



Incorporating Mentoring in Your Youth Ministry

The **Bsomebody2someone** Mentor Training Series was originally developed in connection with 'Getting Connected,' a project of ADRA Australia. It has been adopted and reshaped by the General Conference Youth Ministries Department to be implemented globally.

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Published by the General Conference Youth Ministries Department

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First edition: ADRA Australia, 2007.
Second edition: ADRA Australia, 2007.
Third edition: General Conference Youth Ministries Department, 2015.

Printed in the United States of America.

Themes in This Series:

Book 1: Incorporating Mentoring in Your Youth Ministry

Introduction to the purpose and philosophy of this resource along with a guide for implementing an intentional mentoring program in your school, church, club, workplace or other organisation.

Book 2: The Need for Being Connected

An exploration of current statistics regarding the behaviour crisis facing today's youth and the answers presented to us through empirical evidence.

Book 3: Definitions and Types of Mentoring

An introduction to the history and use of the term "mentoring" and an examination of mentoring applications in today's culture.

Book 4: Benefits of Mentoring

An overview of compelling reasons for being involved in mentoring.

Book 5: Being a Mentor

Basic principles and practical tips for being a mentor. This is considered fundamental information for those involved in any mentoring situation.

Book 6: Being a Mentor Partner

A preparation presentation for those who want to find a mentor for themselves or for those who will be entering a mentoring relationship.

Book 7: Passing On Values

Guidelines and practical tips for assisting the mentor in passing on positive values to a mentor partner.

Book 8: Listening Skills

An interactive tutorial on developing crucial fundamental listening skills for all relationships with information on dealing with crisis situations and mandatory reporting.

Bsomebody2someone

Mentoring Training Series

A Note from the Director

The significance of mentoring in the context of intergenerational youth ministry has been one of the main topics of discussions in credible youth forums and literature recently. Youth professionals have long concluded that what has been characterized as the 'One ear mickey mouse' approach to ministry, where young people are isolated from the rest of the congregation and placed in an environment that is 'supposedly' conducive to their spiritual development, is a fallacy, in spite of all good intents and purposes.

While it is recognized that the 'isolationist' approach was a pragmatic reaction to the many challenges that youth leaders were encountering in an age of unprecedented change, its long-term effects have not proved to be beneficial for the body of Christ. There is a current call to a return to more family and intergenerational-based approach to youth ministry. It calls for the collaboration of youth professionals, volunteers, parents, pastors and the church at large. This might be the longer, more arduous road to travel, but it is the one prescribed in the Scriptures, the one that will prove to pay eternal dividends.

Bsomebody2someone is a valuable tool in your hands to assist in this paradigm shift in youth ministry.

Bsomebody2someone is a series of training presentations designed to enable individuals and groups to intentionally engage in mentoring, both to find a mentor for themselves and to be a mentor for others.

This resource package consists of seven presentations for use in groups to educate, inspire and equip mentors and mentor partners. Each presentation is a discreet topic on its own and is produced as a set of PowerPoint slides with notes for the presenter. Our intention is that anyone interested in mentoring can use this package. No previous training or special knowledge is required to present this material or lead a group in its exploration of mentoring. There are some activities written into the notes. These activities are optional, but they are given with the intention of applying the concepts presented and engaging the group in the learning process.

Implementing Mentoring

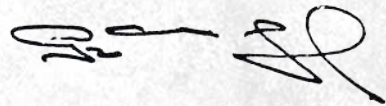
In Your Organisation

A Note from the Director (*continued*)

The topics in the series are listed in order of suggested presentation for a complete training package. However, not all topics will be required for all mentoring applications. Examine each presentation and use those that will be most useful to you.

The time required to move a group through each presentation will vary according to the group and the leader. If a presenter uses the activities provided and adds time for discussion and other activities, each program could stretch to one or more hours. Of course, the presentation could be as short as the time it takes to click through the slides. Remember, the more the group processes, discusses and absorbs the information on each slide, the more effective the material will be.

Sincerely,



Gilbert R. Cangy, Director
General Conference Youth Ministries Department

Note for leaders: *There is no required supplementary material. All that is required is the projection of the PowerPoint show, note taking paper and a pen.*

Topics

- **Welcome**
- **Purpose and Philosophy of this Resource**
- **Using the Resource**
- **Implementing Mentoring in Schools**
- **Implementing Mentoring in Churches**
- **Implementing Mentoring in Other Organisations**



Welcome

Welcome

Welcome to the **Bsomebody2someone** Mentor Training Series.

This resource has been designed to gather the best and most concise information available on mentoring, with a specific focus on mentoring young people. Current trends in mentoring literature seem to focus on either mentoring youth at risk or workplace mentoring, which has an emphasis on skill development.

Mentoring youth at risk has proven successful in both education and social settings. This series is focused not only on mentoring young people with problems, but targets mentoring as a natural part of life, which creates a legacy for future generations.

Mentoring is a natural part of life that often tends to ‘just happen,’ and as a result, much of the time doesn’t happen as effectively as it could. Our goal is to intentionally facilitate mentoring with concrete principles and directions. This material is not presented as expert information but is the result of significant experience and sound research.

To assume to be an ‘expert’ is to miss the key to mentoring. Mentoring involves learning from the wisdom and experience of others. It’s the building of a person through the character and positive influence of another. Mentoring is relationship, as we offer ourselves humbly to each other, not merely information.

If this material helps an organisation implement mentoring, that is good. If it encourages a person to make a commitment to be a mentor, or to find a mentor, that is better. Please take this opportunity personally to be somebody in the life of someone near to you.

Purpose: Equip mentors/partners to...

- Connect generations
- Appreciate mentors
- Foster mentoring at all ages
- Foster mentoring in all people groups
- Support mentoring programs
- Resource mentoring training

Purpose

This series is an attempt to equip mentors and partners with practical, relevant material that has a theoretical base. The result should include people involved in mentoring relationships with other people. Theoretical information alone without application will not produce mentors. The purpose of the Mentor Training Series is to equip mentors and mentor partners to:

Connect Generations

Mentoring is a connection of the older to the younger, a passing on of values, belief, encouragement and wisdom. This resource will provide reasons for linking generations together in positive relationships with mutual benefit to the partner and the mentor.

