## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Customizing Your PowerPoint Presentation</td>
<td>3</td>
</tr>
<tr>
<td>Steps to Take Prior to Conducting a Pre-Match Training</td>
<td>4</td>
</tr>
<tr>
<td>Training Effectiveness Evaluation Tool Instructions</td>
<td>6</td>
</tr>
<tr>
<td>Minute-by-Minute Trainer Reference</td>
<td>11</td>
</tr>
<tr>
<td>Master List of Required Training Materials and Resources</td>
<td>13</td>
</tr>
<tr>
<td>Training Planning Task Checklist</td>
<td>15</td>
</tr>
<tr>
<td>Training Supplies and Materials Checklist</td>
<td>16</td>
</tr>
<tr>
<td>Delivery Notes for Mentor Pre-Match Training Toolkit PowerPoint Presentation</td>
<td>17</td>
</tr>
<tr>
<td>Handouts</td>
<td>70</td>
</tr>
</tbody>
</table>
Introduction

Providing mentors with consistent, timely, and high-quality pre-match training is one of the most important things a mentoring program can do to build strong matches and achieve program goals. But mentoring coordinators have many tasks competing for their time and energy and building an effective mentor training curriculum from scratch can seem like a daunting task. This toolkit is designed to support mentoring coordinators by providing an easy-to-work-with set of training activities and slides that can be used in any YouthBuild program that offers mentoring.

The toolkit builds on the activities and content from *Training YouthBuild Mentors: A Guide for Staff*. While that document provides a much more comprehensive overview of delivering high-quality training to mentors, this toolkit packages the best activities and presentation tips into a ready-to-use package. This toolkit also provides pre-post tests that you can administer to ensure that your training is teaching mentors exactly what they need to know to be successful. This combination of quality training activities, pre-packaged slides and facilitator notes, and assessment tools should allow you to effectively prepare your mentors for both the group and one-on-one mentoring experiences that await them.

This toolkit consists of this guide and a set of companion PowerPoint slides. Slides can be downloaded at http://youthbuildmentoringalliance.org/guidebooks.

Using *Training Youthbuild Mentors: A Guide for Staff* as a Resource

For detailed instructions on developing and delivering orientations and trainings, please refer to the *Training YouthBuild Mentors* document. Areas that provide important background information include:

- Developing and Delivering Quality Mentor Training, p. 11
- Initial Orientation to Mentoring, p. 36
- Pre-Match Training, p. 46

The majority of the new Mentor Pre-Match Training Toolkit PowerPoint presentation has been extracted from materials that begin on p. 46 of *Training YouthBuild Mentors*.

Similarities to and Differences from the Original Pre-Match Training

**Similarities:**

- The new PowerPoint training follows the seven original learning modules. The modules are in the same order, except that “Policies, Procedures, and Expectations,” has been moved up from topic seven to topic four, in order to highlight its importance. It is essential that mentors have the opportunity to become familiar with your program's rules and guidelines.
- The majority of subtopics and exercises in each training module have been retained.
- The new, shorter training uses many of the handouts from the original version.

**Differences:**

- The new training has been shortened from 6 to around 4.5 hours.
- The new training is in a PowerPoint format and includes delivery notes for each slide. (As some of the notes are longer than one page—and PowerPoint only allows one page of notes per slide—we have provided a PDF document that contains all of the training notes.)
- Due to the need to shorten this training, we have made the following changes to content:
  - Some subtopics from each of the seven sections have been deleted
– Several exercises have been shortened and/or deleted
– Not all handouts are addressed
Customizing Your PowerPoint Presentation

There are several places within the PowerPoint where you are asked to insert your program name, staff names, collaborative partners, and other information. Additionally, you may choose to customize other slides so that you can better describe the students you serve, your program’s activities and projects, and your collaborative partners. (Opportunities to customize slides are indicated within the Notes section of the PDF document Delivery Notes for Mentor Pre-Match Training Toolkit for PowerPoint Slides.)

Slide Notes
The notes on each slide provide the following information:

SLIDE TITLE: The title for each slide.

TOPIC #: Contains topic numbers 1–7, plus the name of each training topic.

DELIVERY TIME: Provides an estimated delivery time, in minutes, in addition to the delivery time for the entire group of slides in this particular section, which is in parentheses. Example: 15 minutes (35 minutes total). The example delivery time above means that the particular slide (and accompanying discussion or exercise) is 15 minutes long and the time of the entire series of slides related to this particular topic is 35 minutes.

MATERIALS AND OTHER RESOURCES: Each slide indicates the training materials to be used, such as handouts, chart packs, poster boards, or markers. (Some slides have no listing under this heading, as materials are not needed for every slide.)

SLIDE DEVELOPMENT NOTES: Indicates where you can insert program-specific information into the slide, such as program name, staff names, and descriptions of other aspects of your program.

DELIVERY NOTES: Provides detailed delivery notes for each slide.

Bullet points that have been taken directly from the PowerPoint and pasted into the Notes section are bolded and put in quotes, for example:

“Work with Low-Income Youth Ages 16–24”

Italicized wording indicates a phrase that you can relay directly to your trainees, for example:

*YouthBuild USA operates in almost every state. There is a benefit to having a great number of programs out there—we have been able to strengthen each other by sharing best practices.*
Steps to Take Prior to Conducting a Pre-Match Training

Customize the Slides and Training
- Go through the slides and insert your program's name and other program-specific information. The Delivery Notes sections of each slide provide suggestions for slide development.
- Feel free to edit or delete any slides you do not want to use. You may also create new slides, but be aware that new slides will extend the overall training time.
- If you delete any slides, reduce the training time by the minutes indicated on the specific slide. If you add slides, estimate the amount of time you will need to add to the training. You will need to adjust the agenda times should you shorten or lengthen the training. (Try to avoid deleting any slide or topic that focuses on a safety issue.)
- Review the training notes on each slide and make any desired changes.

Practice Delivering the Training
- Practice delivering each slide and each exercise. This will help you understand how much time you will need and give you a better grasp of the subject matter.
- Some programs will enlist more than one person to provide this training. If so, divide topics between presenters.

Printing Required Prior to the Training
- After your customized PowerPoint presentation is complete, develop an agenda (see “Sample Pre-Match Training Agenda”) and insert the timeframes for delivery. Print one copy for each workshop participant.
- Print any handouts you will need and gather other required materials. A master list of materials and resources is provided on page 6 of this document. Don't forget additional materials that you may have added as you customized the training.
- Print copies of the PowerPoint slides for each participant. Most trainers use the “3 slides per page” print setting, so that attendees can take notes.
- Print one copy of the “Notes page” of the PowerPoint for each person delivering the training.

Tips for Developing and Using the PowerPoint Slides and Handouts
This training uses the same handouts that are included in Training YouthBuild Mentors: A Guide for Staff. These handouts contain more subject matter than can be delivered within a 4.5 hour mentor training. For the new PowerPoint training, we have included only the essential points; this means that some topics on the handouts are not referred to on the slides.

As you prepare for the training, please review the handouts you will be using and compare them to the PowerPoint slides. Based on the content of the handouts, you may choose to:
- Change the bullet points on the PowerPoint slides to the topic areas you feel are most important
- Ask participants to focus on the handout and not the particular PowerPoint slide (if you feel that you want to cover each and every item on a specific handout)
Time Management

The time allotted for this revised training is approximately 4.5 hours. A minute-by-minute trainer reference is included on page 4. If you have previously provided an orientation to all of the mentors in your training, consider eliminating 15 to 30 minutes of the scheduled 40 minutes allotted for topic one, “Introduction to YouthBuild Mentoring,” as this will shorten your overall training time.

Conversely, if you decide to cover the entire content of a handout, rather than simply addressing the bullet points that have been extracted from the handouts (as shown on the PowerPoint slides), please allow more time for delivery. In addition, if you decide to show one or more YouthBuild videos, you will need to tally up the time it takes to set up and show the video, as well as the time you will allow for discussion after the video is shown. Be sure to add this to your overall training time.
Training Effectiveness Evaluation Tool Instructions

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

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

How do I use the Training Effectiveness Evaluation Tool?
You will administer this survey twice: Once before the training begins (pre-test) and once at the end of the training session (post-test).

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

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

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

Give participants 3-5 minutes to complete the survey. If participants ask questions about the survey, don’t give them the answers to the questions. When everyone has finished, collect the surveys and begin the training program.

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

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

Give participants 3-5 minutes to complete the survey. If participants ask questions about the survey, refrain don’t give them the answers to the questions. When everyone has finished, collect the surveys and then distribute the Training Satisfaction Survey, which will measure the participants’ satisfaction with the training session.
How do I calculate the Training Effectiveness Evaluation Tool results?

Once you have the completed pre tests and post tests, you can calculate your results. Using the Training Effectiveness Evaluation Tool Answer Key, go through each survey and circle every question that was marked correctly. Count the number of correct answers for question 1 on each pretest, add them together and enter the total number of correct answers in the corresponding column on the Training Effectiveness Evaluation Tool Scoring and Calculation Guide. Repeat this process by counting the number of correct answers for each question on each test and entering the total into the corresponding column for questions 2–15. Complete the same process for the post test questions 1–15.

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

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

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

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

Correct answers are highlighted

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

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

1. YouthBuild mentoring is:
   a. a one-to-one relationship with a caring adult [CORRECT ANSWER]
   b. a professional counseling program for at-risk youth
   c. a program that teaches young people how to be like their mentors
   d. a program where adults meet with young people for lunch once a year

2. What is the minimum number of hours that mentoring matches meet per month?
   a. 1 hour
   b. 2 hours
   c. 3 hours
   d. 4 hours [CORRECT ANSWER]

3. One-on-one mentoring matches start:
   a. as soon as your orientation is completed
   b. as soon as a mentee selects you as his/her mentor
   c. after a 2-month waiting period
   d. by the end of the 3-month group mentoring activities period [CORRECT ANSWER]

4. Your most important role as mentor is that of:
   a. a stand-in parent
   b. an advocate and friend [CORRECT ANSWER]
   c. an authority figure
   d. a teacher

5. Engaging young people in challenging, goal-focused activities that help them achieve personal and career goals is an example of:
   a. a developmental relationship
   b. a prescriptive relationship
   c. an instrumental relationship [CORRECT ANSWER]
   d. a professional relationship

6. In successful instrumental relationships:
   a. mentees want to achieve their goals [CORRECT ANSWER]
   b. mentees rely on mentors to meet their goals
   c. mentors tell mentees what to do
   d. mentors set goals for mentees

7. Mentees and mentors final match decisions are made by:
   a. the mentor
   b. the mentee
   c. the program's mentoring coordinator [CORRECT ANSWER]
   d. YouthBuild's national director
8. Which is NOT a good strategy for your first meeting to get your match off to a good start?
   a. Talking about shared interests
   b. Focusing on yourself and what you can teach your mentee [CORRECT ANSWER]
   c. Talking about how and when to contact each other
   d. Asking your mentee questions about what he or she would like to do and learn

9. When it comes to communicating with your mentee you should:
   a. Call
   b. Text
   c. Email
   d. All of the above [CORRECT ANSWER]

10. Who should you contact if you have concerns about your mentee?
    a. Your mentee
    b. Your mentee's legal guardian
    c. YouthBuild National Director
    d. YouthBuild Mentoring Program Coordinator [CORRECT ANSWER]

11. When is the mentee's Life Plan created?
    a. Before he or she is accepted into the YouthBuild program
    b. In the 1st month of the YouthBuild program [CORRECT ANSWER]
    c. In the 6th month of the YouthBuild program
    d. At the end of the YouthBuild program

12. Which is NOT an effective problem-solving strategy?
    a. Tell the mentee how to solve the problem [CORRECT ANSWER]
    b. Anticipate problems that may arise in your match
    c. Focus on building trust and respect
    d. Empathize when your mentee opens up

13. When is an appropriate time to start talking about closure strategies with your mentee?
    a. 9 months before the end of your program
    b. 6 months before the end of your program [CORRECT ANSWER]
    c. 3 months before the end of your program [CORRECT ANSWER]
    d. 1 month before the end of your program

14. What is an effective match closure strategy?
    a. Focusing on the future and not on recreating history
    b. Planning a celebration for your last meeting [CORRECT ANSWER]
    c. Avoiding “when we first met…” statements
    d. Focusing on how you have benefitted your mentee

15. If my mentee is talking about harming him/herself, I should:
    a. Disclose this information to the police
    b. Disclose this information to my mentee's legal guardian
    c. Disclose this information to YouthBuild Mentoring Program Coordinator [CORRECT ANSWER]
    d. All of the above
Training Effectiveness Evaluation Tool Scoring and Calculation Guide

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

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<td>Total Correct</td>
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<td>B</td>
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Step B: Calculate the percent of increase in knowledge, use the following formula:

\[
(\frac{\text{B} - \text{A}}{15 - \text{A}}) \times 100 = \text{% increase in knowledge}
\]
# Minute-by-Minute Trainer Reference

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<td>Welcome YB mentors</td>
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<td>Intro to YB Mentoring (Session Goals)</td>
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<td>[Your organization’s name]</td>
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<td>About YouthBuild USA</td>
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<td>Your Role as Mentor</td>
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| Break   | 15     | Break                                             | 10 minutes |

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<td>Exploring Values Exercise</td>
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<td>YB Policies, Procedures, and Expectations (Session Goals)</td>
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<td>21</td>
<td>Why Have Policies, Procedures, and Expectations?</td>
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<td>Specific Policies and Procedures</td>
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<td>Match Activities (Session Goals)</td>
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<td>24</td>
<td>How You Are Matched</td>
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<td>25</td>
<td>Getting Off to a Good Start</td>
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<td>26</td>
<td>Early in the Match</td>
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<td>27</td>
<td>The Life Plan</td>
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<td>28</td>
<td>Service Projects and Group Activities</td>
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Sample Pre-Match Training Agenda

Below you will find a sample Pre-Match Training Agenda. Please change the times to reflect your actual starting and ending times and add any additional time you may need for meals.

