Acknowledgments

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Introduction

Thank you for signing up to be a mentor for ConnectEd! As you will see, mentoring is a crucial element of the program and your contribution is greatly needed. We are delighted to have you in our ConnectEd team. Welcome!
What is ConnectEd?

World Education is working in partnership with the Alcatel-Lucent Foundation in seven countries across the globe to implement the ConnectEd program. Over three years we will serve 13,500 young people in Australia, Brazil, Cambodia, China, Egypt, France and India. About 70 percent of these young people are girls and young women.

The aim of ConnectEd is to help the most disadvantaged youth in these countries to achieve better learning outcomes, to have the skills that will make them better prepared for the world of work, and to be more engaged in their communities and the world around them.

Through ConnectEd, we hope to make a difference in the lives of thousands of young girls and boys, to help equip them with the skills to gain secure employment and livelihoods, reduce their vulnerability and put an end to the current cycle of disadvantage. Your work with us as a mentor will help us make that difference.

Employee Engagement under ConnectEd

Under ConnectEd, the engagement of Alcatel-Lucent employees is not only a case of site visits or one-off ‘engagement days.’ We see Alcatel-Lucent employees as essential co-implementers and resources as they take part in role-modeling, and sharing expertise and experience directly with learners, teachers, schools and communities. In each country, ConnectEd is asking Alcatel-Lucent employees to get involved in numerous ways: co-facilitating classes and workshops; mentoring youth or teachers; advising on the content of courses and curricula; or acting ICT resource persons by providing guidance about computer hardware, assisting in the design of e-learning spaces or keeping the program updated with cutting edge communications technology as it changes and expands in each country.
Why Do We Need Mentors from Alcatel-Lucent in ConnectEd?

Through ConnectEd, we are providing the ‘bridge’ that enables your skills, background and commitment to reach youth and communities most in need. Research tells us that one of the most effective factors in reducing the vulnerability of at-risk youth is the presence of a caring adult, outside of their family, who takes interest in their lives, provides encouragement, and most importantly, gives them time. ConnectEd youth will, in fact, encounter a number of caring teachers and other support staff as they participate in the program. But in addition, what we hope, and what each youth deserves, is to connect them with committed adults who can put their entire focus on one young person.

As an Alcatel-Lucent employee, you can bring your significant life experiences to help make a difference for one young person in the program. Whether it is helping a young person set goals, solve problems, or make good choices, a successful role model, like you, can help strengthen each mentee’s academic performance and open their eyes to employment opportunities. It is our hope that unconditional encouragement from a ConnectEd mentor can instill self-confidence and influence decisions in the young people that can have a ripple effect that lasts a lifetime.
What Does Mentoring Look Like Under ConnectEd?

Mentoring takes many forms under ConnectEd and not all mentoring arrangements will be the same as yours. In some program sites, mentoring may take place as face-to-face interactions between an Alcatel-Lucent employee and one youth, or teacher. In others, employees may take on a small group of youth, or teachers, to mentor collectively. For other areas, face-to-face interactions are impossible, with target communities too far away from Alcatel-Lucent employees. For these mentors, technology provides the answer, with interactions occurring by phone, text, emails, etc. For a large number of mentors, mentoring will use a blend of strategies to interact with their mentee: face-to-face, phone-calls, texts and emails.

Mentoring is used for different purposes across ConnectEd. For some mentoring arrangements, the aim is simply to provide an ‘ear,’ to encourage and guide, helping youth increase their self-confidence, sense of direction and relationship skills. Other mentoring is more directed towards career counseling, helping youth with their first transition to the workplace, and supporting youth in job placements.

All Alcatel-Lucent mentors are given this mentoring manual and can expect support from their contact person at ConnectEd throughout their involvement in the program, to ensure each person’s mentoring experience is a success.

Long Distance Mentoring

Throughout this guide you will notice references to long-distance mentoring. This refers to a form of virtual mentoring that uses online software or email. This may also include the use of phones or voice over Internet protocol (“voice over IP”). Not every ConnectEd mentoring program will offer this option, so speak to your mentoring coordinator for more information.

Now it is your turn to make a difference!
How to Use This Mentoring Manual

In addition to this introductory section and the documents in the Appendix, there are three key sections in this Mentoring Manual. You do not have to read through the entire manual in a linear fashion. However, Part One contains crucial information that is important to understand before beginning your mentoring.

Part One: Becoming a Mentor

This section contains important information on how to develop a mentoring relationship and how to interact with your mentee.

This section begins on page 10.

Part Two: Getting Started

This section walks you through the beginning of the mentoring relationship. It includes several worksheets you can use with your mentee to establish rules and expectations for the relationship. Even if you do not use these worksheets exactly as they are, we recommend you review them for ideas.

This section begins on page 22.

Part Three: Activities for You and Your Mentee

Browse this section at any time for ideas that catch your interest. Make sure you refer to it later to see if any activities might meet the needs of your mentee. The activities you find here will help guide you with the kinds of activities you can initiate with your mentee. By providing ready-made worksheets and discussion questions, we hope to make the task of mentoring easier and more structured for you.

Please feel free to select the activities that you find most appropriate. Adapt them and create your own.

This section begins on page 33.
Note to those participating in long-distance mentoring:

If you will be mentoring from a distance using a computer or phone, please make sure you read the section on page 68. Note the boxes throughout the manual, like the one below. These contain tips and considerations for long-distance mentoring.

These tips are general in nature. You will need to adapt the activities in this manual based on the particular technologies you are using with your mentee. For example, when asked to “select a location” this might mean that as a long-distance mentor that you then decide on which tool to use whether it be a phone, instant-messaging or email to exchange ideas. Or perhaps it could even mean watching the same YouTube video and having an online chat about it!
PART ONE – Becoming a Mentor

This part of the manual will help you learn what is involved in being a mentor, prepare you to meet with your mentee, give you ideas on what to expect and how to build, sustain and (when it is time) to end a mentoring relationship.
Becoming a Mentor

What is a mentor?

If the role of a mentor is not a parent or counselor, then what is it? ConnectEd considers a mentor to be someone who is more experienced in life who helps and guides another individual’s development, without the motive of personal gain.

Since a mentor guides another’s development, we see this taking many forms. For many people, the idea of mentoring brings to mind an image of an older person sitting beside and talking with a younger person. Our definition also includes a mentor working with groups of youth and even communicating from a distance, using technology.

What is a Mentee?

A mentee is defined as an individual who is advised, trained, or counseled by a mentor¹.

Before You Begin

Ask yourself the following questions:

1. Can you recall what you were like as a youth? What kinds of concerns and interests did you have?

2. Think about which adults were a positive influence in your life when you were a youth. List them.

3. What qualities in you made these influential adults encourage you?

4. What qualities made these adults good mentors? Do you see any common characteristics in each of these people?

5. How can the above experiences help you to be a good mentor for youth?

What is the Difference Between Parenting and Mentoring?

Listed below are a variety of roles adults can take on when interacting with young people — some of these are part of your role as a mentor, some are not — and some are strictly the role of the young person’s parents.

