

What you will learn from this Mentoring Course from The National Mentoring Partnership is:



For more information on mentoring visit the National Mentoring Partnership web site at: <http://www.mentoring.org/>

How to Use this Course



As a mentee, you will be beginning a wonderful adventure! Getting the most out of your mentoring experience will depend on how well you prepare yourself.

This course will tell you everything you need to succeed. It is important that you go through the entire course.

What's Mentoring All About?

Got questions about mentoring? Well, this is the place to find the answers!

Mentoring is a special kind of caring, supportive relationship or partnership between two people that is based on trust and respect. Mentors share their knowledge and experience with mentees to help them define and reach their goals.

The mentoring relationship is usually between an adult (the mentor) and a teenager (the mentee). The relationship focuses on the teen's needs. When you become a mentee, your mentor will encourage you to reach your goals based on your vision of the future. So, wherever you want to go, mentoring can help you get there!



Newspaper Activity

Mentoring relationships are not always adult/teenager. New teachers often have veteran teacher mentors, for example, and business people have protégées, another word for mentee. Look through the newspaper for examples of different kinds of mentoring relationships, formal or informal, in which one person benefits from the knowledge and experience of another.

In this section you will find the answers to these questions:

- * What is a mentor?
- * What is a mentee?
- * What can you get out of this program?

What Is A Mentor?

A mentor is an adult who wants to work with a teenager, providing guidance and support to help the teenager meet his/her goals.



Newspaper Activity

Write a newspaper-style feature article about an adult other than a parent, who has provided you with guidance and support. In addition to the 5Ws and an H (Who, what, when, where, why, & how) give additional information to capture the person's character: create a portrait with words.

You will explore each of these topics to learn more about mentors:

- * Why do people become mentors?
- * What your mentor will do?
- * What your mentor won't do?

Newspaper Activity

Look through the newspaper for several days to find someone you would like to have as a mentor. The person could be living or dead. Explain what about this person's character would make him or her a desirable mentor.

Why do people become mentors?

There are probably as many reasons for people becoming mentors as there are mentors! Here are two mentor's stories.

Susan



After I graduated from college and left home, my mom began mentoring a young girl who lived nearby. During the first year they were together, Mom often told me about how things were going. They had a really great relationship. One day, when I was visiting home, I had a chance to meet Felicia, Mom's mentee. They seemed really comfortable together. When we were alone, Felicia told me how much Mom had done for her and how much the relationship meant to her.

Last year, Mom died. A month or two later, I decided to call Felicia to see if she wanted me to be her mentor. She said yes! We've been working together for six months now. It was a little hard at first, because we both missed my mom so much. But things are working out. And Felicia is just awesome! She is very determined and has this great, positive outlook on life. I can see why Mom was so into being a mentor.

Byron



When I was in high school, I was really into basketball. And I was good- probably the best on our team. My future was clear; I was headed for the NBA. I didn't spend too much time on schoolwork because I thought it really wouldn't matter. One of my teachers showed me that without better grades, I'd never make it to college. She did a lot to help me through school.

I went to college on a basketball scholarship. My first year, I injured my knee and couldn't play any

more. My coach spent a lot of time with me helping me make new plans.

Thanks to a lot of help, I graduated. Now I'm an assistant basketball coach at a college. I spend a lot of time with the kids on my team helping them realize that athletics are great, but they aren't everything. I also work as a mentor to two high school kids. I hope I can help them out the way other people helped me.

Newspaper Activity

Look through the newspaper for several days to find someone you would like to mentor. What kind of person could you help to achieve his or her goals? What about your personality suits you to be that particular person's mentor?

What Your Mentor Will Do

What will your mentor do? Well, what do you want him/her to do? There are a lot of options!

Need a friend? How about a coach? Someone to help get you motivated? Maybe an advisor? A supporter? Or maybe even a career model? Your mentor can be any of these. Most of what your mentor will provide falls into three areas.



* Your mentor can provide **Advice** to help you evaluate your options and make better decisions.

* Your mentor can also give you **Access** to a new world of ideas and experiences you may never have thought of.

* Depending on your relationship, your mentor can also provide **Advocacy**. That is, your mentor can speak up for you in important situations.

Advice

Your mentor probably has a wide range of life experience. As a result, he/she can be a great source of advice and information. So, if you ever want a second opinion, or a different perspective, try asking your mentor! One great way to get a

new perspective is to ask your mentor to share his/her experiences. What did he/she do in a similar situation? How did it work out?

Also remember that mentors are people, just like you. They have their own values, which may be very different from yours and may lead them to very different ideas about what you should do. Listen to your mentor, evaluate their ideas and see if they make sense for you.

But remember, you are really your own best adviser! Listen to what your mentor says. Think about your choices. Think about the results of each choice. Then decide what's right for you.

Newspaper Activity

Test your advice.

- ♣ Read an advice column in the newspaper every day.
 - ♣ Before you read the columnist's advice, write your answer to each problem posed.
 - ♣ Read your answers to the class or a classmate to critique both responses.
- Be sure to discuss the merits and flaws in both answers.

Access

One of the most valuable things about a mentoring relationship is that your mentor can help open doors for you. That's what access is all about- finding and getting involved in new situations.

Your mentor has had some valuable experiences. As a result, he/she probably knows a wide range of people and other resources. Your mentor can use these contacts and resources to help you realize your goals.

Newspaper Activity

It's not what you know....

Look through the newspaper for experiences that would broaden your interests. If you have never attended a musical comedy, for example, look for a theater where one is playing. If you have never bowled or watched a live sports event, find a venue in the paper where you can do so.

- Make a list of activities and experiences you have never enjoyed. Select ten of them for a "to do" list. Include when, where, and how much it costs.

Advocacy

Need a job reference? How about a college reference? Your mentor may be able to help you out.

But remember- in order to be an effective advocate, your mentor has to get to really know you! How would you feel about giving a job reference for someone you didn't know very well? It would be hard to do because you didn't know what the person was really like.

So if you want your mentor to be your advocate, you have to create opportunities for your mentor to really get to know you as a person. Be honest and open with your mentor. The more they learn about you, the stronger an advocate they can be!

Newspaper Activity

Advocacy.

What are some situations in which you would like to have the benefit of someone who has "been there"? How does your answer affect your choice of the ideal mentor?