Appreciate Mentors

When we consider the people who have made us, or shaped us into who we are now, we realise that we have all had mentors. Unfortunately for many, those mentors have gone unrecognised and unappreciated. This resource encourages the recognition and appreciation of our mentors.

Foster Mentoring At All Ages

Every individual needs a mentor. Sometimes we find mentors in those younger than ourselves. It is a natural necessity of life and absolutely vital to building a healthy community.

Foster Mentoring in All People Groups

Mentoring is not just for troubled boys. It’s not only for the new person at work or the one needing emotional support. It’s useful for those people, but, just as vital for the average adolescent trying to cope with school and parents and girlfriends and boyfriends. It’s absolutely necessary for outstanding leaders, for sporting captains, student council members and fund raising organisers. It’s essential for young teachers, young married couples, youth leaders, tradesmen, secretaries and businessmen. It’s critical for parents, coaches, pastors, and company directors — the whole community.



Foundation Principles

- Mentoring is a natural aspect of healthy human communities
- Mentoring cannot be forced, only invited
- By fostering short term formal mentoring relationships, long term 'natural' mentoring relationships will be more likely to occur

Purpose *(continued)*

Support Mentoring Programs

In education, mentoring in programs such as peer support, peer mentoring, student tutoring, or any number of initiatives that connect older to younger students have brought great success. There are fewer examples of relational mentoring in other types of youth-related organisations. Our purpose is to encourage the experimentation and development of mentoring wherever there are older and younger people mixing together in everyday life.

Resource Mentor Training

Mentors who are intentional about being a positive influence are more likely to succeed. That sentence is a mouthful, but the principle is important. When we are conscious of the intention to do something well, we will often do it better. Mentoring is the same.

Foundational Principles

With the purpose of this resource clear, here are some principles that will provide a base for the Mentor Training Series:

1. Mentoring Is a Natural Aspect of Healthy Human Communities

Mentoring occurs naturally in all healthy communities, therefore this training series needs to focus, facilitate and encourage those whose passion is already in this area. We all have people who are important to us and we each are important to someone else. Use this resource to encourage people to be more intentional about mentoring. Realise that mentoring is equally as necessary for healthy individuals as for at risk individuals; for those who struggle; for those who are floating; and for those who are leading. It's for the young and for the old. Mentoring is for all of us.

ACTIVITY: *Take a moment away from 'presentation mode' and make sure you know the names of each person in the group. If you do, introduce those who may not know all of the others. If you don't, take time to learn names, even if you only learn a few during the next few minutes. Then ask the group: 'how does learning names relate to mentoring as a natural aspect of healthy communities?'. Mentoring starts with acknowledging the value and identity of another person. Too often we live and work in communities (including schools) where people pass by each other almost everyday without bothering to learn or recognise who they are. How often does this happen in your school or organisation? With students? With staff?*

2. Mentoring Cannot Be Forced, Only Invited

One of the greatest dangers in 'organising' a mentoring program is imposed relationships, that is, when two people have been randomly attached without personal choice. This often leads to a negative outcome.



Using The Training Series

Foundational Principles *(continued)*

Research tells us that the people most significant in the development of our self image are those whom we view as important in our lives. Note in that it is 'our own' perception of the importance of a person that determines his/her significance in our lives. We interact with others every day, but not everyone is important to us. Personal interest and close proximity can create a significant relationship, which is the root of mentoring.

We interact with other people every day, but not all of those people are important to us — and no one else points out or gives us a list of who is important to us. Significance is an intangible product of at least the other's interest in us, our perception of them, their proximity and role in our lives.

Therefore a mentoring relationship should not be forced, it must only be invited. Mentoring is a process of invitation and response. It's the invitation or the offering of one person to be intentionally involved in another person's life and it involves the response to accept.

ACTIVITY: *Discuss: How does the process of 'invitation and response' work in your organisation? Is it happening naturally? How many younger people build a mentoring relationship with those who are older? Are those mentoring relationships recognised as formal or not? Discuss how we often may 'invite' a mentoring relationship with a younger person (or student), but then get surprised by who may accept the invitation. Sometimes it is the person we least expect who will see us as important in their lives.*

3. By Fostering Short Term Formal Mentoring Relationships, Long Term Natural Mentoring Relationships Will Be More Likely to Occur

The principle is that by offering organised, structured short term and respectful mentoring experiences, more long term relationships will be encouraged. By asking people to acknowledge and appreciate past mentors, we encourage the potential for new mentors. By training, or preparing both mentors and partners for a mentoring relationship, we raise an awareness of the value of mentoring in all aspects of life. This has been proven to be true particularly in educational settings.

Using the Training Series

What's unique about this resource is that it is designed to be a resource, not a book to be read or a video to be viewed. Instead it's a tool to be used in encouraging and equipping mentors and mentor partners.

Our goal is that anyone — for example, a teacher, a student leader, a youth pastor, a football coach, an employer, an individual involved with groups of people, or even someone with minimal skill in public presentation — could use segments of this resource to train and equip others.



Features

- PowerPoint based
- Self directed
- Activity based
- Topically organised

Features

Understanding the features we have built into the Mentor Training Series may facilitate a better use of this resource.

PowerPoint Based

The CD that accompanies these booklets is designed for use in Microsoft PowerPoint. On each page is an image of the actual power point slide accompanied by explanatory teaching notes. The booklets are provided to be used as presenter's notes. (If for some reason you open the PPT presentation on the CD and cannot see text under the slide when you double click on a single slide, just click on the bottom of the slide window and drag it up to reveal the text.)

ACTIVITY: *If you are training others to use this resource, you might also wish to show them the basics of how PPT works.*

Self Directed

It is not necessary to be highly skilled to use this resource. However, familiarise yourself with the content to make your presentation effective. Maximise the learning time with your group and don't let a lack of preparation detract from your purpose.

ACTIVITY: *If you are training others, ask the group to comment on that last sentence. What would it take to be 'prepared' for a presentation? What would it look like if the presenter was obviously unprepared? How could that distract from the purpose of the presentation?*

Activity Based

Some group activities are included in the presentation material. Some are questions for discussion only and others include more physical interaction. People learn and retain more when they are allowed to process the information presented.

Think of your own discussion questions and activities that may help the group understand or process the information. Don't be afraid to experiment. Keep your activities short, sharp and to the point of the slide you're working on.