Please put an “X” in the mentor column if you believe a role on the left is part of your mentor responsibility; put an “X” in the parent column if you believe this strictly a parental responsibility. If it is a role you both share, put an “X” in both columns. See the answers for this activity on in the Appendix on page 74.

<table>
<thead>
<tr>
<th>Role</th>
<th>Mentor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advises them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplines them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaches them about life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps them solve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is someone they can confide in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Can I Be An Effective Mentor?

You might be wondering if you have the qualities to be a good mentor. Studies have shown that the most successful approaches to mentoring are those where trust has been developed, less focus is on changing the behavior of the mentee, and where mentors see the relationship in terms of a friendship rather than a parental relationship.

Effective mentors²:

- See themselves as “friends” rather than teachers or parents, and define their role as supporting their mentee in a variety of ways.
- Take the time to learn about their mentee’s interests, strengths and skills and help to build on these.
- Provide their mentee with options for what they can do during their mentoring activities rather than planning everything without their input.
- Pay attention to kids’ need for “fun.” Having fun together is a key part of building relationships, and it also provides the mentee with valuable opportunities that are otherwise often unavailable to them.
- Are dependable and maintain a steady presence in their mentee’s life.
- Listen to their mentee’s concerns and do not do all the talking.
- Ask questions (without making their mentee uncomfortable).
- Do not judge (but provide constructive feedback or advice).
- Respect their mentee’s confidentiality. They do not repeat what is said in mentoring sessions.
- Encourage their mentee in her/his schoolwork and goals.
- Help their mentee find solutions to her/his problems, but do not tell her/him the answers.
- Respect the mentee’s decisions.
- Refer their mentee to other people or resources when necessary, such as health or social workers, and seek and utilize the help and advice of ConnectEd program staff. Successful mentors recognize that they don’t have all the answers.
- Arrive on time for all mentoring activities.

² These tips are based on a list developed by World Education’s Ambassadors' Girls Scholarship Program funded by USAID.
• Share experiences with their mentee (when appropriate).
• Advocate for the mentee at school, at home, and in the community.
• Understand that in the relationship they may feel like they are doing all the work and that they take responsibility for keeping the relationship alive. Successful mentors regularly initiate contact and ensure that encounters are scheduled, rather than wait to hear from mentees.

Less successful mentors:

• See the relationship with narrow, specific goals aimed at changing the mentee’s behavior.
• Have difficulty meeting with the mentee on a regular and consistent basis, often demanding that the mentee play an equal role in initiating contact. Unsuccessful mentors often complain that their mentees do not call them to schedule encounters, or that the mentees fail to show up for encounters when they say they will.
• Attempt to instill a set of values that may be different from or inconsistent with those the youth is exposed to at home.
• Try to change the mentee by setting tasks (for example, only focusing on doing schoolwork during their encounters even if the mentee does not want the help) and adopting a parental or authoritative role in their interactions with youth. For youth, the value of a mentor is often in having a supportive adult who is not a parent or teacher—adopting the posture of these authority figures undermines the development of trust between a mentor and youth.
• Emphasize behavior changes over developing mutual trust and respect in the relationship. Too much focus on what is wrong with a youth is more likely to turn him or her away from the mentor.

Long Distance Mentoring

Active listening can be more challenging at times while mentoring via phone or email because one cannot pick up on the subtleties of nonverbal communication like nodding, etc. Thus, there is a need for checking in to see if you not only understand what the mentee is saying but to see how they might be feeling.
How to Improve Communication With Your Mentee

Good mentoring relationships are based on trust. You can help build that trust by communicating effectively. In this section we will present several techniques that can help with communication in this context. These fall into three categories: asking open-ended questions; active listening; and, giving and receiving feedback.

Open-ended Questions

The process of having a deep conversation can sometimes depend not on if you ask questions but on how you ask them. Questions that only require “yes” or “no” answers can limit the depth and flow of a conversation with youth.

Practice creating open-ended questions. Try changing these closed-ended questions to open-ended questions.

<table>
<thead>
<tr>
<th>Closed-Ended</th>
<th>Open-Ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many brothers and sisters do you have?</td>
<td>Tell me about your brothers and sisters.</td>
</tr>
<tr>
<td>Do you have a favorite music group?</td>
<td></td>
</tr>
<tr>
<td>Are you angry?</td>
<td></td>
</tr>
<tr>
<td>Did you go to school yesterday?</td>
<td></td>
</tr>
<tr>
<td>Have you decided what job you want?</td>
<td></td>
</tr>
</tbody>
</table>

Examples of open-ended responses for this activity are available in the answer key on page 74.
Active Listening

Active listening uses both nonverbal and verbal communication to show interest and concern for a person. One active listening tool is to try to summarize the person’s situation or feelings to check for understanding. For example, you might comment, “If I understand you well, you are saying...” This technique will make you pay attention to the speaker so you can summarize correctly. It also lets your mentee know that you are listening, and gives him/her the opportunity to clarify their point. See below for a sample of a summarizing response.

*Mentee Statement:* “My little sister is making me angry! I caught her trying to steal my best school pen again the other day. She always uses them to scribble and wastes all the ink. She is such a pest.”

*Summarizing Response:* “If I understand you correctly, you are frustrated when your little sister uses your pens.”

Additional Questions

Often, additional questions are used after the summary to explore an issue and facilitate the expression of feelings and emotions. The following examples demonstrate this approach.

*Mentee statement:* “It is nice to have a boyfriend, but sometimes it is difficult.”

*Exploring question 1 (summary and inquiry):* “You mention good and bad things about having a boyfriend. Can you give me examples of those good and bad things?”

This first exploring question addresses the mentee’s statement that having a boyfriend is nice but sometimes difficult. It shows the mentee that she has been heard and allows the mentor to better understand what the mentee means by this somewhat general comment. Even after this inquiry, the significance of the mentee’s statement may not be clear. An open-ended question is a good way to follow up.

*Exploring question 2 (open-ended follow up):* “Could you tell me more about your situation?”

The second exploring question tries to get the mentee to explain why she brought up this topic. Is it because she is happy with her boyfriend, or perhaps because she is experiencing difficult times? The mentor won’t know unless he or she asks an open-ended question.
Giving and Receiving Feedback: Reflection Activity for Mentors

We all receive feedback from people in our lives. Sometimes it is called discipline, advice, coaching, or scolding. Use the questions below to strengthen your feedback skills for mentoring.

1. Think back to your childhood. Who around you gave you feedback on how you were doing? Include people in school, in your family, at sports, and at other activities.

2. How did their feedback feel? List words that describe how you felt about the feedback you received from adults when you were a kid.

3. Think of the person in your life who proved best at helping you see how you were doing and how you might improve without shaming you or making you feel defeated. What do you remember about his/her approach?

Preparing Feedback or Your Mentee

Step 1: Identify the behavior on which you want to give feedback:

I would like to give my mentee some constructive feedback on __________________________
___________________________________________________________________________

Step 2: Describe the focus of your feedback in terms of behavior:

I have observed / noticed that _____________________________
___________________________________________________________________________

Step 3: Describe the effect of the behavior:

When you do _____________________________, I feel _____________________________

Step 4: Describe the change in behavior you’re recommending.

