

# **Mentoring 101: An Introductory Workshop for New Mentors**

## **Training Handbook**

**This handbook was produced as a result of the Inclusion Mentoring Project, an initiative of Mass Mentoring Partnership (MMP) and Partners with Youth with Disabilities (PYD). The Inclusion Mentoring Project is a two-year initiative that has partnered the expertise of MMP and PYD to promote and provide resources to mentoring programs in Massachusetts to become more inclusive of youth with disabilities. This work is funded, in part, through The Mitsubishi Electric America Foundation, a non-profit foundation jointly funded by Mitsubishi Electric Corporation of Japan and its U.S. affiliates with the mission of contributing to a better world for us all by helping young people with disabilities, through technology, to maximize their potential and participation in society.**

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## **Section I.**

### **About the collaborators**

## **Mass Mentoring Partnership: A Statewide Resource for Youth Mentoring**

### **Mission, Overview and Background of MMP**

With a network of more than 135 diverse mentoring programs representing close to 20,000 youth in formal mentoring relationships, MMP is the only statewide umbrella organization solely dedicated to the strategic expansion of youth mentoring in Massachusetts. We have a rich history of driving human, intellectual, and financial capital to the field of mentoring through many avenues, including training and technical assistance to organizations, mentors, and mentees; the execution of high-visibility mentor recruitment campaigns; and the attraction of increased public and private resources to the mentoring movement in Massachusetts.

The roots of MMP go back to 1989, when two Wall Street executives, Ray Chambers and Geoff Boisi, looked to act upon their belief in the impact of wise and trusted adults in the lives of youth. The idea of a National Mentoring Partnership was born – not to supplant direct service youth mentoring programs, but to learn from them, provide training and resources to expand them, and to multiply their number.

The National Mentoring Partnership immediately focused on building locally based partnerships to serve as an advocate and resource for the expansion and enrichment of mentoring. In Boston and Philadelphia, the movement took hold immediately. In 1992, Boston leaders Reverend J. Donald Monan, S.J. (then President of Boston College) and Paul C. O'Brien (then CEO of New England Telephone), pioneered a model of enlisting a strong leadership council from business, government, and the mentoring community itself, and opened the doors of the first local Mentoring Partnership, then called Greater Boston One-to-One. From the beginning, the Partnership called upon the experience of established direct service programs, such as Big Brothers, Big Sisters and Jewish Big Brothers & Big Sisters, as well as a diverse group of smaller-scale programs, such as Partners for Youth with Disabilities.

In 1998, to reflect the expansion of mentoring models and a commitment to providing statewide services, Greater Boston One-to-One underwent a name change to become Mass Mentoring Partnership (MMP). And in 2007, MMP expanded our organizational presence with the opening of an office in Springfield to support the four counties of Western Massachusetts.

## Current Programs & Key Achievements

To expand quality formal mentoring opportunities for youth, MMP's strategic focus is driving human, financial, and intellectual capital to the mentoring movement in Massachusetts.

- **Human Capital:** *We build awareness and motivation in key demographic segments to attract much-needed volunteer mentors and we connect potential volunteers with customized mentoring opportunities.*
  - **Web-Based Referral System:** MMP operates the only web-based referral system and telephone hotline for volunteers seeking to become mentors in Massachusetts. Our referral system utilizes our directory of mentoring programs across the state that meet quality standards.
  - **Red Sox Mentoring Challenge:** MMP and the Boston Red Sox teamed up in Spring 2006 to create the Red Sox Mentoring Challenge, an on-air campaign during the baseball season asking viewers to "Step Up to the Plate" and become a mentor. The first season resulted in more than 320 mentor referrals, a 500% increase over referrals for that same time period the previous year.
  - **National Mentoring Month:** MMP executes a holistic campaign to recruit mentors during National Mentoring Month every January. This includes distributing public service announcements to local stations with corporate underwriting to get optimal on-air placement. We also work with our network to help them gain exposure using the National Mentoring Month campaign as a hook with media outlets. In 2007, MMP partnered with Partners for Youth with Disabilities and the Harvard Mentoring Project at Harvard's School of Public Health on the production of Public Service Announcements designed to recruit more individuals with disabilities to become mentors.
  - **Workplace Mentoring Programs:** MMP targets workplace populations and their potential as efficient pools of mentors. We are currently working with more than 15 corporations to develop and implement mentoring programs by pairing them with schools and organizations in the company's geographic area. MMP staff works closely with both the mentors from the workplace and the mentees to ensure that everyone involved is oriented and trained. We plan and facilitate energizing match kickoff events and provide ongoing programmatic support. Additionally, we have worked closely with the Commonwealth's Human Resources Division to help establish, and now promote, and support the most generous mentoring leave policy in the country at eight hours per month for Commonwealth employees.
  - **Match Activities:** A key challenge for smaller mentoring programs is finding subsidized activities for matches. These activities not only provide structured avenues for mentors and mentees to spend time together; they also contribute greatly to the overall recruitment of mentors and to mentor

retention. MMP obtains passes to activities like IMAX, the Children's Museum, movies at the Museum of Fine Arts and sports and cultural events to distribute to programs. Additionally, MMP organizes the annual Mentoring Night at Fenway Park when 700 mentors and mentees from across the state attend a Red Sox game together.

- **“Be a Champion for a Child” Campaign:** MMP developed the Bernie and Phyl's “Be a Champion for a Child” promotion in conjunction with New England Patriots Radio WBCN, and Bianca and Vince Wilfork, Patriots nose tackle. Each home game of the Patriot's season, MMP selects one mentor and mentee match to be Vince's match of the game. Each match enjoys a game day experience and is highlighted during the Patriots broadcast.
- **Financial Capital:** *We provide information, advice, and guidance to promote mentoring and drive increased investment to the field.*
  - **Advocacy:** To attract increased public resources, MMP mobilizes our partners in an advocacy campaign, which for 2007 resulted in an 85% increase in the mentoring line item in the state budget. Additionally, during National Mentoring Month in January 2007, MMP partnered with Mass Service Alliance to organize the first “Youth Mentoring Day at the State House.” In an effort to galvanize Massachusetts elected officials around youth mentoring, this event featured and recognized Senate President Robert Travaglini, Senator Jarrett Barrios, and Senator Marc Pacheco.
  - **Forum on Youth Mentoring:** In January 2007 MMP held the first-ever Forum on Youth Mentoring to: raise the overall awareness of the youth mentoring field; make a case for mentoring as a critical component of any initiative focused on achieving positive outcomes for youth; and act as a call to action so that others will invest human financial and intellectual capital in mentoring. More than 110 people attended this inaugural event which featured many key local leaders as speakers including: Ted Kelly, Chairman, President and CEO of Liberty Mutual; Milton Little, President and CEO of United Way of Massachusetts Bay and Merrimack Valley; George Russell, Jr., Executive Vice President and Director of Community Affairs for State Street Corporation; Jean Rhodes, professor of psychology at UMass Boston and a leading youth mentoring researcher; and Reverend Michael Wheeler, Youth Transitional Coordinator of Boston TenPoint Coalition.
  - **Liberty Mutual Mentoring Initiative:** MMP partnered with Liberty Mutual on one of the largest corporate investments in mentoring in the country, the Liberty Mutual Mentoring Initiative (LMMI). This program provided: \$1.5 million over three years of direct funding to mentoring programs in ten target communities with the greatest unmet need; research to benchmark the field; and subsidized trainings from MMP for the grantees.

