

John Lancaster & W. Cecil Short

FOUNDATION

Purple Boot Mentoring Program



MENTORING

PROGRAM

GUIDE

Executive Summary

This guidebook is intended to provide guidance to mentors associated with the Purple Boot Mentoring Program (PBMP). It contains discussion of what it means to be a mentor, the roles and responsibilities of participating, suggested guidelines, elements essential to building a successful mentoring relationship, and the problems that may be encountered.

The Purple Boot Mentoring Program (PBMP) is a mentoring program that initiates leadership in the lives of boys residing in the Southern Maryland communities hosted by the John Lancaster & W. Cecil Short Foundation.

The members of the Foundation includes men from all walks of life, working together to make Southern Maryland a better place. We believe that operating in our four cardinal principles of Manhood, Scholarship, Perseverance, and Uplift, will establish a sound foundation for a successful life.

The overall objective of the Purple Boot Mentoring Program is to offer a male mentoring program that is structured to accomplish four key goals:

- Improve academic performance
- Improve behavior reports at home and school
- Improve social skills
- Expand awareness of positive African-American men

What is Mentoring?

Mentoring offers a vista into new experiences and possibilities.

“Mentoring” is not an easy term to define because it describes a dynamic process. The mentoring process links an experienced person (the mentor) with a less experienced person (the mentee) to help foster the mentee’s career development and professional growth. The mentor and mentee work together to reach specific goals, giving each other sufficient feedback to ensure that these goals are attained. Mentors are more than teachers; they facilitate the mentee’s personal and professional growth by sharing the knowledge and insights which they have acquired through years of experience.

Qualities of a good mentor are:

- Desirous of sharing life experiences.
- Supportive of the mentee’s needs and aspirations in order to encourage him to accept challenges and overcome difficulties.
- Patient and willing to spend time on mentoring responsibilities (as a minimum the mentor is expected to contact the mentee weekly).
- Respected by others as positive role model.
- Pragmatic and intuitive about problems and solutions.
- Able to access a network of information sources.
- Protects individual privacy and is non-threatening.
- Protects individual decision making identities. Avoids hearsay.

Mentees

The PBMP mentees are typically young African or Hispanic males who are in need of a male role model. The targeted age range is from 7 to 17 and grades 3rd – 12th. Students will be targeted and recruited by age bands so kids have other kids of their age to relate in keeping with social identify theory.

- 7-9 yrs old
- 10-12 yr olds
- 13-14 yr olds
- 14-17 yr olds

Mentee Selection Guidance

Preference will be given to 1st and 2nd generation potential college students, and African American and Hispanic males.

Single Parent/Absent or Deployed Parent/Grandparent Homes

Student *that* requires some academic motivation/socialization skills.

Five Essentials of a Successful Mentoring Relationship

Respect is the first and most important aspect of building a successful mentoring relationship. Respect is earned when the mentee recognizes knowledge, skills and abilities in the mentor that he admires and would strive to acquire.

Trust is essential to the mentoring relationship. Each participant must trust the other, so working together to build trust is essential. The following factors will help build trust in the relationship:

- **Communication:** Talk to and actively listen to the mentee. It is important to value the mentee's opinions and to let him/ know that he or she is taken seriously.
- **Availability:** Be willing to engage with the mentee whenever he needs assistance.
- **Predictability:** Be dependable and reliable. Make it a point to give consistent feedback, direction and advice.
- **Loyalty:** Never compromise the relationship by discussing the mentee's problems or concerns with others.

Partnership building activity is also important in a mentoring relationship in that the mentor/mentee become professional partners. To overcome the natural barriers that all partnerships face, the two must establish a disagreement resolution method at the start of the relationship and practice this method throughout the relationship.

Self-esteem development, in that the mentor tactfully and thoughtfully encourages the mentee to have realistic expectations of himself and to have a realistic perception of his or her own social traits, intellectual capacity, and talents.

Time is an element that must be invested in the relationship.

The Mentor Role

A mentor can assume many different roles. The roles he/she assume depend on the mentee's needs, which can change from day to day. The mentee may rely on the mentor as a **teacher, guide, counselor, motivator, sponsor, coach, advisor, referral agent, role model, or door opener**. Each role is explained below:

Teacher: The mentee may need to be taught the skills and knowledge required to perform his or her job successfully. In this role, the mentor would outline the “nuts and bolts” of the mentee's position and share his/her professional experiences. He/she would also identify the knowledge and skills required by the mentee's position and compare them with those the mentee has demonstrated. Upon determining the areas in which the mentee needs further development, the mentor would concentrate his/her efforts on helping him/her strengthen those areas.

