

Project MALE Program



Mentor's Handbook

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Project MALE: Mentor Information

The Mentoring Relationship is key to the overall success of Project MALE. Please review all information on this website (www.projectmaleprogram.net) associated with the Mentor role.

Commitment Time

Minimum of eight-month commitment with up to three hours of contact per month.

Areas of Involvement (Goals)

Commitment to developing a supportive relationship with Program Participants (group of young males, ages 5 - 11) involved in character education and social behavior development.

Qualifications

Each Mentor should possess the following qualities:

- Sincere desire to be personally involved with a group of young males (ages 5 to 11, or Kindergarten through 5th grade) to help them achieve personal and career goals.
- Ability to communicate with young males openly and nonjudgmentally.
- Strong listening skills.
- Ability to establish a relationship based on equal responsibility and respect.
- Interest in the needs and concerns of young males with internal and external barriers to steady relationships.
- Practical problem-solving skills and ability to suggest options and alternatives.
- Sensitivity to young males of different educational, economic, cultural or racial backgrounds.

Responsibilities

As a **Project MALE** Mentor, you are expected to:

- Make a commitment to developing and maintaining a mentor relationship with a group of young males (ages 5 - 11, Kindergarten through 5th grade).
- Attend Mentor Orientation and Training Sessions on September 19, 2015 (or September 26, 2015). Program **start** date is October 3, 2015.
- Attend ongoing Mentor Training and support sessions as appropriate.
- Meet with your group of Mentees on a monthly basis to establish working relationships and to support your Mentees in achieving their goals.
- Assist your Mentees in solving problems that interfere with their success at home or at school.
- Keep Progress Logs and other information as/if requested by the Mentoring Coordinator.

Meeting Dates

Project MALE will meet on the following dates:

- Session 1: October 3, 2015 (Kick-Off; Goal Setting); 10:30 am - 1:00 pm
- Session 2: November 7, 2015 (Field Trip to Methodist Hospital); 10:30 am - 1:00 pm
- Session 3: December 5, 2015 (Holiday Party); 10:30 am - 1:00 pm
- Session 4: January 2, 2016; 10:30 am - 1:00 pm
- Session 5: February 6, 2016; 10:30 am - 1:00 pm
- Session 6: March 5, 2016 (Fun Activity, Lancaster Gym); 10:30 am - 1:00 pm
- Session 7: April 2, 2016 (Visit to College or Delta Completion Activity); 10:30 am - 1:00 pm

-- Session 8: May 7, 2016; 10:30 am - 1:00 pm

-- Session 9: June 4, 2016 (Completion Activity); 10:30 am – 1:00 pm

Project MALE: Mentoring Timeline

The Mentoring Timeline includes the following:

- **Recruiting and Screening: August 2015 – September 2015**
- **Orientation and Training: September 19, 2015 (or September 26, 2015)**
- **Monitoring and Support: October 2015 – June 2016**
- **Feedback and Evaluation: June 2016**

Key Features of the Mentoring Program

Recruiting and Screening

- Communication of Mentor and Mentee Expectations (Group Mentoring Focus)
- Project MALE Overview
- Completion of Mentor Profile and Agreement
- Completion of Mentor Questionnaire
- Roster of Mentors (Fraternities, College Students, High School Students, Other Volunteers)
- Mentor Screening

Orientation and Training

- Basic Knowledge and Skills Needed to Build an Effective Mentoring Relationship
 - * Commitment Time; Areas of Involvement; Qualifications; Responsibilities; Meeting Dates; Goals & Expectations
 - * What Makes A Good Mentor
 - * Qualities of Successful Mentors
 - * Suggested Things to Do (Active Learning)
- Communication of Mentor and Mentee Expectations (Group Mentoring Focus)
- Project MALE Overview

Orientation and Training, Continued

- Distribution of Mentor Handbook
- Ethical Issues and Behaviors
- Resources and Support
- Parent/Guardian Involvement and Guidelines
- Confidentiality Policy
- Completion of Required Forms

Monitoring and Support

- Resources and Assistance Available to Support Mentors
- Effective Closure of the Relationship
- Assessment of the Youth Development Process (Apply Lessons Learned)
- Assessment of Cultural and Economic Issues
- Assessment of Opportunities and Challenges Associated with Mentoring Young Males
- Review Online Discussion Blog Comments and Testimonies

Feedback and Evaluation

- Review and Documentation of Lessons Learned
- Completion of Mentor Questionnaire (Feedback Form)
- Assessment of Mentee Feedback
- Completion of Records and/or Reports
- Acknowledge Achievements and/or Milestones
- Evaluate Measures of Success

What Makes a Good Mentor*

Many people feel that being a Mentor requires special skills, but Mentors are simply people who have the qualities of good role models.