Step 5: Keep the following tips in mind:

● Check your statements above to ensure you are not using judgmental language or making generalizations.

● Pick your time and place — it is a good idea to give feedback when you are both in a good mood and in a private setting. Do not attempt to give feedback if you are upset or angry — wait until you have both calmed down.

● Let your mentee know that you want to give feedback so she/he is prepared to listen.

● Remember to listen and be empathetic — but do not be derailed by other issues or with apologies or excuses. Nod and acknowledge what your mentee is saying, but keep going.

● Get feedback on your feedback! Ask your mentee how she or he feels about the experience — what worked, what you could do better.

● Your feedback session might give courage your mentee to give feedback to you that he or she has been meaning to do. Encourage her or him to do that.
How Can Mentors Help Empower Youth?

Many youth are not encouraged to achieve in school or to follow a career. In particular, girls learn that their dreams are not as important as those of others of in their family, especially boys. Although this can indeed happen to boys, girls are more often given the message that they should not consider pursuing their dreams.

As a mentor, you can have a great impact, not only as a role model, but in encouraging your mentee to have goals and helping her/him to achieve them.

Read and Reflect

Scenario
A girl tells her aunt she wants to attend university. Her aunt tells her that she is being silly—no girl in the family has ever gone to university. Besides, the aunt says, there is no way the family could ever afford it. She tells her niece that a woman will never use her education anyway because she will spend most of her time taking care of her husband and children.

Reflection
As a mentor, how would you respond to this situation if this girl were your mentee?

Suggestions
- Acknowledge the importance of the girl’s dream.
- Suggest that although her aunt might not agree with this goal, that her aunt loves her and likely supports some of her other goals and dreams.
- Suggest she surround herself with people who believe in the equality of women, and meet women who have gone to university.
- Help the girl find information and resources that can help her go to university.
- Encourage her to study hard so that she can apply for a scholarship.
- Explain to the girl that her education can assist in her future career, and also her marriage and family life.

Acknowledging and validating a mentee’s goals and dreams is a first step in helping to empower them to accomplish their goals. When mentors empower their mentees, they instill self-confidence and self-esteem in them.
Child Protection Policy and Guidelines

ConnectEd is committed to ensuring the safety, dignity and well-being of all children in the program. For all staff and employee volunteers who will interact with ConnectEd youth, including mentors, a Child Protection Code of Conduct will be provided. A copy of this is located in Appendix 2 on page 71 of this manual. All mentors are expected to read the guidelines, sign the document, and submit it to the appropriate staff person as a prerequisite to being a mentor. This Code of Conduct describes appropriate and expected standards of behaviors of mentors towards their mentees, and in general, of all adults towards children. This is of particular importance for all ConnectEd mentors to adhere to, as interaction with children and youth will occur on a frequent basis. This Code of Conduct protects mentors from unfounded accusations of improper conduct. It has been developed with the best interests of the child as the primary consideration.
How to Set Boundaries Between You and Your Mentee

We all benefit from having and setting social boundaries, or limits, that protect us and clarify expectations within a relationship.

Know Your Limits

It can be helpful to reflect on just where your boundaries are so you can be better prepared to respond.

- **Self-disclosure**: How will I respond if I am asked a question that is too personal and that I might not be comfortable answering, such as questions about my previous relationships, sexual experiences, drug use etc.?

- **Time**: How much time do I feel comfortable spending with my mentee weekly? When can he or she call me? How late or early in the morning? Can she or he call me at work? What will you do if a mentee doesn’t show up for an encounter?

- **Behavior**: What will I do if my mentee acts disrespectfully towards me, is rude to others or badly misbehaves?

- **Money**: How much money am I comfortable spending each time I meet with my mentee? Do I buy things for my mentee? How will I feel if she or he asks for something? How will I respond if my mentee’s family asks for financial help?

- **Relationships with parents/guardians or relatives**: What will you say when a relative begins to share with you problems he or she is having with your mentee? How will you respond if a relative starts asking for advice about your mentee?

- **Communication**: How will you respond if your mentee begins contacting you too often or sending you inappropriate content through email or a social networking site? If you allow your mentee to have access to a social networking site you use, have you considered how you might need to shield your mentee from posts your friends might make on the site?

Suggestions

- Try to set stricter general boundaries from the start. It is easier to make changes later and then relax them once boundaries and trust are established.

- Do not respond if you are not sure what you want to do. You can say that you are not sure how you feel about this and need more time to think about it before you respond.

- Do consider contacting our staff for advice or support at any time.
How to Deal with Problems that Might Arise

It is expected that, as a committed mentor, you might worry about the well-being of your mentee. You might decide to work independently on questions and concerns that arise. However, we want you to know that you do have an assigned support person in your country’s ConnectEd mentoring program that you can contact about any issue you might have.

There might, however, be times that not only will you find a problem too difficult to handle on your own, but that you will be required to contact us. Primarily these instances will be when the youth is being physically or mentally harmed by him/herself or others. As detailed in the ConnectEd Child Protection Code of Conduct that you are required to sign (please refer to Appendix 2, on page 71), it is expected that you will immediately report to the ConnectEd country representative any concerns, incidents, comments, suspicions or allegations of child abuse.
Closure and Ending the Mentoring Relationship

Sometimes the agreed mentoring period comes to an end naturally but often times, things can come up that cut the relationship short. For example, if the mentor’s workload changes and he/she cannot realistically commit enough time to the relationship any longer. In other cases, a mentee may stop showing up at meetings, or seems disinterested in the relationship. It may be hard to tell if the mentee wishes to end the relationship or if something else is preventing his/her participation. In such cases, it is strongly recommended that you consult with your ConnectEd mentoring representative. They may have more information about relevant circumstances in your mentee’s life, or they may be able to help you discuss these concerns and bring the relationship to a close if necessary.

If it is time to end the relationship, it is important to use sensitivity in this process, as the mentee may have had to end other important relationships in their lives in the past and it could be difficult for them. Always feel free to contact the program for assistance if needed. In the case that closure occurs earlier than planned, please make sure to let your contact person know.

Here are some recommendations for making a smooth transition as the formal relationship ends.

1. **Make sure the transition is gradual** and the date is clearly set ahead of time. Do not end the relationship abruptly at the last encounter. If possible, plan a fun activity as the time nears. Some mentoring relationships end simply by lessening the contact between mentor and mentee.

2. **Start with a positive.** Recognize what each of you has gained from the relationship and be appreciative. Try to convey your confidence in her or him. If possible, have a formal conversation about what worked well and what could be improved.

3. **Be direct and tactful.** Be as truthful, but diplomatic, as possible in talking about why the relationship is ending. Rehearse what you plan to say, get feedback from a trusted advisor and be ready to give specific examples. Communicate respectfully and with care, but assert your need to move on.

4. **Choose your time and place carefully.** Find a neutral setting and allow enough time for the encounter.

**Evaluation**

At the end of the formal mentoring relationship, ConnectEd will ask participants to respond to and submit a questionnaire. To see a copy of this, see page 75 in the Appendix.
PART TWO – Getting Started

What are the steps for getting started? The next few pages will help you prepare for your first few encounters with your mentee. We suggest the following steps below.