The most important responsibility as a teacher is to answer the mentee's questions. Being an expert on everything is not required, but the mentor should know when to direct the mentee to a knowledgeable source.

One of the most valuable contributions as a teacher is the wisdom that you have acquired through your mistakes. Make a point of relating learning experiences, anecdotes, and past difficulties whenever appropriate. Such sharing of information strengthens the mentoring relationship.

Counselor: To fill the role of counselor the mentor must establish a trusting and open relationship in which he demonstrates respect for the mentee and the importance of confidentiality. The mentor also encourages the mentee to develop problem-solving skills, to think through problems rather than always relying on someone to provide a solution. The mentor can help by allowing the mentee to first attempt to solve a problem before offering assistance.

Motivator: Motivation compels a person to succeed. The mentor can motivate simply by being available to the mentee, especially during stressful periods. Consistency in availability will create an atmosphere in which the mentee is comfortable asking questions and seeking guidance.

Coach: Coaching is not an easy task; it consists primarily of providing feedback. Mentors must give positive feedback to reinforce desirable behavior and constructive feedback to help the mentee change less desirable behavior. Both positive and constructive feedback are critical to your mentee's growth, and constructive feedback is probably the most difficult to provide. The mentor should consider the following when giving constructive feedback:

- Be descriptive about the behavior.
- Phrase the issue as a statement rather than question.
- Do not use labels such as “immature” or “childish.”
- Listen and be patient.

- Do not exaggerate.
- Do not be judgmental.
- Never discipline a student using physical contact.

Role Model: In this position, the mentor exemplifies the values, ethics, and practices of the four cardinal principles: Manhood, Scholarship, Perseverance and Uplift. Each PBMP mentor should strive to be a positive role model in the eyes of their mentee.

Mentor Requirements

We will assign a mentor to student ratio to create a network of mentors that uses a team approach to make it more comfortable for students and mentors. The mentor team will fulfill different functions for students participating and therefore the experience is pleasurable and productive for all involved.

Mentor agrees to maintain weekly contact with designated student(s) in addition to meeting with them at PBMP events. On the week of a scheduled PBMP meeting ensure to make contact the student to remind them to bring their study material home on Friday to support any tutoring that is scheduled for Saturday.

If the mentor cannot attend the weekly meeting they should coordinate with their mentoring teammate to ensure someone is available to assist the student during the weekly meeting.

Record the weekly engagement (email, phone call, or written correspondence) using the form at enclosure (1). Submit the form electronically or hard copy to the PBMP coordinator at the end of each month.

To assist in your role as a coach please work with your mentee to review the Student Interest Survey (enclosure 2) to develop a baseline of the student's interest and aspirations.

PBMP Coordination Responsibilities

The PBMP Coordinator will monitor the monthly engagement activities and will provide a monthly report to the Tau Lambda Lambda Executive Council by the end of the first week in each month.

The PBMP Coordinator will coordinate with the assigned mentor and parents of the mentee to obtain the PBMP Participation form (enclosure 3) and the initial Student Interest Survey (enclosure 2).

The PBMP Coordinator will develop a student and parent contact list and the contact list of assigned mentors.

Monthly Contact Report		
Mentor Name		
Mentee Name		
Week 1		
Date of contact Means of contact (face to face, phone call, email or written correspondence		Notes:
Week 2		
Date of contact Means of contact (face to face, phone call, email or written correspondence		Notes:
Week 3		
Date of contact Means of contact (face to face, phone call, email or written correspondence		Notes:
Week 4		
Date of contact Means of contact (face to face, phone call, email or written correspondence		Notes:
Submit this form at the end of each month to the PBMP coordinator		

Each mentor, mentee and parent will be required to sign a contract stating they understand the requirements of the program. See enclosure 1.

Enclosure 1

MENTOR-MENTEE CONTRACT

A mentor is a trusted adult friend to a mentee. The mentor and mentee agree to:

- meet once every two weeks for the duration of the 2020 PBMP program;
- communicate once every week via telephone, mail or email for the 2020 PBMP program;
- mutually establish goals to work toward;
- listen, respect and be considerate of each other;
- keep the information shared private, unless either party expresses something that may cause harm to self or others which will be reported to appropriate authorities;
- student must bring homework and books to each session or they will not be allowed to participate during that session;
- keep parent/guardian aware of schedule and;
- participate in interviews, program observations, reports and surveys.

Mentor Signature

Mentee Signature

Mentor Name Printed

Mentee Name Printed

Date _____

Date _____

By signing this document I agree to have the above-signed Mentor work with the above-signed Mentee for the duration of the 2020 PBMP year.

Parent/Guardian Signature