[Your Program’s Name] YouthBuild Mentoring Program Pre-Match Training

12:30 p.m. Sign-in, Refreshments, Networking
1:00 p.m. Welcome and Warmer
1:20 p.m. Introduction to YouthBuild Mentoring
2:00 p.m. Role of YouthBuild Mentors
2:35 p.m. Break
2:45 p.m. Building and Maintaining Healthy Mentoring Relationships
3:20 p.m. YouthBuild Policies, Procedures, and Expectations
3:45 p.m. Match Activities
4:10 p.m. Break
4:20 p.m. Problem-Solving Strategies
4:55 p.m. Match Closure
5:25 p.m. Adjourn
Master List of Required Training Materials and Resources

Welcome and Warmer

Slide 1
- Your program logo

Slide 2
- 8.5 x 11 inch cardstock, one sheet per mentor, folded in the middle
- Thick-tipped colored markers

Topic #1: Introduction to YouthBuild Mentoring

Slide 4
- Existing YouthBuild literature and marketing materials and/or a program video

Slide 5
- Existing YouthBuild literature and marketing materials and/or a program video
- Video from YouthBuild’s YouTube channel: http://www.youtube.com/user/ybusa/
- Suggested videos:
  - Mentoring match “Lani and Jean”: http://www.youtube.com/watch?v=_LxaQRKzjyE&feature=plcp
  - YouthBuild overview: http://www.youtube.com/watch?v=120Rg3qt278&list=PLAB19C7845CF05228&index=1&feature=plpp_video

Slide 6
- Optional: Current or former YouthBuild student speaker

Slide 7
- Staff members for introductions

Slide 9
- Topic 1 Handout 1: Goals and Structure of YouthBuild Mentoring

Slide 10
- Topic 1 Handout 1: Goals and Structure of YouthBuild Mentoring

Topic #2 Role of YouthBuild Mentors

Slide 13
- Chart pack or poster board

Slide 14
- Topic 2 Handout 2: The Role of the Mentor
Topic #3 Building and Maintaining Healthy Mentoring Relationships

Slide 17
• Create agree/disagree signs. Signs should read: I Strongly Agree, I Somewhat Agree, I Somewhat Disagree, I Strongly Disagree

Slide 18
• Topic 3 Handout 1: Three Approaches to Mentoring Relationships

Slide 19
• Topic 3 Handout 3: On Boundaries

Topic #4 Policies, Procedures, and Expectations

Slide 22
• Copies of your program’s policies and procedures

Topic #5 Match Activities

Slide 25
• Topic 5 Handout 1: Getting the Match Off to a Good Start
• Topic 5 Handout 2: Sample Match Icebreaker: Getting to Know Each Other

Slide 26
• Topic 5 Handout 1: Getting the Match Off to a Good Start
• Topic 5 Handout 2: Sample Match Icebreaker: Getting to Know Each Other
• Topic 5 Handout 3: Giving the Young Person Voice and Choice in the Mentoring Relationship
• Topic 5 Handout 4: Activity Ideas for YouthBuild Mentors and Mentees

Slide 27
• Topic 5 Handout 5: Match Activities to Support YouthBuild Life Plans
• You may choose to provide real examples of Life Plan goals that YouthBuild students have created

Topic #6 Problem-Solving Strategies

Slide 31
• Topic 6 Handout 2: Role-Play Scenarios

Topic #7 Match Closure
• None

Next Steps
• Post-training evaluation
• Training satisfaction survey
• Any additional paperwork mentors may need to complete
# Training Planning Task Checklist

Number of participants: ____________

<table>
<thead>
<tr>
<th>Task</th>
<th>Person in charge</th>
<th>Target date</th>
<th>Done</th>
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<tbody>
<tr>
<td>Create budget for food, external trainers, supplies, etc., and get the budget approved</td>
<td></td>
<td>3 months prior</td>
<td></td>
</tr>
<tr>
<td>Estimate the total number of attendees including trainers, special guests, staff, and mentors</td>
<td></td>
<td>2 months prior</td>
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<tr>
<td>Draft training agenda</td>
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<td>2 months prior</td>
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<tr>
<td>Search for and select training site</td>
<td></td>
<td>1 month prior</td>
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<tr>
<td>Secure food donations if needed</td>
<td></td>
<td>1 month prior</td>
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<tr>
<td>Confirm training date with attendees</td>
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<td>1 month prior</td>
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<tr>
<td>Prepare contracts or payment for site and special trainers if needed</td>
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<td>1 month prior</td>
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<tr>
<td>Reserve, borrow, or purchase audiovisual equipment</td>
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<td>1 month prior</td>
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<tr>
<td>Finalize agenda and presenters</td>
<td></td>
<td>3 weeks prior</td>
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<tr>
<td>Prepare training session and create training script</td>
<td></td>
<td>2 weeks prior</td>
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<tr>
<td>Select food and gather catering essentials</td>
<td></td>
<td>1 week prior</td>
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<tr>
<td>Confirm special guests or staff</td>
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<td>Confirm training site</td>
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<td>1 week prior</td>
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<tr>
<td>Purchase or gather training supplies</td>
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<td>1 week prior</td>
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<tr>
<td>Create and print training satisfaction surveys</td>
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<td>1 week prior</td>
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<tr>
<td>Practice and polish training script</td>
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<td>3 days prior</td>
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<tr>
<td>Finalize, gather, and print handouts</td>
<td></td>
<td>2 days prior</td>
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<tr>
<td>Pack supplies and handouts</td>
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<td><strong>After the training</strong></td>
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<td>Send thank-you cards to special guests</td>
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<td>1 week after</td>
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<tr>
<td>Pay contracts with site and trainers</td>
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<td>1 week after</td>
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<tr>
<td>Follow up with promised items</td>
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<td>1 week after</td>
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<tr>
<td>Review training satisfaction surveys</td>
<td></td>
<td>1 week after</td>
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<tr>
<td>Debrief event with other staff involved</td>
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<td>1 week after</td>
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## Training Supplies and Materials Checklist

Number of participants ____

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Handouts and Supplies</th>
<th>Person in charge</th>
<th>Done</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Handouts and Supplies</strong></td>
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<tr>
<td></td>
<td>Sign-in sheet for participants</td>
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<td></td>
<td>Name tags</td>
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<td></td>
<td>Agenda</td>
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<td>Training satisfaction surveys</td>
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<td></td>
<td>Staff contact information sheet</td>
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<td>Program brochures</td>
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<td>Masking tape</td>
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<td></td>
<td>Scissors</td>
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<td></td>
<td>Stapler (with staples)</td>
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<td></td>
<td>Chart markers (low odor, dark colors)</td>
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<td>Extra ballpoint pens for participants</td>
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<td>Index cards</td>
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<td>Sticky notes</td>
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<td></td>
<td>8½ x 11 inch cardstock for name tents</td>
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<td>Blank notepads or paper</td>
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<td>Worksheets and handouts</td>
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<td>Mentor handbooks</td>
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<td></td>
<td><strong>Audiovisual</strong></td>
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<td>Visual aids (overheads, PowerPoint slides, posters, DVDs, etc.)</td>
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<td>Chart pack and easel</td>
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<td>Overhead projector</td>
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<td>LCD projector</td>
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<td>Laptop computer</td>
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<td></td>
<td>TV with DVD player</td>
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<td></td>
<td><strong>Catering</strong></td>
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<td>Utensils and napkins</td>
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<td></td>
<td>Plates and cups</td>
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<td></td>
<td>Plastic wrap and baggies for leftovers</td>
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<td></td>
<td>Serving spoons</td>
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<td></td>
<td>Water</td>
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<td></td>
<td>Coffee and tea</td>
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<td></td>
<td>Food and snacks</td>
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</table>
Delivery Notes for Mentor Pre-Match Training Toolkit
PowerPoint Presentation
SLIDE TITLE:  YouthBuild USA pre-match mentor training

TOPIC:  Welcome and Warmer

DELIVERY TIME:  NA

MATERIALS AND OTHER RESOURCES:  Your program logo

SLIDE DEVELOPMENT NOTES:  Brackets “[ ]” on the PowerPoint slides indicate that you should insert program-specific information into your presentation. Within this slide, add your program’s name, plus the city and state in which you’re located. Also, add your program’s logo to the slide master where it says “Your Logo.”

DELIVERY NOTES:  Display this slide while attendees sign in and get settled into their seats.
**Welcome Future YouthBuild Mentors!**

**SLIDE TITLE:** Pre-match mentor training  
**TOPIC:** Welcome and Warmer  
**DELIVERY TIME:** 20 minutes (for Welcome and Warmer)  
**MATERIALS AND OTHER RESOURCES:** Name tents for each mentor made from 8.5 x 11 inch cardstock, folded in the middle; thick-tipped colored markers; chart pack  
**SLIDE DEVELOPMENT NOTES:** You may choose to add photos or other images to this slide.

**DELIVERY NOTES:**

- You may put this slide up as you provide the initial welcome to mentors. Trainers may also choose to show this slide during the warmer and introductions.
- Warmly welcome all participants and thank them for their interest in the program.
- (Optional) Housekeeping announcements: Before we get started we have a few housekeeping announcements. (Provide program-specific information about parking for your site, restrooms, break times, meals and any other housekeeping items your group needs to know.)
- Engage them in the Name Tent Exercise warmer outlined below or choose your favorite icebreaker exercise.

**Name Tent Exercise**

- Create a poster-sized sign in the front of the room with the following directions:
  
  Write your first name BIG on both sides, then draw two or three symbols of things you are interested in (hobbies, etc.)

- As people enter the room, draw their attention to these instructions.

- Create your own name tent as an example.

- When all participants have completed their name tents, say: “We're doing the name tent game so that everyone can get to know each other. Each of you will have 30 seconds or so to tell us your name and what you do. Also, show us your symbols and tell us about your hobbies and interests.” (You can also ask the question: Why have you decided to become a mentor?)
• Start the activity by introducing yourself and talking about your symbols. Remember to introduce yourself in the same amount of time you have allotted for the other participants.

• Ask each person to introduce him or herself.

• Conclude the activity by saying, “It’s been great getting to know you all better and seeing your great artwork! In addition to having everyone get to know each other, we do this as a reminder that mentoring is about asking your mentee to share his or her story, as well as sharing your own story. Talking about hobbies and interests is a great way to begin to build trust with a young person.”
Learning Objectives

As a result of participating in this training, you will be able to:

- Describe YouthBuild mentoring
- Articulate your role as a YouthBuild mentor
- Build and maintain a healthy mentoring relationship
- Follow program policies and procedures
- Plan activities with your mentee
- Use problem solving strategies if needed
- Bring closure to your mentoring relationship at the end of the match

SLIDE TITLE  Learning Objectives

TOPIC  Welcome and Warmer

DELIVERY TIME  1 minute

DELIVERY NOTES

- Ask participants if they have additional topics that they wanted you to cover during the session.
- Write down the topics that they request. If the topic is not covered during this training, if possible, plan an ongoing training session to cover the topic.
Session goals are to:

- Learn the history, mission, and values of [your org’s name] and YouthBuild USA
- Understand how mentoring fits in with our overall programming
- Discuss the structure of a match, and commitments of the mentor and mentee

SLIDE TITLE:  Introduction to YouthBuild mentoring

TOPIC #1:  Introduction to YouthBuild Mentoring

DELIVERY TIME:  3 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES:  none

SLIDE DEVELOPMENT NOTES:  Brackets “[   ]” in the PowerPoint slides indicate that you should insert program-specific information into your presentation.

DELIVERY NOTES:

- Don’t read each bullet point from the PowerPoint slide verbatim—add interesting details about each topic as you go (this tip applies to all slides in this presentation)
- After the Welcome and Warmer, let participants know that there are seven topic areas (or “sections”) and that you will be going over the learning goals prior to covering each section
- Go over the learning goals on this slide
SLIDE TITLE:  [Your organization's name]

TOPIC #1:  Introduction to YouthBuild Mentoring

DELIVERY TIME:  4 minutes (40 minutes total)

MATERIALS AND OTHER RESOURCES:  Draw from your existing YouthBuild literature and marketing materials and/or a program video.