Topically Organised

Each of the booklets is focused on a specific mentoring topic to allow you a choice for your presentation needs. Choose as much or as little of this resource to suit your purposes. Our goal is to give you a resource that you can adapt and use for your own needs.



Booklet Topics	
1	The Need for Being Connected An exploration of current statistics regarding the behaviour crisis facing Australian youth and the answers presented to us through empirical evidence.
2	Definitions and Types of Mentoring An introduction to the history and use of the term "mentoring" and an examination of mentoring applications in Australian culture.
3	Benefits of Mentoring An overview of compelling reasons for being involved in mentoring.
4	Being a Mentor Basic principles and practical tips for being a mentor. This is considered fundamental information for those involved in any mentoring situation.
5	Being a Mentor Partner A preparation presentation for those who want to find a mentor for themselves or for those who will be entering a mentoring relationship.
6	Passing on Values Guidelines and practical tips for assisting the mentor in passing on positive values to a mentor partner.
7	Listening Skills An interactive tutorial on developing crucial fundamental listening skills for all relationships with information on dealing with crisis situations and mandatory reporting.

Booklet Topics

ACTIVITY: *In order to get you used to adapting parts of this resource for your own needs (for those who want to practice using this resource), let's go through some potential purposes for a mentoring presentation and see what parts of the Mentor Training Series might be useful for it. First put up this list of the booklets and briefly go through the content of each. Ask the group whether they understand the 'big picture' of what each is about and have them write down the topics on some notepaper.*

Then on the next slide, start by clicking on the first line of the slide and looking at the situation listed. Briefly discuss the situation listed so that everyone has the same understanding of it, then ask people to work individually or in pairs to note which of the booklets they might use as a presentation. Select those examples that seem most appropriate for your group. After the group discusses the issues, keep clicking on the slide and see what we have recommended. Don't use ours as a 'right' answer, because your group's answers may fit their situation better!



Adaptation Examples	
■	Deliver mentoring in-service to your staff Units: #1 Need (last part), #2 Definitions, #3 Benefits, #4 Mentor
■	Present the benefits of mentoring to a group of parents Units: #1 Need, #3 Benefits, #6 Values
■	Train a group of student leaders as mentors Units: #2 Definitions (first part), #4 Mentor, #7 Listening
■	Run a seminar on how to find a mentor in your own life Units: #1 Need (last part), #3 Benefits, #5 Partner
■	Address a community group with the need for mentoring Units: #1 Need, #3 Benefits
<small>For specific adaptation suggestions, visit our web page at www.bsomebody2someone.com and contact us.</small>	

Adaptation Examples

These are some examples of situations that might call for the use of the **Bsomebody2someone** Mentor Training Series. Below each situation is a suggestion for which topics to include in your presentation. For specific adaptations to your situation, visit our website and contact us via email. We'll be happy to help you with your program.



Implementing Mentoring in Schools

Implementing Mentoring in Schools

The following slides are a presentation on some principles to be aware of in planning and implementing a mentoring program in a school. The focus of this presentation is particularly high school, so use for primary aged students will need to be slightly adapted.

Mentoring in schools can take many forms:

- Group Mentoring is often referred to as a peer support program where one or two older students are paired with a small group of younger students for a set period of time.
- Support Mentoring is sometimes the term used to describe how one student works with a younger individual student who may have special needs academically, behaviourally or socially.
- Student Leadership often involves mentoring via involvement in a group like a student council, in situations where older students are responsible for the running of group activities within a home or pastoral care group, or in situations where student leaders as prefects or school captains work with teams of younger students for a specific purpose.
- Sport Leadership is another large area of school life that involves mentoring. Often older students are used to coach or develop younger teams or players
- Cross campus mentoring is a term used to refer to programs for high school students to go to a nearby primary school to work with individuals or groups of students.

Regardless of the format of the mentoring program implemented in a school, there are some 'basics' found in this presentation that should be taken into account. In fact, you'll find that the notes in these slides on schools apply to most mentoring situations including church and other youth groups. We have included churches as a separate topic below, but you'll notice that since the principles are similar, some of the slide titles are also similar. However, there may be some information below in the sections on churches and other organisations that could benefit you in implementing your own. If you want to get the most out of this resource, it may useful to review them.

ACTIVITY NOTE: *The information that follows on implementing mentoring programs is not specifically designed for a seminar type presentation. Rather, it is information for the consideration of a program organiser or director, or even better — for a team of people who are working together to implement mentoring in your school. For that reason, there are no group activities attached to this portion of the presentation. If you are working as a group, take time to consider how you will use the principles found on each slide.*



Mentoring Builds Connectedness

- School 'connectedness' is important to the emotional health of a student
- Four areas that build connectedness are:
 - Belonging
 - Achievement
 - Empowerment
 - Generosity
- Mentoring is crucial to the 'connectedness' of a school community

Mentoring Builds Connectedness

As a prologue to discussing the implementation of mentoring in schools, it is worthwhile to consider how important mentoring at school is in building a sense of belonging or 'connectedness' in a student. This is discussed in more detail in the booklet, 'The Need For Being Connected'. The short version is this: According to research, school connectedness is one of the most significant factors in avoiding depression and related emotional problems. Some studies suggest it is even more important than home during the high school years. When we look at some of the factors that contribute to connectedness (or the related area of youth resilience), we find:

1. A sense of belonging; of feeling like you 'fit'; of knowing that people know you and believe in you
2. A sense of achievement; of learning from someone who knows you and reaching a level of mastery in something you can do well
3. A sense of empowerment; of being given responsibility, of gaining independence to make your own decisions and be accountable for them
4. A sense of generosity; of being challenged to give of yourself to serve others without reward or expectation*

A common sense examination of how these four areas might work in a school setting will reveal that none of them can happen without some form of mentoring being involved. Consider each area and realise that either a teacher-mentor or a student-mentor will at least be advantageous, if not crucial to a student's development.

In short, if you want a 'connected school', there must be some aspect of mentoring involved in the school community. It is that important.

These four areas are consistent with 'The Circle of Courage' model of resilience in young people. There is no one widely accepted model of summarizing 'connectedness' or its related outcome, 'resilience'. However these four areas correlate strongly with the largest body and most recent research in this area. For more information on the 'Circle of Courage', go to www.reclaiming.com and click on 'circle of courage'.