- **Procter & Gamble:** MMP was recently one of three agencies selected by Procter and Gamble for funding through its Live, Learn, and Thrive program. With MMP as the convener and giving direction for this initiative, the funding is assisting three early-stage mentoring programs in Boston. with evaluation methods. MMP is using the opportunity to develop case studies and other learning methodologies to leverage the initiative to inform other programs.
- **Intellectual Capital:** *Mentoring programs are most effective when they are of high quality; we provide training and strategic services to ensure and increase the quality of mentoring programs.*
  - **Mentoring Institute:** MMP provides training and technical assistance to ensure that programs operate according to *Elements of Effective Practice*, the nationally accepted standards of practice for youth mentoring. This kind of training enables programs to learn to reach the research-based outcomes that mentoring strives to achieve. We assist programs with program planning and development, provide advice on match strategy, train mentors and mentees, facilitate kick-off events, and provide ongoing technical assistance. MMP hosts bi-annual networking meetings in four regions of the state to provide a platform for program directors to discuss challenges and best practices. We also distribute e-bulletins that include relevant topics in mentoring, highlight existing programs and matches, and offer resources for program staff.
  - **Inclusion Mentoring Initiative:** Funded by the Mitsubishi Electric America Foundation, MMP is currently collaborating with Partners for Youth with Disabilities (PYD) to ensure that the services we provide are inclusive of youth and mentors with disabilities and to assist our network of programs in expanding their competency in this area.
  - **Quality-Based Membership Project:** Utilizing research from a New Sector Fellow as a foundation, we are engaged in a two-year plan to re-engineer our Training and Strategic Services around a dynamic, quality-based engagement and connection for mentoring programs at all stages of development. We recently received lead funding from State Street to pilot and implement this model to raise the quality of mentoring programs and provide a “seal of quality” to programs throughout the state.
  - **Research:** Using the Liberty Mutual Mentoring Initiative research as a springboard, MMP recently published the findings of *Mass Mentoring Counts*, the broadest statewide research on youth mentoring ever conducted. The University of Massachusetts Donahue Institute conducted the work.

## Partners for Youth with Disabilities

Founded in 1985, the mission of PYD is to empower young people with disabilities to reach their full potential for personal development by providing high quality one-to-one and group mentoring programs where adult mentors with disabilities act as positive role models and provide support, understanding and guidance for youth as they strive to reach their personal, educational and career goals.

As the first organization in the country to address the lack of individual and group mentoring programs for youth with disabilities, PYD is the leader in mentoring youth with disabilities. Twenty years ago, PYD took the initiative to use program models serving “at risk” youth, apply them to youth with disabilities, and experience extraordinary results. The organization is an innovator in providing entrepreneurial education, theatre programming, online mentoring, healthcare, fitness and recreational programs--all with a mentoring component--to youth with disabilities.

Through its success as a direct service provider, PYD has become a leader in the mentoring field, advocating for the inclusion of youth with disabilities on a national level. In 2003, PYD developed the National Disability Mentoring Council to provide a forum to discuss best practices, funding, research and other issues related to serving youth with disabilities through mentoring.

## **Universal Design for Learning**

This training and all companion materials have been created guided by the principles of the Universal Design for Learning (UDL).

UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences.

“Universal” does not imply a single optimal solution for everyone. Instead, it is meant to underscore the need for multiple approaches to meet the needs of diverse learners.

UDL mirrors the universal design movement in architecture and product development. Think of speakerphones, curb cuts, and close-captioned television- all universally designed to accommodate a wide variety of users, including those with disabilities.

Embedded features that help those with disabilities eventually benefit everyone. UDL uses technology’s power and flexibility to make learning more inclusive and effective for all.

Adapted from <http://www.cast.org/research/udl/index.html>

**Section II.**  
**What Makes a Successful Mentoring Relationship**

## What Youth Need To Thrive And Why Mentoring Is A Recommended Avenue

What do young people need to thrive? Research shows that mentoring can have a huge impact on the development of a young person. In her 2002 book *Stand by Me*, Dr. Jean Rhodes, a leading expert on mentoring, writes that mentors influence young people in three important ways:

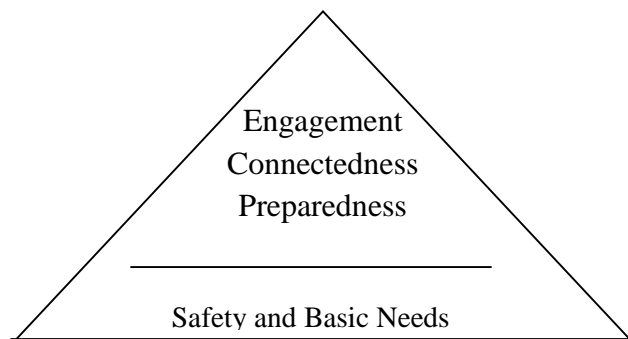
1. Enhancing social skills and emotional well-being
2. Improving cognitive skills through dialogue and listening
3. Serving as a role model and advocate

And, in its 1998 report to Congress, the Office of Juvenile Justice and Delinquency Prevention reported the following outcomes from the mentoring programs funded by the JUMP initiative: "...at-risk youth were less likely to use alcohol and drugs, avoided fights and friends who started trouble, did not join gangs, and did not use guns or knives. {...} Mentoring activities could provide an at-risk youth with personal connectedness, supervision and guidance, skills training, career or cultural enrichment opportunities, a knowledge of spirituality and values, a sense of self-worth, and goals and hope for the future."