SLIDE DEVELOPMENT NOTES:

• Place your program’s name or other program-specific information within the bracketed areas.

• The mission of your parent organization and the YouthBuild mentoring program may differ, so there are two placeholders on the slide. If they are the same, you can eliminate one of the first two bullet points.

MATERIALS AND OTHER RESOURCES:  You may want to provide a program brochure.

DELIVERY NOTES:

• This session begins with an overview of YouthBuild and background information about the mentoring program. This particular slide focuses on your organization. (Note that if some of the basic information about YouthBuild was covered during a preservice orientation session or mentor recruitment, you can take this time to briefly reiterate key points.)

• The “Who We Serve” bullet point should be described very briefly, as you will focus on this during an upcoming slide. You might say, "We serve 16–24 year olds who have many challenges in life, including:"

  • Academic difficulties and no high school diploma or GED
  • Unsettled family lives
  • Poverty
  • Few or no job skills

Some are single parents, or even if they are married, they have financial pressures and in some cases lack support from their families. Many of our young people don’t have a vision for their future or have much hope when they enter the program.
About YouthBuild USA

- National nonprofit founded in 1990
- Works with low-income youth ages 16-24
- Exists in 45 states
- Students obtain GED or high school diploma while learning construction skills
- More than 92,000 youth have helped build 19,000 units of affordable housing
- Helps young people to develop as individuals
- Helps reduce poverty

SLIDE TITLE: About YouthBuild USA

TOPIC #1: Introduction to YouthBuild Mentoring

DELIVERY TIME: 4 minutes (40 minutes total)

MATERIALS AND OTHER RESOURCES:

- Draw from your existing YouthBuild literature and marketing materials and/or a program video.
- Use existing video from YouthBuild's YouTube channel: http://www.youtube.com/user/ybusa/.
- Suggested video:
  - YouthBuild overview video http://www.youtube.com/watch?v=120Rg3qt278&list=PLAB19C785CF05228&index=1&feature=plpp_video

SLIDE DEVELOPMENT NOTES: This slide highlights facts about YouthBuild USA. You may keep this slide as is or change bullet points by adding other information drawn from YouthBuild publications. One such example is the document “Training YouthBuild Mentors: A Guide for Staff.”

DELIVERY NOTES: Cover these PowerPoint bullet points one by one:

- “National nonprofit founded in 1990” YouthBuild USA has been around for more than 20 years; it’s been around this long because it makes such a positive impact.
- “Works with low-income youth ages 16–24” Most of the youth in our programs come from high-poverty situations, which create many challenges for them. We will talk about those challenges today.
- “Exists in 45 states” YouthBuild USA is active in almost every state in the country. There is a benefit to having a great number of programs out there—we have been able to strengthen each other by sharing best practices.
- “Students obtain a GED or high school diploma while learning construction skills” This dual approach helps our young people gain confidence and find a direction in life.
- “More than 92,000 youth have helped build 19,000 units of affordable housing” That’s an amazing number of young people and an amazing number of housing units.
• “Helps young people to develop as individuals” As our students tackle school, learn construction skills, and participate in community service and other group activities, we see them grow and blossom.

• “Helps reduce poverty” It reduces poverty by helping students complete their high school education and become skilled workers. This keeps them off unemployment and helps them become contributing members of society. The program also helps reduce poverty and homelessness by providing affordable housing.
SLIDE TITLE: Who we serve

TOPIC #1: Introduction to YouthBuild Mentoring

DELIVERY TIME: 12 minutes (40 minutes total)

MATERIALS AND OTHER RESOURCES:

- If possible, have a current or former YouthBuild student speak for a few minutes about their experience in the program. Prior to their presentation, let them know that they have “x” number of minutes to present and ask them to practice in order to keep it within that timeframe. Also, add the specific number of minutes they will be speaking to the length of the training, plus a few more minutes for them to respond to questions.

- If a student is not available, show a video from YouthBuild’s YouTube channel, http://www.youtube.com/user/ybusa/. The suggested video is on mentoring match “Lani and Jean” http://www.youtube.com/watch?v=_LxaQRKzJyE&feature=plcp.

- See “slide development notes” below.

SLIDE DEVELOPMENT NOTES:

- This is a slide that you can create in a number of ways. For instance, you could include statistics and demographics, such as:
  - Average age of your students
  - Average educational grade level achieved
  - Typical family background (For example: “Raised by single mother”)
  - Typical economic level (For example: “Living in poverty or near poverty”)
  - Typical challenges (For example: “No high school diploma, no job skills or prospects, dysfunctional home life”)
  - Typical strengths (For example: “Resourceful, intelligent, great sense of humor”)
  - Various cultural backgrounds (Specific races, ethnicities, languages spoken)
DELIVERY NOTES:

- Briefly explain to your mentors the types of young people who find their way to your YouthBuild program. You might choose to share statistics, demographic information, or tell a story of a “typical” YouthBuild student.

- You may want to invite a student or graduate to speak, either at this point or later in the training. If you have scheduled a young person to speak later, you could announce it at this time.

- Let mentors know that they will learn more about these young people throughout the training.
SLIDE TITLE: Our staff

TOPIC #1: Introduction to YouthBuild Mentoring

DELIVERY TIME: 4 minutes (40 minutes total)

MATERIALS AND OTHER RESOURCES: Have other staff members on hand to briefly introduce themselves

SLIDE DEVELOPMENT NOTES: Insert the names of mentoring program staff and the key personnel that support your program, such as your executive director, principal, teachers, counselors, work-site supervisors, etc.

DELIVERY NOTES: Introduce the YouthBuild mentoring coordinator (if he or she is not conducting the training). Also, to show the wide range of support for the program, introduce all other staff members who are available. Briefly explain the role that each person plays.
Definition of YouthBuild Mentoring

Mentoring is support and guidance provided through a one-to-one relationship with a caring adult to assist a young person in achieving his or her own developmental goals.

SLIDE TITLE: Definition of YouthBuild mentoring

TOPIC #1: Introduction to YouthBuild Mentoring

DELIVERY TIME: 3 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: none

DELIVERY NOTES:

- Read YouthBuild USA’s definition of mentoring (included on the slide).
- Emphasize the “caring adult” aspect of the definition and reinforce the message that the program goes to great lengths to recruit committed, caring adults.
- Emphasize that mentoring is about the support and development of the mentee and that mentors help mentees achieve the mentee’s goals—not the goals of the mentor. Good mentoring is centered on what the mentee wants, not what the mentor thinks he or she should achieve.
**Mentoring Goals**

- Support youth through program year
- Support youth after YouthBuild
- Create “mentor-rich” environment
- Assist youth with YouthBuild Life Plan
- Impact community via service projects, activities
- Provide a positive, meaningful, FUN experience for all

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**SLIDE TITLE:** Mentoring goals  
**TOPIC #1:** Introduction to YouthBuild Mentoring  
**DELIVERY TIME:** 5 minutes (35 minutes total)  
**MATERIALS AND OTHER RESOURCES:** Topic 1 Handout 1: Goals and Structure of YouthBuild Mentoring  
**DEVELOPMENT NOTES:** The bullet points in this slide are based on Topic 1 Handout 1. You may not have time to go cover each bullet point on the handout, therefore several main points have been selected for this slide. If you wish, you can review the handout ahead of time and edit the bullet points to reflect the needs of your program.  
**DELIVERY NOTES:** This slide provides an overview of mentoring goals.

PowerPoint bullet points:

- **“Support youth through program year”** As a mentor your commitment is for 15 months. The first three months consist of mentor and mentee group activities, and there will typically be a 12-month match. If your program’s timeframe is different, explain it here.

- **“Support youth after YouthBuild”** Each match will go for at least one year, but we encourage matches to develop lifelong relationships, if possible.

- **“Create mentor-rich environment”** By creating group activities and community service projects, we expose the students to a number of mentors and positive role models.

- **“Assist youth with YouthBuild Life Plan”** With the mentor’s help, each student develops a Life Plan that focuses on a number of areas. We will discuss this at length later today.

- **“Impact community via service projects, activities”** YouthBuild has been a positive force in hundreds of communities. Community service projects are at the heart of the YouthBuild program.

- **“Provide a positive, meaningful, FUN experience for all”** We understand that if the program and its activities aren’t enjoyable, then nobody will show up; so we want to create a fun and pleasant experience for everyone.
SLIDE TITLE: Program structure

TOPIC #1: Introduction to YouthBuild Mentoring

DELIVERY TIME: 6 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: Topic 1 Handout 1: Goals and Structure of YouthBuild Mentoring

DEVELOPMENT NOTES: As with the previous slide, the bullet points in this slide are based on Topic 1 Handout 1. You may not have time to go cover each bullet point on the handout, therefore several main points have been selected for this slide. If you wish, you can review the handout ahead of time and edit bullet points based on your review.

DELIVERY NOTES: This slide provides an overview of the structure of individual matches.

- **“First 3 months: Group mentoring activities”** During the first three months, activities will be held in a group setting. Describe the specific mentoring activities at your site, and also the importance for mentors to show up at each and every group meeting. Let them know that, even though it might not be apparent, some of the mentees will have their eyes on a certain person as a possible mentor, and if you don’t show they can feel let down. We use this time period to increase excitement about the program and create a sense of “team.” We also use this as an opportunity to see which mentors and mentees gravitate toward each other, and we will often make matches on this basis.

- **“One-to-one matches begin with commitment ceremony, end with closure ceremony”** Matches are made as early in the program cycle as possible. We formalize and honor the matches by beginning with a commitment ceremony, and ending with a closure ceremony and celebration. Briefly describe both ceremonies.

- **“Matches meet minimum of 4 hours per month (weekly or biweekly)”** Mentors and mentees commit to meet monthly for a minimum of four hours. Consistency is important, so the more frequently you can meet with your mentee, the better. Matches meet two to four times per month. You will be deciding on your meeting schedule with your mentee after you are matched. Also, it’s good to try and make the meeting places, days, and time consistent. For example, “We will meet at the coffee shop on the second and fourth Wednesday of each month at 4:30 p.m.”
• **“Additional phone, text, e-mail encouraged”** This is also something you will negotiate with your mentee. Some mentees like to keep in touch this way, and some don’t. Also, this kind of contact is a “boundary issue.” For example, you wouldn’t want your mentee to text you 10 times a day.

• **“Match activities guided by YouthBuild Life Plan”** Early on, students meet with a counselor and develop a Life Plan. They will also discuss this plan with you, and many of the activities the two of you decide upon will be based on the mentee’s goals and interests as identified in the Life Plan.

• **“Most meetings take place in the community”** This not only makes it fun and interesting for everyone, it expands the student’s access to opportunities and resources within the community.

• **“Mentor check-ins and ongoing training”** Mentors will have check-ins with the program coordinator once per month, and ongoing mentor trainings will be held _______ (state the frequency for your program).
Session goals are to:

- Discuss the traits and qualities of successful mentors
- Articulate what a mentor is and isn’t
- Define the mentor’s role

SLIDE TITLE: The role of YouthBuild mentor

TOPIC #2: The Role of YouthBuild Mentor

DELIVERY TIME: 3 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: none

DELIVERY NOTES:

- Let them know: *This is the section where we will talk about the mentor’s role and the behaviors and strategies that help create a successful mentoring relationship.*
- Read the session goals.
The History of Mentoring

Where did the word “mentor” come from?

SLIDE TITLE: The history of mentoring

TOPIC #2: The Role of YouthBuild Mentor

DELIVERY TIME: 4 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: none

DELIVERY NOTES:

- Ask participants if they know where the word “mentor” comes from, then share the following story:

  Many of us have had at least one mentor in our lives, although maybe not through an established mentoring program. Still, we can probably think of at least one person who served that purpose for us.

  The concept of mentoring has been around for a long time. The word “mentor” first appeared in written form in Homer’s Odyssey. In this story, Odysseus was leaving home for an unknown length of time. In his absence he left his son, Telemachus, who was to be the future leader of Ithaca, in the care of a trusted friend, named Mentor. Mentor’s role was to support and guide Telemachus while his father was not around. The term “mentor” has come to mean a trusted guide and friend.

  It’s interesting to note that the word “mentor” has survived the approximately 2,700 years since Homer’s time. We believe the reason is because mentoring is a great idea, and great ideas tend to survive and thrive.

- Conclude by saying: Like the young man in the story, many of the young people in our program come from unsettled backgrounds. It could be that they have a poor family life, are being raised by a single parent or no parents, come from poverty, have a learning disability, or are dealing with a combination of these and other factors. Many of our students have become parents at an early age, and they have few resources and little support for raising children. Like the original mentor in the story, we hope that you become a trusted guide and friend to a young person who is trying to overcome significant obstacles.
Mentor Characteristics

“Mentors in my life”

SLIDE TITLE: Mentor characteristics

TOPIC #2: The Role of YouthBuild Mentor

DELIVERY TIME: 20 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: Chart pack or poster board. Draw a chart with two columns.