Use Mentoring to Foster Leadership

- Mentoring involves training
- Training involves teacher/mentors
- Mentoring requires accountability
- Mentoring delivers a job description for leaders

Use Mentoring to Foster Leadership

Mentoring is one of the best ways to develop leadership in students. There are several reasons for this:

Mentoring Involves Training

From at least two perspectives, the training (or preparing) of mentors is important, whether the mentors are teachers, senior student leaders or younger students. The first point is that effective training affects a 'duty of care' cover for the school community. Mentors should be trained in what, and what not to say or do; and in what or what not to keep confidential (see the 'Listening' presentation in this series). The second point is that trained mentors enter a relationship having the confidence of knowing what they need to do, and what kind of response they can expect. That attitude that comes with preparation through training brings a sense of security to the mentoring relationship.

Training Involves a Teacher Mentor

The best training for mentoring is done by someone who can act as a mentor/supervisor to the student leaders who are training to be mentors. Just the fact that the teacher is going through the process with them is a role model of mentoring in action. Often having 'in house' training by teachers who will be in contact with the student mentor through the whole program, even if the teacher is not the most gifted or qualified presenter — is more effective overall than bringing in an 'expert' who will have no further contact with the student mentors.

When considering using student leaders as mentors, be sure to realise that those senior students need mentors as well. Student leadership thrives best when leaders feel like they have a teacher-mentor who is watching and supporting the work they are doing. Building a leadership program with a solid mentoring base gives teachers an often welcome chance to build a relationship with your 'top' students — often the ones who may not get attention for misbehaving or being lazy.



Mentors Should Volunteer

Should we give all students a chance to be a mentor?

YES or NO

Should we allow students to volunteer to be mentors?

YES or NO

Use Mentoring to Foster Leadership (*continued*)

Mentoring Requires Accountability

An effective school mentoring program must have built-in accountability. Student mentors need to be accountable for their preparation, behaviour, punctuality, etc... This type of accountability helps develop leaders. Often students need (and express the need) to be pushed to a 'higher standard'.

Mentoring Delivers a Concrete Job Description for Leaders

Unfortunately much student leadership is given to students as a title without a job description. Students are expected to be 'role models', 'leaders', 'guardians', etc... without being given, or much of the time, without being asked what actual work they can do. Mentoring gives students a concrete goal to accomplish and can leave students with a sense of achievement in completing a useful task. From that point of view, mentoring delivers outcomes: time is spent productively, vertical relationships are built and leadership is structured and visible.

Mentors Should Volunteer

Should we give all students a chance to be a mentor? Or should we allow students to volunteer to be mentors?

Aren't these two the same question? Perhaps not. Does it make a difference? Potentially, yes.

Should we give all students a chance? Yes, perhaps if you have enough time to prepare all the mentors and enough timetable to give them a chance at a meaningful mentoring relationship. Should we force students to be mentors? No.

Why? Because a forced relationship has a much greater potential to be misused, to be neglected, to be resented or to even become abusive. A mentor 'forced' to mentor a person cannot be relied upon to have the kind of positive attitude, or belief in a younger person that is essential to a positive mentoring relationship. Although it is often much more difficult to accomplish in the timetable, and it can sometimes be perceived as 'separating the grade level or group', allowing students to volunteer as mentors is vital to an effective mentoring program. To force someone (even if they accept it) into a mentoring role is to set up both the individual and the program for potential unnecessary failure. Instead, allow students to step up to the challenge of mentoring, hold them accountable to the highest standard and nurture them in the role and you may just see individuals change for the better — over and over again.



Both Mentors and Partners Should be Prepared

- Aim for 'No Surprises'
- Answer the what, when, where, who, how and why questions before you start for both parties

Both Mentors and Partners Should Be Prepared

We have already mentioned the need for the preparation of mentors. You will find plenty of mentor training information within the covers of this resource. There is also a need for mentor partners to be prepared for the mentoring relationship. In some cases, preparation for the partners may be as brief as an explanation of what to expect and how to behave at a school assembly. In most cases, more preparation than that will be beneficial.

There is a principle — in working with students where there is a potential for attitudes to affect the outcome of the exercise that is simple: Aim for No Surprises. In relation to mentoring, 'no surprises' means that the mentor knows where to go, when to go there, why they are going there, what to say, what to do, how to handle potential responses and how to finish a session. 'No surprises' also means that the mentor partner knows what they are going to be doing, why they are doing it, how they are expected to behave and what will happen if they choose not to.

When both parties are secure in knowing their boundaries and what to expect during and from the mentoring relationship, more effective mentoring will happen.

Hold Mentors Accountable

Provide accountability by:

- Creating a criteria based standard of conduct
- Requiring 'in progress' debriefing and reporting
- Providing visible recognition of service

NOTE: While demanding accountability, realise that students are not teachers

Hold Mentors Accountable

We have also already mentioned that mentoring should involve inherent accountability. The student mentor should have a mentor/supervisor who knows and is interested in the outcome of the mentoring relationship between students. Perhaps it should be restated: Mentoring must involve accountability. A 'mentor' who is not accountable becomes an abuser. Someone who makes a pretence of having the best interest of another as a priority but then acts in a way that contradicts that intention is at best useless and at worst harmful to the mentor partner.

Accountability in a mentoring program can take place in three general ways:

The first is that students could be required to agree to a standard of conduct before being allowed to participate in mentor training. This could be part of a student application for involvement in mentoring or something that is agreed upon in process by the student mentors and their teacher/supervisors. A standard of conduct or set of criteria for mentors gives students a visible and realistic personal goal to maintain. It elevates the overall performance of the student mentors and importantly, gives the teacher/supervisor tool for dealing with students who by their actions choose not to continue as a positive or productive mentor.

The second way to provide accountability is to require a process of reporting or debriefing of the program as it is in progress. (Note the term, 'in progress'. It is much less useful to debrief after it is all finished and there is nothing left to improve.) By meeting with student mentors after they have had one or two meetings and discussing the dynamics of what is happening, the responses of the mentor partners and any problems they have encountered, student mentors will be able to adjust and improve their mentoring relationships. If the supervisor doesn't have time to meet with mentors individually, consider meeting with all the mentors as a group, and/or having them each write a report on their perception of their own progress.



