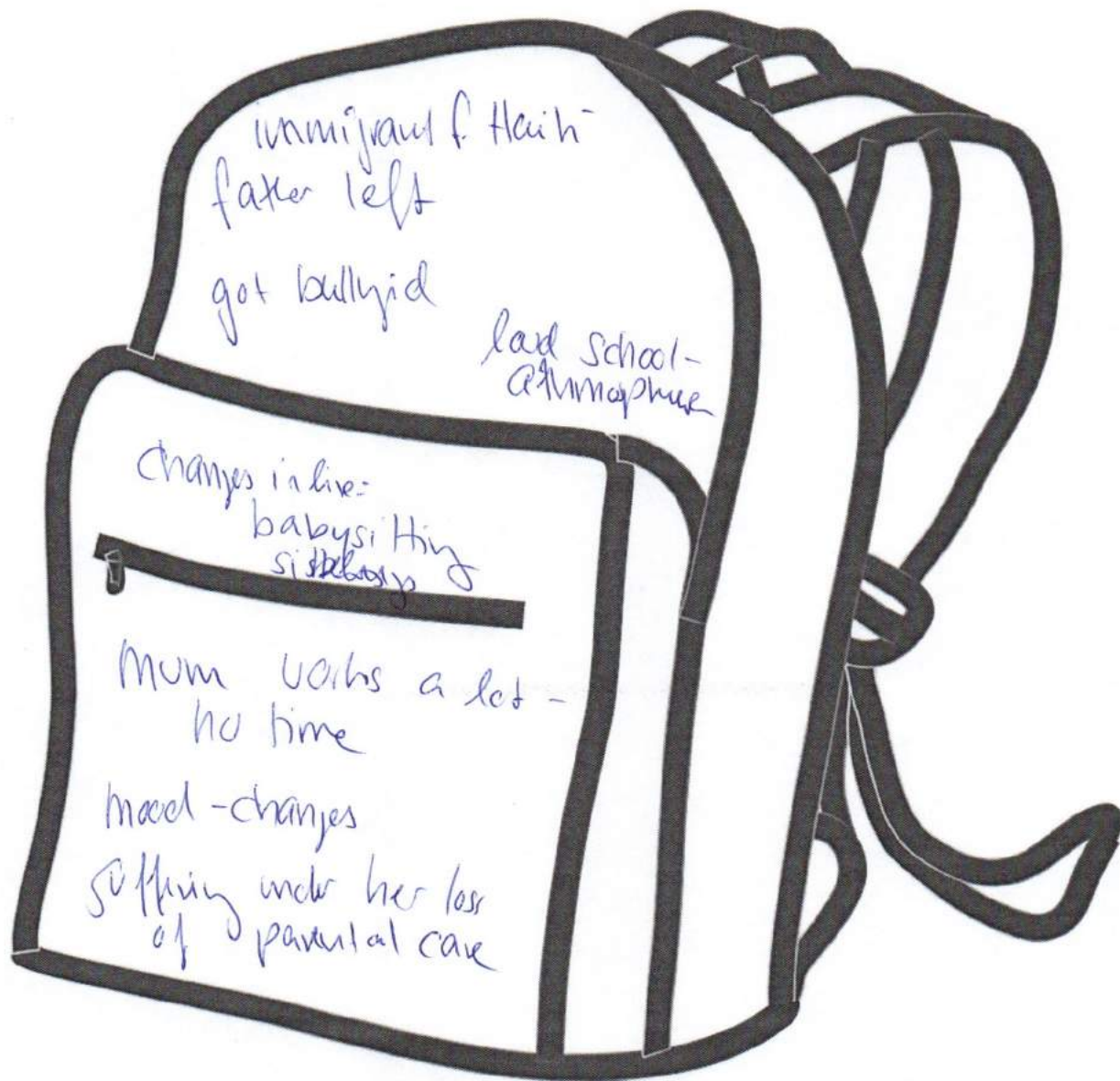
40 Points Things Mentors Do	30 Qualities of Mentor	20 points Shared Interests
<ul style="list-style-type: none"> -Encourages me to be the best I can be -Attends events I am involved in with school -Teaches me new skills -Has fun with me -Asks for my opinion 	<ul style="list-style-type: none"> -Caring -Outgoing -Funny -Fun -Kind -Protective -Loving -Quite -Openminded -Friendly -Loud -Happy -Passionate -Creative -Giving -Sensitive -Smart -Reliable - Write in your own _____ 	<ul style="list-style-type: none"> -Cooks -Baking -Dances -Into fashion -Arts -Swimming -Athletic -Scientist - Reading -Likes Animals -Cyclist -Nature - Science -Technology - Write in your own _____

You have 400 points. Each square below has a value of 20 points. Select the words that describe the personality and interests you would like to see in your mentor. Then Color in the points in the bar below.



