



Mentor Workbook



THE FIRST TEE MENTORING PROGRAM

The First Tee® Founding Partners



Founding Corporate Partner



Introduction

Purpose

The purpose of this workbook is to provide readers with an overview of The First Tee Mentoring for Chapters program and to engage them in a series of exercises that will assist them in understanding and acquiring the knowledge and skills required to be an effective mentor. A more in-depth explanation of the content areas contained in this workbook is available in *The First Tee Mentoring for Chapters Trainer's Guide*.

This workbook is designed for individuals who are already familiar with the content and terminology used in The First Tee Life Skills Experience. Individuals who do not have a working knowledge of this program, should review the information contained in *The First Tee Life Skills Experience Coach Guide*.

Learning Objectives

- To increase readers' knowledge of the theory and practices involved in The First Tee Mentoring Experience
- To foster readers' understanding of how The First Tee Coach Philosophy and Building Blocks are integrated seamlessly into the delivery of an effective mentoring program
- To increase readers' understanding and ability to apply the skills and strategies needed to develop positive and productive mentoring relationships

Major Topics

- Overview of The First Tee Mentoring Experience
- Development of Mentoring Skills
- What to Expect in the Mentoring Relationship
- Trouble Shooting and Managing Specific Situations
- Understanding the Role of Evaluation and Research

Understanding The First Tee Mentoring Experience

Mentoring has been defined in many ways, but most versions typically include a process where one individual (mentor) provides assistance, information, guidance and/or support to foster the learning and growth of a less experienced person (mentee). Building on over a decade of experience with life skills education and positive youth development, The First Tee believes that:

Mentors are –
Empathetic
Non-stop advocates
Trustworthy
Optimistic
Role models, who
Set high expectations for mentees

Instructions: Complete each of the following statements to begin the process of examining your motivations for becoming a mentor.

1. I want to be a mentor because...

2. The strengths that I can bring to the mentoring relationship are...

3. My greatest concerns about becoming a mentor are...

4. The things that I am willing to do to help my mentee are...

5. Things that I am NOT willing to do to help my mentee are

Worksheet 2

What is a mentor?

Instructions: Please respond to the following statements.

1. List three characteristics of an effective teacher.

a)

b)

c)

2. List three characteristics of an effective counselor.

a)

b)

c)

3. List three ways that mentors are different than teachers.

a)

b)

c)

4. List three ways that mentors are different than counselors.

a)

b)

c)

Worksheet 3

MENTORS are

Instructions: (Part I) Review the qualities of a mentor listed below. Identify those qualities or skills that you believe you possess and the specific circumstances where they were demonstrated.

Mentors are –

Empathetic

Non-stop advocates

Trustworthy

Optimistic

Role models

Set and hold high positive expectations for mentees

Part I

Characteristics I possess

1)

2)

3)

Part 2

Instructions (Part 2). Identify people in your life who have modeled these qualities for you and how they helped you develop.

1) Person's name _____ How did they help?

2) Person's name _____ How did they help?

3) Person's name _____ How did they help?

4) Person's name _____ How did they help?

Characteristics of Effective Mentoring Relationships

Although there are many unanswered questions about what constitutes an effective mentoring relationship, there is research evidence supporting several important considerations:

- Mentoring relationships that are based on empathy, high positive expectations and advocacy correlate with higher levels of school and community engagement among mentees.
- The best results in mentoring programs occur in mentor/mentee matches that last for at least 12 months.
- Mentoring relationships that are short-lived or have low levels of contact between mentor and mentee can do more harm than good.
- Frequent positive contact between mentors and mentees has been linked to better academic performance, fewer absences, and less health-endangering behaviors.
- Youth who are the most at-risk or disadvantaged can gain significant benefits from long-lasting mentoring relationships.
- Mentoring relationships that focus on strengths rather than trying to remediate deficits are most beneficial in assisting mentees in reaching their potential.
- Empathetic understanding, racial and gender matching, and common interests are important considerations when pairing mentors and mentees, with empathetic understanding being the most critical for younger participants.

Instructions: Please indicate whether you consider each of the following statements about mentoring to be true or false.

1. True _____ False _____ My mentee's ability to function effectively is dependent on his or her own choices and behavior.

2. True _____ False _____ Mentors typically help mentees develop no matter how long or how frequently they interact.

3. True _____ False _____ Youth who are the most disadvantaged struggle to gain any benefit from mentoring relationships when compared to their peers who come from communities with more resources.

4. True _____ False _____ If your mentees do not thank you or verbalize their appreciation, it is doubtful that you are having a positive influence on their behavior.

5. True _____ False _____ Most effective mentoring relationships last longer than nine months.

6. True _____ False _____ The key to effective mentoring relationships is the quality of the program activities that are available to mentees.

7. True _____ False _____ Mentees will never acquire important life skills unless their health-endangering behaviors are addressed directly and remediated.

8. True _____ False _____ Interests, race and gender are all important considerations when matching mentors with mentees.

9. True _____ False _____ Mentees place more importance on what mentors do rather than on what they say.

10. True _____ False _____ Mentors should set much higher standards of behavior and stricter rules for youth who have been in trouble with the law.

Definition of The First Tee Mentor

Our working definition of The First Tee Mentor is built on the following assumptions:

- Mentoring is only as effective as the quality of the relationships that are formed between mentors and mentees.
- The First Tee's educational programs and philosophy of youth development provide an optimal foundation for effective mentoring.
- Effective mentoring requires an unwavering belief in human potential.
- Mentoring for positive youth development focuses on assets and not deficits.
- Mentoring is a mutually regulated experience where both mentor and mentee learn about themselves and the other person.
- Successful mentoring relationships require reflection, self-disclosure, and an openness to giving and receiving feedback.

Our Definition

The First Tee Mentor is a person who models The First Tee Nine Core Values™ and strives to foster positive youth development by using The First Tee Coach philosophy and building blocks to establish a supportive and mutually beneficial relationship with a The First Tee participant.