Administering the Program

- Start carefully
- Short is OK
- Structure meetings
- End sharp
- Celebrate with stories

Hold Mentors Accountable (*continued*)

A third strategy that will assist in accountability is to provide some visible recognition for a mentor's leadership role in the school. This could be via a badge or some other insignia that students could wear or it could be through part of an ongoing reward strategy in the school that recognises student contributions. It would also be appropriate to award active mentors with a certificate or recognition of some type at the end of the school year. To give recognition to mentors increases accountability in proportion to the standard or perception of the recognition. For instance, if a badge is perceived as being valuable and positive by the student body, to lose that badge becomes a significant motivation factor for better performance. Of course, you could just look at it positively and say that recognising students for a job well done is the right thing to do.

NOTE: *While demanding accountability in students, don't be tempted to try and transform students into teachers. We often do this by implying directly or indirectly that the behaviour of younger students is the responsibility of the older student. It is true that the student mentor should be prepared and positive during the mentoring process, the student mentor should not be asked to 'control' another student. (Often the students who are perceived as needing 'control' are those that teachers have a difficult time with already — and they are paid professionals.) Rather, provide a clear option for mentors to invite students to participate or leave — and provide the backup support for those younger students who do choose to leave. It is enough responsibility for a student mentor to just be mentor without having to be a teacher as well.*

The important thing about accountability is that it is itself a form of mentoring. Approach it positively and in consultation with student mentors and you will see striking results.

Administering the Program

In considering the overall administration of a mentoring program in a school, what often comes to mind are decisions like where to fit mentoring in the timetable, who will do the training, what permission forms and letters need to go out to parents, etc. . . . These are vital decisions and intentionally not covered here because their fulfilment is part of the administrative structure of every school, and unique to each. However there are some general guidelines for the overall structure of a mentoring program that could be applied to all school settings:

Start Carefully

Beginning a mentoring program can seem simple: put some kids with other kids and let them talk. It is simple when it's like that — like a playground. A goal of this resource is that you'll see that there is much that can be gained from a well-trained group of students focused on building a positive relationship with other students who have also been prepared to make the most of their time together. Think carefully about your goals and desired outcomes for your mentoring program. Consult with your student leaders and consider how you will 'market' or invite your mentors, and how the program will progress from there. Take time for your training, realising that it can be valuable mentoring in itself. Build in accountability and plan a complete timetable including debriefing and reporting time during the course of the program.

Short Is OK

After talking so much about the benefits of mentoring, it may sound strange to hear that a short mentoring program is mostly a good thing. Have a timetable from the beginning that all participating students are aware of and allow it to be just long enough to develop a relationship, but short enough so that there is always an end in sight. In general, mentoring partnerships need 4-6 meetings to begin developing a good relationship. Programs that begin to double that length risk becoming 'stale', with students wondering what to do next; many don't really have the expertise or time left to go to a deeper and more personal relationship, and get frustrated that there is yet too much time left to keep doing what they started with.



Build a Developmental Program

- Imagine mentoring at every year level
- Older students with younger students
- Teachers in small groups with students
- Students tutoring, teaching, coaching
- What are some of your mentoring ideas?

Administering the Program *(continued)*

Structure Meetings

Give students ample resource material for meeting with their mentor partners. This is true regardless of the type of program or age of the students. Search for resources that will suit the age and type of mentoring, and discuss its usefulness with your student leaders. Regardless of whether you choose games to play for groups, personal identity questions for pairs, discussion about safety in school or a list of favourite foods, all the resources or ideas that student mentors use need to foster interaction between at least two people. Look for anything that encourages one person to get to know another better, and allow your students to guide you in the best way to do that for your own mentoring application. It could be valuable to ask them (your student mentors) to develop or find more resources and keep expanding options for your mentors to choose from. It is fine to allow your student mentors to add, but give them a good start with plenty of activity material to begin with.

End Sharp

Timetable for the mentoring program to end, and end it then. Don't be tempted to drag the program on because the students seem to be doing well. It is always better to end with them wanting more. There is a reason for this besides having a positive attitude and avoiding more timetable distress — structured, short term mentoring (which is what school mentoring programs are) can develop into more long term relationships. In fact, this may well be one of the main goals of your mentoring program. Allowing students to end when you plan to end builds security and trust and encourages those students who wish to continue to build a friendship as a result of their mentoring experience to do so.

Celebrate with Stories

To get the most value from a mentoring program, structure a time of 'celebration' with student mentors and partners all together. (A celebration time can be even more powerful if you have a chance to invite parents.) Make this time an excuse to give out certificates, allow mentors to give positive comments about the their partners and allow partners to express appreciation for the time their mentors have given for them. We miss much when we miss a chance to build memories and 'cement' experiences through the telling of stories.

Build a Developmental Program

An ultimate goal of school-based mentoring would be for mentoring to be a natural part of the whole school community. This would mean that as students progress through different age levels, mentoring remains an integral part of school life. Teachers already deal with students at different age levels because of the classes they teach; imagine the impact of older students also involved in positive mentoring at every grade level. Included in that visionary thought might be a concept of teachers also taking a mentoring interest in smaller groups, pairs or individual students whom they might not necessarily teach.

In order to pursue such mentoring goals, a school needs to think developmentally as to how mentoring might become established in the everyday workings or 'culture' of a school. Consider how it might happen in your school. Where would you start? Could yr6 students have a 'buddy' program with yr3 students? Could yr 5 students help with playground activities for pre-school children? Perhaps Yr11 students do peer support with Yr7 students? Could Yr8 students act as tutors for reading support in Yr1 and 2? Could Yr9 students prepare for and go on a camp with help from Yr12 mentors? Could Yr10 students each adopt a staff member as a mentor for a term with a social event as a finale? (See note at the end of this section.)

Look back at that last paragraph and notice that Yr4 has been left out. How could they be included in some form of mentoring? (If you have time during this presentation, take the opportunity to discuss possible answers to these questions.)

Perhaps you will decide that not 'every' year group needs to be involved in mentoring, but realise that each time a student has a positive experience in a mentoring situation, they are in fact training to be mentors in the future. By building a developmental mentoring program in a school, students could reach Yr12 having been immersed in mentoring during their entire school life. They could have used their school-based mentoring experiences to build friendships in other age groups and to feel more connected to their fellow students and teachers.



Train Teachers to be Mentors

- Teachers ARE mentors
- Relationships are the foundation of education
- Involve teachers in intentional mentoring (think of any examples?)
- Preparing teachers will lead to more effective mentoring

Build a Developmental Program *(continued)*

Use this as a challenge to review the full scope of mentoring as it is happening in your school now — and begin to make a plan!