STEP 1: Gather any contact information needed in order to set up your encounter.

STEP 2: Plan some of the things you will say at your first meeting. See worksheet on page 24.

STEP 3: Create ground rules together for your encounters. See worksheet on page 26.

STEP 4: Discuss activities that your mentee will enjoy and most benefit from. See worksheet on page 28.
STEP 1: Gather Contact Information

Find out all the information and fill it in before the encounter.

1. My mentee’s name is:

2. Mentee’s address or phone number:

3. Location, date and time of first encounter:

4. Best time to call (if applicable):
STEP 2: Planning Some Things to Say in the First Encounter

Typically, your expectation for first encounters would be to get to know each other a little. To do so, plan some conversation starters. The questions on the worksheet below should help you think through your first encounter and help you plan. Print out or copy the worksheet and fill it in, and have it with you during your first encounter, but remember that it is for you (the mentor) only and should not be shown to your mentee.
MENTOR WORKSHEET: PLANNING SOME THINGS TO SAY IN THE FIRST ENCOUNTER

1. What are some things I could tell my mentee about myself that would help us get to know each other a little bit? For example, what about me and my life story might be interesting and relevant to this young person?

2. What are some questions I could ask my mentee to get to know him/her a little bit without prying? (Write some possible open-ended questions below. Note: these are questions that cannot be answered with a ‘yes’ or ‘no.’ See page 14 of this Manual for more information.)

3. Are there parts of my life that I am not immediately ready to share? What will I say if a question is asked that I am uncomfortable with?

4. What do I want out of the mentoring relationship — what are my hopes?

5. How can I find out what my mentee hopes to get out of the relationship — what questions might I ask?
STEP 3: Creating Ground Rules Together

Within the first few meetings with your mentee, it is a good idea to jointly make some ground rules. You could print out and fill in this worksheet together to help you make these ground rules.
GROUND RULES WORKSHEET

This agreement is being developed by us — mentor and mentee — together. In it we are writing down some guidelines on how we want our mentoring relationship to work. By creating and signing this agreement we are both committing to do our best to honor these ground rules.

✍️ What do we each want to accomplish in this relationship? (Both mentor and mentee should write down at least one goal).

List of goals:

As we spend time together, we will both try to abide by the following commitments:

- We will connect at least once per ____________, for at least ____________ (amount of time).
- We will select places to meet that allow us to talk about important issues.
- We will contact each other — giving at least 24 hours notice if possible — if we have to cancel or reschedule.
- We will come to our encounters prepared. If we have agreed to do an assignment between encounters, have it completed.
- We will not bring along friends or family members to encounters without talking about it first — usually this will not be a good idea.
- If we have a problem or something does not feel right to one of us, we will talk about it — even if it is not easy. We will work it out together.
- We will not tell other people what our mentor/mentee told us about themselves if it is sensitive and confidential. The only exception would be when the law requires the mentor to report a dangerous situation, like abuse, or when the mentee feels unsafe and wants advice from another adult.
- We will work on our shared goals for this mentorship.
- We both recognize that we are different ages and different people, and that is a good thing. We can learn from each other if we respect and value each other.
- We will really listen to each other and try to understand the other person’s viewpoint.
- We will make sure we get things done and have fun doing it.
- We will remember to laugh.

Signed by Mentor: __________________________________________ Date ______________
Signed by Mentee: __________________________________________ Date ______________
STEP 4: Discussing Activities

Mentoring is often focused on serious topics, such as those related to personal and career goal setting, with intense discussions and tasks. However, it is important that you have a ‘mix’ of activities that you do together, some of which are more relaxed or fun. You might want to print out the following worksheets and try this activity so your mentee can see early on that there will be a balance of serious and lighter activities. There are two worksheets – one for your mentee to fill in and one for you to fill in.

Long Distance Mentoring

Some activities might not be practical if you are not having an encounter face to face or talking over the phone. But shortening the list of topics and sending them by email could work well. Alternatively, consider creating a fun survey using a service like surveymonkey.com. It creates surveys in any language.
**ACTIVITY WORKSHEET: FOR MENTOR**

**Instructions:**
Work through this checklist on your own and share your answers with your mentee next time you meet. Use this list to choose activities you might like to do and think about what purposes they might serve. At the end of the list, you will find space to write your own activity ideas. Ask your mentee to do the same with his/her worksheet. When you meet, talk about the choices you each made and together compile a list of the activities you would like to pursue.

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Activity Worksheet: For Mentee

Instructions:
Work through this checklist on your own and share your answers with your mentor next time you meet. Use this list to choose activities you might like to do and think about what purposes they might serve. At the end of the list, you will find space to write your own activity ideas. Your mentor will do the same with his/her worksheet. When you meet talk about the choices you each made and together compile a list of the activities you would like to pursue.

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PART THREE –
Activities for You and
Your Mentee

The following are activities that you and your mentee can complete at times you think are most appropriate. Some activities are just for fun, while others might help address concerns in your mentee’s life. These activities can help both of you examine and reflect on these issues and encourage your mentee to think more deeply about his or her life.
Creating a Personal Mission Statement

A personal mission statement explains who a person is and wants to be. It can be used as a guide when making choices and decisions. When making large or small decisions, you can ask yourself: ‘Will this action/choice help me become who I want to be?’

A personal mission statement should answer 3 questions:
- What is my life about — what is my life's purpose?
- What are my values?
- What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

As a mentor, you might feel that it would help your mentee if they developed their own mission statement. You could print out or copy the worksheet that follows, and give it to your mentee to work on between meetings, or you can work through it together.

Long-Distance Mentoring

Since the mission statement requires extensive reflection, we suggest that this is done using a technology that allows for cohesive sharing rather the short exchanges of texting or instant messaging. You might consider using telephone or even video chat over Skype.
MISSION STATEMENT WORKSHEET: FOR MENTEE

A personal mission statement explains who you are and want to be. You can use it as a guide when you are making choices and decisions. When making large or small decisions, you can ask yourself: ‘Will this action/choice help me become who I want to be?’

A personal mission statement should answer 3 questions:

1. What is my life about — what is my life’s purpose?
2. What are my values?
3. What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

This worksheet will guide you through two steps in making your own mission statement. You might want to discuss your ideas with your mentor.

Examples of Mission Statements:

- I want to be known for my innovative ideas. I will find employment where I can use my creativity to solve problems.

- I am passionate about technology. I will learn all I can about it and then help others to do the same.

- I seek peace and contentment in my personal life. I will pursue this through reading, gardening and taking walks in nature.

- I care deeply about helping my community. I will do this by continuing to learn more about who I am, to love myself and those around me.

- Family is very important to me. I will help my family by studying now, so that I can excel in my future career. That way I can spend time with those I love and help support them for years to come.