- Read obituaries for the education and experiences that helped the subject to progress through his or her life or career. Which situations would require a reference? Which situations would be easier if you knew someone to smooth the way? (For example, many people want to be actors, but someone who knows a casting director probably has an advantage over someone who knows only bankers.)

What Your Mentor Won't Do



While there are a lot of things your mentor will be able to do, there are also some things he/she won't be able to do. Your mentor won't:

- * buy you expensive gifts;
- * make critical decisions for you;

- * help you do things you both know you shouldn't do;
- * take the place of your parents, social worker or legal guardian; or
- * force you into anything.

What Is A Mentee?

A mentee is a teenager who wants to achieve his/her goals by working with an adult. It takes some hard work, but the rewards are worth it.

How do you get the most out of your mentoring relationship?



Lets explore each of these topics to learn more about how to get the most out your mentoring relationship.

Things You Should Do

To help make your mentoring relationship work, there are some things you need to do. These include the following.

- * Keep appointments with your mentor; if you have to miss one, talk to him/her about when you can reschedule.
- * Show up on time.
- * Return phone calls.
- * Remember to say "thanks" occasionally.
- * Suggest topics you would like to discuss.
- * Let your mentor know how he/she can help you.
- * Be honest with your mentor.
- * Explore differences between you and your mentor in areas like age, race and where you live.
- * Share your goals.
- * Tell your mentor if something about your relationship is bothering you.
- * Remember that your mentor is a person, in many ways a lot like you. He/she wants to be liked and respected by you, too.

Things You Should Not Do

Just like in any other relationship, there are some things you just shouldn't do. Don't:

- * ignore your mentor;
- * agree to do something you really don't want to do;
- * wait for your mentor to always make the first move;
- * let your mentor set your goals for you;
- * avoid talking about your problems with your mentor;
- * expect your mentor to buy you things; or
- * tell your friends the things your mentor says to you.



Setting Goals

Who Are You Now? Who Do You Want To Be In The Future?

The most valuable thing your mentor can help you do is reach your goals. But, guess what? For this to happen you need to have goals in the first place!

Setting goals is a difficult process for a lot of people, kids, and adults too! If you are having trouble setting goals, your mentor can help you. Here are two exercises that will help you set goals. You can work through these on your own, or you can do them together with your mentor.

Newspaper Activity

Goals: Read the front page of each section (Main, Sports, Metropolitan, etc.) for examples of people who have set clear goals for themselves. Discuss:

- ♣ What the goals are
- ♣ What they have done to reach their goals
- ♣ Whether they had help along the way.

Notice what kinds of newspaper stories you find about people who do not seem to have any goals.

Setting goals is really a two-step process. It involves knowing who you are today, and who you want to be in the future.

Who Are You Today?



Take a few minutes to think about the following questions. It will be helpful if you write down the answers- but don't worry, this isn't a quiz! There are no wrong answers and you don't get a grade; just some useful information about yourself.

1. What is your greatest gift? What are some things you do really well?
2. Who is your best friend? Why is he/she your best friend?
3. How would others describe your best characteristics and qualities?
4. What things do you like to do the most?
5. What is the most important lesson you have learned in your life?
6. What is the biggest mistake you have ever made? What did you learn from it?
7. List five people you admire and respect.
8. What part of your future are you most worried about?
9. What do you think makes adults happy or unhappy with their lives?
10. What do you believe will be the most important factors that will shape your future?

Newspaper Activity

Identity. Who are you? Look through the comics for a character or situation that reflects you, your family, or a friend.

- ♣ Clip out the comic and glue it to a piece of composition paper.
- Explain in what way the comic represents some aspect of your life.

Who Do You Want To Be In The Future?



What's your dream for the future? A great job? A successful career? A nice house? How about a family? Everyone dreams about their future. But have you ever noticed that some people's dreams seem to come true while others just never quite seem to happen?

So what's the secret to reaching your dreams? There really isn't one! With a little planning and a lot of work, you can reach your dreams.

Start by thinking about your dream. Who do you want to be? This is what you will be working for.

Then, set your goals. Goals are like stepping stones to help get you from where you are now to where you want to be. Each one of your goals should bring you one step closer to your dream. Here are some guidelines to help you establish effective goals:

Newspaper Activity

A dream is a wish your heart makes.

What is your dream?

- ♣ Look through the newspaper for the perfect house, car, job, and mate.
- ♣ Clip the pictures and attach them to a paper.
- ♣ Explore what about each appeals to you.

Make a plan – including a timeline - to achieve them.

1. Goals should be specific. For example: My goal is to graduate from Howard University with a degree in Electrical Engineering.
2. Goals should be something you can measure. For example: I want to graduate from high school with at least a 3.0 grade point average.
3. Set a time limit for your goals. For example: I want to read three novels by the end of next month.
4. Make a plan for reaching your goal. For example: I will save an extra \$25 each month until Christmas.

5. Monitor your progress, and make adjustments as necessary.
6. Celebrate your success! For example: Make a plan to go out to a movie with a friend if you can get an A on the next math test.

Now it's your turn. Think about what areas of your life are most important to you. You might consider high school, college, your first job, your health, your financial situation or your spiritual life. There are lots of possibilities! For each area that is important to you, think about the following (Again, it will be really helpful if you write your answers down so you can refer to them later).

- * What is your specific goal?
- * What is your plan to reach this goal?
- * By when will you reach this goal?
- * How will you monitor your progress?
- * What will you do to reward yourself for reaching this goal?

Be sure to share your goals with your mentor. If you get really stuck, and just can't come up with good goals on your own, your mentor may be able to help you.

What Can You Get Out Of This Program?

OK, you know what to do. You know what not to do. You know where you are and where you would like to be. So what can a mentoring relationship do for you?

Well, again, there is no one single answer. A good mentoring relationship can do many things for you. Here are a couple examples.

Jamal



Ever since I was a little kid, I've wanted to be a doctor. My mentor is a surgeon. He has helped me figure out which colleges I should apply to. When I go to college, he said he will help me

plan my course schedule. He's really given me a lot of great advice.