Note: This school categorization is based on the kindergarten to year 12 (senior high) system (K–12). Countries operating on a different system need to work out the corresponding classes.

Train Teachers to Be Mentors

While the focus of this presentation has primarily been on students as mentors, we have more than alluded to the fact that teachers ARE mentors. As teachers, we take an interest in students — some more than others. We call this a mentoring ‘invitation’. When a student responds and views the teacher as being valuable and positive in his/her life, a mentoring relationship is formed. Research tells us that these relationships are often crucial in the life of young people.

However, many teachers and the school communities we live and work in seem to view mentoring and relationships as a kind of by-product of ‘real education’ which is accomplished through teaching curriculum. Teaching can easily become content and timetable focused; and the role of the teacher as a mentor quickly becomes less important than the next deadline. Relationships are the foundation of education. In order to help teachers maintain a focus on relationships it can be helpful to implement intentional mentoring to programs already operating in the school — or to organise one just for teachers.

Some examples could include teachers as mentors for yr12 leaders, teachers as mentors for groups of students involved in debating, drama or a sport team, or teachers as leaders of clubs or hobby groups. Most schools already have many of this type of program in operation. The difference and real improvement can happen when the teachers submit to some of the same principles outlined for student mentors in this presentation. Consider using the ‘being a mentor’ training presentation as an in-service tool for enhancing the mentoring skills and focus of teachers who want to be involved.



Using Community Volunteers

- Ensure they:
 - Have complete police clearance
 - Are familiar with school safety policies
 - Are trained as mentors
 - Understand confidentiality and mandatory reporting
 - Are familiar with the school discipline policy and know how to use it
 - Sign in and out of school at each visit

Using Community Volunteers

There are some organisations that provide mentors for use in school situations; generally they will focus on students at risk and can be a significant positive influence on a student's life. Another option for making use of community members is to create opportunities for approved volunteers to work with teachers and students. Local church groups or other community service organisations are often willing to assist teachers with special mentoring projects with students. If you have a way to include them, community volunteers can enhance your mentoring program. They also help build greater connections between you and your local community.

If you do use community members for mentoring, ensure that:

- They are cleared by police character check
- They have applied or filled in a complete personal information and medical form
- They have supplied references which have been checked by the school
- They are familiar with school safety policies
- They are trained and prepared as mentors
- They understand confidentiality and mandatory reporting (see 'listening' presentation)
- They are familiar with the school discipline policy and how to use it
- They sign in and out each time they visit the school

Implementing Mentoring in Your Church

Implementing Mentoring in Your Church

You'll find that many of the following notes on implementing mentoring in a church situation are similar to those above regarding schools. Although the titles of some of the slides will be similar, there will be differences that will help you specifically apply mentoring to church applications. If you want to get the most out of this resource, it may be useful to review the notes for schools as well.

ACTIVITY NOTE: *The information that follows on implementing mentoring programs is not specifically designed for a seminar type presentation. Rather, it is information for the consideration of a program organiser or director, or even better — for a team of people who are working together to implement mentoring in your church or organisation. For that reason, there are no group activities attached to this portion of the presentation. If you are working as a group, take time to consider how you will use the principles found on each slide.*



Mentoring Is a Natural Aspect of a Healthy Church Family

- People need to be ‘connected’
- Four areas that build connectedness are:
 - Belonging
 - Achievement
 - Empowerment
 - Generosity
- Mentoring is crucial to the ‘connectedness’ health of a church community

Learn Names

- Knowing names acknowledges the importance of a person
- Using names opens the possibility for safe interaction
- The best first step for church mentoring is to learn the names of EVERY young person in the church!

Mentoring Is a Natural Aspect of a Healthy Church

People need to be connected to people in the context of a community. This is discussed in more detail in the booklet, ‘The Need For Being Connected’. Research tells us that school connectedness is one of the most significant factors in avoiding depression and related emotional problems during high school years. Similar research indicates that other places of belonging like church groups also play a big part in building ‘resilience’ in young people.

When we look at some of the factors that contribute to connectedness or the related area of youth resilience, we find:

1. A sense of belonging; of feeling like you ‘fit’; of knowing that people know you and believe in you
2. A sense of achievement; of learning from someone who knows you and reaching a level of mastery in something you can do well
3. A sense of empowerment; of being given responsibility, of gaining independence to make your own decisions and be accountable for them
4. A sense of generosity; of being challenged to give of yourself to serve others without reward or expectation*

A common sense examination of how these four areas might work in a church setting will reveal that none of them can happen without some form of mentoring being involved. Consider each area and realise that mentoring could (and should) be an integral part of a healthy church community.

* These four areas are consistent with ‘The Circle of Courage’ model of resilience in young people. There is no one widely accepted model of summarizing ‘connectedness’ or its related outcome, ‘resilience’. However these four areas correlate strongly with the largest body and most recent research in this area.

Learn Names

Mentoring, especially in the context of a church community, begins with older ones learning the names of younger ones. You’ll note the presentation, ‘Need for Being Connected’ (in this series) says, “The first step to becoming connected with a person is to learn their name. When you use a person’s name, it acknowledges to them that you have taken the time to find out, or already know, who they are. This provides significance as you have ‘remembered’ them, making it easier for them to approach you to make the initial steps towards a relationship. When someone uses your name, it automatically opens the door to a more positive and secure interaction.”

A wonderful first step for mentors in a church community is to learn the names of every child and youth in the church — yes, regardless (within limits) of the size of the church! Remember names, make it a challenge to learn as many as you can and determine to use names every time you meet a young person. Without doing anything else in mentoring, simply learning and saying names will begin to transform your church. Your young people will realise that someone knows them... and likes them. That’s a big thing.



Both Mentors and Partners Should Volunteer

Should we assume all church members will be mentors?

YES or **NO**

Should we force all young people in the church to have mentors?

YES or **NO**

Allow Partners To Choose Mentors

- Begin with a presentation to the whole church
- Follow with a separate presentation to potential mentors and then to potential partners
- Allowing partners to choose mentors is advantageous to both

Both Mentors and Partners Should Volunteer

Should we assume all church members will be mentors? **NO**. In fact, you will need to very careful to do a full police check for every volunteer mentor. Even then, a good suggestion is to submit the names of potential mentors to the church board or pastor just in case there is information that the mentor organizers may not be aware of. Protecting your young people is of the utmost importance. Having heeded the warning, invite all church members young and old to apply to be mentors. Even young people can be mentors to younger ones in the church.

