

SRI BALAJI VIDYAPEETH

DEEMED UNIVERSITY
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PONDICHERRY



EXCELLENCE IN HEALTH PROFESSIONS EDUCATION, RESEARCH AND CLINICAL CARE



Mentor Mentee Guidelines



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CHAPTER 1: MENTOR ROLES

Mentors assume various roles in their relationships with mentees. These roles overlap and change over time. In successful relationships, the number of roles that a mentor takes on often increases as the relationship develops.

Some of the roles you may assume are:

- **Teacher/trainer** Providing learning opportunities and offering your experience as a guide
- **Positive role model** Demonstrating exemplary behaviour and offering values that will increase chances for success and happiness
- **Social supporter/guide** providing encouragement to the mentee as he or she embarks on new experiences
- **Resource supporter/advocate** speaking and acting on behalf of the mentee and helping the mentee access community resources
- **Challenger** Encouraging the mentee to maximize his/her potential
- **Friend/companion** Being consistently available and sincere; providing the mentee with a caring and unconditional friendship

CHAPTER 2: PROCEDURES AND POLICIES

Confidentiality:

As a mentor, you may learn private and personal information about your mentee and his/her family. It is important to keep such information private and not discuss it outside the organisation. During in-service sessions, you will be encouraged to share information about your relationship. Share only the information that is necessary to help you improve the situation or that you judgement will not harm the family in any way.

As important as it is to maintain confidentiality, there are circumstances in which it will be necessary to share information with the appropriate staff of your mentoring program. Do not attempt to contact public officials on your own. Staff trained in handling particular issues should be the first point of contact if you suspect any of the following:

1. *Your mentee is in danger of hurting himself/herself.*
2. *Your mentee is in danger of being hurt by someone else.*

3. *Your mentee is in danger of hurting someone else.*

Absences

It is very important that once you are matched with your mentee, you develop a regular meeting schedule. As your relationship grows, your mentee will look forward to your meetings and may be disappointed when you have to cancel. Illnesses, vacations, and unexpected problems cannot be avoided and may interfere with your scheduled visits.

The following are recommended practices for dealing with absences.

Planned Absences (vacations, appointments, etc.)

Let your mentee know as far in advance as possible that you will be unavailable on certain dates. Remind your mentee of that date as it approaches. Let your mentee know when you plan to return and schedule your next meeting with your mentee. You must also inform program coordinator of your planned absences and intended date of return.

Unexpected Absences (illness, accident, car trouble, etc.)

Call the program coordinator as soon as possible to inform them of your difficulty. If possible, contact your mentee before the scheduled visit to let him/her know of your inability to meet. Remember to tell the mentee why you cannot meet. Let the mentee know that you will contact him/her soon about your next meeting together.

Emergencies

In the event on an emergency:

- *Always call the program coordinator.*
- *If it relates to your mentee, call the parent or guardian and/or call emergency medical personnel (if appropriate).*
- *Complete program incident report.*
- *Grievance Procedures*
- *If you have a grievance or complaint, you may handle it as follows:*
- *First, try to talk about your problem with the program coordinator.*

- *If, after sharing your concerns with the coordinator, you are still dissatisfied, make an appointment to talk to the member concerning the problem. If you still feel your grievance or complaint is not resolved, then consult head of the institution.*
- *Parental Permission*

Families have to sign consent forms to allow their children to participate in the program. Make sure you have a copy of it in your file.

CHAPTER 3: INFLUENCES ON TODAY’S YOUTH:

To understand what is going on with mentees; mentors should have some idea of the environment (both neighbourhood and family) in which their mentees live, typical behaviours of that age group, and pressures that they face. The following are key factors influencing the behaviour of today’s youth.

Poverty

Many mentoring programs target youth who are poor. Economic realities often make it difficult for poor youth to perform well in college. Your mentee may also be very cautious about establishing a relationship with you. She/he may have difficulty trusting others, especially adults. Your mentee may project a feeling of hopelessness and be cynical about the future. If you are aware that these characteristics may be a means of coping with the stress of poverty, you will be better prepared to help your mentee.