Shawna



Last year I was trying to decide if I should break up with my boyfriend. He said he loved me, but he wasn't very nice to me. He'd make jokes about me in front of his friends and yell at me a lot. I tried to talk to my friends, but all they said was that he was hot and I'd be crazy to break up with him. Finally, I talked to my mentor about it. She told me about her divorce. She said her husband wasn't nice to her and she ended up leaving him. Now she is sorry she didn't try harder to work it out. Since then, I've talked to my boyfriend and told him I won't let him treat me like that anymore. He was surprised I felt like I did. He said he'd try. I don't know if it will work. But if it doesn't, at least I know I did everything I could to make things work out.

How Do I Find A Mentor?

Finding the right mentor may take some work on your part, but it will be worth it!



Lets walk through these steps to find a mentor:

- * Think about what you are looking for.
- * Find a local mentoring organization
- * Find a mentor on my own
- * Next, just go ahead and ask!

Newspaper Activity

Where do you find a mentor?

Look through the newspaper for news about fraternal/philanthropic organizations such as the Rotary Club, the Lions Club, or the Optimists Club (There might even be a Mentoring group such as **Mentors Inc.**).

- ♣ When you find an organization that sounds good to you, call or visit to determine whether they have a mentorship program.

Don't overlook scouting and sports programs that are likely to have caring adults involved in them.

Think About What You Are Looking For

* First think about all of your different needs. Maybe you need help with schoolwork. Maybe you're ready to think about a career, or explore college options. Maybe you just need someone to talk to, someone neutral, who will be able to give you good advice.

* Make some notes about what you'd like to get out of a mentoring relationship. It is easier to ask someone for help if you yourself know what you are asking for.

* Make a list of all the people you know who might be able to be your mentor or to help you find a mentor. Be sure to consider the full range of possibilities, including family, friends, neighbors, teachers, coaches, club leaders, ministers, and others. Think about what things different people can help you with.

* Think about how you might approach them. You may want to call on the telephone and arrange a time to meet and talk in person. Or, you may want to stop by in an informal way. Ask if this is a convenient time to talk to them for a few minutes and ask for their help.

* Ask them to be your mentor or to help you find a mentor.

* Completing this worksheet will help you organize your thoughts!

Newspaper Activity

Where do you find a mentor?

Having a mentor with similar interests can not only be fun, but it can also be a bridge to the kinds of experiences that interest you.

- Look through the newspaper for an organization that involves your interests. If you like the theater, look for local theater where volunteers are always needed. If you like to work with your hands, find a builder who might like to have an assistant from time to time. Finding people with similar interests often leads to new friendships or mentoring situations (once a common practice called apprenticeship).



Personal Mentoring Assessment

Use the questions below to help you clarify your needs and identify potential mentoring resources (use a separate sheet if needed).

What do you need help with?

What do you want to learn?

Who is already helping you or who else could give you help?

Already Helping

At home: _____

At school: _____

At youth clubs: _____

At church: _____

In business: _____

In community organizations:

At a family member's work:

Could Help

At home: _____

At school: _____

At youth clubs: _____

At church: _____

In business: _____

In community organizations:

At a family member's work:

Find A Local Mentoring Organization

There are several organizations that sponsor mentoring programs. Check these Web sites to see if any of them are active in your community:

* Big Brothers Big Sisters of America, <http://www.bbbsa.org/> - match kids with mentors who provide meaningful friendships and share fun experiences.

* Boys & Girls Club, <http://www.bgca.org/> - Boys & Girls Clubs offer club programs and services promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence.

* Communities In Schools, <http://www.cisnet.org/> - Communities in Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life.

* Creative Mentoring, <http://www.creativementoring.org/> - a traditional, holistic, relationship-based mentoring

organization offering free training to anyone wanting to mentor in a public school in Delaware. We also support in-school mentoring programs in 60 partner public schools in Delaware.

* Do Something!, <http://www.dosomething.org/> - Do Something is a nationwide network of young people who know they can make a difference and take action to change the world around them. Do Something provides resources and support to help these young people make it happen.

* Gang Free Kids, <http://www.gangfreekids.org/> - GFK is dedicated to the prevention of child abuse and neglect by educating the community at all levels in gang awareness.

* Girl Scouts, <http://www.girlscouts.org/> - We give girls opportunities to build skills for lifetime success. Whether in science, sports, or the Girl Scout Cookie® Sale, we are showing girls how to set goals and reach them.

* Job Corps, <http://www.jobcorps.org/> - Job Corps provides integrated academic, vocational, and social skills training to help kids gain independence and get quality, long-term jobs or further their education.

* MentorNet, <http://www.mentornet.net/> - pairs women who are studying engineering or science with professional scientists and engineers working in industry, and help them form e-mail based mentoring relationships.

* National Assembly, <http://www.nassembly.org/nassembly/> - is an association of national nonprofit health and human service organizations bound by a common concern for the effective delivery of health and human services to the American people, especially those in need.

* The National Directory of Children, Youth and Family Services - is the most comprehensive National Guide for Professionals who help troubled children, youth and their families.

* S.C.O.R.E., <http://www.keepscore.org/> - was conceived to increase the number of people volunteering and increase the number of hours each person volunteers

* Straight Scoop News Bureau,

<http://www.strightscoop.org/> - The Straight Scoop News Bureau is an important was developed to provide student journalists with information about the realities of drugs and drug abuse.

* Virtual Volunteering Project, <http://www.serviceleader.org/vv/> - was developed to encourage and assist in the development of volunteer activities that can be completed off-site via the Internet.

* YMCA, <http://www.ymca.net/> - YMCAs are the largest not-for-profit community service organizations in America, working to meet the health and social service needs of 17.5 million men, women and children in 10,000 communities.

* YWCA, <http://www.ywca.org/> - Our mission is to empower women and girls and to eliminate racism. The YWCA empowers women and girls by offering services and programs that enrich and transform their lives.

When you find an adult you think might be a good mentor, suggest that he or she participate in one of these organizations

Newspaper Activity

Where do you find a mentor?

Read the newspaper to find various corporate, professional, non-profit, government, mentoring, or other organizations, that may be potential sources for finding a mentor. Make note of several organizations that fit careers or areas you are interested in that may be good prospects for finding a mentor. Then call them (or have a teacher, guidance counselor or parent call).

Find A Mentor On My Own

If there are no local agencies you can use to find a mentor, you will have to do some research on your own. There are many places you can look for a mentor. Here are some ideas to get you started.