Should we force all young people in the church to have mentors? **NO**. Why? Because a forced relationship has a much greater potential to be misused, to be neglected, or to even become abusive. A person ‘forced’ to have a mentor because it is ‘good for them’ may develop a poor attitude toward mentoring in general and to the ‘assigned’ mentor in particular. It’s better to allow even a few to volunteer to be mentor partners and make it a short and successful program. Then next time around more may join in.

Allow Partners to Choose Mentors

A practical idea for the beginning of a mentoring program in church would be to begin with a presentation to the whole church on the benefits of mentoring. You may choose to follow up an initial presentation with a more specific presentation to both potential mentors and potential mentor partners about the need and benefits of mentoring. Be careful not to limit the potential number of people who may wish to have, or to be a mentor. Allow both children and young adults to join presentations if they wish.

Once you have given your potential mentor partners a thorough explanation of what to expect, when and for how long to expect it — then invite them to apply to have a mentor. At this time it may be advantageous to have a list of volunteer mentors available for the partners to choose from. You will have more success when both the partners and the mentors know that the match is one of choice. It is a huge compliment to be ‘chosen’ as a mentor, and a privilege for the partner when the mentor accepts the responsibility.



Encourage a Wide Focus on Informal Mentoring

- What do you do if a mentor doesn't get chosen?
 - Expect it, Prepare for it
- Consider mentors choosing informal mentoring partners
- Formalise the program, meet to debrief and celebrate relationships

Both Mentors and Partners Should be Prepared

- Aim for 'No Surprises'
- Answer the what, when, where, who, how and why questions before you start for both parties

Encourage a Wide Focus on Informal Mentoring

What do you do if people who have applied and been accepted to be mentors don't get chosen by one of the mentor partners?

First, expect that this will happen. We don't ever know exactly why some people are attracted to others, but the probability is that some mentors will be chosen by a number of partners and others not chosen at all. (You will obviously need to limit the number of partners that one mentor can accept.) So prepare mentors for this likely possibility so that their disappointment is minimized.

Second, consider implementing a second (or you may choose to make this your first choice!) mentoring strategy focused on informal mentoring. You'll find information on types of mentoring in the 'Definitions and Types' presentation in this series. Note that informal mentoring is that which takes place naturally and without formal agreement. The mentor chooses to take a healthy and positive interest in a younger person without expectation for a 'relationship' in return. In other words, informal mentoring is somewhat like a not-so-'secret-santa' at Christmas time. The mentor decides to show interest and support in the life of the younger person for no other reason than to let them know that they are valuable and loved.

A focus on informal mentoring may work best if the mentors meet together occasionally to debrief and compare notes on the progress of their mentor partners. It might even be good to pose the program as an experiment in developing mentoring relationships and have the mentors describe the nature and strength of the relationship before and after the mentoring program — and compare the two at a celebration event.

Both Mentors and Partners Should Be Prepared

This information is the same as for a school situation.

We have already mentioned the need for the preparation of mentors. You will find plenty of mentor training information within the covers of this resource. There is also a need for mentor partners to be prepared for the mentoring relationship. In some cases, preparation for the partners may be as brief as an explanation of what to expect and how to behave at a school assembly. In most cases, more preparation than that will be beneficial.

There is a principle in working with young people where there is a potential for attitudes to affect the outcome of the exercise that is simple: Aim for No Surprises. In relation to mentoring, 'no surprises' means that the mentor knows where to go, when to go there, why they are going there, what to say, what to do, how to handle potential responses and how to finish a session. 'No surprises' also means that the mentor partner knows what they are going to be doing, why they are doing it, how they are expected to behave and what will happen if they choose not to.

When both parties are secure in knowing their boundaries and what to expect during and from the mentoring relationship, more effective mentoring will happen.



Hold Mentors Accountable

Provide accountability by:

- Creating a criteria based standard of conduct
- Requiring 'in progress' debriefing and reporting
- Providing visible recognition of service

Include Parents in the Process

- Many young people feel they can't discuss some things with their parents
- Some young people don't want parents to know about their mentors
- Parents are always responsible for their own children
- Parents must be included in the process

Hold Mentors Accountable

Mentoring must involve accountability. A 'mentor' who is not accountable becomes an abuser. Someone who makes a pretence of having the best interest of another as a priority but then acts in a way that contradicts that intention is at best useless and at worst harmful to the mentor partner.

As in schools, accountability in a mentoring program can take place in three general ways:

The first is that mentors could be required to agree to a standard of conduct before being allowed to participate in mentor training. This could be part of an application for involvement in mentoring or something that is agreed upon in the mentor training process. A standard of conduct or set of criteria for mentors gives people a visible and realistic personal goal to maintain. It elevates the overall performance of the mentors and importantly, gives the supervisor tool for dealing with mentors who by their actions choose not to continue as a positive or productive mentor.

The second way to provide accountability is to require a process of reporting or debriefing of the program as it is in progress. (Note the term, 'in progress'. It is much less useful to debrief after it is all finished and there is nothing left to improve.) By meeting with mentors after they have had one or two meetings and discussing the dynamics of what is happening, the responses of the mentor partners and any problems they have encountered, mentors will be able to adjust and improve their mentoring relationships. If the supervisor doesn't have time to meet with mentors individually, consider meeting with all the mentors as a group, and/or having them each write a report on their perception of their own progress.

A third strategy that will assist in accountability is to provide some visible recognition for a mentor's role in the church. For a church, this could be via recognition in front of the church, or some type of card or accreditation. It would also be appropriate to award active mentors with a certificate or recognition of some type at the end of the year.

The important thing about accountability is that it is itself a form of mentoring. Approach it positively and in consultation with mentors and you will see striking results.

Include Parents in the Process

Involving parents in the mentoring process can become a complicated exercise. There are several factors to consider:

Many young people are in need of mentors in order to talk about and sort out issues that they feel they can't discuss with their parents. This is natural. There are some things that some children never discuss with their own parents. There are some issues that some parents cannot and do not want to tackle with their children. All children can benefit from having a caring and confidential adult in their life whom they can talk to when the need arises.