DELIVERY NOTES: “Mentors in My Life” is a standard activity in most mentor trainings. It helps participants consider mentor qualities and behaviors, and it gives them confidence that they can be successful mentors.

Introduce the exercise in the following way:

- We have just talked about where the word mentor comes from and what defines a mentor, but I'd like to take us deeper into the subject by having us think about mentors in our own lives.

- Next, tell a story (three or four minutes long) about a mentor in your own life. Present an emotional and impactful example of a mentor who had a positive effect on you at a crucial time. After you tell the story, talk about a trait or characteristic (or two) that stands out about your mentor.

- On chart paper or poster board, draw a chart with two columns. At the top of the left side write “mentor” and on the right side, write “trait.”

- In the left column of the chart you have created, write the name or title of the mentor in the story you just told (e.g., “Janice Smith” or “Aunt Mary”). On the right side, write down one or two traits or characteristics of this person (e.g., “encouraging/saw something in me”).

- Ask participants to think about their own mentors: I'd like each of you to think about one person who has been a good mentor in your life and the trait or quality that you found most important in that mentoring relationship.

- Ask for volunteers to share their thoughts. As people share, write down the “person” on the left side of the chart, and the “trait” on the right side. If you have a small group, then everyone can share. If you have a larger group, try to have at least six people share.

The list may include some of the following traits of good mentors:

- Big heart, a friend when I needed one, patient, a good listener, respectful and accepting, trustworthy, caring and open, believed in me, nonjudgmental, good role model, hard working.
After the chart is complete, lead a discussion, making the following points:

- **We value the people listed on the chart because they made a difference in our lives.**
- **And, these are the qualities and traits that make people good mentors.**
- **Know that nobody made it on the list for being a Ph.D., a psychologist, a motivational speaker, or for having all the answers.**
- **These traits are the same ones that you all have, or you wouldn’t have volunteered to be in this program.**
- **If you are worried that you don’t have what it takes, please don’t be. Being a mentor is not complicated, it’s just a matter of focusing on your mentee, being a good listener, and ... (read the other traits on the list that make for being a good mentor).**

**Mentees also have responsibilities which include:**

- Meeting with their mentor in-person at least twice a month
- Participating in service projects and group activities
- Being reliable
- Stay in contact with their mentor and let them know right away if they have to skip a meeting
- Communicating openly and respectfully with their mentor
- Sharing their dreams and goals with their mentor
- Being open to new experiences
SLIDE TITLE:  Your role as a mentor

TOPIC #2:  The Role of YouthBuild Mentor

DELIVERY TIME:  8 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES:  Topic 2 Handout 2: The Role of the Mentor

DELIVERY NOTES:  This slide and the corresponding handout get to the heart of the mentor's role and behaviors. Talk about each point, as the mentors follow along with the handout. (Descriptions in notes are different than the handout.)

- **“Be a friend, not a parent or authority figure”**  These young people don’t want another parent or authority figure in their lives. They need a friend. If you give orders and make demands, you will fall in line with every other adult in their life that tells them what to do.

- **“Have realistic goals and expectations”**  Realistic expectations include:
  - Knowing that your mentee won’t likely change overnight
  - Understanding that it may take some time for your mentee to open up to you
  - Having patience—mentees may not be as proactive as you want, or may not always seem happy to be with you
  - Not expecting mentees to thank you for spending time with them (in fact, good mentors give mentoring as a “gift,” without expecting anything back in return)

- **“Have fun”**  Keep things light, be playful, and show your mentee that you enjoy his or her company.

- **“Allow the mentee a voice in match activities”**  Successful mentors allow their mentees to choose activities (within reason).

- **“Be positive”**  This includes being excited to see mentees and to hear about what’s going on in their lives. Being positive also means “affirming” them and praising them frequently.

- **“Let the mentee control the direction of conversations”**  This includes the depth of their sharing. Don’t try to pull sensitive information from mentees, as they will resent it.

- **“Listen”**  Good mentors talk less and listen more.
• “Respect the mentee’s trust in you” This includes keeping conversations confidential and not judging your mentee.

• “Develop a relationship with mentee (not parent)” If you get too close to a mentee’s parent, sometimes the mentee will begin to see you as the parent’s ally, not the mentee’s.

• “You are responsible for building the relationship” Take the initiative to keep in contact. And remember: You are the adult. You are the mature person in this relationship. Commitment, calmness, and patience are some of the key characteristics of a good mentor.

Mentees also have responsibilities which include:

- Meeting with their mentor in-person at least twice a month
- Participating in service projects and group activities
- Being reliable
- Stay in contact with their mentor and let them know right away if they have to skip a meeting
- Communicating openly and respectfully with their mentor
- Sharing their dreams and goals with their mentor
- Being open to new experiences
Break

SLIDE TITLE:  Break

DELIVERY TIME:  10 minutes
Session goals are to:

- Look at developmental, prescriptive, and instrumental approaches to mentoring
- Understand and appreciate YouthBuild students
- Recognize how your values affect your mentoring approach
- Discuss strategies for building trust and establishing boundaries

SLIDE TITLE: Building and maintaining healthy relationships

TOPIC #3: Building and Maintaining Healthy Relationships

DELIVERY TIME: 3 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: none

DELIVERY NOTES:

- This section will focus on developing strategies and approaches that will help us build strong relationships with students. Our goals are to … ”

- “Look at developmental, prescriptive, and instrumental approaches to mentoring” Research tells us that mentors take these three main approaches. Two of them are positive, but one of these methods is not recommended. We will talk about all of these approaches in a moment.

- “Understand and appreciate YouthBuild students” As part of this discussion we ask: Who are these young people, what do they need, and how might we best help them?

- “Recognize how your values affect your mentoring approach” We will do an exercise to help us explore how our individual values affect our interaction with students.

- “Discuss strategies for building trust and establishing boundaries” As this last point indicates, we will focus on strategies for building trust and establishing healthy boundaries. As you will see, establishing boundaries is often about setting limits.
SLIDE TITLE: Exploring values exercise

TOPIC #3: Building and Maintaining Healthy Relationships

DELIVERY TIME: 15 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES:

- Signs and markers. Create and post four agree/disagree voting signs around the room or in an area where participants can move around easily. The signs should read:
  
  I Strongly Agree, I Somewhat Agree, I Somewhat Disagree, I Strongly Disagree

SLIDE DEVELOPMENT NOTES: none

DELIVERY NOTES:

- It is not unusual for trainees to be sensitive about their own values and beliefs. Be aware that this exercise can create tension between the trainees. You can help reduce this tension by saying: We are now going to do an exercise that will ask each of you to take a stand on your personal values. We aren't doing this exercise to make anyone look right or wrong—it's okay to have different values. Remember, one aspect of being a good mentor is to be flexible, so please be flexible if other mentors' beliefs and values are different than yours.

- Next, ask participants: What comes to mind when you hear the term “personal or individual values?” (Examples: They are belief systems that help us to determine how to behave in certain situations, and they include our sense of right and wrong.)

- Tell participants: We will now get some experience in examining our own values. This activity asks us to discuss and take a stand on some of the values that may affect our relationships with youth.

- Read the following values statements and ask participants to stand near the poster that best represents how they feel about the statement.

- As they reach their first “position stations,” give them time take things in before asking them the next question. For example: Please take a moment to think about the statement once more, and to notice where your position is on the statement. You can also look around the room to see where others' positions are—and remember, this exercise isn't about making anyone right or wrong!
Values statements
1. Sharing my life experiences with a young person can help save him or her from making some of the same mistakes I did.
2. If people don't succeed in life, it's generally because they don't want to badly enough.
3. When people dress like gangbangers, they're asking to be treated like gangbangers.
4. Teenagers just don't make good parents.
5. If you want a good job, you've got to be willing to conform to the standards of the workplace.
6. If a young person is a drug user, he's not worth my time or effort, because he won't be able to hear what I'm saying.
7. The strongest families are those with two parents who are married.
8. It's hard to stay on the right path without religious convictions.
9. It's important for anyone I mentor to know exactly where I stand on issues like sex, drugs, pregnancy, and breaking the law.

Key discussion points
• How might these values come into play when you're mentoring?
• When might it be best to keep your own values in the background of your mentoring relationship?
• When is it very important to have your values “up front” in the mentoring relationship?
• After you have asked them to take a stand on each statement, ask them to have a seat. Then provide them with a copy of these statements (and the key discussion points), as it will help facilitate the debriefing.
• Start the debrief by asking participants, How was this exercise for you? Allow them to respond.
• Next, read one of the statements and ask participants to respond to the “key discussion points” above. Example: How might someone’s view on statement #2, “People don't succeed in life because they don't want to badly enough” affect how they interact with their mentee?
• Repeat this process or ask the question, Which of your positions on any these specific values statements are you adamant about? Then, ask a follow up question: And how might that affect your work with your mentee? Discuss the attendees’ responses.
• Say to the attendees: Again, this exercise is not to determine if you are right or wrong about an issue, nor is it about telling you the absolute right or wrong way to be with mentees. But, it does help to look at our values and beliefs, which can help us take a more balanced approach as we work with these students.
• End this exercise by saying: Remember, the primary goal of mentoring is not to change the mentee, but to develop a trusting relationship with him or her.
Three Approaches to Relationships

- **Developmental relationships**: The mentor focuses on developing a bond with the mentee rather than fixing him or her.
- **Prescriptive relationships**: The mentor addresses the mentee’s deficits, instead of strengths.
- **Instrumental relationships**: The mentor engages the mentee and helps him or her to set goals and build strengths.

**SLIDE TITLE**: Three approaches to relationships

**TOPIC #3**: Building and Maintaining Healthy Relationships

**DELIVERY TIME**: 5 minutes (35 minutes total)

**MATERIALS AND OTHER RESOURCES**: Topic 3 Handout 1: Three Approaches to Mentoring Relationships

**DELIVERY NOTES**:

- Go over the three approaches to mentoring relationships. Key points:
  - **Developmental relationships** focus on creating a caring, trusting relationship, which the mentee is often missing. “Developmental mentors” ask good questions, but they let their mentees make decisions—they don’t tell them what to do.
  - **Prescriptive relationships** are those in which the mentor believes that he or she is “the pill,” or the “fix” for the mentee. Prescriptive mentors tell their mentees what to do and when to do it, and mentees in these relationships often react by not wanting to spend time with their mentor. They perceive these types of mentors as just one more adult in their life telling them what to do.
  - **Instrumental relationships** engage young people in challenging, goal-focused activities that help them achieve personal and career goals. A real key is that the mentee has to want to achieve these goals. Mentors support their mentees in reaching their goals.
Boundaries are the healthy dividing lines between you and your mentee. Boundary concerns include:

- Money
- Behaviors (acting out)
- Self-disclosure
- Time
- Involvement with parents and caregivers

**SLIDE TITLE:** Boundary issues

**TOPIC #3:** Building and Maintaining Healthy Relationships

**DELIVERY TIME:** 12 minutes (35 minutes total)

**MATERIALS AND OTHER RESOURCES:** Topic 3 Handout 3: On Boundaries

**SLIDE DEVELOPMENT NOTES:** You may edit this slide to reflect the boundary topics that come up more frequently within your program.

**DELIVERY NOTES:**

- Ask attendees: *What comes to mind when you think about the phrase “healthy boundaries” as it relates to a relationship?*

- Let them know: *Healthy boundaries are the dividing lines between mentors and their mentees. They include expectations of the relationship and what each person will and won’t do. For their part as a mentor, this is often about “setting limits.”*

- As the slide indicates, *“money, behavior, self-disclosure, time, and involvement with parents” are several boundary areas of which to be aware.*

- Review boundary issues on handout: *“Topic 3 Handout 3: On Boundaries.”*

- Remember that if you are not sure how to respond to a situation, it’s okay to request time to think about it. It is best to set boundaries from the start. However, you can and should make adjustments to your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship.

- Finally, and most importantly, know that you are not in this alone. If you are unsure about a situation, need help figuring out how to proceed, or need an intervention, go to the YouthBuild program staff for support.
Session goals are to:

- Discuss the program’s policies, procedures, and expectations and why they are necessary
- Review key policies and procedures
- Answer questions and concerns about the program rules

**SLIDE TITLE:** YouthBuild mentoring policies, procedures, and expectations

**TOPIC #4:** YouthBuild Mentoring Policies, Procedures, and Expectations

**DELIVERY TIME:** 2 minutes (30 minutes total)

**MATERIALS AND OTHER RESOURCES:** none

**SLIDE DEVELOPMENT NOTES:** none

**DELIVERY NOTES:**

- *This section on our program’s policies, procedures, and expectations is very important. They reflect our program’s structure, its rules, and they also address safety and liability concerns*
- Read the bullet points
Why have policies, procedures, and expectations?

- Manage risks and protect all program participants
- Help mentors know what to do in specific situations

First and foremost, our program’s policies and procedures support the safety of mentees and mentors. We know that if we don’t have a safe program, we don’t have a good program. Safety issues have to do with screening, driving, overnights, and a number of other areas. Another thing that program rules do is to limit everyone’s liability.