At Home...Talk to your:

- * Parents and adult relatives
- * Friends
- * Neighbors

At School...Talk to your:

- * Guidance counselor

- * Favorite teacher
 - * Guest speakers
- At Recreation Centers...Talk to your:
- * Coaches
 - * Counselors
 - * Youth club leaders

- At Church or Synagogue...Talk to your:
- * Minister or rabbi
 - * Family friends

- At Local Businesses...Talk to your:
- * Managers
 - * Owners
 - * Boss
 - * Co-workers

Next, Just Go Ahead And Ask!



Do it! Go out and ask. Just follow these steps:

1. Tell them what you want from a mentor.
2. Tell them why you thought they would be a good mentor.
3. Ask if they would be willing to be your mentor, or to help you find a mentor.
4. If they say "no," they don't have the time, you should say thanks anyway, but perhaps they could suggest someone else to whom you might turn.
5. If they say "yes," set up a time for the two of you to have your first meeting. And offer them a copy of the tear-off card from the back of this brochure. This will give them a little more information about what it takes to be a mentor.

If at first you don't succeed, try again. Don't give up, and don't get discouraged. You may hear a no from four different people before you hear that magical yes from person number five. Babe Ruth struck out 1,330 times, but he also hit 714 home runs. Jackie Joyner Kersee overcame chronic asthma to become a double gold medalist at the Olympics in track and field. Don't worry about failing. Worry about the chances you miss when you fail to try.

Newspaper Activity

Where do you find a mentor?

Do you read news about local businesses that seem to care about people in the community? When you see an article about a business that is active in the community, call or visit to determine whether it would be willing to provide a mentor.

Developing A Great Mentoring Relationship



What you get out of your mentoring relationship will depend on the quality of the relationship. You are going to have a tremendous amount of influence on the quality of the relationship. This section of the course will show you how to start and build a great relationship with your mentor.

You will learn:

- * Who is in control?
- * How to get ready to meet your mentor for the first time
- * How to handle that first meeting
- * How to build a great relationship

Who Is In Control?

Your relationship with your mentor will be an adventure. Like any adventure, it will have some great times and some times that may be a little rougher. But whatever happens, always remember one thing:



YOU ARE IN CONTROL!
You are the one who:

- * determines what your goals are;
- * decides what goals you want to work on and what you will talk about; and
- * decides when and how much to trust your mentor.

How To Get Ready To Meet Your Mentor For The First Time



There are a couple of things you can do before you meet with your mentor for the first time that will help things go a little smoother. These involve thinking about what you want the mentoring relationship to be like.

There are two areas you should give some careful thought to:

- * What you want from your mentor
- * Groundrules for your relationship

Newspaper Activity

What will you do with your mentor?

Of course, you hope that a mentor will help you to make good decisions and to achieve your goals, but that doesn't mean that you can't have fun.

Watch weekend sections and entertainment ads for activities that you might enjoy together. Sometimes casual conversation at, or on the way to or from, an activity is easier and less guarded. These can be good opportunities to get to know each other and to explore new interests.

What Do You Want From Your Mentor?

This is a good time to look back at the results of your goal setting exercise. You did write them down, right? Well, now it's time to put them to use!

Think about your goals. How can your mentor best help you meet them? Here are some suggestions to get you thinking. Your mentor could:

- * help you with schoolwork by helping you organize your time, review papers and find additional sources of help;
- * take you to places where you can learn about things you are interested in;
- * help you think through a difficult decision;
- * ask you questions to help you clarify your goals; or
- * share his/her own life experiences.

Once you have some ideas of what you want your mentor to do, write them down! Then you can refer back to them during your first meeting. Your mentor will really appreciate the fact that you have taken the time to think about what you want him/her to do.

Ground Rules For Your Relationship

Groundrules are important. They are the rules you and your mentor agree to about the nature of your relationship. For example, you might decide to meet with your mentor at least once a week. That's a groundrule. If there are any others that you want to set, now is the time to think about them. Here are some examples of areas people often set groundrules for.

- * topics that are off limits (For example, some people are very sensitive about religion and would rather not talk about it.);
- * confidentiality (It's one of the rules, but it is always a good idea to review and agree to this rule together.);
- * communicating on a schedule (Some people like to meet on the same day every week. Others would rather be less scheduled.); or
- * absence notification (You might want to agree with your mentor that you will notify each other if either of you will be away and won't be able to get together.)

Again, it's a good idea to write down the groundrules you want to set so you can tell your mentor about them. A little thought now can prevent a lot of problems later on!

How To Handle That First Meeting



OK, you've been matched with a mentor and now you are going to meet for the first time. This is an exciting event, but it can also be a little scary! The following should help make your first meeting easier for both of you!

- * Introduce yourself and give your mentor some background information like your age, your family, and your school.
- * Don't feel like you have to talk about everything at once. You have lots of time to get to know your mentor. Talking about your goals, telling your mentor what you want them to do and setting groundrules are all important. But you don't have to do all of them in your first meeting! So relax, tell your mentor about yourself, ask a few questions, and remember you will have many opportunities to communicate in the future.
- * You may be a little nervous about meeting your mentor. Believe it or not, your mentor is also nervous about meeting you! Everybody worries about being accepted and liked. Share with your mentor why you are glad you are in the mentoring program.
- * Review the tips for getting off to a good start.

Newspaper Activity

What will you do with your mentor?

Are you thinking about what kind of work you want to do?

Look through the classified ads and discuss with your mentor which jobs sound interesting and what work or experience you would need to prepare for them.

Tips For Getting Off To A Good Start

Here are some tips that will help you get your relationship with your mentor off to a good start.

Appearance:

- * Wear clean, comfortable clothes.

- * If you choose to wear jewelry or make-up, don't wear a lot.

Attitude:

- * Be willing and eager to talk; be willing and eager to listen.
- * Be honest.
- * Psyche yourself "up" for the discussion. When you practice acting enthusiastic and positive, you actually begin to feel good.

Behavior:

- * Take a pen and paper with you in case you want to jot something down.
- * Greet the mentor by name.
- * Look at the mentor when speaking to him or her.
- * Remember to thank the mentor for their time and attention.