Some young people don't want their parents to know that they want to talk with another older person. There are many reasons for this attitude, among them are a fear that parents won't approve or won't allow the relationship to continue. Sometimes young people just want the mentor to believe or hear only their side of the story; they may also fear a breach of confidentiality or betrayal from the mentor.

Regardless of the strength of the mentoring relationship, parents are still responsible for their own children. Even in the case of poor parents or parents who seem unfit (realise of course that abuse must always be reported) for the role — they are still the parents and by law, still responsible for their children. The church must respect that. It is a Biblical mandate to uplift and support the family unit. The goal of a mentoring program should be to ultimately bring families closer together rather than creating separation between children and parents.

In light of these factors, it is vital that parents be involved in the process of initiating a mentoring program in a church. They must give permission and be kept informed of what happens.



Administering the Program

- Start carefully
- Short is OK
- Structure meetings
- End sharp
- Celebrate with stories

Administering the Program

The five principles here concerning the administration of the mentoring program are the same for churches and other organisations as they are for schools. In considering the overall administration of a mentoring program, what often comes to mind are decisions like where to fit mentoring in the timetable, who will do the training, what permission forms and letters need to go out to parents, etc... These are vital decisions and intentionally not covered here because of the vast differences in potential application.

However there are some general guidelines for the overall structure of a mentoring program that could be applied to many organisational settings:

Start Carefully

Beginning a mentoring program can seem simple: put some kids with other kids and let them talk. It is simple when it's like that — like a playground. A goal of this resource is that you'll see that there is much that can be gained from a well-trained group of mentors focused on building a positive relationship with younger people who have also been prepared to make the most of their time together. Think carefully about your goals and desired outcomes for your mentoring program. Consult with your potential mentors and consider how you will 'market' or invite your mentor partners, how you will invite your mentors and how the program will progress from there. Take time to prepare both mentors and partners, realising that it can be valuable mentoring in itself. Build in accountability and plan a complete timetable including debriefing and reporting time during the course of the program.

Short Is OK

After talking so much about the benefits of mentoring, it may sound strange to hear that a short mentoring program is mostly a good thing. Have a timetable from the beginning that all participants are aware of and allow it to be just long enough to develop a relationship, but short enough so that there is always an end in sight. In general, mentoring partnerships need 4-6 meetings to begin developing a good relationship. Programs that begin to double that length risk becoming 'stale', with mentors wondering what to do next; many may not have the expertise or time left to go to a deeper and more personal relationship, and get frustrated that there is yet too much time left to keep doing what they started with.

Structure Meetings

Give mentors ample resource material for meeting with their mentor partners. This is true regardless of the type of program or age of the students. Search for resources that will suit the age and type of mentoring, and discuss its usefulness with your mentors. Regardless of whether you choose games to play for groups, personal identity questions for pairs, discussion about safety in school or a list of favourite foods, all the resources or ideas that student mentors use need to foster interaction between at least two people. Look for anything that encourages one person to get to know another better, and allow both your mentors and partners to guide you in the best way to do that for your own mentoring application. It could be valuable to ask them (your mentors) to develop or find more resources and keep expanding options for your mentors to choose from.

End Sharp

Timetable for the mentoring program to end, and end it then. Don't be tempted to drag the program on because the relationships seem to be doing well. It is always better to end with both parties wanting more. There is a reason for this besides having a positive attitude and avoiding more timetable distress — structured, short term mentoring can develop into more long term relationships. In fact, this may well be one of the main goals of your mentoring program. Allowing partnerships to end when you plan to end builds security and trust and encourages those who wish to continue to build a friendship as a result of their mentoring experience to do so.

Celebrate with Stories

To get the most value from a mentoring program, structure a time of 'celebration' with mentors and partners all together. (A celebration time can be even more powerful if you have a chance to invite parents.) Make this time an excuse to give out certificates, allow mentors to give positive comments about the their partners and allow partners to express appreciation for the time their mentors have given for them. We miss much when we miss a chance to build memories and 'cement' experiences through the telling of stories.



Other Organisations

Other Organisations

Your organisation may not fit into the ‘school’ or ‘church’ category. As we’ve been saying, mentoring is a natural part of any healthy committee, so mentoring is found everywhere. The question of implementing a formal mentoring program and training mentors however, tends to be more specific to youth-related organisations.

Implementing Mentoring Is Possible in:

- Sporting clubs
- Hobby groups
- Scouting type groups
- Social welfare organisations
- Others?

Implementing Mentoring Is Possible In...

There are possibilities to implement mentoring in sporting clubs, scouting (and scout type) groups, social welfare organisations, hobby and interest groups, and any other place where younger and older people meet and interact on a regular basis.

ACTIVITY: *Brainstorm...*

- *What could you do?*
- *Where could it take place?*
- *How might it work?*
- *Who would implement or coordinate it?*



Workplace Mentoring

Workplace Mentoring

Mentoring in the workplace is also common and necessary. However workplace mentoring in practice tends to take a different form than the mentoring promoted in this training series. By necessity, workplace mentoring has a focus on skill development and directive teaching and coaching. For this reason some of the requisites for mentoring given in this series such as unconditional positive regard, the agenda and initiative responsibility of the mentor partner, and the emphasis on listening for and passing on values are not a part of workplace mentoring. In fact, it is possible and common for a person to have a workplace mentor who is valuable as a teacher, but is not regarded as a role model by the mentor partner.

This difference in workplace mentoring is natural and should not be discouraged or changed. It should be encouraged and developed — and recognised as valuable. If your workplace wants to build a program of a more relational and values-based model (as promoted in this series), then use the same principles as for other organisations. Just don't 'expect' that the two will happen concurrently.

Questions/Suggestions

- What groups?
- Marketing the concept?
- Mentors?
- How to identify partners?
- Structure of meetings?
- Length of program?
- Finishing?
- What do you hope to accomplish?

Questions/Suggestions

ACTIVITY: Ask the group to divide into small groups of three or four and discuss how they would like to see mentoring implemented in their organisation. Ask them to each discuss:

- What groups of people might they include in mentoring
- What is the 'big picture' goal for mentoring in this organisation?
- How will they present the concept of mentoring to the organisation?
- How they will choose mentors
- How they will identify partners
- How they will implement training for both mentors and partners
- How the meetings will be structured
- How long they might run their program for
- How they will finish the program
- What they hope to accomplish through the process