Tobacco, Drugs, and Alcohol

Substance abuse is a serious problem affecting all populations in a community. Cigarette smoking is quite common due to peer pressure. Many youth have tried marijuana, cocaine, crack, etc. Some have even sniffed glue to get a “high.” Alcohol abuse is probably the most prevalent intoxicant of choice for youth.

Injuries

Accidental injuries are the leading cause of death for persons 15 to 21 years of age. Automobile accidents account for most of these deaths, and the driver is often under the influence of alcohol.

Suicide

Suicide is the second leading cause of death for youth. It is often difficult

for youth to express their feelings of depression to adults, particularly their parents.

Peer Pressure

Approval from peers is very important for youngsters. Youth need to understand that peer-influenced decisions can have lifelong consequences. A mentor can help by working with mentees on problem-solving skills that will develop their own sense of competence and responsibility.

Technology

Youth growing up today have never known a world where they could not keep in constant communication with their friends. Computers, cell phones, BlackBerrys, iPhones, and MP3 players are but a small sample of the available communication devices. Sending text messages has become so common that people of all ages can “talk” to one another without making a sound. Anything can be broadcast on YouTube, and social networking sites such as Facebook, Twitter, and My Space allow us to connect to an ever-growing network of people. While technology has tremendous advantages and can be lots of fun, it also presents significant challenges and even hazards. Sending e-mails or text messages should not become a substitute for face-to-face social interaction, and mentors can be very helpful in assisting mentees with basic social and communication skills. Mentors should be aware of whether mentees are spending too much time online and/or participating in inappropriate chat rooms. Mentees may need to be reminded that once they post photos of themselves or spread gossip about others in cyberspace, there is no way to “take it back,” and serious repercussions can follow them for many years.

Cyber-bullying

Cyber-bullying takes many forms but essentially involves taunting, teasing, and harassing online. It can be more brutal and destructive than campus bullying because it can follow an individual everywhere—a text message sent via cell phone is always present. By creating “bashing Web sites,” an entire group of youth can taunt and pressure one individual—e.g., polls that circulate to vote for the “fattest, ugliest kid on campus.” Passwords can be stolen and computers hacked. If your mentee talks to you about being a victim of cyber-bullying, take it seriously and share the information with the head of the institution and families. You will also want to talk to mentees about not participating

in acts of cyber-bullying.

CHAPTER 4: SIGNS THAT SUGGEST MENTEE IS IN TROUBLE

Signs that a mentee needs outside help:

• Suicide

- Giving away possessions
- Making a will
- Talking about death or dying
- Prolonged depression
- Saying his/her family would be better off without him/her
- Being suddenly at peace (may indicate a decision to end the pain by ending life)

• Drug or Alcohol Abuse

- Irrational or “spaced out” behaviour
- A sudden increase in accidents
- Lying
- Loss of interest in school
- Secretiveness
- Spending a lot of time alone
- Severe mood swings
- Alcohol on breath
- Sleeping a lot

• Physical Abuse/Sexual Abuse/Neglect (including incest)

- Non-accidental physical injury
- Frequent “accidents”
- Abrupt changes in personality
- Withdrawal
- Physical defensiveness
- Running away
- Sudden onset of compulsive and/or self-destructive behaviour
- Reluctance to be with a particular family member

• Other Warning Signs

- Major weight loss
- Poor self-image
- Problems at department

- Serious depression
- Law-breaking behaviour

What to Do?

Mentors are not professional counsellors and are not meant to be. For many mentors, observing these warning signs in their mentees can be very daunting, and without the right support, you may not feel equipped to handle a situation.

Contact the staff of your mentoring program immediately if you suspect your mentee is experiencing any of these issues. Mentoring alone cannot solve these problems, but there is strong evidence that mentoring in conjunction with other supports and interventions can help mitigate the effects of depression, reduce recidivism among delinquent mentees, and lower rates of substance abuse.

CHAPTER 5 : BUILDING THE MENTOR – MENTEE RELATIONSHIP:

Meeting Your Mentee

Now that you and your mentee have been matched, the next challenge is to develop your relationship. The following are some suggestions to help you get started. The batch coordinator should introduce you to your mentee at the campus during the orientation program.