Conversation:

- * Don't be too nervous about pauses in the conversation. They are natural. It is okay to say, "May I have a moment to think about that?"
- * Ask your mentor to tell you a little about himself. This shows that you are interested and gets the mentor talking.
- * Avoid one-word answers. Try to hold up your end of the conversation.

Diary Of A Mentoring Relationship

Want to know what a mentoring relationship might be like? A mentor and a 12-year-old girl kept diaries of their relationship and gave us permission to share pieces of them with others. Each link will show you a page from each of their diaries.

As you read their responses from their first six meetings, remember that every mentoring relationship is different. This is just one example. Your relationship will be different!

First Meeting

Mentor's Diary Entry

Today I had my first meeting with Carrie, a bright 12-year-old who likes singing and dancing and anything to do with music. She told me how much she likes the Backstreet Boys.

We seem to have a love of music in common - though we like different kinds. I told Carrie how I used to work in marketing and public relations for a couple of theater groups. I also said I'd be

happy to tell her more about what it's like to work in theater, onstage or off.

Carrie seems to be a pretty serious student - she gets almost all A's. But she's feeling a bit stressed out about grades right now. We talked about how good grades are very important, but that so is her emotional well-being. Fortunately school will be out for the summer soon and she can relax a bit.

Mentee's Diary Entry

Well, I met my new mentor today. Things went pretty well. Her name is Ann and she works at a university.

I felt a little nervous at first, because I wasn't sure we'd like each other or like the same kinds of things. But Ann was really easy to talk to.

She likes music and acting and has worked for some theaters.

We talked about school and I told her the last month has been really hectic. I had to really work hard to keep up my grades. She told me just to do my best and that some marking periods are worse than others. I hope she's right.

I told her that I miss my friends back in Tennessee but that my dad is going to take us there for two weeks this summer. I'm hoping I'll see my friends. We were all like sisters and I miss them.

Talking to Ann makes me feel better, though.

Second Meeting

Mentor's Diary Entry

We really hit it off again today. Carrie and I talked about Tennessee; I told her I grew up right next door in Kentucky.

Even though school is out for the year, it's a subject not far from Carrie's mind. She's about to enter middle school and is quite anxious about it - she's afraid the 8th graders will pick on her.

I admitted that middle school has both good and bad points. On the one hand, it offers more variety in the types of classes you can take. On the other hand, it is very difficult emotionally. I told her I got teased a lot because I had acne, talked a lot and enjoyed movies and music that weren't popular with my peers.

But I also explained that if I had to do middle school over, I would not let what people said upset me the way it did. I would have just laughed at them and moved on (like I did in high school). We had a good laugh when I told her my philosophy: If you can make it through middle school, you can make it through ANYTHING. I

hope she believes that and that it made her feel less anxious.

Mentee's Diary Entry

My mentor Ann and I spent a couple of hours together today. It was fun to talk about Tennessee with her. It turns out that she grew up in Kentucky - we were sort of neighbors!

I asked her what kind of movies she likes and she said science fiction. I told her that I like scary movies. My favorite one is *Scream*. I like the way everyone is a suspect.

We also talked about middle school and that I'm scared to go there. I'm afraid the other kids will make fun of me. Ann said she had a hard time in middle school, too. It's kind of nice to know I'm not the only one who wasn't looking forward to 7th grade. But Ann said if I make it through middle school I can do just about anything. She said high school isn't nearly so bad.

Third Meeting

Mentor's Diary Entry

Carrie was pretty upbeat today -- we mainly talked about TV shows we like to watch. Her favorite is TRL, which stands for Total Request Live. It's a show on MTV that lets you vote for your favorite music videos, either by calling in or by voting on your computer.

We also talked a bit about the kinds of books we like to read. She's reading one now that is about one of the members of the Backstreet Boys.

Mentee's Diary Entry

Ann is really cool. Her favorite TV show is the X-Files. She gets together with her friends every week to watch the new episodes. Ann also told me she saw "The Blair Witch Project." Awesome. That's one I never got to see in the movies.

When Ann was my age she used to like Stephen King. Now she likes older kinds of books - the kind I think I'll have to read in high school.

Fourth Meeting

Mentor's Diary Entry

Summer is over and Carrie's getting ready to start middle school next week. She's very nervous about doing well in school and is a little unhappy about not being about to stay up so late anymore.

With regard to school, Carrie is especially worried about math. She had wanted to take the lowest level of pre algebra but, after taking a

placement test, she was put in the harder class. I tried to reassure her that many people who don't do well in general math actually do fine in algebra and geometry.

We talked about some of the fun aspects of school, too - about being in the choir and some of the other extracurricular activities.

Mentee's Diary Entry

I'm glad I could spend some time with Ann today. Just talking with her helped calm me down about starting school. She said pre algebra isn't as hard as the kind of math I've had so far. I hope she's right.

It's fun finding out how much we have in common - and how different we are. Ann doesn't drink soda anymore, but when she did, she drank Coke. I told her my favorites are Mountain Dew, Pepsi and Dr. Pepper. Oh yeah, and Sprite ...yummy!

Fifth Meeting

Mentor's Diary Entry

My mentoring skills were really put to the test today. Carrie asked for my advice in how to deal with her father. According to Carrie, he is very controlling and calls her names like scoundrel and Satan worshipper. It upsets her because she says she doesn't listen to bad music or anything like that. She said he always thinks he's right - and even tells her mother that.

Something disturbing happened the other day. He went on the computer (which Carrie's grandmother gave her as a Christmas present) and began deleting all the pictures she had saved of the Backstreet Boys.

I had to answer her very carefully, so I began by saying that my parents reacted similarly when I went through my Beatle craze. My mother used to call them Communists and anarchists.

As far as her father calling her bad names, I said that she would have to be the adult when he chose not to be. I advised her NOT to respond with hostility when he calls her horrible names. I suggested that she stay calm, take a deep breath and think very carefully about her response. I said that she might say, "I'm sorry you feel that way." Or "I'm sorry you think that." But I also urged her never to say anything just to make him mad and not to start any arguments.

Although I didn't want to interfere, I did tell Carrie that if her father ever becomes threatening or abusive, that she should please, please, please

go to her guidance counselor at school and talk about it IMMEDIATELY.

Mentee's Diary Entry

Ann and I had a pretty serious talk today. I was complaining about my dad. He's always trying to control what I do or say and lately he's been calling me names. I don't know why he does that. I try to do well in school and I don't listen to music with bad words.