We know that youth have needs that must be met in order for them to thrive. And, we know that mentoring can help to meet these needs.

Young people need to have their basic needs, such as food, clothing and shelter, met and to feel safe before they can learn and grow. Youth in survival mode do not thrive. A mentor's focus is on the developmental necessities that are illustrated in the chart below.

As a mentor, a central goal is to assist your mentee to fulfill these challenges that all young people need to tackle as they grow into young adulthood..



Preparedness: Young people need to develop competencies and skills to ready themselves for work and adult life. Competencies can be academic, social, emotional, vocational and cultural.

Connectedness: Young people need to belong, to be connected to family and community to thrive. A growing body of brain research indicates that we are hardwired to connect. It is a core requisite to learn, develop and interact with the world.

Engagement: Young people need opportunities to engage in meaningful activities, have a voice, take responsibility for their actions, and actively participate in issues that impact their communities.

Adapted from [www.actforyouth.net](http://www.actforyouth.net)

## **What is Mentoring?**

**“Mentoring is a structured and trusting relationship that brings young people together with caring adults who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee.**

**(Elements of Effective Practice, MENTOR/The National Mentoring Partnership)**

### **A mentor does this by:**

- **providing friendship**

Young people today do not get much of an opportunity to be friends with adults, especially adults who are going to listen to them.

- **providing access to new people, places and experiences**

It is important to be able to provide opportunities to mentees to which they otherwise might not have access. This does not mean just taking them outside of their familiar physical environment from time to time or making introductions to new people, but also challenging the mentee to broaden his/her own thinking and to consider new ideas or new ways of thinking about something..

- **being a positive role model**

Positive role models come into the lives of youth demonstrating behaviors that inspire, encourage, and build confidence through the ways in they connect and interact with the young person and others. A mentor who is a positive role model gives a mentee an example of who he/she can be/become.

- **acting as a resource broker**

A mentor strives to help a young person understand how to access resources to meet goals, address problems, and make thoughtful decisions.

### **A Mentor is not. . .**

Mentors cannot be all things to their mentees. Quite often when mentors run into problems in their relationships, it is because the mentor, the mentee or the parent/legal guardian did not understand the role of a mentor. The mentor may have taken on one of the following inappropriate roles:

#### **A parent/legal guardian**

The role of the parent or legal guardian (governed by law) is to provide food, shelter, and clothing. It is not the mentor’s role to fulfill these responsibilities. If the mentor believes his mentee is not receiving adequate support, he should contact the mentor program coordinator rather than try to meet these basic needs for his mentee.

#### **A social worker**

A social worker is a licensed professional with the necessary skills and training to assist in family issues. If a mentor is concerned about something in the mentee's home life, the mentor should share this with the mentor program coordinator, not assume the role of a social worker and attempt to solve the problem.

**A counselor, therapist, psychologist or psychiatrist**

A mentor is not a formal "counselor", therapist, psychologist or psychiatrist, all of whom are licensed professionals.

**An ATM**

Mentors don't have to have money to be a mentor; they give so much through the time they spend with a young person. The value of the support and guidance they give to a young person cannot be measured in dollars and cents.

Programs need to have clear policies on how money matters will be handled between mentors and mentees, particularly in community-based programs in which weekly activities are planned by the mentor and mentee. Program staff needs to articulate these policies to both mentors and mentees during their orientation and training. Clear guidelines that are familiar to both volunteers and youth will make it easier for both to navigate what can be a stressful aspect of the relationship.

A program's policy will want to encourage mentors to avoid situations, activities and/or actions that can be perceived as by a young person as "buying" their attention or positive regard. In general, a program policy should emphasize low-cost activities so that neither mentor nor mentee feels uncomfortable about the issue of spending money.

## **Mentor Qualities that Contribute to a Successful Relationship**

We know that for a mentoring relationship to have a more lasting positive impact on a young person, the mentor needs to demonstrate **these qualities**:

**Committed-** Successful mentors have a genuine desire to be part of young people's lives, to help them with tough decisions, and to see them fulfill their potential. They have to be willing and able to be invested in the mentoring relationship for the full term of the program's designated duration.

Research has documented that a young person who is part of a mentoring relationship that ends abruptly or before the designated term expected by the mentee is more harmed than if she were never in a mentoring relationship at all. Later in this handbook, we'll focus more about the importance of mentors planning for closure when the mentoring relationship comes to an end.

**Respectful-** Mentors who show respect for individuals, their abilities, and their right to make their own choices in life win the trust of their mentees and the privilege of providing guidance and advice to them. Mentors should not approach the mentee with the attitude that their own way is better, or that their mentee needs to be "rescued."

It is especially important to remember that youth with disabilities do not want things done for them. Just as with other young people, they want to be a part of all decisions that affect them.

**Good listener-** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving mentees an opportunity to explore their own thoughts with a minimum of interference.

Very often, youth with disabilities, and those who face other challenges, are "spoken for" by their parents, their teachers, and other adults who are a part of their life. A mentor who demonstrates that he values a mentee's thoughts and feelings can help build the young person's confidence and self-esteem as well as model how the young person can communicate with other adults in his life.

The communication techniques we'll be discussing later on, like active listening, and making eye contact will help contribute to your skills as a good listener.

**Empathetic-you need to be able to empathize with another person's struggles.** "Empathy has been described as being able to listen with not only eyes and ears but also with hearts and minds." (Jean Rhodes, *Stand by Me*). Effective mentors can feel "with" their mentees without feeling pity "for" them. Even without having had the same life experiences, they can empathize with their mentee's feelings and experiences.

**Resourceful-** The ability to see solutions and opportunities as well as barriers leads

to successful mentoring. Effective mentors balance respect for the real and serious problems faced by their mentee with an optimism about finding realistic solutions. They are practical, sharing their insights and personal experiences to encourage mentees to keep on task, and to set goals and priorities. Mentors use their personal experience and knowledge of resources to help their mentee to identify and fulfill their aspirations.

But remember, you don't have to have all the answers. One of the roles of a mentor is to seek out help, first from program staff, when needed. Sharing and demonstrating the importance of seeking out help and resources when needed can provide a valuable learning experience for your mentee.

**Patient-** Mentoring is a challenging experience, but the rewards for both you and your mentee are worth all the hard work. Mentors who are able to be patient even when feeling frustrated will be most successful, and will be able to figure out with their mentee how to make the relationship work.