Mentors Listen: They maintain eye contact and give Mentees their full attention.

Mentors Guide: Mentors are there to help their Mentees find life direction, never to push them.

Mentors are Practical: They give insights about keeping on task and setting goals and priorities.

Mentors Educate: Mentors educate about life and their own careers.

Mentors Provide Insight: Mentors use their personal experiences to help their Mentees avoid mistakes and learn from good decisions.

Mentors are Accessible: Mentors are available as a resource and a sounding board.

Mentors Criticize Constructively: When necessary, Mentors point out areas that need improvement, always focusing on the Mentees' behavior, never his/her character.

Mentors are Supportive: No matter how painful the Mentee's experience, Mentors [continue](#) to encourage them to learn and improve.

Mentors are Specific: Mentors give specific advice on what was done well or could be corrected, what was achieved, and the benefits of various actions.

Mentors Care: Mentors care about their Mentees' progress in [school](#) and career planning, as well as their personal development.

Mentors Succeed: Mentors not only are successful themselves, but they also foster success in others.

Mentors are Admirable: Mentors are usually well-respected in their organizations and in the community.

*Courtesy of The Connecticut Mentoring Partnership and the Business and Legal Reports, Inc., *Best Practices in HR*, Issue 653.

Qualities of Successful Mentors

Personal commitment to be involved with Mentee(s) for an extended time.

Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference.

Respect for individuals and for their abilities and their right to make their own choices in life.

Mentors should not approach the Mentee with the attitude that their own ways are better or that Participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their Mentees and the privilege of being advisors to them.

Ability to listen and to accept different points of view.

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. When people feel accepted, they can empathize with their Mentee's feelings and personal problems.

Ability to empathize with another person's struggles.

Effective Mentors can feel *with* people without feeling pity *for* them. Even without having had the same life experiences, they can empathize with their Mentee's feelings and personal problems.

Ability to see solutions and opportunities as well as barriers.

Effective Mentors balance a realistic respect for the real and serious problems faced by their Mentees with optimism about finding equally realistic solutions. They are able to make sense of a seemingly jumble of issues and point out sensible alternatives.

Flexibility and Openness.

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.

*Courtesy of MENTOR/National Mentoring Partnership

Mentor's Profile and Agreement

Name: _____

Address: _____

City, State, Zip Code: _____

Cellphone Number: _____ Email: _____

Your Profession and/or Title: _____

Role (Please indicate your primary role with Project MALE):

- Project MALE Leadership Team Member
- Mentoring Coordinator
- Mentor (on a consistent basis each month)
- Male Volunteer (one time or as-needed basis)
- Parent of Young Male Participating
- Female Volunteer
- Other

Your Affiliations (Check all that apply):

- Antioch Fellowship Missionary Baptist Church
- Concord Baptist Church
- Inspiring Body of Christ Church
- Alpha Phi Alpha Fraternity
- Kappa Alpha Psi Fraternity
- Omega Psi Phi Fraternity
- Phi Beta Sigma Fraternity

Your Affiliations, Continued:

- College Student
- High School Student
- Cedar Valley College
- Friendship West B.C.
- Other

Working With Youth (Do you have prior experience in working with youth, ages 5 – 11?)

- Yes
- No

Other Qualifications, Skills, and Experiences (Please list.)

Interests (Why are you interested in being a Mentor or Volunteer in Project MALE?)

Grade Level (Which one of the grade levels below would you prefer to serve as Mentor?)

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

4th Grades

5th Grade

Preparation (I have read and understand the information included in the following documents. Check all that apply.)

Project MALE Overview

Mentoring Information

What Makes A Good Mentor?

Qualities of Successful Mentors

Things to Do

Background Check/Questionnaire

Mentor Training

Confidentiality Policy Statement

Review of Project MALE Website & Videos (www.projectmaleprogram.net)

Commitment to Meeting Dates (I commit to the following meeting dates. Please check all that apply.)

September 19, 2015 (Mentor Orientation and Training)

September 26, 2015 (Mentor Orientation and Training)

October 3, 2015 (Session 1)

November 7, 2015 (Session 2)

December 5, 2015 (Session 3; Holiday Party)

January 2, 2016 (Session 4)

February 6, 2016 (Session 5)

March 5, 2016 (Session 6; Fun Activity)

___ April 2, 2016 (Session 7; Visit to College or Delta Completion Activity)

___ May 7 2016 (Session 8)

___ June 4, 2016 (Session 9; Completion Activity)

Background Check/Mentor Questionnaire Commitment to Meeting Dates (Are you in agreement with the background check and Mentor Questionnaire completion that have been established for Project MALE? Please check one.)