Yesterday, he deleted some files on my computer. He said it was his computer and he didn't want pictures of untalented Satan worshipers on it. First of all it's my computer. Grandma gave it to me for Christmas. And second, the Backstreet Boys are not Satan worshipers.

We just don't get along. But Ann said I should just try to stay calm and not let my father get to me. Instead, she said I should just try to say, "Sorry you feel that way." Or something like that. I guess I can try it.

Sixth Meeting

Mentor's Diary Entry

Whew! Crisis averted. Carrie thanked me for my advice and said things aren't so bad right now with her dad. She still doesn't like the fact that he only wants her to listen to religious music, but she's willing to try my suggestions.

We had a more relaxed meeting today. Most of the time we talked about Carrie's first day of school and her plans for after she graduates - college, career, etc.

Mentee's Diary Entry

Ann and I talked about how things are going with my Dad. I was pretty mad at him last week for messing with my computer and calling me names.

She had some good advice for me about staying calm and watching how I answered my dad. I've been trying it and my dad and I do seem to be getting along better.

We talked about how my first day of school went - fine! I'm not so nervous about the year now. We also talked about what I might do after graduating from high school. It's fun to think about what I might be!

How To Build A Great Relationship

As time goes by, you will have many opportunities to build a strong relationship with

your mentor. We have already looked at several ways you can make this happen.

While the keys to success are honesty and mutual respect, here are some other things you can think about:

- * Questions you might ask your mentor
- * Questions your mentor might ask you



Questions You Might Ask Your Mentor

Feeling like you don't have anything to say? Here are some questions you can ask to find out about your mentor:

1. What did you do after you graduated from high school? Would you do that again?
2. What do you like most about your work? Least?
3. What kinds of things do you do in an average week?
4. In what ways did your education prepare you for your job?
5. If you could go back to high school, what would you do differently?
6. Why are you interested in being a mentor?
7. Whom do you admire? Why?
8. How did you choose your career?
9. How do you define success? What do you think is most important for success?
10. Did you, or do you, have a mentor? How did that person help you?

Questions Your Mentor Might Ask You

Here are some questions your mentor might ask you- and some tips for how to answer them!

1. Tell me about yourself . . .
 - * Keep the focus on yourself, not your family or friends.
 - * Concentrate on your strengths and on goals for which you are willing to work hard.
2. How is school going?
 - * Be specific; mention classes, subject matter, grades and activities. Be specific.

- * Try to balance negative experiences with positive steps you are taking.
3. What do you plan to do after high school?
 - * Express your thoughts even if you are not certain and/or are considering several options.
 - * Be specific if you have definite plans.
 4. Where do you hope to be in five years?
 - * State your goal, if you have one. Be realistic, five years isn't that far away!
 - * Focus on your career plans. If you are comfortable with the idea, you can include your personal life.
 - * You might also want to ask your mentor the same question.
 5. How can I best help you?

Read the following list and see if you can get some ideas.

 - * finding a job;
 - * preparing for college or other training;
 - * exploring career possibilities;
 - * providing new experiences and opportunities to learn;
 - * helping with decision making and goal setting;
 - * keeping me motivated and focused on my goals;
 - * helping me solve personal problems; or
 - * assisting me with my studies.

One final thought -- remember that you are in control! If your mentor asks you a question that you are not comfortable answering, politely let him/her know.

Things To Do With Your Mentor



Looking for ideas for things you can do with your mentor? You've come to the right place! Here are over 40 ideas for activities you can do with your mentor!

Remember, these are only suggestions. Not all of them are appropriate for everyone. And, you don't have to do all of these at once! You will have lots of time to check these out:

- * Get To Know Each Other
- * Solve Problems
- * Explore The Internet

- * Investigate School/College/Careers
- * Have fun together

Get To Know Each Other



One of the first things you and your mentor need to do is to get to know each other better. Here are some ideas that will help get you started.

- * Talk about why you got involved in mentoring, what you are looking forward to, what makes you nervous about it, what you hope to get out of it, and what you hope to give as part of it.
- * Note what you have in common, and what you would like to hear more about the other.
- * Talk about your favorite movies, celebrities, performers, historical figures, heroes, sports figures or teams, etc., why you like them and what you learn from them.
- * Talk about your favorite foods to eat, and your favorite foods to cook (and how to cook them!). Try out each other's recipes and discuss how they worked out.
- * Share information and details of things that might be unique to your particular culture or geographic area (clothing, ceremonies, music, traditions, food, etc.).
- * Talk about your pets, or other animals that particularly intrigue you and why.
- * Share positive stories about your family.
- * Share stories about family conflicts/difficulties and how they were resolved -- or how you wish they had been resolved.
- * Talk about when you have volunteered to help another person or an organization (a church, a school, a cause you believe in, etc.). Why did you do it? How did the person or organization benefit from your service? How did YOU benefit from your service? What kinds of volunteering would you like to do?
- * Discuss your favorite music and performers.
- * Describe your dream home and the qualities it will have.
- * Describe your dream car and the qualities it will have.

- * Share genealogy information, and explore family trees together. Two good resources for this are:

The Genealogy Home Page
<http://www.genhomepage.com/>

- * Discuss fashion: clothing and hair styles that you like, that you don't like, what's in style now, what used to be in style, etc.
- * Refer back to previous discussions, or events that your mentor mentioned. "How was dinner at your aunt's house?" or "How is your new baby?" or "How did that project you were working on work out?"

Newspaper Activity

What will you do with your mentor?
 Sometimes it is easier to talk if it is "my friend" who "has a problem."

Look through the newspaper for stories about teenagers and children who are in trouble or have made bad decisions. Talk about more ways that they could have acted responsibly and appropriately. What are ways you can be more responsible?

Solve Problems



Your mentor can be a great resource to help you solve problems. Here are some ideas for how you can bring the discussion around to sensitive issues.

- * Share stories about family conflicts/difficulties and how they were resolved -- or how you wish they had been resolved.
- * Ask your mentor about difficulties he/she might have experienced as a teen and how he/she overcame them.
- * Talk about difficulties you are facing and how you are dealing with them.

Explore The Internet



The Internet offers a HUGE variety of information that you can explore with your mentor. Some of this information is useful for investigating career options or school assignments. Some of it is just fun. Give some of these suggestions a try.