**Persistent and consistent-** As with all relationships, the mentoring relationship will go through a few stages; often in the early stages, your mentee will likely do some testing. This may be to make sure you're really going to stick around. She is probably used to seeing adults come in and out of her life; before she gets attached to you, she wants to be sure you're not going to do the same. You'll need to be persistent when you set up ground rules for the relationship and when you talk to your mentee about the commitment you've both made to the mentoring relationship. If you keep your commitment, you are making it much more likely that she will do, too..

**Flexible and open.** While you want to be sure to be persistent and consistent, you will also need to be flexible. Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.) and even to be changed by their relationship.

**Open minded-** It is likely that you and your mentee are going to be very different from each other. Maybe you grew up in different countries, or maybe you come from different socio-economic backgrounds. Your mentee might have a disability, and maybe you don't. Or, maybe you just don't seem to have similar interests. One of the most important characteristics for a successful mentoring relationship is a willingness to appreciate these differences and the ability to help your mentee to do the same.

**Value driven-** At various points throughout your mentoring relationship, you will need and want to encourage and support your mentee to think about his own values. To do this successfully, you will need to model your own willingness to reflect on your values and the capacity to show respect for others' values. You will want to think about how you can use what you discover about each other's values as a learning experience with your mentee.

(Adapted from: United Way of America and The Enterprise Foundation, Source:  
Partnerships for Success: A Mentoring Program Manual, 1990.)

## **Stages of the Mentor/mentee Relationship**

You have either already been matched with your mentee, or are looking forward to learning who your mentee will be. You're undoubtedly excited about the opportunity that lies ahead, but maybe a little nervous, too. Are you wondering what you'll do when you first meet? Or, how you'll be accepted by your mentee, his peers and family?

Well, these feelings are common. So, here are some tips on how to get started:

You're probably wondering what to expect as you and your mentee start to get to know each other. Just as every person is different, so is every mentoring relationship. There are different ways to think about the phases your relationship with your mentee may go through. . Whatever the case, we know that the relationship goes through different stages and it will be helpful for you to keep this in mind as you begin to spend time with your mentee. As with any relationship, you will experience ups and downs, but the rewards for your hard work will be great.

We describe the mentoring relationship in three stages:

### **Stage 1: Getting to know each other**

As with any relationship, the mentoring relationship begins with a "getting to know you" phase.

Here are some things to keep in mind at this stage of the relationship:

#### **Be predictable and consistent**

During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, it is important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, remaining consistent is necessary even if the young person is not as consistent as you are.

#### **Testing**

Some young people may not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether or not they can trust you. Your mentee might test you by not showing up to a scheduled meeting just to see how you will react.

It is very important to be patient as you work through this together, but also to be sure to be firm when needed. This will help your mentee to understand when her behavior is inappropriate and hurtful.

## **Establish confidentiality**

Establishing confidentiality helps to instill a sense of trust between you and your mentee. You should let your mentee know that whatever he wants to share with you will remain confidential, as long as- and it is important to stress this point- what he tells you is **not going to harm him or someone else**. It is helpful to stress within the first few meetings with your mentee.

Be sure you know the policies of your program around confidentiality and what to do if your mentee gives you information that makes you think he'll harm himself or someone else.

## **Disclosure**

For many young people, there are issues in their life about which they are unsure how to talk about. For youth with disabilities, they may be apprehensive about disclosing the nature of their disability. For a young person in foster care, they may be embarrassed to talk about where they live and why they are n't living with a birth parent.. During the early stages of the relationship, be understanding and patient with your mentee. He/she might be confused about when and how to tell you about difficult issues they are facing. It is his/her decision whether or not to disclose personal information, and it is best to let your mentee make the decision to tell you about personal issues in their own time.

If your mentee chooses to share personal information, you may be able to assist them in finding ways to disclose this information to other people in their lives. Employers, friends, and colleges are examples of people and institutions to which your mentee may want to think about disclosing information. It can be beneficial for youth to disclose disabilities or other sensitive information to colleges and employers so they can have access to accommodations that will increase their chances for success. As a mentor, you can help your mentee decide when, how, why and if to disclose information.

Ways to Help:

- Develop a disclosure “script.” Practice the script with your mentee so they are comfortable when they need to do it for real.
- Assist your mentee in choosing the right person to whom to disclose the information .
- Your mentee will need to choose an appropriate time to practice disclosure. It will depend on the individual situation, but it is best to be proactive. There will, of course, be settings and times that are more appropriate than others.

## **Define the ground rules of the mentoring relationship**

You and your mentee should take some time to set clear expectations for the relationship right from the beginning. This can include talking about what's the best way to communicate (by telephone or e-mail) and how often you will each commit to being in contact. This is also a good time to talk about the types of activities you will do together.

It will be important to lay out the responsibilities of both parties so each partner feels as though he is doing his share of the work.

As the mentor, you should also plan how to create an environment in which you the two of you have dedicated, uninterrupted time, set aside to meet. This will contribute to a sense of safety and comfort for the mentee.

### **Parents/Guardians**

As a new mentor, you may be apprehensive about how you will be received by your mentee's family. It is important to remember that your role as a mentor is to provide friendship and guidance. It is the role of the mentee's parent or guardian to act as caregiver. Remember that you are a new adult entering their child's life. It may take time and patience to build trust with parents/guardians, but it is well worth the effort. Research has demonstrated that mentoring relationships are more likely to have positive outcomes for youth when there is a connection and sense of mutual support between parents/guardians and mentors.

### **Stage 2: Deepening of the relationship**

Once you have established trust and gotten to know more about each other, you can begin to start working in a more focused way towards the goals that you are setting. Here are some ideas to think about:

#### **Closeness**

Generally, at this stage of the relationship, the mentor and mentee can sense a genuine closeness.

#### **Affirmations of the uniqueness of the relationship**

Once the relationship is developed to this point, it is helpful to do something special or different from what you and your mentee did earlier. This helps to affirm the uniqueness of the relationship. For example, go to a museum or a sporting event, or take a photo together holding up a project you've both worked on.

#### **Ups and downs**

All relationships have their ups and downs, and they continue throughout a relationship, even when you think you've moved on.. So, be prepared for rough periods and don't assume that something is wrong with the relationship if these periods occur occasionally.

#### **Support from staff and seeking out other resource support**

If the rough period continues or if a mentor feels like the pair has not reached the second stage, he or she should not hesitate to seek out support from the mentor program

coordinator. Sometimes two people, no matter how they look on paper, just don't "click" together.