First Conversation:

- Talk about what you both like to do and the things you have in common.
- Take turns answering questions about your interests and hobbies. Discuss favourite music, movies, sports, books, school subjects, food, heroes, heroines, etc.
- Discuss basic expectations that you have about the relationship. Ask the mentee to do the same.
- Try to make an initial contact with the mentee's parents with a brief chat
- Do not force your mentee to talk about intimate details of his/her life, family, or problems.
- Focus on the positive accomplishments of the mentee, no matter how small they might be.

- Pay compliments regularly.
- Keep alert for clues about what motivates your mentee. This will help you plan for future activities.
- Share information about yourself to stimulate conversation.
- Discuss your career and what kind of education and training you needed to do your job.

CHAPTER 6: EFFECTIVE MENTORING RELATIONSHIPS:

Recommended strategies for interacting with your mentee to achieve effective mentorship include

- Understand the mentee's reluctance to trust. Many of the young people may have been disappointed by previous relationships with adults. Be patient. It may take a while for your mentee to overcome his/her hesitance and begin to trust you.
- View your purpose in the program as being available to give; understanding that, at least initially, the relationship will be one-directional.
- Offer reassurance and support. It's important to offer reassurance and kindness to your mentee and remind him/her that you're available to talk at any time. Don't be afraid to tell your mentee that you care about and believe in him/her. Too many young people rarely hear those words.
- Suggest ways to solve problems. Try to listen carefully and offer possible solutions without passing judgment. Practical suggestions rather than criticism or preaching are usually most helpful for your mentee. Whenever possible, try to think together of ways to solve a problem, rather than tell your mentee what you think she/he should do.
- Identify the mentee's interests and take them seriously. Try to include your mentee in determining both the activities you engage in and the areas in which you offer help.
- Do not force the mentee to talk about personal issues. Delving into your mentee's personal or family life, particularly early in the relationship, is usually not productive. It's unwise to ask mentees to discuss information they may be ashamed of,

such as poor school performance, criminal record, or abusive family behaviours. If your mentee resists sharing information, don't push. Silence does not necessarily mean rejection.

- It's important not to measure a relationship's success by the extent of the mentee's disclosure. On the other hand, you may be surprised by how much your mentee shares with you early on without any prompting or inquiry from you. It's important to determine why this information is being given so early and fully. There is the possibility your mentee may be testing you to see if you are "shockproof."
- Have realistic expectations. Many mentors get discouraged when they feel their mentees aren't "turning their lives around" or making huge improvements. Although you certainly will have an impact on your mentee, it is unlikely that she/he will be totally transformed by this relationship. Gains may seem small (e.g., showing up for meetings, expressing appreciation, missing fewer classes), but they are nonetheless signs of progress. Adjusting your expectations and understanding that your mentee may not always express gratitude directly will help prevent mentor "burnout" and frustration.
- Try to relate to your mentee's personal experiences. Although you may not have faced the same problems as your mentee, try to remember some of the difficulties you had growing up.
- Attempt to understand your mentee's family, social class, and culture

Stages of the Mentor-Mentee Relationship

The mentor-mentee relationship often goes through at least three major stages. It is important to understand these stages so you can be prepared to respond appropriately. The first stage of a mentoring relationship is Familiarization and testing; the second stage is Commitment and Work; and the last stage is Termination and/or Closure. Since each relationship is unique, the amount of time spent in each of these stages will vary.

Stage 1: Familiarization and Testing

In this stage you and your mentee are trying to get to know each other. Many mentees may be uncommunicative, answering questions with shrugs or one-word answers. There may be some jousting between you and your mentee to test the limits of the relationship. This is particularly

true of those mentees who really want to see how far they can “push” you or trust you to be there for them. This pushing or testing might be demonstrated by the mentee:

- *Missing appointments*
- *Giving you the silent treatment*
- *Making unreasonable demands*
- *Having angry outbursts*
- *Cursing to get a reaction*
- *In Stage 1, the tone for the relationship is set. You should:*
- *Be on time for meetings*
- *Request that your mentee be on time as a matter of respect for you*
- *Express realistic expectations of the mentee*
- *Try to make only promises that you can keep*
- *Provide unconditional friendship and support*
- *Engage in activities that the mentee suggests*
- *Understand that your mentee may not be comfortable just talking*
- *Let the mentee know how his or her behaviour is affecting you*

While you should respect the confidences shared by the mentee, you should counsel your mentee that information that may be detrimental to him/her should be shared with the appropriate member of the mentoring program. Encourage the mentee to share such information with the coordinator or other proper authorities.