- * Share your favorite uses of the Internet, and the Web sites and online discussion groups you find most helpful or entertaining. Visit each other's favorite web sites and offer your own opinion about them.

- * Talk about your favorite uses of computers and software (including games) you find the most helpful or entertaining. If you discover that you both play the same computer games, talk about which "levels" you've attained, tips/hints you've found helpful, etc.

- * Seek out and share Web sites you think your mentor would enjoy, based on what you know about him or her.

- * Check out some of these web sites together:

- * CollegeScholarships:

<http://www.fastweb.com/>

<http://www.college-scholarships.com/>

Scholarly Stuff: <http://www.scholarstuff.com/>

Test Preparation & Educational Services:

<http://www.kaplan.com/>

- * Sports

Sports reporting and web pages by fans:

<http://www.allsports.com/>

ESPN SportsZone: <http://www.espn.com/>

Sports Illustrated: <http://www.cnnsi.com/>

CBS SportsLine: <http://www.sportsline.com/>

Fox Sports: <http://www.foxsports.com/>

- * Resumes/Internships

Resume and Interviewing Information for Teens:

<http://www.bygpub.com/books/tg2rw>

Teen Resumes: <http://www.teenresumes.com/>

Intern-NET: <http://www.internshipprograms.com/>

National Internships: <http://www.internships.com/>

- * Newspapers/Magazines

A Journal for Teenagers:

<http://www.technoteen.com/>

LA Times: <http://www.latimes.com/>

NY Daily News: <http://www.nydailynews.com/>

The Washington Post:

<http://www.washingtonpost.com/>

Vibe Magazine: <http://www.vibe.com/>

- * Encyclopedia/Information

Electronic Library: <http://www.elibrary.com/>

Internet Encyclopedia:

clever.net/cam/encyclopedia.html

Encarta: <http://www.encyclopedia.com/>

Biography: <http://www.biography.com/>

- * Movies and Music

Mr. Movie Phone: <http://www.moviephone.com/>

Movie Reviews, News and Trailers:

<http://www.film.com/>

Bolt: <http://www.bolt.com/>

Rolling Stone: <http://www.rollingstone.com/>

Investigate Schools/College/Careers



Your mentor can be a fantastic resource for investigating schools, colleges and careers. Here are some ideas to get you going.

Newspaper Activity

What will you do with your mentor?

Read book or movie reviews to find a book that you will both read and discuss or a movie you will enjoy together.

- * Talk about a book you are reading and why you like it, or don't like it.

- * Discuss your favorite and least favorite classes, teachers, etc. and why.

- * Talk about homework you have recently been assigned or a school activity in which you are involved.

- * Discuss career options. You can both take the "Career Pathways" Evaluation at

<http://www.uidaho.edu/pathways/pathways.htm>

and talk about your results.

- * Talk about college. Discuss which college and universities you've heard of or are familiar with, why a young person should go to college, how to choose a college, how guidance counselors can be helpful in pursuing scholarships, and so forth.
- * Work on your résumé.
- * Discuss questions that get asked on college applications or in job interviews.
- * Discuss how to be involved in the U.S. political process. Where would you go to register to vote in your area? What kind of local government does your area have? Has either of you ever met your mayor? A state elected official? A national official? What was that meeting or event like? If you could say anything to the President, what would you say?
- * Talk with your mentor about his/her job. How did he/she train for it? What, specifically, does he/she do? Is this different than what he/she planned on doing when he/she was in high school? What jobs did your mentor have in high school and what did he/she learn from them?

Newspaper Activity

What will you do with your mentor?

As you get to know each other, look through the newspaper for news, features, editorials, ads and events that would appeal to your mentor to discuss when you get together.

Have Fun Together



Not everything you do with your mentor has to be focused on your goals. It's OK to just have some fun together! Here are some ways you can do this.

- * Go ice-skating (or in milder climates) roller-skating!

- * Take in a high school basketball game.
- * Create a time capsule. What would each of you want future generations to know? Pick a place to bury it with instructions for when it should be opened.
- * Visit your local cider mill for fresh cider and doughnuts.
- * Explore your community on bikes. Take a picnic lunch and enjoy the fall weather.
- * Learn how to make bread from scratch.
- * Check out lesser-known sports such as field hockey, rugby or rowing. Some colleges may have youth days or special activities through their athletic departments for community members.
- * Visit antique, costume or second-hand stores and brainstorm ideas for Halloween costumes.
- * Visit your city's web site for a list of free summer activities like concerts or plays in the park, festivals and fairs. See who can come up with the longest list of activities.
- * Volunteer together to mow an elderly or disabled person's yard.
- * Visit your state or county fair.
- * Do a service project together; serving lunch in a soup kitchen or collecting cans of food for a food drive.

Newspaper Activity

What will you do with your mentor?

As you read the newspaper, take note of community service opportunities you might enjoy with your mentor. If you are both interested in ecology, for example, you might spend some time fishing debris out of a litter-filled stream.

When And How To Say Goodbye

Some mentoring relationships do come to an end, often at the end of an agreed upon time. However, many mentors and mentees choose to stay in touch years after their formal interaction ends. There are two main reasons a mentoring relationship comes to a formal end: it is initiated by mentor or mentee; or the goals of the mentorship are achieved and the agreed upon time commitment has been honored.



In this lesson, you will learn:

- * When to say goodbye
- * Tips for ending the relationship

How do you know when it's time to say goodbye? Here are a couple of examples of how students knew it was time to say goodbye.

Cheryl



At first, my relationship with my mentor was really great. We met at least twice a week. Then things changed. She began to respond to my phone calls more and more slowly. And we met less often. I thought she was mad at me, or just didn't want to work with me anymore. I talked to my program coordinator, and he convinced me to ask her what was going on. Turned out that it wasn't me at all -- she had gotten pregnant and was having a hard time. She was sick a lot and just didn't have time to meet with me. We agreed to end the relationship and I'm going to look for another mentor. She did agree to send me a picture of the baby though!

Dwayne



I first signed up for a mentor because I wanted help getting into college. I was accepted by my first choice school last month. Now that I've met that goal, I want to move on to work on a different one. My mentor has been great, but I think another mentor will be more helpful with my new goal.