- Music is very important to me. I want my life to be about bringing great new music into the world. I will do this through making music myself, and through working hard in my career so I can support musicians I love.
Step 1: Clarifying Purpose and Values

1. Write a list of as many of your talents as you can think of.

2. What excites you about your life? About your community or the world?

3. What angers you about your life? About your community or the world?

4. What would a really good day be like for you? Where would you be? What would you do? Imagine anything — it does not have to be true.
5. Imagine that today is your 30th birthday, and a reporter is writing a story about what you have done. Write down things you would like to see in the story. What would you hope your friends, the people you work with, family members would say about you to this reporter? What difference would you hope you had made in their lives? How do you want to be remembered?

6. Imagine yourself at 100 years old, surrounded by your loved ones — talking with them in a comfortable, relaxed setting. These people have gathered to learn from you and your wisdom. What would you tell them is important in life? What really matters, looking back on your life?

**Step 2: Drafting a Mission Statement**

Look over what you have written during Step 1. Then look again at the three questions a mission statement should answer:

1. What is my life about — what is my life’s purpose?
2. What are my values?
3. What accomplishments am I working toward that will help me fulfill my life’s purpose in a manner consistent with my values?

Go ahead and write a first draft of your personal mission statement. It should be no more than a few sentences, but still tell who you are. When you read your personal mission statement, you should feel something, like “yes, that is who I really am!”

Keep your draft personal mission statement with you and look at it several times during the day — see how it makes you feel. You may want to bring it to the next several encounters with your mentor to talk about it and see if you want to change it.
Writing Goals and Objectives

Youth often need assistance in making plans. It is not always easy for youth to know where they are headed in their lives. And even if they do know what they want in their future, understanding how to get there is a challenge. The activities on the following worksheet will help your mentee set goals and learn how to create objectives to achieve them. Given the length and intensive nature of the activities, you may decide to work through this worksheet with your mentee over a couple of sessions or give your mentee enough time to work on this by themselves before discussing together.
GOALS AND OBJECTIVES WORKSHEET: FOR MENTEE

It helps to have a clear picture of where you are headed and what you want your life to look like in the future. To create the kind of life you want it is important to make a plan. In order to make a plan, it is good to learn how to set goals and objectives.

What are goals?
Goals are the important achievements you want to complete over a long period of time (three or more years).

Writing Your Goals
Here are two examples of writing out a goal:

In three years, I will be:
- In a college, pursuing a degree technology
- Living on my own and not fighting with my father

Are any of the following of interest to you? If so, write out a goal for each area below that is important to you:
- Art/Music/Creativity: What goals do I have for my creative side?
- Education: Where do I want to be in several years in terms of my education?
- Relationships: Three years from now, what do I want my relationships to be like? Do I want more friends? More time with family? A better relationship with my dad? To be in a romantic relationship? To be single?
- Spiritual: What kind of spiritual growth or involvement do I see for myself over the next few years?

- Sports/Fitness/Health: If I am successful, what will my health and fitness be like three years from now?

- Work: What direction do I want to go in in terms of my future career?

- Financial: Do I want to save a certain amount of money, or learn to budget?

- Add other areas of interest here:
What are objectives?

Now that you have thought about your broader goals it is time to list out more detailed objectives. Objectives are the smaller steps you take to reach your goal. You might complete your objectives as early as next week or perhaps next month.

If you know your goals well enough to say them or write them down, you will have taken the first step toward completing them. The next step will be to actually do these things and keep a record. It can be fun to complete them and cross them off your list. This is something you and your mentor can work on together over time.

Writing Objectives

Objectives are the smaller steps you take to make progress toward your goal.

In order to write an objective, ask yourself: What are the steps I need to accomplish before I reach my goal and when do I want to complete them?

Here are some questions that will help you identify and evaluate those steps:

- What can I do to prepare myself?
- Are there things I need to learn first?
- Who can help me?
- Do I need to rethink the way I do things?
- Is this something I really can accomplish, and want to?
- How long will this take and by what date do I plan on completing it?

Example— Pretend you are in high school, and your goal is to get a good job after you graduate. You might have the following objectives to help you reach that goal:

- Talk with a friend who is now working to find out how he or she found a job. Do this by what date:
- Talk to your teachers to make sure you know what schoolwork you must complete to graduate. Do this by what date:
Your Goals & Objectives

Take some time to write the goals you just developed in the space below, and then write several objectives for each goal. You can do this with your mentor or on your own and then go over them together.

Goal: ___________________________________________________________

Objectives:
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•
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Goal: ___________________________________________________________

Objectives:
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Goal: ___________________________________________________________

Objectives:
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Compromising: Win-Win Thinking

Being part of a work team or living with family often requires sacrifice and compromise. But it can be frustrating to always be on the “losing” end of a situation. “Win-Win” is a concept where everybody can benefit through the hard work of compromise. This belief means that you care about other people and you want them to succeed and get what they want. But you also care about yourself, and you also want to succeed and sometimes get what you want too.

Print out the following worksheet and work through it with your mentee to help them develop Win-Win thinking.

Before you start you could first share a story with your mentee that illustrates a win-win resolution. For instance it could be about a conflict where two coworkers had opposing ideas for a solution to a problem.
WIN-WIN WORKSHEET

Instructions: Change each of the following to a win-win situation. The first one should be easy!

Example:
You and your friend are going on an outing to the city. It is raining and you want to take a bus. Your friend is trying to save money and still wants to walk.

Win-Win Solution: You agree to take the bus together to get to the outing and walk together to come home.

Practice:
1. Your girlfriend/boyfriend wants to watch TV together, but you want to get out of the house and do something.

2. Your parents refuse to allow you to buy yourself a mobile phone using money you have saved up. They say it is a waste of your money. All of your friends have mobile phones. You are getting more and more frustrated about this situation.

3. Think of examples in your life where an argument might have been resolved using a win-win approach.
Maintaining Positive Relationships: Using “I” Messages

The worksheet below may help your mentee with their communication and relationship skills. Provide it to your mentee and work through it together.
“I” MESSAGE WORKSHEET: FOR MENTEE

Whether communicating on the job, at school, or at home with parents and siblings, there are steps you can take to build and maintain healthy relationships.

What is an “I” message?

Sometimes we say things to friends, family and people at work that communicate blame or threat when we do not intend to do so. We can communicate more clearly and effectively by using “I” messages. Good “I” messages have two parts. First, the speaker tells the listener how she or he feels when an action occurs. For example, let’s say your friend never greets you when he walks in the classroom. Instead of saying “You are so rude!” a better approach would be, “I feel ignored when you say ‘good morning’ to everyone but me.” The second part includes a specific request, such as, “Next time you greet others, I would like it if you also say ‘hello’ to me.”

Instructions:

Read the statements in quotations and imagine that you are saying it. Then fill in the blanks below with an “I” message with words that do not blame the listener.

1. “You are late! Why can't you be more responsible?”

   I feel ________________________________ (say your feeling)
   when you ________________________________ (describe the action)
   In the future, I’d like it if you could ____________________ (state your request)

2. “You are so messy! You never clean up after yourself.”