This may also just be a good time to check-in with program staff. Sometimes it's helpful to have a discussion with someone outside the relationship about the commitment and responsibilities of both parties

### **Stage 3: When it's time to say goodbye.**

Sometimes our lives go in directions that we're not expecting. If this means that you and your mentee can no longer meet, it will be important to spend sufficient time helping your mentee to understand the process of saying goodbye. Of course, some programs are limited to certain duration, and this is by design. However, young people today often have had many adults come and go in their lives and are very rarely provided the opportunity to say goodbye. You can help them learn about this through your role as a mentor.

There are even things you could initiate at the beginning of the relationship to help ease this transition once the time comes. Think about creating a journal together from your very first meeting, something that you can both take with you at the end. It could include photos of the two of you at each meeting, or it could be a place to write down thoughts that you each have as you go along your mentoring journey together. This will also eliminate the need to "cram" all your picture taking into the last week or month of your relationship.

### **On ongoing discussion about how to say good-bye**

There is a discussion in the mentoring field about whether or not programs should encourage- and sometimes allow- mentors and mentees to stay in touch after the required time commitment has been met. Most professional staff believes that the longer a mentor is involved in a youth's life, the greater the impact. Because of this, many programs will encourage mentors and mentees to remain in contact even after the program has ended. Others, however, believe that the value of learning about healthy closure is equally as important as the length of the relationship. Programs that follow this philosophy may discourage you from sharing contact information with each other at the end of the required time commitment.

You should check with the mentor program coordinator to find out the policy for staying in touch with your mentee once the program has come to an end. This is especially important if the program is school-based and you meet during the school year but the program officially ends before the summer starts. If you and your mentee are *mutually* interested in continuing to meet over the summer, you may be allowed to but you need to understand that school personnel may not be available should an emergency arise. Each mentor program may have its own policy for future contact between mentors and mentees. That is why it is best to check with program personnel during this stage.

Some things to be thinking about as the time to say goodbye gets closer:

### **Identify natural emotions, such as grief, denial and resentment**

You can help your mentee express emotions about the relationship ending by talking about the feelings associated with a relationship that comes to a close. Your mentee may not have someone in his life who can help him manage saying goodbye. Helping him to understand that his emotions are common when ending an important relationship will help him throughout his life.

**Provide opportunities for saying goodbye in a healthy, respectful, and affirming way**

Don't wait for the very last meeting with your mentee to say goodbye. As we talked about earlier, begin to prepare for saying goodbye right from the beginning.

## Goal Setting

### **Goal setting- phase I**

When you first meet your mentee you may start to think about what framework you can use to plan your get-togethers and develop your relationship. Thinking about setting some goals, even if they are small goals, is a helpful way to do this.

There are really two stages within goal setting, too. As you're first getting to know each other, you'll be setting the ground work for longer range goals. However, during this earlier stage, you might think about setting one achievable goal together for the short-term. This will also help you decide on activities to do together. You might think about something that is easy for you both to accomplish. For example, maybe you can each bring in a photo and share some stories with each other about the photo. This will also be an exercise that helps you get to know each other.

This is also a good time for you, as the mentor, to really be listening to what your mentee says he wants to accomplish. As your relationship progresses, it's going to be important to start to think about working towards some of those goals.

Research tells us that a mentoring relationship that has structure has a better chance of being successful, and setting goals together is one of the ways you can accomplish this.

### **Goal Setting- Phase II**

Young people often do not learn goal setting, and their mentoring relationship will provide them not only with the experience of how to set goals but also of how to work toward achieving them. It's a natural part of the mentoring relationship to help your mentee set personal goals.

### **SMART strategy**

The SMART strategy is a helpful one in helping to set and achieve goals for you and your mentee. It involves creating a plan where the goals are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime Framed.

**Specific:** Goals need to be something specific. Often we set goals that are so loose, it's nearly impossible to judge whether we hit them or not.

**Measurable:** Goals need to be measurable. This makes it easy to see if you hit your target.

**Achievable:** Goals need to be reasonable and achievable. Don't set yourself up for failure by setting goals that are out of reach.

**Realistic:** Goals need to be realistic. Being honest with yourself helps guarantee success in achieving the goals set.

**Time Framed:** Goals need to have a time frame. Having a set amount of time will give your goals structure. Having a specific time frame gives you the impetus to get started. It also helps you monitor your progress.

## **Communication**

One of the reasons that many relationships end is poor communication. This is also true of mentoring relationships. The following communication skills are very helpful for mentors to develop and practice when your goal is to open up communication with a young person. They are also useful skills that you can help your mentee to develop.

- Active Listening
- “I” Messages
- Paraphrasing
- Open Ended Questions
- Inclusive Communication

### **Active Listening**

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

#### **Skills to use:**

- Eye contact
- Body language, for example: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures, etc.
- Verbal cues such as “Um-hmmm”, “sure”, “ah”, “yes”, etc.

#### Verbal and non-verbal cues to avoid:

- Body language: slouching, turning away, or pointing a finger
- Timing: speaking too fast or too slow
- Facial expression: smiling, squirming, raising eyebrows, gritting teeth
- Tone of voice: shouting, whispering, sneering, whining
- Choice of words: biting, accusative, pretentious, emotionally laden

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

### **"I" Messages**

"I" messages keep the focus on you and explain your feelings in response to someone else's behavior. "I" messages don't accuse, point fingers at the other person or place blame; they avoid judgments and help keep communication open. "I" messages communicate both information and respect for both people's positions.

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

### **Paraphrasing**

Paraphrasing focuses on listening first and then reflecting the two parts of the speaker's message- *fact* and *feeling*- back to the speaker. Using paraphrasing is a good way to make sure that you heard what your mentee said correctly. This is particularly helpful with youth, since youth culture/language is constantly changing. Paraphrases are not an opportunity to respond by evaluating, sympathizing, giving an opinion, offering advice, analyzing or questioning.

#### **Phrases to use for deciphering *fact***

"So you're saying that . . ."

"You believe that . . ."

"The problem is . . ."

#### **Phrases to use for deciphering *feeling***

"You feel that . . ."

"Your reaction is . . ."

"And that made you feel . . ."

Paraphrasing enables you to gather information and be able to simply report back what you heard in the message — the facts and the attitudes/feelings that were expressed. Doing so lets the other people know that you hear, understand, and care about their thoughts and feelings.