___ Yes

___ No

Mentor Questionnaire (As a follow up to the last question, in what state of completion are the Mentor Questionnaire and Confidentiality Policy Statement?)

___ Completed

___ In Process of Completion

___ Not Completed

References (Please give the names of two (2) personal or business references. Include their telephone numbers and email addresses.)

Name 1: _____ Telephone: _____

Email Address: _____

Name 2: _____ Telephone: _____

Email Address: _____

Comment (Please use this space for any explanation or clarification for any of the above responses. You may also list any concerns you have, and/or reason why you may not be able to honor the Mentor commitments for this Program.)

Signature (Your signature in this space will serve as your agreement to the terms and conditions included in this Mentoring Profile and Agreement for Project MALE. Once signed, please submit this and any other required documents to the Mentoring Coordinator.)

Signature: _____

Date: _____

Reviewed by Mentor Coordinator: _____

Date: _____

Background Check/Questionnaire

Screening Guidelines for Mentors

This Mentoring Program incorporates a number of important program elements and policies to promote safe, effective mentoring relationships between Project Male Mentors and the young male mentees. In addition to the Mentor Information included in this Handbook and on the Project MALE website, the following guidelines have been established to affirm the importance of accountability and responsibility in meeting the needs of the young males participating in Project MALE. **Information obtained from prospective Mentors during the screening process will be kept confidential by the Mentor Coordinator(s).**

Mentor Profile and Agreement: All prospective Mentors and Volunteers must complete this online document which explores their interest in and qualifications for participating in Project MALE.

Personal Interview: All prospective Mentors will be interviewed by phone or in person by the Mentor Coordinator(s). Using the Mentor Profile and Agreement as a guide, the personal interview explores the prospective mentor's work history and relevant experiences, special interests, reasons for wanting to be a Mentor, past experiences with children, and potential concerns about the mentoring experience.

References: Prospective Mentors are required to provide the names and contact information for two (2) personal and/or business references.

Mentor Orientation & Training: Prospective Mentors are required to attend the Mentor Orientation and Training scheduled for September 19, 2015 or September 26, 2015.

Background Check/Questionnaire: Prospective Mentors are required to complete the Project MALE Mentor Questionnaire below.

Background Check/Questionnaire, Continued

Name: _____

Address: _____

City, State, Zip Code: _____

Email Address: _____ **Cell Number:** _____

Age (Are you at least 18 years of age?)

Yes

No

Mentor Orientation & Training (Are you willing to attend Project MALE's Mentor Orientation and Training about policies and procedures governing this Program?)

Yes

No

Background/Record (Have you ever been arrested, charged with, or convicted of child abuse or molestation or substance abuse?)

Yes

No

Crime Involving Youth (Have you ever been accused, arrested, charged, or convicted of any crime involving youth?)

Yes

No

Dangerous Weapons (Have you been involved with handling dangerous weapons?)

Yes

No

Felony (Have you been convicted of a felony?)

Yes

No

Other Circumstances (Other than the above, is there any fact or circumstance including you or your background that would call into question your being entrusted with the supervision, guidance, or care of a group of young males?)

Yes

No

Explanations (If you answered "yes" to any of the above questions (other than the ones dealing with age, mentor orientation & training, and screening), please explain below.)

Signature (By signing your name, you are stating that you answered the above questions truthfully. Once signed, please submit this document to the Mentoring Coordinator.)

Signature: _____ Date: _____

Reviewed by Mentor Coordinator: _____

Date: _____

Suggested Things to Do (Active Learning Activities)

Mentor's Role (Key Areas of Focus)

All active learning activities are conducted in a group mentoring environment and under the supervision of a **Project MALE** Leader or Staff Person. As a Mentor, you will serve as supervisor, trainer, role model, cheerleader, advocate, supporter, and friend as you help the young males (in group settings):

- Plan a project for school
- Set career goals and start taking steps to realize them
- Make healthy choices about day-to-day life, from food to exercise and beyond
- Think through a problem at home and school
- Recognize and communicate significant contributions and achievements to build the child's self-esteem and level of hope

Ongoing support and supervision are key to keeping the mentoring relationships growing. Successful mentoring relationships do not happen automatically.

Mentoring Benefits:

- Improving the young males' attitudes toward their parents, peers, or teachers
- Encouraging students to stay motivated and focused on their education
- Providing a positive way for young males to spend their free time
- Helping young males face daily challenges
- Offering young males opportunities to consider new career paths and acquire much-needed economic skills and knowledge

By using your influence resources as a decision maker, you bring new hope to young lives through the power of mentoring. You might be surprised by how much you will benefit as well.

What Will We Do Each Month?