   I feel ________________________________ (say your feeling)
   when you ________________________________ (describe the action)
   In the future, I’d like it if you could ____________________ (state your request)
Problem-Solving

We solve problems we encounter every day. But what does it take to make good decisions? If your mentee brings up a problem in his/her life that they would like to receive advice on, use this opportunity to guide your mentee toward developing processes for problem solving.
PROBLEM SOLVING WORKSHEET

Instructions: Work together to resolve a problem. It can be based on the feedback given, goals you are having difficulty achieving, or perhaps it is about a difficult relationship.

Step 1: Define the problem

1. What is the problem you want to work on?

2. Ask yourself: Why is it a problem? Is this the real problem, or a symptom? For example:

   **Initial problem:** I am getting bad grades in science class!

   **The real problem could be:**
   - Not understanding the subject
   - Not paying attention in class
   - Not doing the necessary homework
   - Working late on school nights
   - Being placed in a higher level class than you should have been

   Think about your problem and then think about the questions above. Write your thoughts on those questions.

3. If part 2 gave you a new perspective on your problem, then rewrite your problem statement below to reflect this change.
Step 2: Define success in solving the problem

If you were to succeed in solving the problem you have just identified, what would success look like? Describe what would happen if you were successful.

Step 3: Generate alternatives

What are some ways you could solve your problem and achieve the success you have just described? Come up with a list of choices — do not edit yourself, just think of as many as you can (you will pick the best ones in a minute).

Which of these approaches do you like best? Pick the 3-5 you like most and circle them.

Step 4: Evaluate alternatives

It is time to pick “Plan A” and a backup “Plan B” (in case Plan A falls through) for solving your problem. Here are some things to consider in picking from your list of choices.

- How much time will this take?
- Will it cost money?
- Who will help you?
- Are there any disadvantages?
- Are there any positive effects — that is, will this option help you get other benefits beyond solving this problem?
- What would I really rather do?

Once you have considered these questions, go back to Step 3 and write the letter “A” next to your top choice, the letter “B” next to your second choice.
Step 5: Agree on action

If you want to follow through on this approach to solving your problem, it is important to decide what you need to do and when. Do that below with your mentor.

My plan “A” is to:

To accomplish this, I will:

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Step 6: Schedule follow-up

Set a time to check back in with each other on how the problem solving is going — or how it went, if it is a real short-term action plan.

We will check in on progress on ____________date.

Questions to discuss:

What worked and what did not work in trying to solve this problem?

What you would do about the problem if it happened again?
Your Relationship Checkup

There are two worksheets, one for you and one for your mentee, to complete after the two of you have been working together for approximately 3-4 months. It is time to do a “check-up” if you:

- have already done goal-setting;
- have gotten to know each other well;
- have done a variety of activities together.

You can also use this worksheet when things get uncomfortable and you feel some honest mutual feedback might help.

Long-Distance Mentoring

Aside from talking through each of these questions on the phone, you can also try using email or instant messaging to complete this activity.
RELATIONSHIP WORKSHEET: FOR MENTOR

Instructions: This form is to be filled out by the mentor. After you have completed this worksheet and your mentee has done the same, consider using one of your meetings to share your responses. Remember to remind your mentee — and yourself! — that no relationship is perfect and constructive feedback is healthy and can help strengthen your connection.

Compare your responses. Be sure to value both where you agree and disagree — it is all good information. After you are done sharing, talk about next steps and what you each can do to strengthen the “good” and overcome any difficulties. Commit to a plan of action together.

1. My mentee and I have been in a mentoring relationship for ___________ (amount of time).

2. I feel we have created enough trust between us so that we can work well together.
   
   ____ Yes ____ No ____ Not Sure

3. If she/he is upset or unhappy with me, or our relationship, I am confident my mentee would talk to me about what is going on. (Circle the best description below.)

   Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

4. If I were upset or unhappy with my mentee or our relationship, I would feel comfortable talking with my mentee about what’s going on.

   Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

5. I feel that I have helped my mentee set goals and take steps to implement them.

   Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

6. Three things I feel are going great in our mentoring relationship are:

   1. 
   2. 
   3.
7. One thing I wish I could change about how we communicate with each other is...

8. What do I think my mentee likes best about how we work together?

9. Sometimes I think my mentee wishes I would...
RELATIONSHIP WORKSHEET: FOR MENTEE

Instructions: This worksheet is for you to complete and share with your mentor. You and your mentor will compare your responses. After you are done sharing, talk about next steps — what you each can do to strengthen the “good” and overcome any difficulties. Commit to a plan of action together.

1. My mentor and I have been in a mentoring relationship for ___________ (amount of time).

2. I feel we have created enough trust between us so that we can work well together.
   ____ Yes ____ No ____ Not Sure

3. If she/he is upset or unhappy with me or our relationship, I am confident my mentor would talk to me about what’s going on. (Circle the best description below.)
   Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

4. If I were upset or unhappy with my mentor or our relationship, I would feel comfortable talking with my mentor about what’s going on.
   Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

5. I feel we’ve advanced and this has helped me set goals and take steps to implement them.
   Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

6. Three things I feel are going great in our mentoring relationship are:
   1.
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7. One thing I wish I could change about how we communicate with each other is...

8. What do I think my mentor likes best about how we work together?

9. Sometimes I think my mentor wishes I would...
Self-Assessment

Self-awareness and self-assessment are important skills for youth. This activity can help you assist your mentee to develop these skills. There are two different worksheets – one for you to print out and give to your mentee to fill in, and one for you to fill in about your mentee. These are designed to be used to begin a discussion.
MENTEE ASSESSMENT WORKSHEET: FOR MENTOR

Instructions

This is a two-part exercise. First, you and your mentee will work separately to fill in your own worksheets. Then, once you both are done, you will talk about each question together, sharing your ideas with each other. You can use this shared insight to help your mentee build an action plan in response to their self-assessment.

Remember: the purpose of this is to help you get an honest but gentle picture of where your mentee is — if you are not honest, she/he will end up with a picture of someone else, and that will not help at all.

Questions

Keeping in mind the goals your mentee has begun to explore, answer these questions as honestly as you can:

1. What are my mentee’s top three strengths as a person?
   a.
   b.
   c.

2. What are his/her three weaknesses as a person that she or he will be able to work on or improve?
   a.
   b.
   c.

3. What are the top 3 opportunities available to my mentee at this moment — things he/she could do, or resources he/she could access that would help him/her develop and reach his/her potential? (This could be anything from joining a sports team or activity club to applying for a scholarship to learning how to design a website.)
   a.
   b.
   c.
4. What are the top three threats my mentee is facing right now? In other words, what are the things in his/her life that could keep him/her from achieving his/her dreams?
   a. 
   b. 
   c. 

5. Now you need to use the answers above to help your mentee come up with a plan of action so he/she can make best use of his/her strengths and opportunities and overcome his/her weaknesses and threats. Use the following question to help start that planning process.
   What are the three most important things my mentee can do over the next six months to build on his/her strengths and overcome challenges?
   a. 
   b. 
   c.
SELF ASSESSMENT WORKSHEET: FOR MENTEE

Every once in a while it is a good idea to step back from your day-to-day life and ask yourself — where am I? How am I doing? This activity helps you to do just that. And at the same time you can get feedback from your mentor on how she/he sees you the same way that you see yourself.