### **Open Ended Questions**

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

#### **Examples of open-ended questions:**

“How do you see this situation?”

“What are your reasons for . . .?”

“Can you give me an example?”

“How does this affect you?”

“How did you decide that?”

“What would you like to do about it?”

“What part did you play?”

## **Inclusive communication**

### **Disability Etiquette**

[www.nod.org](http://www.nod.org)

One in five Americans has a disability. There is a good chance that you interact everyday with somebody who has a disability, perhaps without even knowing it. Sometimes people are uncomfortable around people with disabilities because they don't know how to act or what to say. Here are some general tips to make communicating easier.

1. First and most important - people with disabilities, like everyone else, deserve to be treated with dignity and respect. People with disabilities have different personalities and different preferences about how to do things. To find out what a person prefers, ask.
2. When you meet someone with a disability, it is appropriate to shake hands - even if a person has limited hand use or artificial limbs. Simply touch hands (or the person's prosthesis) to acknowledge his/her presence. Shaking the left hand is also fine.
3. Always ask before you assist a person with a disability, and then listen carefully to any instructions. Do not interfere with a person's full control over his/her own assistive devices. For example, before you push someone who uses a wheelchair, make sure to ask if they want to be pushed. Likewise, never move crutches or communication boards out of the reach of their owners without permission.
4. Remember, most people with disabilities want to serve as well as be served and enjoy assisting others.
5. Usually people with disabilities do not want to make the origin or details of their disability the first topic of conversation. In general, it's best not to ask personal questions until you've become real friends.
6. Be considerate of the extra time it might take a person with a disability to get some things done.
7. Speak directly to the person with a disability rather than to a companion or sign language interpreter who may be along.
8. Relax. Don't be embarrassed to use common expressions such as "I've got to run now," "See you later," or "Have you heard about" even if the person doesn't run, see or hear well. People with disabilities use these phrases all the time.
9. Some terms that might have sounded acceptable in the past, such as "crippled", "deaf and dumb" and "wheelchair-bound" are no longer accepted by people with disabilities. Many have negative associations. Instead say "person with a disability," "Mary is deaf (or

hard of hearing)" "Denise uses a wheelchair," and "Joe has mental retardation." This type of language focuses on the person first, and their disability afterwards.

10. Avoid excessive praise when people with disabilities accomplish normal tasks. Living with a disability is an adjustment, one most people have to make at some point in their lives, and does not require exaggerated compliments.

11. Don't lean on a person's wheelchair - it's considered an extension of personal space.

12. When you talk to a person in a wheelchair for more than a few minutes, try to sit down so that you will be at eye level with that person.

13. Don't pet a guide or companion dog while it's working.

14. Give unhurried attention to a person who has difficulty speaking. Don't pretend to understand when you don't -- ask the person to repeat what they said.

15. Speak calmly, slowly and directly to a person who is hard of hearing. Don't shout or speak in the person's ear. Your facial expressions, gestures, and body movements help in understanding. If you're not certain that you've been understood, write your message.

16. Greet a person who is visually impaired by telling the person your name and where you are. When you offer walking assistance, let the person take your arm and then tell him or her when you are approaching inclines or turning right or left.

17. Be aware that there are many people with disabilities that are not apparent. Just because you cannot see a disability does not mean it doesn't exist.

18. Whatever you do, don't let fear of saying or doing something "wrong" prevent you from getting to know someone who has a disability. If you are unsure of what to say when you first meet, try "hello."

19. Help make community events available to everyone. Hold them in wheelchair accessible locations. This makes it easier for everyone!

## Examples of “Roadblocks” to Effective Communication

The following styles have a tendency to “close down” communication rather than “open up” communication.

### 1. **Ordering, directing, commanding**

Telling the youth to do something; giving the youth an order or command

- “You have to meet me when I say so.”
- “Tell your friend to stop talking to you like that!”
- “Stop complaining!”

### 2. **Moralizing, preaching - should’s and ought’s**

Invoking vague outside authority as accepted truth

- “You shouldn’t act like that.”
- “You ought to do . . .”
- “Children are supposed to respect their elders.”

### 3. **Teaching, lecturing, giving logical arguments**

Trying to influence the youth with facts, counter-arguments, logic, information, or your own opinion:

- “College can be the most wonderful experience you’ll ever have.”
- “Young people must learn to get along with one another.”
- “Let’s look at the facts about college graduates.”
- “If kids learn to take responsibility in their neighborhoods, they’ll grow up to be responsible adults.”
- “When I was your age, I had twice as much to do as you.”

### 4. **Judging, criticizing, disagreeing, blaming**

Making a negative judgment or evaluation of the youth

- “You’re not thinking clearly.”
- “That’s an immature point of view.”
- “You’re very wrong about that.”
- “I couldn’t disagree with you more.”

### 5. **Withdrawing, distracting, sarcasm, humoring, diverting**

Trying to get the young person away from the problem; withdrawing from the problem yourself, distracting the youth, kidding the youth out of it, pushing the problem aside:

- “Just forget it.”
- “Let’s not talk about this . . .”
- “Come on - let’s talk about something more pleasant.”
- “We’ve been through this before.”

**6. Disregarding the other person's communication style or needs**

- Making an assumption that someone doesn't understand or can't communicate because of their disability.
- Yelling to make yourself understood to someone whose first language is not the same as your own
- Not making accommodations such as looking at someone straight on when they need to read your lips, or identifying yourself to a blind person to help them become part of a conversation.

## **Boundaries: Something that indicates a border or a limit**

It is very important for mentors to think in advance about setting appropriate boundaries with their mentee. Your mentoring program's coordinator may have provided you with clear guidelines regarding some boundaries. When working with young people, we all know that there are do's and don'ts which are prescribed by the nature of the relationship, the context, and other factors specific to the age and developmental level of the young person. Just as we think about boundaries at work and with different groups of people, it is important for you to always be thinking about what is appropriate and what is not in your mentoring relationships. Keep in mind the three types of boundaries: Physical, Emotional and Social.

**Physical:** Be clear with your mentee about what type of physical contact is appropriate. Decide what type, if any, of physical contact you and your mentee will have. For example, is it ok if your mentee gives you a hug at the end of your meetings? If you have a young mentee, will you hold hands when you cross the street?

**Emotional:** Deciding what and how much personal information to share with your mentee can be challenging. Your mentee may bring up sensitive issues such as sexual activity or drug use. Listen to her without judging and remember to keep such conversations confidential unless the mentee or someone else may be harmed. How much information you share about yourself is going to depend upon the age of your mentee and the policies of your mentoring program. However, if a certain topic makes you uncomfortable or you are unsure whether you should share, don't share.