Our program rules also let you, our mentors, know what to do (or what not to do) in specific situations.
Specific Policies and Procedures

- Confidentiality and reporting
- Transporting mentees (and others)
- Home visits, overnights, long trips, being along with your mentee
- Involvement with family members
- Giving gifts, doing favors
- Unacceptable mentor behaviors

SLIDE TITLE: Specific policies and procedures

TOPIC #4: YouthBuild Mentoring Policies, Procedures, and Expectations

DELIVERY TIME: 20 minutes (25 Minutes total)

MATERIALS AND OTHER RESOURCES: Provide participants with a copy of your program's policies and procedures.

DELIVERY NOTES:

- You have 20 minutes to cover your program's policies and procedures.
- The bullet points on these slides represent examples of key policies and procedures. Again, these rules promote the safety of participants and limit everyone's liability. These are just a few examples, but we will now cover all of our policies and procedures.

- Go over the handout of your program's policies and procedures. Schedule ample time for questions and answers.
Session goals are to:

- Discuss how mentors and mentee are matched
- Learn how to get off to a good start
- Review handouts that focus on the start of the match and on match activities
- Generate new ideas for match activities
- Understand how to assist students with the Life Plan

Slide Title: Match activities

TOPIC #5: Match Activities

DELIVERY TIME: 2 minutes (25 minutes total)

MATERIALS AND OTHER RESOURCES: none

DELIVERY NOTES:

- Make the point that YouthBuild encourages mentors and mentees to participate in fun and enjoyable activities, as this is the best way to keep the mentees interested and helps build good relationships.
- Read the session goals bullet points.
- Let participants know that before going into the subject of match activities, we want to make sure you know how and when you will be matched.
How You Are Matched

Common matching questions:
- When will I be matched?
- Who makes this decision?
- What will be the basis for the decision?
- Where will we meet the first time and who will be there?
- What will we do or say at the first meeting?
- Other questions

SLIDE TITLE: How you are matched

TOPIC #5: Match Activities

DELIVERY TIME: 5 minutes (25 minutes total)

MATERIALS AND OTHER RESOURCES: none

SLIDE DEVELOPMENT NOTES: You may insert any additional questions that come to mind.

DELIVERY NOTES:

- Describe the basics of being matched:
- “When will I be matched?” Let them know the timeframe, and prepare them if there might be a delay in the matching process.
- “Who makes this decision?” The program coordinator and … (anyone else who helps make the decision).
- “What will be the basis for the decision?” Common interests, potential for positive chemistry, and mentor and mentee interaction at previous group events (as well as any other criteria you may have).
- “Where will we meet the first time and who will be there?” Describe the process used at your site (in most cases, the match will be formalized at a “matching ceremony”).
- “What will we do or say at the first meeting?” Describe your typical process, and also let them know that this section of the training will address this question in more depth.
- “Other questions” Ask them if they have any other questions before you go into the information on match activities.
During your first meeting, talk about:

- Shared interests
- What your mentee would like to do and learn
- How to contact one another
- What to do if someone can’t make a meeting
- Location and frequency of meetings
- How relationship and fun are more important than goals

### Delivery Notes:

- Pass out “Topic 5 Handout 1: Getting the Match Off to a Good Start,” and “Topic 5 Handout 2: Sample Match Icebreaker: Getting to Know Each Other”

- While reviewing the handout, “Getting the Match Off to a Good Start,” let participants know that the slide is a synopsis of this section of the handout, and that you have included only the most important points. Also suggest that they use the handout as a reference, just before the first meeting.

- Cover each of the bullet points. (Note that the wording of the notes section below is different than the wording on the handouts.)

- “Shared interests” … and especially what your mentee is interested in. Find out what he or she likes and wants to do. Of course, the ideal situation is when your interests match, then you both will have fun talking about them.

- “What your mentee would like to do and learn” Start out by asking what activities your mentee would like to participate in, and later, what he or she would like to learn about, as this goes along with the “fun first” approach.

- “How to contact one other” Talk about the best way to contact each other, and also the times it’s okay to call (for each of you). For instance, you might say, ‘You can call anytime before 10:00 p.m.—after that we shut it down at our house. What is a good time for me to call you?’
• “What to do if someone can’t make a meeting” Talk about what to do if you can’t make it. Generally, tell your mentee to ‘Call me ASAP if you can’t make it.’ Also, this is a good time to negotiate make-up meetings, if someone can’t make the planned meeting. For example, ‘If for any reason one of us has to cancel, we will try to schedule a make-up meeting right away.’

• “Location and frequency of meetings” The program asks you to meet for at least four hours per month. For consistency, weekly or biweekly meetings are best. It is also best if the day, time, and place are consistent, so that you aren’t always scrambling to communicate. An example of a consistent meeting arrangement is: ‘Let’s meet every other Wednesday, at 4:30 at the coffee shop at the mall.’

• “How relationship and fun are more important than goals” If you push the mentee too hard when it comes to goals, she may see it as a rejection of who she is—and that you want her to be different. Goals are important, but they need to be generated by the mentee, not the mentor. So emphasize fun first, and as the relationship grows, hopefully you can move into working with your mentee’s goals.
Early in the Match

- Consistency is the key: Contact your mentee if he or she doesn’t contact you
- Don’t feel bad if your mentee isn’t proactive
- Focus on the mentee’s interests and preferences
- Be supportive, not prescriptive or directive
- Take advantage of YouthBuild events and activities
- Refer to match activity handouts
- Contact staff with any concerns

SLIDE TITLE: Early in the match

TOPIC #5: Match Activities

DELIVERY TIME: 5 minutes (25 minutes total)

MATERIALS AND OTHER RESOURCES:

- Topic 5 Handout 1: Getting the Match Off to a Good Start
- Topic 5 Handout 2: Sample Match Icebreaker: Getting to Know Each Other
- Topic 5 Handout 3: Giving the Young Person Voice and Choice in the Mentoring Relationship
- Topic 5 Handout 4: Activity Ideas for YouthBuild Mentors and Mentees

SLIDE DEVELOPMENT NOTES: You can look at the handout and substitute other points that you believe to be more important.

DELIVERY NOTES: Let them know that this slide is a synopsis of the second part of the handout. Then cover each of the bullet points:

- “Consistency is the key: Contact your mentee if he or she don’t contact you” Sometimes mentees are timid about contacting you, or they forget; don’t let the match become a waiting game of who is going to call first. The relationship is too important to get hung up on ‘It’s the other person’s turn to call!”

- “Don’t feel bad if your mentee isn’t proactive” Can you remember what it was like being 16–24 years old? And how about if you added some of the obstacles our students are facing? These young people have a lot going on in their lives. Sometimes they are on an emotional roller coaster, and they can lose sight of their commitments. If your mentee doesn’t fully participate, we don’t want you to feel like a failure. It doesn’t mean that it’s about you. And, we will want you to contact us if your mentee isn’t responding. We can help you with strategies, and in some instances we will contact the mentee to see what’s going on.

- “Focus on the mentee’s interests and preferences” Research shows that when mentors focus on the mentee’s interests and preferences when choosing activities, those matches are the most successful.
• “Be supportive, not prescriptive or directive” As we mentioned previously, you are there to support the mentee’s development, not to “fix” him or to change him overnight. If you come across as though you are trying to fix the mentee, he will feel that you are rejecting who he is.

• “Take advantage of YouthBuild events and activities” Describe events and activities.

• “Refer to match activity handouts” Provide the four handouts:
  – Topic 5 Handout 1: Getting the Match Off to a Good Start
  – Topic 5 Handout 2: Sample Match Icebreaker: Getting to Know Each Other
  – Topic 5 Handout 3: Giving the Young Person Voice and Choice in the Mentoring Relationship
  – Topic 5 Handout 4: Activity Ideas for YouthBuild Mentors and Mentees

• Ask them to look at “Topic 4 Handout 2: Sample Match Icebreaker: Getting to Know Each Other.”
  – Let participants know that this has many good tips for having a successful first match meeting.
  – Give them a minute to scan the handout and then ask if anyone has any questions.
  – Discuss one or two points on the handout that you deem important.
  – Emphasize that having “casual conversations” with the mentee is the key. Casual conversations include asking about favorite TV shows, movies, computer games, hobbies, and so forth.
  – Suggest that they read this handout just before they meet with their mentee the first time.
  – Tell them that it’s normal for both mentors and mentees to be nervous during the first meeting, but that people tend to relax after a few minutes.

• Ask participants to look at “Topic 5 Handout 3: Giving the Young Person Voice and Choice in the Mentoring Relationship”
  – Research and common sense tell us that it is beneficial to give the mentee a voice and choice when it comes to activities.
  – Helpful strategies include:
    • Listening to the mentee to detect her interests and preferences.
    • Providing the mentee with a range of choices, and then discussing what he wants to do.
    • Creating an “idea” file together, and referring to it when you are deciding on activities.
    • Letting your mentee know that her enjoyment (and preferences) is important to you.
    • Encouraging the mentee to choose activities that will further his Life Plan goals (which you will be talking about during the next slide).

• Ask participants to look at “Topic 5 Handout 4: Activity Ideas for YouthBuild Mentors and Mentees”
  – This is another handout that you can keep for reference and refer to before meeting with your mentee. You can even bring it to a match meeting and look it over with your mentee.
  – The last bullet point on the slide is: “Contact staff with any concerns.” Let them know: We are here to help you with any issue, problem, or concern—no matter how small the issue. Please don’t hesitate to get in touch!
Review Life Plan handout
During the first month mentees will create Life Plans
Think of experiences that could help support your mentee’s Life Plan
Share helpful aspects of your own career

SLIDE TITLE: The Life Plan

TOPIC #5: Match Activities

DELIVERY TIME: 4 minutes (25 minutes total)

MATERIALS AND OTHER RESOURCES:

- Topic 5 Handout 5: Match Activities to Support YouthBuild Life Plans
- You may choose to provide real examples of Life Plan goals YouthBuild students have created.

SLIDE DEVELOPMENT NOTES: none

DELIVERY NOTES:

- Talk about the importance of working with mentees on their Life Plans; this document and process helps young people focus on various aspects of their lives. Some have never had a plan for the future, and the Life Plan helps them develop such a plan, with the help of their mentor. Working on the Life Plan also generates ideas for match activities, while strengthening the mentoring relationship.


- “During first month mentees will create Life Plans” During the first month of the YouthBuild program each student—with the help of a case manager, counselor, or other staff member—begins a Life Plan to formally document goals and hopes for the future. When you meet with your mentee ask if she has started this plan, and share your understanding that the program asks mentors to help mentees with their plans.

- “Think of experiences that could help support your mentee’s Life Plan” Even before you are matched with a mentee, you can be thinking of ways to support a young person in these different categories. As you can see in the example, these include: education, careers, family and friends, finances, leadership, and health.

- “Share helpful aspects of your own career” Ask mentors to share aloud a few aspects of their career (past or present) they think might be helpful for a mentee.

- You may choose to provide real examples of Life Plan goals created by YouthBuild students.
• Inform participants that the program will provide more support during ongoing training sessions on how to use the YouthBuild Life Plan during match activities.
Service Projects and Group Activities

- Research shows youth gain many benefits from volunteering
- Youth feel empowered when they see their actions making an impact
- Youth develop positive relationships with peers, mentors, and others during service activities

DELIVERY NOTES:

- Begin by talking briefly about some of the service projects that your site has participated in and some of the projects you are planning. Then review the following PowerPoint bullet points:

  - “Research shows youth gain many benefits from volunteering” *The young people in our programs have typically been on the receiving end of services for a long time. Anything from free lunch to counseling, mentoring, or other programs. These can be beneficial, but a consistent diet of receiving services can make the young person feel that he is always in need of something. Service projects can turn this direction around. Young people have a lot to give, and they want to give. Service projects put them on the giving end.*

  - “Youth feel empowered when they see their actions making an impact” *During service projects, sometimes for the first time, youth can witness that they have been part of something positive, good, and special. And of course, this makes them feel good about themselves.*

  - “Youth develop positive relationships with peers, mentors, and others during service activities” *Service projects and group activities give students a chance to be with peers, mentors, and other adults, as they focus on giving back. This allows students to participate in something bigger than themselves, and it exposes mentees to peers and mentors who are modeling positive behaviors. It also gives them a chance to build their social networks.*
Problem-solving strategies

Session goals are to:

• Anticipate typical relationship challenges
• Learn strategies for helping mentees to solve problems

SLIDE TITLE: Problem-solving strategies

TOPIC #6: Problem-Solving Strategies

DELIVERY TIME: 2 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: none

SLIDE DEVELOPMENT NOTES: none

DELIVERY NOTES:

• Point out that because our young people sometimes have an uneven family life, and because they face a number of personal challenges, sometimes there are bumps in relationships.