Instructions

This is a two-part exercise. First, you and your mentor will work separately to fill in your own worksheets. Then, once you both are done, you will talk about each question together, sharing your ideas with each other. You can use this shared insight to build an action plan in response to your assessment.

Remember: the purpose of this is to help you get a real picture of where you are — if you are not honest, you will end up with a picture of someone else, not yourself, and that will not help you become who you want to be!

Questions

Keeping in mind the goals you have begun to explore, answer these questions as honestly as you can:

1. What are the top three things about myself that I feel good about and am proud of?
   a. 
   b. 
   c. 

2. What are the three things I most want to work on or improve about myself?
   a. 
   b. 
   c. 

3. What are the top three things I could do, or resources I could access that would help me develop and reach my potential? (This could be anything from joining a sports team or activity club to applying for a scholarship to learning how to design a website from an adult.)
   a. 
   b. 
   c.
4. What are the top three things that might keep me from achieving my dreams?
   a. 
   b. 
   c. 

5. Now you need to use your answers above to come up with a plan of action so you can make best use of your strengths and opportunities and overcome your weaknesses and threats. Use the following question to help start that planning process.

What are the three most important things I can do over the next six months to build on my strengths and overcome my challenges?
   a. 
   b. 
   c.
Searching for a Job

This activity is aimed at reviewing the steps it takes to find a job. This would be appropriate if your mentee is at a stage in his/her life where she/he is looking for work.
JOB SEARCH WORKSHEET

What do you think?
Your friend was offered a job at a store. You stop by this store every day to ask the owner if she will hire you as well. Each time she says no. What do you think about this method of getting a job? Will it work?

Brainstorm Activity
Are there other ways you can get a job, besides stopping by? Below, list all the activities, people and places that could help you find a job:

- Activity

- People

- Places
Job Skills

When we search for and select jobs, it is helpful to know what skills we already have and where we can be successful. After all, no one is good at everything. This next activity will help your mentee think about what qualities and skills employers might look for.
JOB SKILLS WORKSHEET

Complete the story

The store owner for whom you work as a delivery person, asks you one day if you can operate a cash register. You lie and say, “I can handle it.” What do you think will happen? What skills would you need if you took this job?

Skill Inventory

1. What are the skills or personal qualities that are needed in any job?

2. Which of the above skills or qualities do you already have?

3. Which skills do you still need to develop?
Job Interviews

This activity examines the rationale for interviews and potential questions. At some point during this activity mentors are encouraged to share their experiences of preparing for and having a job interview. Then take turns role-playing a job interview.

Long-Distance Mentoring

This role play would work well over the phone and instant messaging could also be a fun option. Email would not simulate the interview experience as effectively as these forms of real-time communication. For this reason it is not recommended for this activity.
JOB INTERVIEW WORKSHEET: FOR MENTEE

1. What are interviews? If you have had one, describe the experience.

2. If you were an owner of a business what questions would you ask a potential employee and why?

3. How would you answer the following questions?
   - Tell me about yourself.
   - Why you are interested in this job?
   - What skills and personal qualities do you have that you can bring to this position?
   - What is a strength you have?
   - What is a weakness you have?
   - Why should I hire you?
Appendix 1: Tips for Long Distance-Mentoring

The long-distance mentoring (also known as “electronic mentoring” or “e-mentoring”) process involves a supportive relationship between a mentor and a mentee using information and/or communications technologies. Selection of the most appropriate communication tool depends to a great extent on:

- Comfort of mentee with technology
- Willingness of the mentee to learn a new technology
- What the cost is of using the technology, e.g., a data plan for some youth might make texting prohibitive
- Convenience – does the mentee have easy access to a computer or need to go to a friend’s house or internet café to use email?
- Limited time or schedule – your mentee works and goes to school and along with family expectations has difficulty making the time to check in
- Style of communication – some youth might enjoy taking the time to write about what they are thinking while others may find talking on a phone to be a more productive medium

The selection of a technology also means considering the impact of different technologies on communication. For example, if email is selected instead of Skyping, the lack of face-to-face time might make interactions seem less personal and you would miss out on many visual, non-verbal clues about how your mentee is feeling. Similarly, your mentee would miss out on the non-verbal clues about how you are feeling and what you are trying to communicate. The implications for e-mentoring are that mentors need to read and write with care, paying attention to nuances as they read and being attentive to how their own writing could be misinterpreted. Since mentors usually won’t be able to pick up nonverbal clues, it is important to ask for clarification if there is any doubt or confusion about what a mentee is communicating.

Guidelines:

- Agree on a mode of communication with which you both feel comfortable.
- Initiate contact and continue to take responsibility for making contact regularly. Add a weekly reminder to your calendar to contact your student!
• Respond to communication made in a timely manner, e.g., within 24 hours (If you cannot write a long response, at least send a message that you received the message and that you will respond later.)
• Be consistent and model reliability and promptness.
• Save your emails and other correspondence in order to refer to them later if needed.
• Inform ConnectEd of the use of any additional communication technologies.

Your First Phone Call /Message to Your Mentee

You may not know what to say at first. Take the time to describe yourself briefly. At this point your student is probably more interested in knowing where you grew up, about your family and what you imagined doing as an adult. Be careful not to sound so successful in your life that your mentee becomes intimidated.

You might then ask your mentee about his/her siblings, favorite sports or activities and special events in his/her life. Maybe you can include any necessary basic background information from page 23 in this manual. (Remember though, all does not need to get accomplished in one message!) Do not forget to discuss how frequently you check your voicemail, e-mail or social network, etc.

End by telling your mentee how much you are looking forward to getting to know her or him. Your mentee might not understand why an adult would want to mentor and needs to be reassured that you are truly interested in getting to know them.

Whether instant messaging, emailing, texting or using your mobile phone, make sure that you respond as soon as you can. Silence on a phone call can end a conversation but silence through the internet can really damage the mentoring relationship, for the immediate concerns of the youth can quickly pass and thus so can the opportunity to be of service. In addition, the youth can feel that a successful adult like you is too busy for him or her.

Keeping Youth Safe

Although many youth are quite comfortable using technology, some might find themselves involved in what might be considered risky behavior. Others might be more likely to fall victim to bullies or predators. Mentors who will be interacting using information and communications technologies are in a unique position to assist these youth and to protect them from harm.
As mentors, it is important to make sure that your relationship remains professional. With the advent of social networking sites appropriate boundaries can become unintentionally blurred. Keep in mind, that it is the responsibility of mentors to avoid having mentees getting inappropriately involved in the mentor’s social world online, and vice versa. Below are some guidelines for both you and your mentee.