**Social:** Most likely, your program has specified guidelines about the meeting schedule that you and your mentee will follow. You might meet once a week for 1 hour. But what if your mentee would like to see you more often? What if they would like to talk on the phone everyday? Let your mentee know how often and what type of contact is appropriate.

Here are five things you can consider as you make decision about what is or is not acceptable in your mentoring relationship.

1. Is it safe? Is it legal? Is there potential for harm (physical, social or emotional)?
2. Is it within the rules and guidelines established by your mentoring program?
3. have your mentee's parents/caregivers told you what they expect and will accept, and it is within those guidelines?
4. Will it contribute to the positive and healthy development of your mentee?
5. Does it fit your comfort level and expectations of your mentoring relationship?

If the answer to any of the five is no, this may be a sign of a potential boundary conflict. If you have any concerns about an activity or decision then you should follow up with your program coordinator, your mentee's parents/caregivers, or (depending on the age of the mentee) your mentee to clarify any gray areas.

Source: Search Institute for Mentoring Partnership of Minnesota. Copyright 2007 by Search Institute, Minneapolis, Minnesota ([www.search-institute.org](http://www.search-institute.org)). All rights reserved.

## **Youth Mentoring: A movement**

As a mentor, you are becoming part of a world-wide network of volunteers who are dedicated to helping youth to reach their potential by spending time with them and guiding them through their development. This isn't a new movement; in fact, it's one that has its roots beginning with the ancient Greeks. Here in the US, mentoring began in a formal way with a program called the Friendly Visiting Campaign, which started in the late 1800s. Through this effort, hundreds of middle-class women mentored individuals in poor and immigrant communities to help bring them out of poverty. In 1904, Big Brothers Big Sisters began and now has over 470 member agencies nationwide. In the early 1980s, there was a renaissance in mentoring here in the US when philanthropists and financiers began to bring attention to the need for more mentoring programs, and then began MENTOR/National Mentoring Partnership in 1990 to lead the effort to connect youth with mentors. Shortly thereafter, the US government began to fund mentoring programs for at-risk youth.

Each mentoring program has its own unique history. We recommend that you take the time to learn about the history of the program in which you will serve as a mentor and the philosophy that drives the program.

### **Origins of Mentoring**

Grey Owl, a well-known storyteller, was once asked by one of his tribe members, whether the fantastic tale he was telling the assembled nation was true. He replied, "I never let the facts get in the way of a good story." (<http://www.peer.ca/greyowl.html>)

Which story about the origin of mentoring would you select? Here are the four stories.

1. (Most widely known story). In Homer's *Odyssey*, Mentor is a trusted friend to whom Ulysses leaves the care of his household when he departs for the Trojan War (a ten-year battle). The goddess Athena assumes the form of Mentor and cares for Ulysses son, Telemachus, until the war's conclusion. Some variations of this story state that she actually accompanies Telemachus on his journey to search for his father at the end of the war. Some variations describe Mentor as a man.

2. (Less widely known story). In 1698, François Fénelon was appointed by King Louis XIV as a tutor to the king's grandson, the Duke of Burgundy. He provided instruction to his pupil through his didactic epic, *Le Aventures de Télémaque* (1699), the most popular book written in the 18th century. Fénelon uses the term "sage counselor" to describe his main character, the goddess Minerva who appears as Mentor. The book is clearly an imitation of Homer's *The Odyssey*, and the lessons expounded in the book by Mentor are both more educational than Homer's Mentor and directed towards guiding his pupil in how to become a peaceful and wise monarch. The political views that Fénelon put in the mouth of Mentor, however, offended the king's position on these

same issues. As a result Fénelon was forced to leave the employment of the king for less challenging activities. Several organizations associated with mentoring have used the term Minerva to act as a symbol for mentoring.

3. (Least known story). In ancient Africa, prior to the time of the Greek and Roman invasions, when a child was born, each village shared the responsibility for raising and educating the child into the customs and traditions associated with that village. While the child had contact with every member of the village, there was always one older child (not a family member) who would be assigned the responsibility to ask questions and listen carefully to the younger child. In Swahili (one of the oldest languages on our planet), this questioning person was called, "Habari gani menta" which, in English, means, the person who asks "What's happening?" This type of questioning was considered a way for a child to reflect on his or her actions, become inspired to do the right thing, and lead a proper life.

4. (Earliest known story). La Grotte de Niaux is a prehistoric cave located high in the Pyrenees in southern France. After walking through the silent and womb-like stillness, a visitor emerges into a large, domed space filled with ceiling paintings, estimated to have been created somewhere between 12,000 and 9,000 BC. While most of the paintings depict horses and bison, there is one theme that is repeated in many places. This painting shows a group of men taking children to what at that time was considered the edge or end of their physical world. The men exhort the children to be brave and expand their reach beyond the borders of the present world. Some believe that the origin of the term "mentor" comes from what has been loosely translated in these ancient depictions as "men" taking children on a "tour." These adults challenged youth to "see" more than can be seen by the "eye" and to dream about life as more than just that which occurs in consciousness.

Here's a more in-depth history of the modern mentoring movement:

- **Late 1800s:** Friendly Visiting Campaign created
- **1992:** Creation of Boston 1:1
- **1904:** Big Brothers Big Sisters created
- **1980s:** Growth of mentoring programs for disadvantaged youth
- **1983:** Margaret Mahoney, president of The Commonwealth Fund, calls for a “renaissance” of mentoring programs for youth
- **1983:** Partners for Youth with Disabilities is created to form mentoring relationships between youth and adults with disabilities
- **1990:** Ray Chambers and Geoff Boisi create MENTOR/National Mentoring Partnership
- **1992:** Congress creates the Juvenile Mentoring Program, which supports 93 mentoring projects for at-risk youth