Used in Mother Caroline Academy Mentor Training

What is Nina "Carrying Around" in her backpack ?



Developed in collaboration with Nate Baum and Mass Mentoring Partnership

Used: Mentor Training

Julie Gehring/Symmetry of Mentoring Training-European Mentoring Summit

Storytelling through vignettes

Looking through the lens of a future mentee

Nina is a 7th grader at Mother Caroline Academy. She lives in Mattapan and is about to enter MCA's Mentoring Program. She is a first generation immigrant from Haiti.

Nina was always a very energetic and funny young girl. She loved jumping rope and playing with kids on her street. However, her father left the family when she was 7 years old. Though young, this was really hard for her. Also, by 3rd grade, the school she was attending started to feel really noisy and chaotic for her. A lot of other students would call her names and fights on the playground could even break out. The teachers also yelled a lot at this school which was really upsetting for Nina.

In the 4th grade, she was accepted to Mother Caroline Academy, a school only for girls. Nina started to enjoy her new school, and really liked her 4th and 5th grade teachers. There were interesting activities such as trips to the art museums and movies. She has a passion for cultures (especially her own) and has learned about other cultures in social studies class. As she became more interested in her new school, she got along a lot better with some of her peers and made some great friends.

In the 5th grade, her mother's work hours changed. The mother now had to work at the hospital on many week-day evenings, not getting home until 11:00 p.m. leaving Nina to now babysit her younger siblings in the care of her upstairs neighbor. This was devastating for Nina and she had an incredibly hard time adjusting and functioning in school as a result of this new change. She got angry with her peers and got into a number of verbal fights in the 6th grade. Sometimes she would start rumors with her friends about other girls in the class.

Her teachers tried to help. They spent time with her after-class and got her involved in a school program called evening study. They also helped her get involved with a STEM program and the school newspaper which she loved. Nina also really enjoyed going to her church on Sunday as she could see a lot of kids and other families from the communities (even though the service could be really long). Nina still found herself moody and agitated as a result of not having her parents available. She really hated seeing her classmate's parents, knowing that her dad was gone for good and her mother had to work so much.

Eventually, a teacher who Nina liked, encouraged her to get involved with Mother Caroline Academy's Mentoring Program. Nina is feeling wary and unsure of trying to connect to an adult she doesn't really trust. However, she's willing to give it a try because of her teacher.

Mentee and Mentor Match Goals

Example: Our goal together is to try sushi.

GOALS	Beginning Date	Projected Ending Date	How will you accomplish this goal?
1.			
2.			
3.			

Mentee Signature _____ Date _____

Mentor Signature _____ Date _____

Guardian Signature _____ Date _____

Distributed to Mentors and Mentees at the Match Ceremony

Mentor, Mentee & Guardian Agreement Contract

We are voluntarily entering into a 12 month formal mentoring partnership, which we expect to benefit us, MCA, and our greater community. The following highlights the features of our partnership:

Mentoring partnership objectives (Mentee completes): As a result of working with a mentor I would like to accomplish the following:

Specific role of the Mentor: I will support my mentee's developmental process by (i.e. helping to develop and monitor her mentoring action plan, sharing organizational insight, expanding her network, acting as a sounding board, providing developmental feedback):

Specific role of Guardian: I will support my child's mentoring relationship by (i.e. helping to facilitate communication between my child and their mentor, actively supporting both my child and the mentor's relationship, provide possible group activities that can help foster the relationship between my child and the mentor):

The logistics of our meetings will generally include the following:

When: _____

Where: _____

How Long: _____

Frequency: _____

Who is responsible for initiating: _____

We will honor the following confidentiality agreement by:

This agreement may be terminated at any time by the guardian, mentee, or mentor.

Signature:

Signature:

Signature

GUARDIAN

MENTEE

MENTOR

THE FIRST 100 DAYS