• Review the session goals:
  – “Anticipate typical relationship challenges” As everyone knows, under the best of conditions, late adolescence and early adulthood can be difficult times in a person’s life. The mentees we work with are typically not living in the best of circumstances. In this section we will look at the obstacles some of these students have to overcome and how those factors might impact the mentoring relationship.
  – “Learn strategies for helping mentees to solve problems” During an exercise we will focus on specific scenarios. These are examples of situations that may come up—and together you will come up with strategies that you can use to help mentees in the problem-solving process.
Common relationship challenges

Mentees can experience many factors that hamper their ability to function in the world and to develop a solid relationship with a mentor including:

- Poverty
- Homelessness
- Foster and/or judicial system involvement
- Academic challenges
- Family dysfunction
- Friend and/or significant other relationship issues

SLIDE TITLE: Common relationship challenges

TOPIC #6: Problem-Solving Strategies

DELIVERY TIME: 5 minutes (35 minutes total)

MATERIALS AND OTHER RESOURCES: none

SLIDE DEVELOPMENT NOTES: If you have noticed that your students face other specific challenges at your site, list them on this slide.

DELIVERY NOTES: Problem-solving strategies:

- *The bullets on this slide represent some of the issues that young people in this program face that can affect their ability to function; these factors can also have a detrimental effect on their ability to develop relationships with their mentor.*

- Ask participants to share how these issues might affect the mentee's ability to develop a solid relationship with a mentor. Some responses might be:
  - They might not have a car or money for public transportation to meet with their mentor.
  - They may be ashamed of their clothes or not want to go out for a meal with their mentor for fear they would have to pay.
  - If they are homeless, they may not have slept well or bathed, and they may be preoccupied with where they are going to spend the night.
  - If they are having trouble in school they might not want to meet with their mentors because they could be ashamed to tell them about their most recent failure.
  - They could be fighting with their parents, friends, or significant others, and this may be causing them stress.
  - If they are a single parent, this could be taking up much of their time, and the overall experience could be causing them stress.

- Remind participants that each mentee in the program is probably facing several of these issues at any given time. Some good strategies for working with a mentee with a number of issues are:
– Be flexible with them, and be patient if they are not always excited to see you; you probably won’t know all the stressors they are facing.

– If they open up to you and tell you what’s going on, empathize with them. For example: “Sounds like you are going through a tough time.”

– Put the relationship first, by focusing on building trust and respect.

– Help your mentee to solve his or her problems, if he or she asks for your help. Remember: do not tell them what to do; instead, help them think through things.

• Let participants know that another strategy is to anticipate issues that may arise in the match, and that we will now focus on some examples of the obstacles that our mentees face.
Problem-solving scenarios

How would you handle the following scenarios?

DELIVERY NOTES:

• Use this part of the training to have participants work together to solve scenarios. The notes on this page describe solving scenarios within small groups. If you would rather conduct role plays, the instructions can be found on page 33 of Training YouthBuild Mentors.

• This is a valuable part of the training, so make sure you provide attendees with enough time for small-group discussions and for sharing out with the larger group.

• As we just discussed, our students are facing many issues and pressures that can hamper their functioning in the world, including their ability to develop a solid relationship with a mentor. It’s a good practice to try to anticipate some of the things that might come up for your mentee during your match. I have provided you with “Topic 6 Handout 2: Role-Play Scenarios.”

• I’m going to break you into small groups (from three to four trainees for smaller workshops, and five to seven if you have 20 or more attendees). Next, I’ll assign a scenario to each group. In your group, please choose a recorder and brainstorm some strategies for how you would handle the specific situation.

• Assign each group a scenario and give them six to eight minutes to come up with strategies. (If you have only a handful of trainees, you can assign each group two scenarios.) Give participants a one-minute warning and then bring them back together.

• Ask for a group to volunteer to go first, and ask a group member to read the scenario and the group’s strategies for solving it.

• Right after each smaller group has shared its strategies, if there is time, ask others in the larger group for any additional strategies.
• After all the groups have presented, congratulate them for coming up with useful strategies for working through these difficult scenarios. Let them know that thinking about what might happen will help them to “respond” rather than “react” when these issues arise.
SLIDE TITLE: Break
DELIVERY TIME: 10 minutes
Match Closure

Session goals are to:
• Understand separation and the varying ways youth respond
• Look at the reasons for match closure
• Focus on the importance of formally closing matches
• Describe the program’s formal match closure ceremony
• Adjourn today’s mentor training

DETECTION NOTES:
• Tell participants: *Throughout our lives, relationships end for a variety of reasons. The emotions that accompany the end of relationships vary widely—some are negative, others are positive. Learning to say goodbye is an important skill for all of us to develop. This part of the training focuses on what your mentee may be feeling as your relationship ends, along with how to achieve a positive closure with your mentee.*
• Read session goals.
“Mentees may have experienced many losses and betrayals” We have discussed the types of issues and stressors that our students are facing. Young people experience many of these issues as losses and betrayals. For instance, if they didn't receive nurturing parenting, this can feel like a betrayal. And, it is natural for them to experience any ending of a relationship as a painful loss.

“Mentees may get emotional as the match ends” They might get sad, but they are more likely to show anger, to not show up, or to disavow anything positive that happened in the match.

“It is helpful to understand strategies for ‘positive closure’” There are ways to interact with your mentee to help bring about positive closure, and we will discuss these strategies on the next two slides.
**Match Closure Strategies**

- Talk to your mentee about when the match will end
- Celebrate the last meeting by doing something special
- Use, “I remember when …”
- Acknowledge the positive changes you’ve seen in your mentee
- Acknowledge what you’ve enjoyed about the match
- Negotiate continuing the relationship
- Seek help from staff if your mentee struggles

**DELIVERY NOTES:**

- “**Talk to your mentee about when the match will end**” One strategy is to periodically remind your mentee of the timeframe of your match. Remind your mentee how long the relationship is going to last, so that she isn't surprised right at the end, especially if you are not going to continue the match after your program commitment is over. If you don’t ever say anything about how long you’ll be together, the mentee might feel that you will be together forever.

- “**Celebrate the last meeting by doing something special**” It's very important to let your mentee know that your relationship with her has been important and very special to you. One strategy is to make your last meeting special. Ask your mentee if there's anything special he'd like to do (of course, within reason). For example, go to a good restaurant and share a meal or attend a sporting or cultural event.

- “**Use, “I remember when …”**” One of the things you do as a mentor is to create shared history with the young person. Some students don't have adults in their lives for sharing memories. When you say, “I remember the time we went to the … or the time we laughed about …” you are helping them realize that you have created positive memories together.

- “**Acknowledge the positive changes you’ve seen in the mentee**” Young people today are rarely acknowledged by adults in their lives. If you are able to do so, say, ‘I have really seen you grow in the area of________________’). Some examples:
  - ‘When we first met …
  - … you didn't open up, but after awhile it felt like you let me into your life.’
  - … it didn't seem you had a sure direction, but now you've got your GED and you are focused on a career in …’
  - ‘You seem so much more confident about yourself than when we first met.’
- ‘I’ve really noticed the way the other students pay attention to you when you have something to say.’
- ‘I like your thinking process. You’re able to see what’s holding you back, and then you make a plan to get past your hurdles.’

**“Acknowledge what you’ve enjoyed about the match”** Let your mentee know that getting to know them has been a positive experience for you. You could say things like:
- Thanks for sharing your world with me; I really enjoyed getting to know you.
- I had fun spending time with you.
- It’s made me happy to see you grow and develop as a person.
- Being with you helps me remember what was going on with me when I was your age.
- I’ve learned a lot from you, too!
- I feel I’m a better person for having spent time with you!

**“Negotiate continuing the relationship”** We hope that you’re able to continue your relationship with your mentee beyond the time commitment you made to the program. If you are able to continue, try to get a sense of whether your mentee wants to keep seeing you. (Of course, if the mentee is a minor, you’ll need to get permission from parents.) If you both agree, you can keep the same meeting parameters or you can meet once a month or you can just exchange phone calls, e-mails, and texts—whatever you can both agree on. Just remember that if you are consistent in your contact, you will be able to continue to be a positive influence on your mentee.

**“Seek help from staff if your mentee struggles”** If you sense that your mentee is having a problem with closure, PLEASE do not hesitate to give me a call. We can talk about it and I can try to give you strategies. If the situation calls for it, I can even speak with the mentee to give her more support.
SLIDE TITLE: Match closure support

TOPIC #7: Match Closure

DELIVERY TIME: 4 minutes (15 minutes total)

MATERIALS AND OTHER RESOURCES: none

SLIDE DEVELOPMENT NOTES: none

DELIVERY NOTES: Let participants know that the program has a process for closure.

- “Closure ceremony” Describe your closure ceremony
- “Exit interviews” Describe your exit interview process
### Next Steps

- Questions and comments
- Paperwork
- Screening
- Upcoming events and group activities
- Training evaluations

**SLIDE TITLE:** Next steps  
**DELIVERY TIME:** 8 minutes (30 minutes total)

**MATERIALS AND OTHER RESOURCES:**

- Post-training evaluation
- Training satisfaction survey
- Any additional paperwork mentors may need to complete

**SLIDE DEVELOPMENT NOTES:** none

**DELIVERY NOTES:**

- **“Questions and comments”** Ask participants if they have any questions or comments about the training or the program.
- **“Paperwork”** Provide any paperwork participants need to fill out.
- **“Screening”** If participants haven’t finished the screening process, discuss next steps in screening.
- **“Upcoming events and group activities”** Inform participants of any upcoming events and group activities
- **“Training evaluations”** There are two separate documents. Ask participants to fill out an evaluation on today’s training and also to take a quiz on their knowledge of mentoring and the YouthBuild mentoring process.
Thank you for your commitment and service to our young people!

DELIVERY TIME: 2 minutes (30 minutes total)

MATERIALS AND OTHER RESOURCES: none

SLIDE DEVELOPMENT NOTES: none

DELIVERY NOTES: Thank participants for taking the time to come to the training today and for their commitment to serving the young people of YouthBuild.
Handouts
Definition of Mentoring
The YouthBuild USA National Mentoring Alliance defines mentoring as “support and guidance, provided through a one-to-one relationship with a caring adult to assist a young person in achieving his or her own developmental goals.”

YouthBuild Mentoring Program Goals
- Provide youth with support during the YouthBuild program “year”
- Enhance the effectiveness of the other core YouthBuild components
- Provide continued support to young people after they have graduated or moved on from YouthBuild
- Teach social networking competencies and life skills
- Expose youth to “mentor-rich” environments where they might meet other mentors or positive role models
- Assist each young person in achieving the goals of the YouthBuild Life Plan
- Create a positive impact in the community through service projects and activities
- Enhance YouthBuild’s community relationships and partnerships
- Create a positive, meaningful, and FUN experience for all participants

The Structure of YouthBuild Mentoring Programs
- All matches commit to a minimum of 15 months of participation
- Each match begins with a commitment ceremony and ends with a closure ceremony
- Matches are made early in the YouthBuild program cycle (when possible)
- Matches meet for a minimum of four (4) hours per month (usually weekly or every other week) with additional phone, text, and e-mail contact encouraged
- Match activities are guided by the student’s YouthBuild Life Plan
- Most match meetings take place in the community to expand youth access to opportunities and resources
- Matches also engage in four service projects annually
- Mentors check in with the mentoring coordinator at least once a month to discuss the match and address any challenges
- Mentors receive initial orientation to mentoring and a minimum of four hours pre-match training; ongoing training once mentors are matched is provided every other month on average
Philosophy and Core Principles of YouthBuild Mentoring

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

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

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

Core Principles of YouthBuild Mentoring
YouthBuild mentoring is always:

- **Elective.** Young people must realize the potential value of a mentoring relationship and decide for themselves whether or not to become involved.

- **Youth-empowering.** Match activities are largely driven by the student’s YouthBuild Life Plan, the document that sets them on a course for long-term success. Each youth determines how the mentor can be most helpful to them as they work to achieve their goals.

- **Aligned.** The YouthBuild mentoring model is aligned with the philosophy, vision, and core values of YouthBuild: love, respect, knowledge, opportunity, leadership, and community. This model supports and promotes the idea that meaningful relationships between community members, such as a young person and a mentor, are the foundation of a healthy and just society.

- **Integrated.** The concepts of coaching, support, and building social networks are already built into the activities, routines, and tasks of YouthBuild. This helps YouthBuild students identify positive influences in their lives and provides them with opportunities to learn to trust others and build productive relationships. The YouthBuild mentoring model builds on this established culture by developing formal mentoring relationships that provide individualized support.

- **Community-based.** YouthBuild matches spend the majority of their time in the community, exploring new opportunities and exposing the young person to careers, resources, and other positive adults. Matches also engage in service projects that help improve our communities and build partnerships.
The Role of the Mentor

Be a friend, not a parent or authority figure. Mentors are trusted guides helping young people make positive decisions, form their own values, and realize their potential.

Have realistic goals and expectations. Mentors understand that change doesn’t happen overnight and that setbacks occur. Mentors empower young people to reach the goals set in their YouthBuild Life Plans.