Goals and Expectations

The First Tee Mentoring Experience is designed to have a positive influence on The First Tee at three levels. Our goals and expectations for each of these levels are as follows:

The First Tee Mentoring For Chapters

Participant Level

Mentees

- Increased connectedness to The First Tee, their schools and community
- Enhanced ability to utilize The First Tee life skills at home, school and in the community
- Higher levels of personal, academic, and career self-efficacy

Mentors

- Increased knowledge and confidence in their ability to implement The First Tee Mentoring for Chapters experience
- Increased self-awareness and improved listening and relationship-building skills
- Embracing the Elements of The First Tee Mentoring for Chapters experience

The First Tee Home Office Level

- Additional enhancements to The First Tee University curricula
- Expanded grant and revenue opportunities
- An improved focus on “at-risk” youth
- Continued fulfillment of the mission and vision

The First Tee Chapter Level

- Increased fundraising opportunities
- Homogeneity of approach to mentoring
- New level of engagement for existing and new volunteers
- Greater parental involvement and understanding of Life Skills curriculum
- Better community awareness

The First Tee Philosophy of Positive Youth Development

As part of your role as a The First Tee Mentor, you are likely to be asked questions concerning how The First Tee Mentoring for Chapters experience works or how it is different from other youth development programs. The purpose of this section is to provide you with information to help you answer these types of questions. The First Tee is grounded within a framework that is consistent with the latest research and practices in the area of positive youth development. Based on this information, positive growth is most likely to occur when young people:

- Are in an appropriate context for self-discovery (i.e., a mastery climate that engages mentees in activities that are voluntary, intrinsically motivating, and highly desirable)
- Are surrounded by external assets, The First Tee Mentors, staff and volunteers at the Chapter, and other caring adults in their community. Mentors model desirable behaviors, and help young people use their time constructively, acquire important life skills, feel like part of a community, and give them a sense of what is “in bounds” and “out of bounds,” and
- Learn or acquire internal assets. Mentors help youth in gaining a sense of direction and purpose, and developing the skills necessary to make responsible decisions. Mentors also foster mentees’ confidence in their abilities by introducing them to new experiences and providing them with opportunities to use their skills in leadership roles outside of golf.

Using The First Tee Coach Building Blocks in the Mentoring Relationship

The First Tee Mentor incorporates the following building blocks into the development of a quality relationship for both mentor and mentee:

Activity-based - Mentors (a) “talk less,” which enables mentees to become involved more quickly in golf and other activities; and (b) create or introduce learning environments that provide numerous opportunities for self-discovery.

Mastery-driven – Mentors (a) keep their attention consistent with their intention (building a positive relationship with their mentees); and (b) create learning and performance situations to facilitate self-assessment rather than encourage comparison to others.

Empower Youth – Mentors (a) strive to get to know mentees by asking open-ended questions and engaging in active listening; and (b) build rapport with mentees by acknowledging them as individuals and treating them as the experts on themselves.

Continuous Learning – Mentors (a) use the Good-Better-How model of feedback to assess their own skill development and for providing positive reinforcement to their mentees; and (b) take advantage of interactive situations to reinforce previously learned life skills.

Modeling The First Tee Nine Core Values

The First Tee Mentor embodies Nine Core Values that represent some of the many inherently positive virtues connected with the game of golf. These Nine Core Values represent desired outcomes of The First Tee Life Skills Experience and are prominently displayed at The First Tee facilities throughout the world.

Honesty — the quality or state of being truthful; not deceptive

Golf is unique from other sports in that players regularly call penalties on themselves. The First Tee Mentors are truthful about their strengths and limitations, honest about their thoughts and feelings, and not afraid to self-disclose or provide feedback.

Integrity — strict adherence to a standard of value or conduct; personal honesty and independence

Golf is a game of honesty, etiquette, and composure. Players are responsible for their actions and personal conduct on the golf course even at times when others are not looking.

The First Tee Mentors hold themselves to high standards of behavior, are reliable, and act with honor in everything they do.

Sportsmanship — observing the rules of play; winning or losing with grace

Participants must know and abide by the rules of golf and be able to conduct themselves in a respectful manner.

The First Tee Mentors model fair play, show respect for others, and place more value on effort and adherence to codes of conduct than on winning or getting ahead at any cost.

Respect — to feel or show deferential regard for; to hold in esteem

In golf, it is important to show respect for oneself, playing partners, fellow competitors, the golf course, and for the honor and traditions of the game.

The First Tee Mentors treat each person they interact with as the expert on him or herself. They value diversity and treat everyone as a person of worth.

Confidence — reliance or trust in one's abilities; a feeling of self-assurance

Confidence plays a key role in the level of play that a participant achieves. Participants can increase confidence in their abilities every time they play by focusing on something they are doing well regardless of the outcome.

The First Tee Mentors are confident in their abilities and believe in the power of the mentoring relationship. They are not afraid to ask for help or accept differing viewpoints.

Responsibility — accounting for one’s actions; dependable

In golf, participants are responsible for their actions on the golf course. It is up to them to keep score, repair divots, rake bunkers, repair ball marks on the green and keep up with the pace of play.

The First Tee Mentors follow through on all commitments, keep their promises, and provide a consistent and reliable source of support for mentees.

Perseverance — to persist with an idea, purpose or task despite obstacles

To succeed in golf, participants must learn to keep going through bad breaks and their own mistakes.

The First Tee Mentors understand that it takes time to develop a quality relationship with a young person and will not give up even in the face of major disappointments.

Courtesy — considerate behavior toward others; a polite remark or gesture

A round of golf should begin and end with a handshake between fellow competitors. Show courtesy toward others by remaining still and quiet while they prepare and execute a shot.

The First Tee Mentors are polite, considerate of others’ needs, and do their best to include everyone in activities.