- Encourage mentees to guard their privacy and basic information. (Promote use of virus software and secure passwords.)
- Protect and do not give out your mentee’s contact information.
- Shield mentees from sites that might be offensive and inappropriate.
- If you do decide to use social networking sites, such as Facebook or Orkut, consider with care, your use of them. (For example: Depending on your settings, your mentee might be exposed to your friends’ posts that you will have no control over.)
- Contact a ConnectEd staff member if you believe your mentee is initiating harmful behavior or has become a recipient of it. For example:
  - Being a victim to abusive online behavior or on-line bullying
  - Falling victim to a potential scam
  - Developing an inappropriate relationship with a stranger
  - Involved in compulsive behavior, such as online or text gambling
  - Participation in the exchange of sexually inappropriate content
Appendix 2: Child Protection Code of Conduct

1. **Goal and Guiding Principles of Code of Conduct**

The ConnectEd Child Protection Code of Conduct demonstrates the commitment of ConnectEd implementing organizations and all those who work on the program to ensuring the safety, dignity and well-being of all children who we directly or indirectly serve. We consider it a duty and priority to protect the safety and well-being of children. We treat children with respect regardless of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. ConnectEd adopts a zero tolerance approach to child abuse and child pornography.1

This Code of Conduct applies to all ConnectEd representatives which includes staff of World Education and of all sub-grantees, individually contracted advisors/consultants to ConnectEd and temporary staff. It also applies to any individuals who volunteer to work with ConnectEd.

This Code of Conduct describes appropriate and expected standards of behavior of adults towards children. By setting standards for appropriate behavior it also protects people who come into contact with children under ConnectEd from unfounded accusations of improper conduct. This Code of Conduct has been developed with the best interests of the child as the primary consideration.

2. **Definition of Child Protection**

Child protection is a broad term to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm.2

3. **Definition of Child Abuse**

According to the World Health Organization, “Child Abuse” or “maltreatment” constitutes “all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”3

4. **Code of Conduct Elements**

Each employee or volunteer working with ConnectEd agrees that while implementing activities and engaging with program beneficiaries, he/she will abide by the following:

- treat children with respect regardless of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
not use language or behavior towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate
not engage children in any form of sexual activity or acts, including paying for sexual services or acts, where under the national law(s) applicable to the child, the child is below the age of consent or the act(s) are an offence under relevant national laws
ensure that permission has been obtained from parents, guardians or teachers if it is necessary to accompany children away from program sites or home neighborhood as part of program activities
not sleep close to unsupervised children unless absolutely necessary, in which case the employee/volunteer must obtain the ConnectEd country representative’s permission, and ensure that another adult is present if possible
only contact and engage with program beneficiaries for program purposes
use any computers, mobile phones, or video and digital cameras appropriately, and never to exploit or harass children or to access child pornography through any medium (see also ‘Use of children’s images for work related purposes’)
refrain from physical punishment or discipline of children (excluding her/his own children)
refrain from hiring children for domestic or other labor which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury
immediately report to the ConnectEd country representative any concerns, incidents, comments, suspicions or allegations of child abuse

Use of children’s images for work related purposes

When photographing or filming a child for work related purposes, each employee or volunteer must:

before photographing or filming a child, assess and endeavor to comply with local traditions or restrictions for reproducing personal images
before photographing or filming a child, obtain consent from the child or a parent or guardian of the child. As part of this he/she must explain how the photograph or film will be used – in particular that their photo may appear on a website or publication which can viewed by the public. He/she will use the appropriate Photo Release Form whenever possible.
ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive.
ensure images are honest representations of the context and the facts
ensure file labels do not reveal identifying information about a child when sending images electronically
STATEMENT OF COMMITMENT TO CONNECTED CHILD PROTECTION CODE OF CONDUCT

I, ______________________, have read and understood and will abide by this Child Protection Code of Conduct. I agree with the principles contained therein and accept the importance of implementing child protection policies and practice while working with ConnectEd. I understand that if a complaint is brought regarding the abuse of children of any kind while engaged in ConnectEd activities, the allegation will be thoroughly investigated in cooperation with the appropriate authorities.

Print Name ________________________________________________

Job Title/Role ________________________________________________

Organization ________________________________________________

Signature ________________________________________________

Date ________________________________________________

For the purpose of this Code of Conduct, “children” shall mean anyone under the age of 18 years.


Adapted from Child Protection Policies and Procedures Toolkit: How to Create a Child-Safe Organization, ChildHope UK, Appendix 17
Appendix 3: Answer Keys

Check your answers:

Answers from page 11.

<table>
<thead>
<tr>
<th>Role</th>
<th>Mentor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a friend</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Advises them</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Disciplines them</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teaches them about life</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Solves problems for them</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Is someone they can confide in</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Answers from page 14.

<table>
<thead>
<tr>
<th>Closed-Ended</th>
<th>Open-Ended</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many brothers and sisters do you have?</td>
<td>Tell me about your brothers and sisters.</td>
</tr>
<tr>
<td>Do you have a favorite music group?</td>
<td>What kind of music do you like? Tell me about your favorite group.</td>
</tr>
<tr>
<td>Are you angry?</td>
<td>How are you feeling? How does that make you feel?</td>
</tr>
<tr>
<td>Did you go to school yesterday?</td>
<td>How was school yesterday?</td>
</tr>
<tr>
<td>Have you decided what job you want?</td>
<td>Describe to me what your favorite job would be like.</td>
</tr>
</tbody>
</table>
Appendix 4: Evaluation

At the end of the formal mentoring relationship, ConnectEd will ask participants to respond and submit the following questionnaire.

**Evaluation Sheet - For Mentors**

Name (if you wish to share this)________________________________________  Date__________

ConnectEd Location__________________________________________________________

1. Please rate your experience with the ConnectEd Mentoring Program? (check one below)
   __ Very Successful  ___ Successful  ___ Moderately Successful  ___ Unsuccessful

   Comment:

2. How satisfied were you with your mentee match?
   ___ Very Satisfied  ___ Satisfied  ___ Dissatisfied

   Comment:

3. Did you receive adequate assistance from staff?
   ___ Yes  ___ No

   Comment:
4. How satisfied were you with your experience as a mentor?
   ___ Very Satisfied   ___ Satisfied   ___ Slightly Satisfied   ___ Dissatisfied
   Comment:

5. How effective do you feel as a mentor?
   ___ Very Effective   ___ Effective   ___ Not Very Effective   ___ Not at All Effective
   Comment:

6. What was the single most important thing you got out of the program?

7. Is there anything else that you would like to say that would help us improve the program?
Evaluation Sheet - For Mentees

Name (if you wish to share this)________________________________________ Date__________
ConnectEd Location_____________________________________________________________________

1. Please rate your experience with the ConnectEd Mentoring Program? (check one below)
   __ Very Successful   ___ Successful   ___ Moderately Successful   ___ Unsuccessful
   Comment:

2. How satisfied were you with your mentor match?
   ___ Very Satisfied   ___ Satisfied   ___ Dissatisfied
   Comment:

3. How satisfied were you with your experience as a mentee?
   ___ Very Satisfied   ___ Satisfied   ___ Slightly Satisfied   ___ Dissatisfied
   Comment:

4. What was the single most important thing you got out of the program?

5. Is there anything else that you would like to say that would help us improve the program?
Appendix 5: Additional Resources


The National Mentoring Partnership is a US-based organization committed to supporting mentoring relationships between adults and youth: www.mentoring.org

Mentors Peer Resources provides tips and links. You can also take a test to learn more about your mentoring skills: www.peer.ca/mentor.html


Contact Us

For questions or comments, please contact Esther Whang at ewhang@worlded.org