Have fun. Getting to know the young person is the primary goal of any mentoring relationship. Activities such as hanging out, grabbing a bite to eat, or playing basketball help build the relationship.

Allow the mentee to have voice and choice in deciding on activities. Ask your mentee what he or she would like to do during your time together. This ensures that the young person will be interested and engaged in the activity.

Be positive. Offer encouragement and assistance. When times are tough, help the young person focus on the future. Celebrate successes large and small.

Let the mentee control the direction of conversations. Don’t push the mentee to tell you everything at once; allow him or her time to get to know you. Be sensitive and respectful and above all keep everything the mentee says to you confidential (unless the youth plans to hurt herself or someone else).

Listen. Sometimes the young person will need to vent about school, work, home, or friends. By listening more than talking you can learn a lot and build your relationship.

Respect the trust the mentee places in you. Don’t judge the mentee or provide unwanted advice. Reassure him that you will be there no matter what.

Remember that your relationship is with the young person, not his or her parent. The focus of the match is on the youth’s goals, not those of the family. At the same time, avoid passing judgment on the mentee’s family.

Remember that you are responsible for building the relationship. Take the initiative to keep in contact with your mentee.

What Do Matches Do Together?

One of the most exciting aspects of the YouthBuild mentoring model is the wide variety of activities that supplement the mentee’s classroom and work-site experiences. These activities are always as youth-driven as possible, putting young people directly in charge of best utilizing the support of a mentor.

In general, YouthBuild mentoring activities fall into four broad categories:

- **YouthBuild Life Plan activities.** Each mentee will create a YouthBuild Life Plan early in the program year. As mentor relationships progress, mentors will receive ongoing training and support around how to help YouthBuild students achieve the goals they have set in the Life Plan.

- **Activities just for fun.** While a Life Plan provides structure and focus for the match, mentors should also recognize the role of fun activities—and the role of simply hanging out—in building trust with mentees, especially early in the relationship.

- **Service activities.** All YouthBuild matches will engage in service activities two to four times per year (quarterly is preferred). These can be carried out by individual matches, but programs may find a greater community impact by planning service projects that bring all mentors and mentees together.

- **Other group activities.** Mentoring coordinators may plan community outings of all types to supplement mentoring activities.
Researchers have identified three categories into which mentoring relationships tend to fall. Read the categories and descriptions and reflect on what approach (or combination of approaches) you think is best for YouthBuild students.

- **Developmental relationships** focus on the bond between mentor and mentee, rather than around “fixing” the mentee or solving his or her problems. Activities are grounded in creating a caring and trusting relationship first, then addressing academic, career, or other needs and goals from there.

- **Prescriptive relationships** are those in which the needs of the youth are identified early on and become the focal point of match goals. These relationships tend to focus on identifying and addressing the young person’s deficits rather than building on his or her assets and strengths.

- **Instrumental relationships** engage the young person in challenging, goal-focused activities. Mentors intentionally help young people gain new skills or access new opportunities to help them achieve personal and career-oriented goals.

**What can you do?**

As a YouthBuild mentor, you can build a strong relationship through the following practices:

- See your role as friend first, rather than a teacher or parent.
- Really listen to what your mentee has to say.
- Be consistent and dependable.
- Involve the young person in setting goals for the relationship and deciding what to focus on and how to spend your time together.
- Seek and utilize other YouthBuild resources and staff members, as well as opportunities outside the program, to help young people connect to additional caring adults and opportunities that will help them achieve their goals.
## Stages of Adolescent Development

<table>
<thead>
<tr>
<th>Movement Toward Independence</th>
<th>Early Adolescence (Approx. 10–14 yrs.)</th>
<th>Middle Adolescence (Approx. 15–16 yrs.)</th>
<th>Late Adolescence (Approx. 17–21 yrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging identity; moodiness; better able to express oneself; awareness of own faults; less attention paid to parents; search for new people to love outside of family; may return to childish behavior during times of stress; close friendships and peer group more influential.</td>
<td>Self-involved; extremely high expectations with worries about failure; strong desire for independence from parents; overly concerned with personal appearance; effort to make new friends; strong emphasis on peer group; periods of sadness; increased self-reflection.</td>
<td>Firmer identity; able to think through ideas and express them in words; greater self-reliance, able to make decisions; developed sense of humor; interests and emotions become more stable; able to compromise; pride in one's work; greater concern for others.</td>
<td></td>
</tr>
</tbody>
</table>

| Future Interests and Cognitive Development | Increasing career interests; mostly interested in present and near future; greater ability to work. | Intellectual interests gain importance; some sexual and aggressive energies directed into creative and career interests; anxiety can emerge related to school and academic performance; some worries about future. | More defined work habits; higher level of concern for the future; thoughts about one's role in life. |

| Ethics and Self-Direction | Rule and limit testing; experimentation with cigarettes, marijuana, and alcohol; capacity for abstract thought. | Development of ideals and selection of role models; more consistent evidence of conscience; greater goal-setting capacity; interest in moral reasoning. | Useful insight; focus on personal dignity and self-esteem; ability to set goals and follow through; acceptance of social institutions and cultural traditions. |

| Sexuality | Girls mature faster than boys; shyness, blushing, and modesty; more showing off; greater interest in privacy; experimentation with body (masturbation); worries about being normal. | Concerns about sexual attractiveness; frequent changes of relationships; more clearly defined sexual identity, with internal conflict often experienced by those who are not heterosexual; tenderness and fears shown toward opposite sex; feelings of love, passion. | Concerned with serious relationships; clear sexual identity; capacities for tender and sensual love. |

| Physical Changes | Gains in height and weight; growth of pubic/underarm hair; increased perspiration, oil production of hair and skin. Girls: menstruation and breast development. Boys: growth of testicles and penis, deepening of voice, facial hair. | Males show continued height and weight gains while female growth slows down (females grow only 1 to 2 inches after their first menstrual period). | Most young women are fully developed; young men continue to gain height, weight, muscle mass, body hair. |

What is a boundary?
A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective they need to be applied on a consistent and ongoing basis.

Who needs boundaries?
All of us can benefit from having healthy boundaries in our relationships. Exercising your ability to set and maintain boundaries with your mentee, her family, friends, and others involved in the match will help you develop a strong, positive mentoring relationship.

Although all young people need to understand the boundaries of a relationship, they are particularly important for youth who:

• Come from chaotic, inconsistent, and unpredictable environments
• Have been the victims of abuse or violence
• Have not had their own needs met by the adults in their lives

Are there any signs that can tell me if my personal boundaries have been crossed?
Feeling angry, used, violated, drained, or like you need to walk away from the relationship may be signs that you are in a situation where your boundaries are being crossed.

How do I prevent my boundaries from being crossed?
Decide what boundaries are important to you before the match gets going. Planning in advance will help you prevent being caught off guard and will also help you plan and rehearse your desired response. For example:

• Money. How much money am I comfortable spending on activities I do with my mentee? How will I respond if my mentee asks me to buy him or her something? How will I feel if my mentee's family requests help with their finances?
• Behavior. What will I do if my mentee uses foul language, mistreats others, or is disrespectful of me during one of our meetings?
• Self-disclosure. How will I respond if my mentee asks me about my previous experience with sex, drug use, past relationships, or other personal issues?
• Time. Am I comfortable spending more time with my mentee than the program requires? Am I comfortable receiving phone calls at work? How late is too late to receive a phone call (or too early)? What will I do if my mentee does not show up for a meeting?
• Involvement with parents or guardians. What will I do if my mentee’s father asks me out on a date? What do I do if my mentee’s mother regularly shares her laundry list of complaints about her son? How do I handle family members sharing their own personal problems with me?
Remember that if you are not sure how to respond to a situation, you have every right to request time to think about it. It is best to set boundaries from the start. However, you can and should make adjustments to your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship.

Finally, and most importantly, remember that you do not have to do this alone. If you are unsure about a situation, need help figuring out how to proceed, or need an intervention, go to the YouthBuild program staff for support.

Are there any guidelines to help me decide how to react when confronted with a situation that challenges healthy boundaries?

Here are suggestions to consider when trying to decide how to handle a difficult scenario:

- **In mentoring, the relationship is the formula, the strategy, and the intervention.** How can you respond to this situation in a way that protects the well-being of the mentoring relationship?

- **The way in which you respond is as important as the response itself.** What are the short- and long-term consequences of the way you are choosing to handle the situation?

- **Communicate from a place of personal honesty.** How can you effectively communicate with your mentee the importance of the boundary in question in a way that honors your needs without blaming or shaming your mentee?
Getting the Match Off to a Good Start

Everyone knows that first impressions are important to any new relationship. The first few meetings between you and your mentee will set the tone for the rest of the relationship. Consider the principles of developmental relationships from the beginning. Here are some key practices for getting the match off to the right start.

During the first match meeting:
• Get to know the young person by talking about shared interests.
• Create agreements for your relationship, including when you will meet; where, how often, and how to contact each other; and what to do if someone cannot make the meeting.
• Talk about your respective roles in the mentoring relationship.
• Ask the young person to tell you what he or she expects of you and share hopes for the relationship.
• Participate in any group kick-off activities offered by the program.

Early in the match:
• Begin learning about the young person’s interests for match meetings and start brainstorming ideas for activities and projects.
• Let your mentee take the lead in choosing what you will do together.
• Be prepared to take the initiative to contact your mentee if he or she does not call you.
• Be flexible and creative if your mentee is unsure of what activities to do.
• Participate in activities and utilize resources provided by the YouthBuild program.
• Have fun and emphasize the relationship over specific goals. While you will eventually focus more intentionally on the student’s YouthBuild Life Plan, it’s important to build your relationship first in these early meetings.
• Establish your own match traditions.
Sample Match Icebreaker: Getting to Know Each Other

The first meeting between you and your mentee is important. Here are some tips for getting your relationship off to a good start.

Before you meet

• Be sure you know your mentee’s name and how to spell and pronounce it!

• Review what your mentor coordinator has told you about the young person so you have an initial idea about his or her interests.

At the first meeting

• Greet the young person with a smile and a handshake. Introduce yourself and mention how you’d like to be addressed. Find out how the young person likes to be addressed.

• If you can, spend some of the time together doing something active, such as walking to a coffee shop or taking a tour of the YouthBuild site. Talking while moving feels more comfortable to many people than just sitting face-to-face.

• Rather than asking a lot of questions, start by briefly telling something about yourself, your family, work, or interests. Then, ask the mentee to tell you something about herself. You can also share each other’s interest surveys to see similarities and differences.

Activities and conversations to break the ice

• Share your most and least favorite things with each other. My favorite … is … because …. These discussions can be serious or light. Take turns coming up with favorites to talk about. Examples:
  — My favorite movie is … because …
  — My favorite teacher is/was … because …
  — My favorite pizza topping is … because …
  — My favorite athlete/actor is … because …
  — My least favorite school subject is … because …
  — My least favorite way to travel is … because …
  — My least favorite thing to do on the weekend is … because …

• Share a goal. Each person shares a goal for the coming year or month: One of the things I hope to do this year is …. Talk about how you could help each other with those goals.

• Talk about mentoring. Share a time in your life when you had a mentor, either formal or informal. What was that like for you? What are your hopes for this mentoring relationship? Ask your mentee if he or she has any expectations for the relationship. Find out if there are specific areas of interest the mentee would like to explore with you. Remind the mentee about their YouthBuild Life Plan. Ask how he or she would best like to focus on the plan if one is already in place or about ideas for the Life Plan if it has not been completed yet.
Before ending your first session:

- Exchange preferred contact information.
- Agree that both of you will let the other person know if you cannot make a meeting.
- Review program expectations and any important rules.
- Decide when and how often you will meet, and set a date and time for the next meeting (plan to meet the following week to keep the momentum going).
- Ask the mentee if she or he has any questions about you or the program.

Remember that this first meeting may feel a little awkward or uncomfortable, but don’t get discouraged. You are planting the seeds for a relationship that will take time to grow.
Giving the Young Person Voice and Choice in the Mentoring Relationship

In YouthBuild, as in all high-quality mentoring programs, young people are full partners in the process of deciding what activities you will do together. Giving your mentee voice and choice about activities will:

- Help build your friendship. It demonstrates that you value the young person’s ideas and input and that you care about and respect him.
- Facilitate the development of decision-making and negotiation skills. These skills will in turn help YouthBuild students be successful in personal and professional relationships throughout their lives.

Some young people might be reluctant to drive decisions about match activities for a number of reasons:

- They don’t want to seem rude. Often young people have been taught to let adults make all the decisions.
- It really is difficult for them to come up with ideas. Many YouthBuild students have had little opportunity to travel outside their neighborhoods and don’t know what the possibilities might be.