Judgment — the ability to make a decision or form an opinion; a decision reached after consideration

Using good judgment is very important in golf. It comes into play when deciding on strategy, club selection, when to play safe and when to take a chance, the type of shot Participants consider executing, understanding and abiding by proper etiquette, as well as making healthy nutritional choices.

The First Tee Mentors are committed to gathering the information necessary to make the best decision for the situation at hand. They model the STAR (Stop, Think, Anticipate, Respond) decision-making strategy and seek assistance when faced with difficult choices such as when to be supportive and when to confront.

Worksheet 5

The First Tee Mentoring Experience and Me

Instructions: Read the following definition of The First Tee Mentor. Identify at least three elements of the definition that you find particularly important and explain your position.

The First Tee Mentor is a person who models The First Tee Nine Core Values™ and strives to foster positive youth development by using The First Tee Coach philosophy and building blocks to establish a supportive and mutually beneficial relationship with a The First Tee participant.

Element _____

Element _____

Element _____

Element _____

Introduction to Skill Building

The First Tee Mentoring Experience is built on the premise that the quality of the mentor / mentee relationship is the critical component in fostering positive youth development in all participants. Building a quality relationship requires a set of specific skills and considerable self-knowledge. The purpose of this section is to provide you with some information and activities that will help you in acquiring or polishing your mentoring skills. These skills are:

- Self-assessment
- Basic communication skills
- Relationship-development skills
- How to provide feedback
- Problem-solving skills
- Confrontation skills
- Facilitating small groups
- Goal Setting

Why is self-assessment important?

- Mentors, who are aware of their thoughts, feelings, needs, and wants, are less likely to allow their personal dynamics to get in the way of establishing trusting relationships with their mentees.
- Mentors who are self-aware have a better understanding of how their behaviors, mannerisms, personal style, and verbalizations are perceived by others.
- Gaining self-awareness is a goal of The First Tee Building Block of continuous learning and is recognized as a key element in coaching and mentoring effectiveness.
- Mentoring effectiveness is likely to be enhanced significantly through the self-awareness that is gained through receiving feedback from mentees, chapter supervisors and others who know the mentor well.

Instructions: Please complete each of the statements listed below and discuss your responses with your group members.

1. I want to be a The First Tee Mentor because...

2. Mentors are people who...

3. My greatest joy as a The First Tee Mentor would come from...

4. My greatest strengths as a The First Tee Mentor are...

5. My concerns about becoming a The First Tee Mentor are...

6. Things about me that I would like my mentees to learn about are...

7. I want my mentees to view me as a...

8. The most important attributes of mentors are...

9. I know that I have become an effective The First Tee Mentor when...

10. Some of the challenges that I am likely to face as a The First Tee Mentor are...

Basic Communication Skills

What you should know –

- The appropriate use of open and closed questions
- How to check your perceptions through paraphrasing and summarization
- How to reflect and clarify feelings
- How to use minimal encouragements to acknowledge and reinforce mentee communications
- How to “listen” with both your ears and your eyes
- How to move from vague to specific descriptions of situations

What you should avoid –

- Mindreading or jumping to conclusions – assuming that you know a mentee’s situation with little or no specific information
- Inconsistency between what you say and how you act
- Judging or communicating disapproval through your behaviors
- Imposing your values
- Non-judicious use of sarcasm, joking, or teasing
- Interrupting your mentees before they have completed their communication or finishing their sentences for them
- Ignoring feelings and focusing only on facts

Instructions: Please write your response to the mentee statement listed below. Compare your response to the sample responses.

Mentee – I hit the ball so well on the range, but I get to the course and I can't do a thing.
I just suck out there.

Your response:

Sample responses

- A. Come on, you don't suck.
- B. Don't worry, things will come around.
- C. You seem really frustrated. I wonder what goes on when you are on the course that makes it so different.

Sample response A – Although the mentor may be attempting to challenge the mentee's negative self-talk, this response does not validate the mentee's feelings or foster greater understanding of the situation.

Sample response B – The use of the phrase "don't worry" focuses the mentee's attention to worry and discounts the words of encouragement that follow.

Sample response C – The mentor reflects the mentee's feelings and probes for more specific information about the situation.

The First Tee Approach to Building Relationships

- Understand the situation from the youth's perspective before you try to help them
- Be inquisitive and avoid mind-reading
- Pace before you lead or explore new directions
- Encourage but avoid discounting
- Listen for the but
- Put doubts in the doubts
- Mentees will bring you back to where they believe they need to be
- Acknowledge the difficulty of the change process
- Plan for plateaus and setbacks
- Train for generalization and bridge to life
- Address closure and redefinition of the relationship

Instructions: Please write your response to the mentee statement listed below. Compare your response to the sample responses.

Mentee – Sorry I missed the meeting again. I know that I should have called, but the movie was a lot longer than I thought.

Your response:

Sample responses

- A. You disrespected me. Didn't you learn about respect at the PAR level?
- B. If you really wanted to meet with me, you wouldn't have gone to the movies.
- C. I'm sorry too. What can you do to make sure that this does not happen again?

Sample response A - Beginning a statement with the word "you" in a confrontational situation usually results in defensiveness on the part of the other person. Although recycling back to the core lesson of respect could be beneficial, it is introduced in a manner that is likely to elicit guilt, anger, or some other negative response.

Sample response B – This response may indicate anger or frustration on the part of the mentor and does little to create a coachable moment or work toward a resolution.

Sample response C – The self-disclosure that begins the response shifts the focus to the mentor's feelings and sets the stage for a coachable moment.

Instructions: Please write your response to the mentee statement listed below. Compare your response to the sample responses.

Mentee – I'm really mad. I turned in all my homework for the week and the teacher says she has no record of any of it. It's not my fault that she lost it.

Your response:

Sample responses

- A. Did you turn it in?
- B. Has your teacher lost your homework before?
- C. I can only imagine how frustrated you must feel. What are you thinking about doing?