- **1994:** The first formally recognized e-mentoring program, “Telementoring Young Women in Engineering and Computing Project,” was created by Education Development Center’s Center for Children and Technology through funding from the National Science Foundation
- **1997:** President’s Summit on the Future of America is held in Philadelphia and attendees call for the creation of mentoring programs for at-risk youth
- **1997:** America’s Promise – Alliance for Youth is created by Colin Powell and Ray Chambers; the organization calls on Americans to provide youth with “ongoing relationships with caring adults” (Powell, 2003, p.1)
- **1997:** The Harvard Mentoring Project launches a national media campaign to draw attention to mentoring and the need for mentors
- **1998:** Greater Boston One-to-One undergoes a name change to reflect the expansion of mentoring models and a commitment to providing statewide services. The new name is: Mass Mentoring Partnership.
- **1999:** National Disability Mentoring Day is started in the White House
- **2001:** American Association for People with Disabilities and U.S. Department of Labor, Office of Disability Employment Policy began cosponsoring National Disability Mentoring Day
- **2002:** U.S. Postal Service draws attention to the mentoring movement by issuing its “Mentoring a Child” stamp
- **2003:** American Rehabilitation magazine notes importance of mentoring youth with disabilities
- **2004:** President George Bush declares January “National Mentoring Month” and mentions the importance of mentoring in his State of the Union address
- **2004:** The U.S. Department of Health and Human Services, Office on Disability holds a kick-off event, promoting “I Can Do It, You Can Do It,” a mentoring program for youth with disabilities which promotes physical fitness
- **2006:** Partners for Youth with Disabilities hosts First National Conference on Mentoring Youth with Disabilities in Boston, MA, bringing together over 250 practitioners from all across the country to share best practices and to network with other mentoring and disability professionals.

## Knowing Your Program's Goals, Policies and Procedures

Use the questions below as a guide to gain a better understanding of your mentoring program.

### **Logistics:**

- How is a match made?
- What things are considered?
- How much time/how often do I spend with my mentee?
- Will there be training so I know what activities I can do with my mentee?
- What if the match doesn't seem to go well?

### **The Mentees:**

- What are the mentees like?
- What challenges do they face?
- What are their backgrounds?
- Why are they in this program?

### **The Relationship:**

- What roles will I play?
- How will I know if I am doing or saying the right things?
- Why am I not feeling satisfied with my work with this mentee?
- What do I do if I'm going on vacation?
- Can I give my mentee money or a gift?
- How do I answer questions about sensitive issues (e.g. sexuality, drug use, etc.)?
- What should we talk about?
- What will I do if my mentee doesn't open up to me?

### **The Family:**

- How do the parents feel about their child getting a mentor?
- How might the family respond to me?
- Do I contact the mentee's parent?
- How can I know I'm helping them when I feel their parents are telling them the opposite of what I am telling them?

## **Reporting Suspected Abuse or Neglect of Youth: Guidelines for Mentoring Programs in Massachusetts**

Under Massachusetts law, the Department of Social Services (DSS) is the state agency that receives all reports of suspected abuse or neglect of children under the age of 18. State law requires professionals whose work brings them in contact with children to notify DSS if they suspect that a child has been—or is at risk of being—abused or neglected. DSS depends on reports from professional and other concerned individuals to learn about children who may need protection.

Under Massachusetts law, the Massachusetts Disabled Persons Projection Commission is the state agency that receives all reports of suspected abuse or neglect of any person who is disabled. Under the Massachusetts Disabled Person Protection Law, a disabled person is defined as an individual between the ages of 18-59 who is mentally retarded or otherwise mentally or physically disabled as a result of mental or physical disability; and who is wholly or partially dependent on others to meet his/her daily living needs.

### **Mentoring Program Staff are Mandated Reporters**

According to the Ombudsman's Office of the Department of Social Services, mentoring program staff are mandated reporters in the Commonwealth of Massachusetts and required to follow the procedures outlined in Chapter 119, sections 51 A-E of Massachusetts law. Only paid employees are mandated reporters.<sup>1</sup> Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.

Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Social Services when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. A written report must be submitted to DSS within 48 hours after the oral report has been made. During the screening and investigation, mandated reporters are required, upon request by DSS, to disclose relevant information to the Department. Failure to make a report can be punished by a fine of up to \$1,000. Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory action by an employer.

### How Are Abuse and Neglect Defined by Law?

Abuse means:

- The non-accidental commission of any act by a caretaker that causes or creates a substantial risk of physical or emotional injury or constitutes a sexual offense; or any sexual contact between a caretaker and a child under the care of the individual.

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<sup>1</sup> Conversation with Ombudsman's Office, Department of Social Services, Commonwealth of Massachusetts, March 2, 2007.

Neglect means:

- Failure by a caretaker, either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth or other essential care.

### What Does This Mean for Mentoring Programs?

- 1) Mentoring program staff who are paid employees are mandated reporters in the Commonwealth of Massachusetts and required to follow the procedures outlined in Chapter 119, sections 51 A-E of Massachusetts law. Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.
- 2) Educate and train the appropriate people in your organization about child abuse and neglect, Massachusetts law regarding mandated reporting, and the reporting requirements.
- 3) Develop a procedure for your organization for fulfilling the reporting requirements, and train your staff on the procedure. The organization's procedure should be a part of your employee handbook so that new staff are oriented and trained on the law, the reporting requirements, and the process your organization follows when making a report.
- 4) The mandated reporter's obligation and responsibility is to immediately make an oral report, not to first make a "judgment" about whether or not an incident or circumstance is reportable. It is the role of the Department of Social Services to investigate and make a determination about the information you provide.
- 5) Staff of mentoring programs are also mandated reporters with regards to Massachusetts Disabled Persons Protection Law. Any mandated reporter who has reasonable cause to believe that a disabled person is suffering from or has died as a result of abuse may make a report to:  
Massachusetts Disabled Protection Commission  
1-800-245-0062  
1-800-426-9009 (24 hour hotline)
- 6) Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.

## A Guide to Help Mentors Understand the Goals of the Mentoring Program and Resources for Achievement

Generate a list of the short and long-term goals of the mentoring program in which you participate. Next think about the resources the program provides to help mentors achieve the goals. Also think about the resources you bring to the mentoring relationship and how they will support these goals.

Then outline how you can utilize the resources available to you to achieve the goals of your mentoring program. If you discover gaps, talk to the program coordinator to learn about additional supports and resources to maximize the success of your mentoring relationship. *(See examples listed below)*

What are the goals (short and long-term) of my mentoring program?	What resources are provided to me through the sponsoring program?	What resources do I bring to the mentoring relationship?	How can these resources support the development of my mentoring relationship?
1. <i>Develop youths life skills</i>	1. <i>Program coordinator</i>	1. <i>I am great at managing my time</i>	1. <i>Provide learning opportunities for my mentee I two critical life skills areas.</i>
2.	2.	2. <i>I am great at balancing my check book</i>	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