Ending "On Time and On Purpose"

When you have reached your mentoring-related goals and the time both people have committed has ended, it is time to come to closure on your formal relationship. Remember this does not mean "this is goodbye - sob!" - you can and should talk together about whether you would like to remain in touch - and if so, how.



Here are some tips that might help: Discuss Future Expectations

It's a good idea to set realistic expectations for your ongoing connection and reach a new agreement on how this more informal relationship can work for both of you - How often do you hope to communicate? Will you keep in touch by phone, e-mail or in person?

Celebrate Your Success

Don't forget to talk together about your relationship and what you have accomplished. You will almost always have a lot to celebrate. Reminiscing about the times you've spent together - fun you've had, activity disasters,

moments that were rough and others that were sweet - can feel great for both of you.

When The Relationship Ends Early



Sometimes - despite everyone's best efforts - a mentoring relationship comes to an early conclusion.

Common reasons for this to occur include:

- * Mentor or mentee moves out of the area
- * Other major life changes (health concerns, major school or career shifts) make continuing impossible
- * One of the pair decides to end the relationship

If the relationship ends because of an unavoidable circumstance, consider taking the

time to get closure between you and celebrate what you have accomplished. It is helpful to acknowledge that there is probably some disappointment on both your parts; make sure your mentor knows that his/her efforts to build a mentoring relationship were appreciated.

If one or both of you truly feels it would be best to end the relationship, then your goal should be to make the ending positive and affirming for you both. Ask your mentor for a last meeting to talk about the ending and say good-bye. At that meeting, remember to:

* Emphasize what has gone well - ways your mentor has been helpful, and ways you've benefited.

* Acknowledge that sometimes relationships are challenging, and you hope you've both gained some skills in working on interpersonal issues.

Are You Ready For This?

Now that you have completed this course, you have learned everything you need to know to create a great mentoring relationship.

A year's Worth of Mentoring Activities, 52 ideas, one for each week of the year!

1. Set your mentoring goals together.
2. Tackle some homework.
3. Make dinner together.
4. Go out for dinner together.
5. Make popcorn and talk.
6. Go to a movie.
7. Go to a concert.
8. Shoot some hoops.
9. Go to the library together.
10. Just hang out.
11. Figure out how to program your VCR.
12. Learn about pop music.
13. Talk about life.
14. Give a tour of your current job.
15. Talk about your very first job.
16. Talk about planning a career.
17. Plan a career.
18. Get together with friends from work.
19. Take tours of friends' jobs.
20. Visit a local technical school.
21. Visit a community college.
22. Talk about college.
23. Have your friends talk about college.
24. Sit in on some evening classes.
25. Work on applications together.
26. Explore financial aid options.
27. Work on a resume.
28. Talk about dressing for success.
29. Do a pretend job interview.
30. Talk about how to look for a job.
31. Talk about where to find a job.
32. Find a summer job.
33. Set up a work internship.
34. Talk about networking.
35. Talk about what it takes to get ahead.
36. Talk about health insurance.
37. Talk about taxes.
38. Talk about balancing work and life.
39. Talk about balancing a checkbook.
40. Talk about balancing a budget.
41. Talk about living within one's means.
42. Talk about credit cards.
43. Go bargain hunting.
44. Plan a week's worth of meals.
45. Do a week's grocery shopping together.
46. Go holiday shopping.
47. Write "thank you" notes.
48. Go to a house of worship.

49. Celebrate a friend's religious holiday.
50. Talk about relationships.
51. Talk about personal values.
52. Talk about the future



Lynn Swann Celebrity Mentor Profile



Lynn Swann, the Pittsburgh Steelers' all-time record holder and one of the greatest football players of his generation, wore ballet tights and turned pirouettes long before he donned his first set of shoulder pads and absorbed jaw-rattling hits. Swann's mother enrolled him in ballet class at the ripe age of eight and cultivated his love of dance, but years later he re-directed his natural athleticism from the stage to the field, and parlayed his talents into a lauded football career.

Like many others who have turned potential into reality, Swann surrounded himself at each step of the way with mentors and role models who helped him re-channel his gifts and expose him to new possibilities. "When most people take a look at their own lives, there are usually several other people outside of their families who have stepped in to guide them, to lead them, or just spend a little time to talk and let them open up."

Of his early mentors, Swann recalls Mrs. Gene Robinson, a counselor at his elementary school. She was instrumental in helping him win a scholarship to a private high school. "But I did not really want to go because the private school wasn't the school that I had planned on attending. She was a good mentor, one of those people who helped me along the way, because she enabled me to focus and she opened my mind to new possibilities." By helping Swann win the scholarship and then persuading him that it was his best option, Robinson made a lasting impact on his life.

With her guidance, Swann did accept the scholarship, and later matriculated to the University of Southern California. There, he met Dr. Smith, a professor who was influential in creating USC's public relations department. "Dr. Smith spent a lot of time teaching me the difference between talent and accomplishment. He helped me learn how to find opportunities and make something of them." At USC, Swann continued dancing but focused mainly on track, football and earning a degree from Dr. Smith's newly formed program.

In 1974, following his graduation from USC with a degree in public relations, Swann was drafted by the Pittsburgh Steelers. There, he found another mentor in Franco Harris, the Pittsburgh Steelers' hall of fame running back. Harris took Swann, then just a wide-eyed rookie, under his experienced wing. Harris' role modeling helped young Swann learn what it took to succeed in the rigorous National Football League, where the average career lasts a paltry three years. And it was Harris who first introduced Swann to community service. "When I first came to Pittsburgh, Franco was involved in the community, doing what he could to help. And I expressed an interest, and he became my mentor in helping me get involved and creating time to give back to other people."

Swann remains active in youth causes across the country. He's been the national spokesman for Big Brothers Big Sisters of America since 1980, and served a stint as the organization's National Chairman. He also serves on the Board of Trustees of Pittsburgh Ballet Theatre, where he has created a youth scholarship. And among numerous other accolades, in 1984 Swann was honored with the Humanitarian of the Year Award by the San Antonio chapter of the Special Olympics. Reflection on the course of his own life leads him to a simple philosophy: "There were always experienced people who I could reach out to, mentors who were interested in how I developed and if I succeeded, and that aided me throughout my life because it always kept me from feeling alone."