Sample response A – This closed question may be too confrontational for an initial interaction and likely to elicit a defensive response.

Sample response B – This response shifts the focus from the mentee to the teacher. It is important to keep the focus on the mentee's feelings and concerns.

Sample response C – This response validates the mentee's feelings and shifts the mentee's attention toward coming up with a solution.

Providing Feedback at a Glance

Points to remember

- Interpersonal effectiveness is often a product of self-disclosure and feedback
- The purpose of feedback is to provide information that helps mentees become aware of how their behaviors are perceived by others
- Feedback helps people identify behaviors that may be keeping them from reaching their objectives or hindering their interpersonal effectiveness
- Feedback is intended to be constructive and to promote self-awareness
- You can offer feedback, but you cannot force feedback on someone who does not want it.

How to provide feedback

- Ask permission to provide feedback
- Provide feedback as soon as possible, but think it through (What do you want the person to know? Where is a safe place to provide the feedback? How do you want to deliver the feedback?)
- Feedback should be specific, clear and immediate
- Separate the action from the person, be non-judgmental, and seek feedback on the feedback
- Only provide feedback on behaviors that the person can change
- Use the “Sandwich” technique whenever feasible (i.e., surround the corrective statement with two positive statements)

Instructions: Please write your response to the mentee statement listed below. Compare your response to the sample responses.

Mentee – (A girl, new to The First Tee, after playing in a foursome where she never walked with or interacted with the other girls in her group). I don't like it here. Everybody has their own clique and they are all so snobby. I don't know what to do.

Your response:

Sample responses

- A. You are just new and it will take you some time to make friends.
- B. Don't be down, they will come around.
- C. You seem down. Can I tell you what I saw? I noticed that you walked behind the other girls today when you were out playing. I wonder what would happen if you try to catch up and join in the conversation.

Sample response A - Although the mentor may be attempting to reframe the situation in hopes of offering some encouragement, this response may be premature and does not foster greater understanding of her thoughts or feelings, nor does it respond to her question about what she can do about the situation.

Sample response B – The use of the word “don't” focuses the mentee's attention to her emotions, but does not provide any specific feedback about her actions and possible part of the problem.

Sample response C – The mentor reflects the mentee's feelings and provides specific feedback about her walking behind the other girls, and offers a possible new course of action for her to consider.

How to Confront at a Glance

Goal

The goal of confrontation is to increase understanding

Points to remember

- The longer that you avoid a confrontation the more anxiety provoking the situation is likely to become
- Seek understanding and clarification, versus giving advice or telling someone how they should act
- Remember that it may take several attempts before clarification is reached
- Use psychological “pillows” to increase likelihood of success

How

- Begin with an “I” statement (e.g., I am feeling anxious)
- Ask for the person’s assistance
- Point out the inconsistencies between the person’s behaviors and verbalizations
- Ask for clarification

Instructions: Please write your response to the mentee statement listed below. Compare your response to the sample responses.

Mentee – (with head down and low voice): “Everything is going great, so I don’t know why we have to meet every week.”

Your response:

Sample responses

- A. I’m glad to hear that everything is going so well.
- B. Why do you want to stop meeting?
- C. I’m confused. On the one hand, you say you are doing great, but on the other hand, your head is down and you don’t seem to be very happy. Help me understand what is going on.

Sample response A - This response paraphrases the mentee’s statement, but ignores the inconsistency between the mentee’s verbal and non-verbal messages.

Sample response B – This response uses a closed question to address the mentor’s concern about the value of the meetings, but is likely to elicit a defensive response from the mentee.

Sample response C – This response points out the inconsistencies between the mentee’s verbal and non-verbal communications, and encourages the mentee to explore the situation further.

Facilitating Small Groups At a Glance

Goals

- Keep the group focused on the task at hand
- Encourage participation and value input from all group members
- Guide rather than control how the group solves problems
- Create a solution-focused environment where all participants feel respected
- Create an environment that is psychologically and emotionally safe

How?

- Set the tone
 - Be positive, energetic, task focused, and engaging
 - Encourage participation by being an effective communicator and gatekeeper
- Be a role model of effective communication
 - Encourage discussion through use of open-ended questions
 - Paraphrase responses from group members
 - Keep the conversation focused on the task at hand
 - Acknowledge input, summarize key points, provide related examples
 - Debrief and summarize at end to ensure that participants know and are comfortable with their roles and responsibilities

- Be an effective GATEKEEPER
 - Invite, but do not force, input from all participants
 - Foster a “one voice” communication policy
 - In situations where one person is dominating the conversation, ask others in the group to comment or offer suggestions
 - Pay attention to the non-verbals for indications of group dissent or personality issues
 - Reflect questions directed to you back to the group
- Strive to gain personal power
 - Treat everyone with respect and value their input
 - Accept your own mistakes
 - Be consistent
 - Offer, but do not impose, suggestions
- Keep it safe
 - Intervene and provide feedback in situations where personal verbal attacks occur
 - Confront when appropriate.
 - Use your own body language (i.e., moving toward or between) to provide support or diffuse tension

Instructions: Please read the following scenario and discuss your response to the questions at the end of the case.

You have been assigned to run an orientation group for six new mentors. You begin the meeting by asking those mentors who have met their mentee to talk about their first interaction, using the Good / Better / How format. You ask Sam to go first as he was one of the first mentors to sign up with the program. Since Sam is a teacher in the local middle school, a longtime volunteer at The First Tee Chapter, and well known in the community, you are sure that he will have a good experience to share. The moment he begins to speak, you are appalled. He says, "These kids are all from low-income, single family homes and you have to be tough on them or they will try and walk all over you. If you don't want them to take advantage of you, then you need to show them you are in charge right from the get go. Make sure they know you run the show, even if it means getting physical. Not hitting them, but maybe taking a stiff hold of their arm!" As Sam continues, you notice he seems to be getting loud and angry. Feeling like he is taking over the group, you are unsure what to do.