Help your mentee make decisions with the following strategies:

- Provide a range of choices for possible activities you think your mentee will enjoy and let her choose among them.
- Create an “idea file” together. When your mentee is out of ideas, you can refer to it and choose something from the list.
- Listen. You can learn a lot about what might capture your mentee’s interest as you get to know him better, which will help you come up with activities that complement those interests.
- Let your mentee know that her or his enjoyment is important to you. Some young people may feel they need to pick activities to please their mentors. Remind them that they are equal partners in the relationship.
- Encourage mentees to consider activities that can help them pursue their YouthBuild Life Plan goals.
Activity Ideas for YouthBuild Mentors and Mentees

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

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

Visit your local library and get a library card
Match Activities to Support YouthBuild Life Plans

Working with your mentee on his or her YouthBuild Life Plan goals opens up a wealth of additional structured activities you can do together. Though these activities will be driven by the specific goals of the young person, below are a few examples of the types of activities you might do together to encourage progress toward achieving Life Plan goals.

<table>
<thead>
<tr>
<th>Sample YouthBuild Life Plan category</th>
<th>YouthBuild student goal</th>
<th>Possible mentoring activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Attend four-year college to study engineering</td>
<td>Research colleges and universities in the area with strong engineering programs; determine admission requirements</td>
</tr>
<tr>
<td>Careers</td>
<td>Become an engineer</td>
<td>Arrange informational interviews with several local engineering firms to learn more about working in this field</td>
</tr>
<tr>
<td>Family and friends</td>
<td>Assist younger brother in graduating from high school</td>
<td>Research effective tutoring strategies; mentor and mentee help younger brother study for upcoming tests</td>
</tr>
<tr>
<td>Finances</td>
<td>Save $100 a month for a specific purpose</td>
<td>Analyze youth's income and expenses; create sample monthly budget together</td>
</tr>
<tr>
<td>Leadership</td>
<td>Clean up playground at local elementary school</td>
<td>Organize a community service project; enlist other matches, friends, and family to help; approach local business for in-kind donations</td>
</tr>
<tr>
<td>Health</td>
<td>Lose 20 lbs. within the year</td>
<td>Research the calorie content of certain foods; build physical activity (such as shooting hoops) into match meetings</td>
</tr>
</tbody>
</table>
Why Engage YouthBuild Mentoring Matches in Service Projects?

All young people have a lot to gain from participating in service projects. Research shows that volunteers are more likely to have better self-esteem and increased chances of succeeding in life. Youth who come from disadvantaged backgrounds stand to gain even more: Seventy-six percent of those youth who volunteer say that it is very likely that they will graduate from a four-year college, as opposed to 51 percent of those who don’t volunteer.

Young people who volunteer gain valuable experience and skills for school and work, are more apt to avoid risky behaviors, and feel more empowered and connected to their community. Surveys show that only 10 percent of youth from disadvantaged circumstances feel they can make “a great deal of difference in their community,” and 41 percent describe their effect on the community as “a little, almost none, or no difference at all.” They are also significantly less likely to believe “people can be trusted.” Through service, young people can see how their actions make an impact; they’re exposed to positive adult role models and develop new, positive peer relationships; and they become vested in organizations that make social and civic contributions to their neighborhoods and communities.

Young people thrive when they’re supported by all sectors of the community—individuals, family, schools, youth agencies, businesses, governmental agencies, and faith-based and community organizations. This is the key philosophy of youth development. Through serving together, mentors can help youth learn new skills, build supportive relationships with adults, gain a sense of accomplishment, and see how their actions positively impact others. Mentors are encouraged to use a youth development approach when working with young people on shared service projects. The chart below outlines some of the differences between an approach in which the mentor takes the lead and one in which the youth takes the lead role with the support of a mentor.

<table>
<thead>
<tr>
<th>Adult-centric approach</th>
<th>Youth-development approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling</td>
<td>Coaching and modeling</td>
</tr>
<tr>
<td>Adult knows everything</td>
<td>Young person explores</td>
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<tr>
<td>Privacy and isolation</td>
<td>Collaboration between youth and adults</td>
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<tr>
<td>Doing things the same old way</td>
<td>Taking a creative approach to projects and issues</td>
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<tr>
<td>“Because I said so!”</td>
<td>Meaningful dialogue with youth about the issues that are important to them</td>
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<tr>
<td>Adults in charge</td>
<td>Youth in the driver’s seat</td>
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<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Effective communication tips</th>
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<tbody>
<tr>
<td>The beginning of the match</td>
<td>• Getting to know each other</td>
<td>• Ask open-ended questions</td>
</tr>
<tr>
<td></td>
<td>• First impressions</td>
<td>• Use body language that is open and not guarded</td>
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<td></td>
<td>• Trying to see the positive in the relationship</td>
<td>• Engage in active listening</td>
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<td></td>
<td>• Bonding</td>
<td>• Demonstrate empathy</td>
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<td></td>
<td></td>
<td>• Avoid “prescriptive” communication</td>
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<tr>
<td></td>
<td></td>
<td>• Use prompts</td>
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<td></td>
<td></td>
<td>• Use language you feel comfortable with</td>
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<tr>
<td></td>
<td></td>
<td>• Don’t be afraid of silence</td>
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<tr>
<td>Challenging and testing</td>
<td>• Mentee challenges</td>
<td>• Be consistent in your communication, even if it is difficult</td>
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<tr>
<td></td>
<td>• Testing phase</td>
<td>• Demonstrate respect</td>
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<tr>
<td></td>
<td>• Rethinking first impressions</td>
<td>• Build problem-solving techniques into your open-ended questions</td>
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<tr>
<td></td>
<td>• Difficult feelings or emotions may surface</td>
<td>• Raise sensitive issues at the beginning of your interactions</td>
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<td></td>
<td></td>
<td>• Make sure to separate behaviors from who the mentee is.</td>
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<tr>
<td></td>
<td></td>
<td>• Disclose personal feelings and experiences when appropriate</td>
</tr>
<tr>
<td>“Real” mentoring</td>
<td>• The relationship begins feeling right again</td>
<td>• Continue with disclosures when appropriate</td>
</tr>
<tr>
<td></td>
<td>• Trust is established</td>
<td>• Avoid advising, and allow youth to actively problem solve</td>
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<tr>
<td></td>
<td>• Growth in the mentee can be observed</td>
<td>• Build off your knowledge of your mentee’s strengths to foster deeper discussions</td>
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<tr>
<td></td>
<td>• A “deeper” bond and connection has been formed</td>
<td>• Give positive feedback, but don’t be afraid to let your mentee know when something has hurt you</td>
</tr>
<tr>
<td>Ending</td>
<td>Preparing for closure</td>
<td>Find common language to sum up your feelings</td>
</tr>
<tr>
<td></td>
<td>Relationship may become more deep or mentee may start pulling away</td>
<td>Provide feedback that describes growth you have observed</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>Be prepared to listen and affirm any fears that your mentee may have</td>
</tr>
</tbody>
</table>

1. Elena, who is 16, tells you she’s thinking of getting a tattoo and wants you to accompany her. She explains that she needs someone over 18 to give permission and her foster mother would never go for it. You’ve been her mentor for less than a month.

2. Ahmed, 18, becomes uncharacteristically angry when you ask him about attending a YouthBuild service activity together. You’ve been mentoring him for three months. When you ask what the matter is, he just shrugs and says “You wouldn’t get it.”

3. Your mentee Akimi, who is almost 17, has a steady boyfriend who has been pressuring her to have sex. At your regular meeting she asks you when you first had sex and why, and other personal questions about your former and current relationships. You and Akimi have been matched for six months.

4. You and your mentee Gabriela, 18, have been matched for almost eight weeks. At your last meeting, she turned up with bruises, and, in the middle of your conversation, admitted that her partner is abusing her.

5. Tyreke is 16 and has been in and out of foster homes since he was five. You have been mentoring him for almost nine months. He calls you at 11:00 p.m. one evening, extremely upset, and tells you that his latest foster mother has just kicked him out of the house.

6. Your mentee Mia is 17 and you have been matched for a few months. She wants to earn her GED but she has been struggling academically. When you meet this week, she has just learned that she failed to pass an important test. She tells you she might as well give up because she will never be able to pass the GED tests.

7. You’ve been matched with Binh, 17, for almost a year. Before you were matched, he had been in and out of the juvenile justice system for drugs and gang-related activity. Although he’s been staying on track, he’s been struggling financially, trying to support his girlfriend and new baby. You’ve heard a rumor that he has started to sell drugs again in an effort to make more money to pay the bills.
Additional Resources for YouthBuild Mentors

The following publications, movies, and online resources can help YouthBuild mentors learn more about the art of serving as a mentor, provide activity and conversation ideas, and inspire them in their work.

Online Publications


Overcoming Relationship Pitfalls—Fact Sheet. Published by The Mentoring Resource Center. http://educationnorthwest.org/webfm_send/250

Responsible Mentoring: Talking About Drugs, Sex and Other Difficult Issues. Published by EMT. http://www.emt.org/userfiles/RespMentoringBooklet.pdf


You can find many more downloadable resources on various aspects of mentoring at http://www.mentoring.org/get_involved/for_mentors/resources_publications/

Books and Print Materials


**Additional Resources for YouthBuild Mentors**

**Websites/Online Trainings**

- Chronicle of Evidence-Based Mentoring. Produced by the Center for Evidence-Based Mentoring. [http://chronicle.umbmentoring.org/](http://chronicle.umbmentoring.org/)
- YouthBuild USA National Mentoring Alliance Community of Practice for Mentors [http://youthbuildmentoringalliance.org/for-mentors](http://youthbuildmentoringalliance.org/for-mentors)

**Popular Movies**

Training Satisfaction Survey

Date:

1. What did you find to be most useful in this workshop?

2. What did you find to be least useful?

3. Was there anything you felt was missing from this session—anything you would have liked to learn more about?

4. In what other ways could we improve this session?

5. Please rate the following on a scale of 1–5, where 1 is Poor and 5 is Excellent:

<table>
<thead>
<tr>
<th>Effectiveness of trainer</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training room</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Training materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Overall rating</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. List other topics or concerns you would like to have addressed in upcoming training sessions.

Please use the back of this form for any additional comments.
Training Effectiveness Evaluation Tool Pre-Test

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

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

1. YouthBuild mentoring is:
   a. a one-to-one relationship with a caring adult
   b. a professional counseling program for at-risk youth
   c. a program that teaches young people how to be like their mentors
   d. a program where adults meet with young people for lunch once a year

2. What is the minimum number of hours that mentoring matches meet per month?
   a. 1 hour
   b. 2 hours
   c. 3 hours
   d. 4 hours

3. One-on-one mentoring matches start:
   a. as soon as your orientation is completed
   b. as soon as a mentee selects you as his/her mentor
   c. after a 2-month waiting period
   d. by the end of the 3-month group mentoring activities period

4. Your most important role as mentor is that of:
   a. a stand-in parent
   b. an advocate and friend
   c. an authority figure
   d. a teacher

5. Engaging young people in challenging, goal-focused activities that help them achieve personal and career goals is an example of:
   a. a developmental relationship
   b. a prescriptive relationship
   c. an instrumental relationship
   d. a professional relationship

6. In successful instrumental relationships:
   a. mentees want to achieve their goals
   b. mentees rely on mentors to meet their goals
   c. mentors tell mentees what to do
   d. mentors set goals for mentees

7. Mentees and mentors final match decisions are made by:
   a. the mentor
   b. the mentee
   c. the program’s mentoring coordinator
   d. YouthBuild’s national director

8. Which is NOT a good strategy for your first meeting to get your match off to a good start?
   a. Talking about shared interests
   b. Focusing on yourself and what you can teach your mentee
   c. Talking about how and when to contact each other
   d. Asking your mentee questions about what he or she would like to do and learn
9. When it comes to communicating with your mentee you should:
   a. Call
   b. Text
   c. Email
   d. All of the above

10. Who should you contact if you have concerns about your mentee?
    a. Your mentee
    b. Your mentee’s legal guardian
    c. YouthBuild National Director
    d. YouthBuild Mentoring Program Coordinator

11. When is the mentee’s Life Plan created?
    a. Before he or she is accepted into the YouthBuild program
    b. In the 1st month of the YouthBuild program
    c. In the 6th month of the YouthBuild program
    d. At the end of the YouthBuild program

12. Which is NOT an effective problem-solving strategy?
    a. Tell the mentee how to solve the problem
    b. Anticipate problems that may arise in your match
    c. Focus on building trust and respect
    d. Empathize when your mentee opens up

13. When is an appropriate time to start talking about closure strategies with your mentee?
    a. 9 months before the end of your program
    b. 6 months before the end of your program
    c. 3 months before the end of your program
    d. 1 month before the end of your program

14. What is an effective match closure strategy?
    a. Focusing on the future and not on recreating history
    b. Planning a celebration for your last meeting
    c. Avoiding “when we first met…” statements
    d. Focusing on how you have benefitted your mentee

15. If my mentee is talking about harming him/herself, I should:
    a. Disclose this information to the police
    b. Disclose this information to my mentee’s legal guardian
    c. Disclose this information to YouthBuild Mentoring Program Coordinator
    d. All of the above
Training Effectiveness Evaluation Tool Post-Test

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

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

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   c. Disclose this information to YouthBuild Mentoring Program Coordinator
   d. All of the above