See the separate partial listing of some tips and strategies for your mentoring sessions. Check to see that they are age-appropriate. Remember to ask the young males what they would like to do. Plan together. Don't be too structured. Spontaneity is important! Add some ideas of your own. Make a list of the ideas that you really like and share them with other Mentees. Good luck!

Mentor Checklist

This Checklist includes the expectations of Project MALE Mentors.

Pre-Work:

No.	Action Item	(X) Completed	Comment
1	Read Project MALE Overview.		
2	Reviewed Project MALE website (www.projectmaleprogram.net).		
3	Watched Mentoring videos on Project MALE website.		
4	Responded to directions and correspondence from Fraternity Lead(s).		
5	Responded to directions and correspondence from Mentoring Coordinator.		

Recruiting and Screening:

No.	Action Item	(X) Completed	Comment
1	Responded to directions and correspondence from Fraternity Lead(s).		
2	Responded to directions and correspondence from Mentoring Coordinator.		
3	Completed and submitted Mentor Profile & Agreement.		
4	Completed and submitted Mentor Background Check/Questionnaire.		
5	Completed the Personal Interview and submitted personal/business references.		
6	Read, understand, and agreed with the confidentiality policy or statement.		

Mentor Orientation and Training:

No.	Action Item	(X) Completed	Comment
1	Attended Mentor Orientation & Training.		
2	Attended ongoing training and support sessions as scheduled by the Mentoring Coordinator.		
3	Meeting with the Mentees and their parents and/or guardians.		
4	Knowledge that parents/guardians have given their consent for their youth to participate in the Program.		
5	A commitment to time, frequency, and location of meetings between the Mentor, Mentee, and Parent/Guardian.		
6	Agreement on preferred methods of communication (e.g., email, phone calls, places of contact and/or in-person visits). Make sure the frequency and form of contact are meeting Mentor and Mentee needs.		
7	Establish a level of trust between Mentor and Mentee. Be comfortable with information shared. Discuss how sensitive issues will be handled. Make sure it is clear what type of information is okay to pass on and what items are to remain in confidence of the relationship.		

Monitoring and Support:

No.	Action Item	(X) Completed	Comment
1	Participated in online discussion blog and/or Mentor Focus Group.		
2	Shared concerns and/or other matters with Mentoring Coordinator or others as appropriate in a timely manner.		
3	Conducted learning activities that supplemented the classroom instruction and in accordance with established guidelines for this Program.		
4	Maintained regular attendance at scheduled monthly sessions (February through June).		
6	Attended ongoing training and support sessions as scheduled by the Mentoring Coordinator.		

Feedback and Evaluation:

No.	Action Item	(X) Completed	Comment
1	Shared testimonies, accomplishments, and/or lessons learned with Mentoring Coordinators or others as appropriate.		
2	Completed the Mentoring Report and/or Mentoring Evaluation in a timely manner.		
3			
4			
5			

Ethical Issues and Behaviors

Following is a recap of the Qualities of Successful Mentors as described earlier in this Handbook.

Committed to the Program (October through June):

- Want to be involved in the Program
- Want to make a positive difference in the lives of young people
- Want to see young people succeed

Respect for Others:

- Open to the opinions of others
- Encourages decision-making of others
- Has a positive approach and attitude

Ability to Listen:

- Respect other's point of view
- Suspends judgment (actively listens to others)
- Asks thoughtful questions
- Gives opportunities for others to explore their own thoughts

Ability to Empathize with Mentee's Struggles

- Respect other's point of view
- Suspends judgment (actively listens to others)
- Asks thoughtful questions
- Gives opportunities for others to explore their own thoughts

Ability to See Opportunities as well as Barriers

- Seeks a realistic balance between problems and opportunities
- Makes sense of seemingly jumble of issues
- Points out sensible alternatives

Flexible and Open:

- Takes time to develop relationships with Mentees
- Learns what's important to the Mentees

Ethical Issues and Behaviors, Continued

Role:

- Stay in your lane: Don't seek to replace a parent, guardian, or teacher.
- Mentors are not the disciplinarian or decision-maker for a child.

Other:

- Be sure to demonstrate positive and supportive behaviors throughout the period (including approach, dress, language, etc.).

Confidentiality Policy

Mentor Screening

Information gathered during the Mentor screening process will be kept confidential. Documentation kept on file by the Mentoring Coordinator includes a list of the screening elements that each prospective Mentor must complete, guidelines for selecting or disqualifying Mentors, and clear instructions on criminal history checks. Documents completed by the each prospective Mentor and kept on file by the Mentoring Coordinator will include:

- Mentor Profile and Agreement
- Background Check/Questionnaire
- Phone or Face-to-Face Interview
- Confidentiality Policy
- Comments from Mentor's References