- How do you manage this situation?
- What risk factors are present?
- What actions should you take when he is done speaking? After the session?

Steps in Problem Solving

Participants in The First Tee Life Skills Experience learn to use STAR as a technique for managing challenges on and off the golf course. STAR stands for Stop, Think of the alternatives, Anticipate the consequences of each alternative, and then Respond with the choice that is likely to get you closest to your goal. The components of STAR can also be expanded to help mentees plan for and manage a variety of problem situations.

The steps in The First Tee Mentoring Experience approach to solving problems are:

- Problem Identification
- Generate Alternatives
- Consider Consequences
- Deciding on a course of action
- Taking Action
- Evaluating level of success

Instructions: Using the steps in The First Tee Mentoring Experience approach to problem solving, discuss how you would assist mentees in the following situations.

1. Your mentee complains that she is never invited to play golf with any of the other girls at The First Tee chapter.

2. Your mentee says she is so overweight that she is going to eat as little as possible and start using an over-the-counter diet pill.

3. Your mentee tells you that he is really uncomfortable with his mother's new boyfriend, who is always bossing your mentee around and threatening to hit him.

4. Your mentee tells you that he hates going to gym class because several of the other boys are always picking on him, punching him in the arm, and hiding his stuff.

5. Your mentee tells you that he saw one of the Chapter volunteers kissing Taunya, an eagle level girl in the program.

6. Your mentee tells you that he is afraid to go home because his father has started to drink again and he can become really violent when he gets drunk.

Goal Setting at a Glance

Characteristics of a goal

- Important to goal setter
- Specific and measurable
- Stated positively
- Under the control of the goal setter

Roadblocks to goal attainment

- Lack of knowledge
- Lack of skill
- Lack of risk taking
- Lack of social support

Establishing a goal ladder

- Identify specific behaviors required to reach goal
- Organize behaviors into logical sequence
- Add target dates
- Address roadblocks

Instructions: Identify a goal that you can work on as part of your mentoring experience. Create a goal ladder to reach that goal. Make sure that each step follows the guidelines for a reachable goal.

My goal is:

My steps to achieve my goal are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Possible roadblocks are:

Strategies to overcome roadblocks are:

Getting Started.

	Strategy	Rationale
Emphasis	Develop assets versus prevent deficits	Rather than focusing on deficits and psychopathology, The First Tee emphasizes the development of internal and external assets, and uses the mentor/mentee relationship as a primary protective factor
Focus	Relationship versus program-driven	Consistent with both counseling psychology and positive youth development research, the quality of the mentor / mentee relationship is more important than any programmatic approach
Approach	Process versus expert consultant model	Rather than relying on adults to tell participants how they should think and behave, The First Tee Mentors empower mentees to identify and develop their personal skills in order to foster feelings of self-efficacy, independent thinking, and hope for the future
Goals	Long term growth versus short term remediation	Emphasis is placed on developing and internalizing skills and attitudes that enable mentees to make a successful transition into productive adulthood

Tips for empowering mentees:

- Ask mentees for their opinions, ideas, suggestions
- Encourage mentees to make decisions
- Reinforce effort and not just outcomes
- Conduct a positive asset search – identify mentee strengths
- Reframe mistakes and failures as learning opportunities
- Introduce and use Good / Better / How
- Never give up
- Hold high positive expectations for mentees
- Emphasize responsibility and accountability

Stages in the mentoring relationship

Typical stages in the mentoring relationship

1. Rapport building
 - a. Getting to know each other
 - b. Developing a working relationship built on trust and mutual respect
 - c. Establishing ground rules around confidentiality, boundaries, and expectations
 - d. Having fun together
2. Finding a direction
 - a. Identifying interests and trying new things
 - b. Strengthening the relationship and working through roadblocks
 - c. Thinking about the future
 - d. Setting goals
3. Helping each other reach personal goals
 - a. Supporting each other and appreciating differences
 - b. Building a support team and developing resources
 - c. Working toward goals
4. Closure and redefinition
 - a. Use Good/Better/How to evaluate level of goal attainment
 - b. Talking about your mentor/mentee relationship
 - c. Sharing thoughts and feelings
 - d. Redefining the relationship and staying in touch

Worksheet 15

Learning from our own mentoring experiences

Instructions: Write your response to the following questions. When everyone is finished, discuss your responses with others in your group.

Think back to when you were in junior high or middle school and identify someone outside your family who assumed a mentoring-like role in your life. With that person in mind, complete the following:

1. What did your mentor help you do?
2. How did your mentor help you?
3. How would you describe your relationship with your mentor?
4. What qualities or characteristics did you like in your mentor?
5. What about the relationship do you wish could have been different?
6. How did the relationship end or get redefined?

Instructions: Please list any activities that you might be able to do with your mentee.

A. On-site golf related

B. On-site non-golf related

C. Off site

Managing specific situations

- Managing personal frustrations
- Value conflicts
- Boundaries
- Crisis intervention
- Closure
- Self-care and using supervision for self-awareness

Managing Personal Frustration

Being a mentor requires self-confidence, patience, and a firm belief in the efficacy of the mentor/mentee relationship. Unlike many activities where individuals gain concrete feedback from the results of their hard work, mentoring is often unpredictable and frequently leaves mentors questioning whether or not they have made a difference. People who need to have concrete markers to measure their success may find the ambiguity and ups and downs of the mentoring relationship highly frustrating.

To be successful, mentors must hold firm to the belief that the best way to make a difference in the lives of their mentees is to establish a quality relationship. There are likely to be setbacks, disappointments, and tests of caring during the mentoring relationship, and mentors need to have faith in the process and find some comfort in an intrinsic belief that they are doing their best. Mentors sometimes need to be reassured that just because a mentee does not seem to listen to you or share very much about themselves does not mean that the mentor is doing a bad job. Often mentees, who are most at-risk and most likely to benefit from a mentoring relationship, are the individuals who are least likely to let mentors know that they are being helpful.

