



MEXICAN AMERICAN STUDENT SERVICES



MENTOR TRAINING MANUAL

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Stages in Mentoring
The Puzzle of Life
Communication Barriers
The Culture of Poverty
Volunteer

II. TUSD Volunteer Mentor Program

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THE FOUR C'S OF A GREAT MENTOR

C _____

C _____

C _____

C _____



DEFINITIONS

A Mentor is an adult who, along with parents/caregivers provides a young person with support, counsel, friendship, reinforcement and a positive example.

--National Mentoring Partnership

Mentoring is a life-long relationship, in which a Mentor helps a protégé reach his or her God-given potential.

--Bob Beihl



ROLES

- A Mentor is a _____ not a _____
- *A Mentor is a _____ not a _____*
- A Mentor is a _____ not a _____
- *A Mentor is a _____ not a _____*
- A Mentor is a _____ not a _____
- *A Mentor is a _____ not a _____*



STAGES IN MENTORING

Stage #1: _____

Beginning

- The Mentor and Mentee are matched.
- The Mentoring relationship begins.
- Usually each individual puts his best foot forward.
- Guidelines are established (expectations, communication, how meetings are set up, and boundaries).

Communications

- At this stage the Mentor is the initiator and leads the relationship.
- Conversation tends to be superficial with the goal of getting to know one another.
- Questions by the Mentor are geared toward encouraging the Mentee to open up.

Stage #2: _____

Transition

- The relationship is no longer new; some security has been established.
- The Mentee feels safe enough to test the Mentor.

Communications

- Emotions and feelings that the Mentee has hidden for fear of disapproval may begin to surface.
- Communications may go from simple, low-key, and information-based to complex, intense and emotional based.
- Mentee may seem more disinterested or may go through a time when he/she is hard to get a hold of, or he/she may seem a little distant, or may do other things to test you or illicit rejection.
- Rejection issues are often the root of the problem.

Your Response

This time is a crucial time; your response will greatly impact your relationship with your mentee.

1. Stay in close contact with your Mentor Coordinator; he/she will be a good support and will be able to provide you with helpful resources and encouragement.
2. Be faithful, keep calling and keep meeting with your mentee.
3. Continue to be a positive and encouraging as possible even if your mentee is not. Be firm but loving.

Rejection

Below is a list of questions to ask to determine if what you are dealing with in your mentee's behavior or responses could be rejection issues surfacing from the experiences that he/she has had with others in his/her life who he/she has felt rejection from. (This list is based on questions from a book entitled, *Breaking Free of Rejection* by John Paul Jackson.)

1. Does your mentee seem to anticipate or elicit a negative response from you or others?
2. When questioned does he/she become agitated or angry?
3. Does he/she seem to need to be an expert at everything or almost everything (prideful, opinionated)?
4. Is he/she argumentative?
5. Does he/she feel that his/her opinions should be favored above others?
6. Do you see marked mood swings?
7. Does he/she do things merely to gain acceptance and attention?
8. Is he/she often oversensitive?
9. Is his/her mood dictated by the moods of those around him/her?
10. Does he/she seem to expect to be overlooked?

These are some questions that may indicate that your mentee has some rejections issues. There can be other indicators as well. Don't take their responses personally; realize that they may be fearful that you will reject them as others have.

Stage #3: _____

Transition

- After working through the difficulties, the Mentee's testing will decrease or disappear.
- The relationship usually goes to another level: The Mentee begins to open up and trust is developed.

Communications

- Communication becomes less difficult.
- Defenses begin to melt away.
- In the past, the Mentor may have had to ask many questions to get only bits of information; now the information may be offered without any or very few questions.

Your Response

1. Listen, encourage the deeper sharing.
2. Recognize that this is a good opportunity for more challenging and skill-building activities.
3. Use this time to begin to set some goals.

Stage #4: _____

Transition

- The Mentor and Mentee feel more comfortable being themselves.
- (Quote by Mentee): "When I observed you with other people and you treated them the same way you treated me, I knew I could trust you."

Communications

- Defenses continue to fade.
- Conversations are less guarded or censored.
- A desire to share the “real me” emerges.
- The Mentee begins seeking out the Mentor to talk through issues or share dreams.
- The Mentee identifies the Mentor as part of his support system.

Your Response

1. Encourage the Mentee to move forward in all areas of his life.
2. Encourage the Mentee to become less dependent on the Mentor.
3. Encourage the Mentee to take initiative in problem solving.

COMMUNICATION BARRIERS

- **T** _____
- **R** _____
- **A** _____
- **P** _____



- Success often comes in small steps.
- Success takes time.
- Success is measured by the mentor’s faithfulness.

UNDERSTANDING POVERTY*

Poverty is the #1 social determinant of high-risk behavior. Different classes value aspects of life differently.

Aspect of Life	Poverty/Lower Class	Middle Class	Upper Class
Money	To be spent	To be managed	To be invested and conserved
Food	Quantity over quality	Quality over quantity	Presentation is important
Time	Present is most important	Future is most important	Tradition and history
Education	Valued but not attainable	Crucial for success	Necessary for connections
Driving Force	Survival relationships, entertainment	Work and achievement	Financial, political and social connections

*Adapted from A Framework for Understanding Poverty, Ruby K. Payne, 2001

PRINCIPLES OF SUCCESSFUL MENTORS

1. Remember your role; be a _____.
2. Have a realistic _____ and _____.
3. Stay _____.
4. Give your Mentee _____ and _____ in deciding what activities to do.
5. Stay _____ with TUSD/Mexican American Student Services Department.

PRINCIPLES OF SUCCESSFUL MENTORS (continued)

6. Remember that your relationship is with the _____,
not the youth's parents.

7. Remember that _____ are responsible for building the
relationship.

8. Look for ways to _____ mentoring into your
normal _____.

CASE STUDIES

1. You arrive to pick up your Mentee but mom starts telling you about their “horrible” week and how difficult Johnny has been.

2. Mom calls you to ask for help. There are no groceries in the house and she desperately needs bread and eggs.

3. Your Mentee’s mom asks you to help out with special projects around the house, run errands for her and take Joey to the doctor.

4. You return to your Mentee’s home after an outing and no one is there. It’s absolutely deserted.

5. Your Mentee’s mom is very pleasant, articulate and interesting person. She frequently engages you in long conversations and even suggests you get together sometime.

CASE STUDIES (continued)

6. Your Mentee tells you he/she has a secret but can only share it if you “promise not to tell.”

7. You’re frustrated because your Mentee never seems interested in the activities you plan.

8. Your Mentee rarely, if ever, says, “Thank you.”

9. Your Mentee’s mom calls and tries to insist that you participate in a certain activity.

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