Managing the frustration or self-doubt that can arise through the ups and downs of the mentoring relationship can be a challenge, and many mentors find it very beneficial to discuss their feelings with other mentors, their supervisor, or selected members of their Go to Team. The emotional support that mentors gain from having someone who understands what they are going through can be quite reassuring, particularly when such support is the only buffer to one's self-doubts.

Instructions: Please read each of the following scenarios. Discuss how you would handle the situation.

- A.** Your mentee is pleasant and respectful during each of your interactions. However, he is never willing to share information about himself or his home life. Each time that you try to start a conversation, he says everything is “great” and asks when he can go and play some golf.
- B.** After several months of meeting with your mentee, your relationship takes a dramatic positive shift as you are able to support her as she deals with a minor family crisis. You believe that this situation has resulted in a major breakthrough and your mentee is more open about her day-to-day issues and challenges than ever before. Things are going so well that you begin telling people at work that you are “finally making a difference in her life.” However, she does not show up for her next scheduled meeting with you, nor does she reply to your text message or emails. Three weeks pass and you have not heard from her.
- C.** You have been meeting with your mentee for about six months and feel very good about the relationship. The two of you have spent a lot of time playing golf, but also discussing everything from school and video games to how to start up a conversation with a girl from his class. People at the Chapter have commented on how well he seems to be doing and how much he looks forward to his meetings with you. One afternoon, another volunteer at the Chapter tells you that he was surprised to learn that your mentee was arrested earlier that day for stealing a lap top computer at school.

Value Conflicts

Mentors can be matched with mentees who have very different value systems and beliefs about issues such as premarital sex, religious convictions, alcohol use, abortion, or sexual orientation. Mentors should understand that they may inadvertently expose their values, but they should never impose them on their mentees. The goal is to help mentees gain the information and experiences to make informed decisions about some of the difficult choices that will confront them. In cases where mentors' values are strongly in opposition to their mentees, they should discuss the situation with their supervisor. If the value conflict between a mentor and mentee becomes too great and cannot be worked out, then finding a new match may be the best alternative.

It is not unusual for mentors to find themselves in situations where mentees are seeking their advice in managing a value conflict. Mentors can help mentees clarify values and think through the possible consequences of a decision before they act by asking questions like:

- If you decide to do this, what is likely to happen?
- What kinds of things have you considered doing?
- What kinds of advice are you getting from other people?
- What kinds of feelings come up when you think about making a decision?
- How do you think this will play out?
- What will be different if you decide to do this?

Mentors may not always agree with the decisions of their mentees, but they should always strive to help mentees get the information that is necessary to make an informed decision. Far too often, adults have learned that attempts to impose their values on young people often backfire and produce just the opposite of what they wanted to have happen.

Instructions: Please read the following scenarios. Consider how you feel about the different aspects of the case. Discuss how you would handle the situation.

Your mentee, Inez, a 14-year-old girl from a single-parent home, arrives late for her meeting with you. After several minutes, she calmly informs you that she is pregnant and she was late for the meeting because she had to wait for her mother to go to the clinic and schedule an abortion. She thought about having the baby, but she informs you that she has had sex with six different boys over the last several months and is not sure which one of them is the father. She then tells you that she did not like any of the boys very much, but, unlike several of her girlfriends, at least she “had someone to go out with.”

Inez’s sister has had several abortions and her mother believes that “if you don’t like the guy responsible, or if he is not rich, why keep the baby.” Inez has always struck you as quite immature for her age. She seems to be starving for attention and having sex is her way of being wanted. In addition, you have heard rumors about her mother’s drug use and promiscuous behavior, but also know that Inez is very protective of her mother.

Discussion questions.

1. What are some of the issues that are involved in this case?
2. What are your responsibilities?
3. Do any of your own values get triggered by this situation? If yes, what are the concerns and how would you manage them?
4. In what ways might this situation affect your relationship with Inez?

Boundaries

Boundaries provide structure and define the limits of the mentor / mentee relationship. Establishing boundaries helps to clarify each person's role and responsibilities, and protects the youth, the mentor and The First Tee. Mentors should discuss boundaries early in the relationship, enforce them consistently, and have clear consequences for not respecting them. Some of the common areas where boundaries can be necessary are:

Behaviors – What are the acceptable standards of behavior for the use of foul language, cheating, disrespecting others, missing meetings, smoking, personal contact, etc.?

Time – What are acceptable expectations for the frequency and duration of face-to-face interactions, use of cell phones, contacting mentors at home or the office, etc.?

Self-disclosure – What types of personal information are mentors comfortable sharing with their mentees concerning topics such as past or present use of alcohol, drugs, nicotine, sexual orientation, past relationships?

Money – How much money is a mentor willing to spend per interaction? How do you respond to a mentee's request for money to buy something, secure a loan or help with family finances?

Confidentiality – Mentors should explain to their mentees that everything that is shared between them will be kept in confidence unless permission to share specific information is given directly, or unless there is imminent danger that the individual could harm him or herself or others.

Working with parents – Mentors should establish clear expectations with parents so that parents understand that the mentor is there for the mentee and not the entire family. Mentors should avoid becoming involved in family dynamics, clarify expectations around confidentiality and have the mentee present during interactions with any other family member.

Establishing boundaries

It is better to set strong boundaries initially and loosen them over time as the relationship strengthens, than it is to try to do the reverse. Mentors are responsible for their mentees during face-to-face interactions. While it may be helpful to find out what mentees believe are acceptable behaviors, the ultimate decisions must come from the mentors. After setting the limits, mentors should state the consequences for over-stepping each boundary. Consequences for violating a limit should fit the situation and be enforced consistently. Threats to end the relationship and physical punishment should not be used as consequences.

Establishing boundaries not only protects all parties concerned, but also reinforces personal responsibility. Young people need to learn that they have the freedom to choose their behaviors, but with that freedom comes the responsibility to accept the consequences of their choices.

Quite often, violations of boundaries are subtle and occur over time. Mentors who are experiencing unexplained tiredness, anger, frustration or thoughts about being used or manipulated may be displaying warning signs that their personal boundaries have been violated.

Instructions: Please read each of the following scenarios. Discuss how you would handle the situation. Although each case is identified with a particular boundary concern, are there other issues that need to be addressed?

Behaviors

During one of your visits to The First Tee chapter, you notice that your mentee is picking on one of the other children and using what you consider inappropriate language. You also hear him using this same “foul” language in the golf shop. Although the volunteer behind the golf shop counter did not hear the language, it was loud enough that some of the adults in the shop looked over at your mentee shaking their heads.

Time and Money

Before one of your recent monthly group supervision meetings, Dan, another mentor at the Chapter, mentions how well things are going with his mentee, Travis. When they were first paired up two months ago, things got off to a slow start. Then one day Travis mentioned how much he liked to play video games so Dan decided to have one of their next meetings at his place where they spent hours playing Madden NFL football and Tiger Woods PGA golf. Ever since that day, things have really taken off. Now Travis stops by anytime he wants; so long as “it’s after 8 AM and before 8 PM.” To help Travis earn a little bit of extra money, Dan gives him an “allowance” if he helps pick up in the house or works in the yard. Dan describes it as a “win-win” situation for both of them.

Self-disclosure

After six months, you are feeling really good about how your relationship with your mentee has developed. Your mentee has begun to confide to you and it is clear that a foundation of trust has been established. Then, one day your mentee asks you if you ever experimented with alcohol when you were younger. You did try alcohol in middle school, and more often in high school.

Confidentiality

You have heard rumors that your mentee was involved with a prank that went horribly wrong. Someone had dragged a plastic deer lawn ornament into the middle of a darkly lit street. That evening, a passenger in a car that swerved to avoid hitting the obstacle was badly injured in the ensuing crash. You get a call from your mentee’s mother, who asks you what you know about her son’s involvement in the situation.

Working with parents

Each time you go to pick up your mentee, his father greets you at the door and spends quite a bit of time getting to know you. You are glad he likes you, but one day he begins to share some personal information about his wife’s recent confession of infidelity and asks your opinion how he should handle the situation.

Crisis intervention

Occasionally, mentors may find themselves in situations where their mentees are in a “crisis.” The death of a loved one, an unexpected pregnancy or the threat of parents divorcing are just three life events that can cause a young person to feel out of control and affect their ability to function appropriately at school or at home.

When confronted with a young person in crisis, mentors should remember that the goal of crisis intervention is not to try to fix the precipitating problem, but to provide support and empathy to mentees in hopes of facilitating their return to a state of pre-crisis equilibrium. Mentors who are able to use their listening and relationship-building skills to understand the situation from the mentee’s perspective are in the best position to buffer some of the impact of the stress and get their mentees to the appropriate helper.

Mentors are not therapists or psychologists, but they do have the ability to listen and develop an empathetic understanding of the mentee’s problem situation. In some cases, this understanding will be enough to get the mentee back to a position where he or she can function appropriately. In other cases, the mentor will need to help the mentee acquire professional help. It is important to recognize that the mentee must have enough trust in the mentor to seek out assistance. Therefore, the mentor does not want to inadvertently “reject” the mentee by initially sending verbal or non-verbal messages that the problem is so great that it requires professional help. Instead, the mentor should listen attentively and stay with the mentee until the crisis has subsided or a professional has been called in to assist. Mentee safety is the prime concern. If there is the potential for suicide or physical harm to the mentee or others, police or medical professionals should be contacted immediately.

Instructions: Please read and discuss the following scenario. Consider how you would handle the situation and then respond to the questions at the end of the case.

Felix, age 11, is one of the mentees at your The First Tee site. He took part in the Life Skills Program before being matched with his mentor, Sean, about four months ago. Recently, his mother Mary has phoned to tell you that Felix no longer wants to see his mentor. You are surprised because it seemed to be going so well. You have often seen the two of them playing board games, working on homework or playing a round of golf. Felix's mother, Mary, does not understand what has changed. You offer to speak with Sean. He also seems to be confused and does not understand why Felix no longer wants to have contact with him. Upon meeting with Felix yourself, he confides in you that he does not feel comfortable when left alone with Sean. However, Felix will not elaborate on why exactly he feels this way. He simply refuses to meet or speak to Sean anymore.

Discussion questions:

1. What kind of support does the mentee, Sean, and his mother, Mary, require from you?
From the program?

2. What are the potential concerns?

3. What are your responsibilities?

Thoughts on Closure

There are many ways to end or redefine a mentoring relationship, but the goal is to make the experience one that is positive and reflective. Although the topic of closure has been discussed previously, several ideas warrant another mention.

- Set aside sufficient time to address closure of the formal mentor / mentee relationship. The longer and more intense the quality of the relationship, the more time should be devoted to closure.
- Share feelings openly. Often closure becomes a process of shared ambivalence, where each person expresses their mixed feelings about ending the relationship.
- Review progress. Talk about the relationship, the ups and downs, and the level of goal attainment.
- Identify skills and reinforce transfer. Discuss how various skills were learned and how they were used in different settings. Use the life skills strategy of “bridge to life.”
- Be honest and realistic. Avoid making promises that will be difficult or impossible to keep.
- Plan an activity to celebrate the relationship. Play a round of golf, end by doing the first activity that you did together and talk about how things have changed between you, and plan a little celebration.
- Keep the momentum going. Plan ways that you might stay in touch to share updates and progress toward achieving long range goals.
- Share what you have learned about yourself as part of the process.

Part 1 - Instructions: Think back to past relationships with people who have played a significant role in your life (e.g., former boss, college roommate, special teacher, love relationship). Now respond to the following questions.

1. How did the relationship end? How did you feel about the ending of the relationship?
2. What regrets do you have about the relationship?
3. If you had an opportunity to relive the situation, what would you do differently?
4. In general, what needs to take place for a relationship to end in a productive and positive manner?

Part 2 – Instructions: Think back to a previous mentoring relationship in which you were involved (i.e., either mentee or mentor). Now respond to the following questions.

1. What did you learn about yourself during the closure or redefinition of the relationship?
2. Based on past experience, what would you like to accomplish during closure of your relationship with your mentee? For your mentee?
3. What have you learned about how you typically end relationships that you can apply to the closure of your mentoring experience?

Taking Care of Yourself

Mentors should model the importance of physical and emotional well-being through their behaviors and the activities they engage in with their mentees. The First Tee places a lot of importance on wellness. Many of the Life Skills Curriculum Core Lessons contain information and activities on nutrition, exercise and emotional well-being. Mentors who are not in shape, who smoke or who make bad food choices, can set personal goals to address these issues and, in so doing, model the importance of wellness for their mentees, while working on their own physical and emotional well-being.

Mentors are not immune to stress, misfortune or difficult life circumstances, and how they handle these types of situations, both emotionally and behaviorally, can send strong messages to mentees who are facing their own set of concerns. In addition, asking for help can be difficult for some individuals, particularly those who have a need to appear to be strong and self-reliant in front of their peers or family. As such, mentors who use peer supervision and Go-To Teams for their own needs model ways in which mentees can get support in managing their own concerns.

In building a Go-To Team, mentors should consider people who could provide different types of support. Among the most frequently needed types of support are informational, emotional, challenge and practical. Sometimes mentors need someone who will just listen and allow them to vent feelings. At other times, mentors need someone who will simply challenge them to persevere or confront their feelings of doubt.

Using Supervision to Increase Self-awareness

It is important to realize that mentors' experience and knowledge alone are typically not enough to motivate mentees to push themselves in efforts to maximize their potential. The extra motivation necessary is typically dependent on the quality of the relationships established between the mentors and the mentees. How is trust established? One answer is that a trusting relationship is developed as a result of a process of self-disclosure and feedback. As described in the Johari Window Model of awareness training (Luft, 1984), individuals who keep information about themselves hidden or private are less likely to receive support from others. In addition, it is doubtful that they would receive the feedback necessary to identify specific behaviors, attitudes or statements that may inhibit mutual understanding and the development of a trusting relationship. On the other hand, mentors who are willing to self-disclose appropriately create an environment that is likely to foster trust and are in the best position to receive feedback on their blind spots. This increased self-awareness can go a long way in identifying and eliminating problematic verbal or non-verbal communications or misinterpretations.

Mentors should strive to have regular contact with their on-site supervisor in order to gain feedback about how the advantages and disadvantages of their personal style play out in the mentoring relationship. By sharing personal reflections of their mentoring experiences and using The First Tee Coach Good / Better / How feedback system during supervision meetings, mentors can engage in a process of self-disclosure and feedback that leads to greater self-awareness. Mentors who understand how their thoughts, feelings, behaviors and expectations influence their interactions are in the best position to build effective relationships with their mentees.

Instructions: Please read the following scenario and discuss your response to the questions that follow.

A mentor is having difficulty establishing a relationship with his mentee. He believes that because he is a parent and teaching professional, he can or should be able to figure out this apparent challenge on his own. He regularly attends the group mentor supervision meetings, but is hesitant to speak up or seek guidance for what he is going through with his mentee. When asked about how things are going, he simply responds that everything is okay and conceals the fact that he is becoming increasingly frustrated. He is afraid to ask for help and does not want anyone to know about what he perceives is his inability to help his mentee. As he attends the ongoing supervision meetings, he finds that his confidence in his mentoring abilities takes a downward turn every time other mentors share their positive experiences with their mentees. As the disconnect between the mentor and his mentee grows wider, he questions whether he has what it takes to be an effective mentor.

Discussion questions:

1. What are some of the issues that you see within this case?

2. What would you say to this mentor if you could?

3. What lessons have you learned from this case that you can apply to your own mentoring experience?

Understanding the Role of Evaluation and Research

The First Tee is committed to implementing a world-class mentoring program and becoming the leading youth development organization in the world. Such lofty goals can only be reached by solid program planning and implementation, and also an evaluation and research agenda that identifies best practices and documents The First Tee Mentoring Experience's success in achieving its goals. As such, The First Tee will be collecting data in two general categories, namely outcome goals and implementation variables.

The most common form of evaluation is to measure a program's success in achieving its stated outcome goals. The First Tee has established outcome goals for mentors, mentees, the home office and participating Chapters. This type of assessment is designed to answer the question, is the program working? Sample questions would be:

- Are mentees' grades improving?
- Do mentees have better school attendance than their peers who do not have a mentor?
- Can mentees apply life skills at home and in school?
- Are Chapters attracting and retaining more volunteers?

Although outcome measures are important in assessing overall program effectiveness, they are not designed to identify what program elements are most responsible in facilitating or causing successful outcomes. Therefore, The First Tee also assesses implementation variables in order to be able to answer the question, how does it work? Data collected on implementation variables provide The First Tee with the information necessary to enhance quality control, training, consistency of program delivery, and the identification of best practices. Sample questions would include:

- How does the quality and longevity of the relationships between mentors and mentees relate to specific outcome goals?
- How does the quality and quantity of training and supervision provided to mentors relate to specific outcome goals?

A well-planned evaluation program that examines the relationships between the outcome goals and various implementation variables is able to answer questions about what specific program elements are most likely to assist what types of individuals under what conditions.

The First Tee will use both qualitative and quantitative assessment strategies to evaluate the program. Data will be collected through semi-structured interviews, focus groups, self-assessments and reflections, standardized measures like the Mentor Rating Scale, and through The First Tee's Good-Better-How Feedback system.