Stage 2: Commitment and Work

In Stage 2, there is a deepening of the relationship. You and your mentee may begin to spend more than the required time together and may call each other frequently on the phone. You may notice visible signs of caring for each other, such as remembering special occasions. However, it’s possible that as your relationship proceeds, your mentee

may exhibit behaviour that is problematic. Stage 2 is a time for the hard work that can really make a difference for your mentee in the long run.

Goal setting is particularly important during this stage. The most successful mentoring relationships involve helping mentees develop specific skills and competencies. It's important to work with your mentee in developing goals, even if you think she/he should be working on certain things. Otherwise, you will be just another adult telling him/her what to do.

Stage 3: Termination and/or Closure

It is hoped that this formal mentoring relationship will grow into a more natural one that will sustain itself without supports. However, some relationships will not continue, and others will end prematurely due to geographic moves, illness, incompatible relationships, mentee confinement, etc. How a relationship ends is key to how you and especially the mentee will think about and value the experience you shared. Planned terminations can be facilitated in the following ways:

If you initiated the termination:

- The mentee should be alerted well in advance of your departure from the relationship.
- The reasons for the departure should be discussed with the mentee by you.
- Mentees may feel they are being abandoned and may demonstrate anger. Allow them to grieve and be appropriately angry. In relationships that were less intimate, this process will of course be less painful to the mentee.
- If possible, continue contact with your mentee by phone or letters.
- If your mentee initiated the termination:
- Don't view this separation as a failure but as an opportunity to continue the relationship at a new level.
- Engage in letter writing and phone calls.

In both instances, focus on the:

- *Progress you made*
- *Fun you had*

- *New ways you plan to keep in contact*

CHAPTER 7: PROBLEM SOLVING

The goal of many mentoring programs is to impart life skills to the youth. One important component of life skills is the ability to set positive goals and deal effectively with conflict. There is a limit to how effectively life skills can be taught without giving young people an opportunity to actively engage in practicing skills. The goal should be to empower young people to take responsibility as problem solvers.

The problem-solving process consists of six steps:

1. *Stop, calm down, and think before you act.*
2. *State the problem and how you feel.*
3. *Set a positive goal.*
4. *Think of lots of solutions.*
5. *Think ahead to the consequences.*
6. *Go ahead and try the best plan.*

Goal Setting

After you and your mentee have gotten to know each other, you should meet with your program coordinator to discuss developing short- and long-range goals. A goal should be:

- Realistic (If it is too difficult, it will lead to frustration.)
- Challenging (If it is too easy, there is little incentive to achieve it.)
- Specific (You need to know what you want to do.)
- Measureable (You need to know when you have accomplished it.)
- Timely (It should have a deadline so you won't put it off.)

Steps in Goal Setting

Have the mentee identify some positive things she/he would like to accomplish. This might be something like getting a driver's license, passing an English course, or attending college every day.

1. *Select one or two goals to work on. Help your mentee select goals that are realistic and achievable. You want your mentee to set his/her sights high but also be assured of some success.*

2. *Discuss with your mentee how his/her parent or guardian may feel about these goal plans. Achieving the goal will be difficult if the mentee's efforts are not supported or understood by the family.*
3. *Brainstorm ways to reach the goal. Brainstorming is a process that involves thinking of as many ideas as you can for reaching a goal, even if some may seem silly or unrealistic. You and your mentee should write down all of your ideas. Later, you can help him or her select the best ones.*
4. *Identify small steps for reaching the goal. Most goals require more than one step to complete. Recognize the mentee's attainment of each small step to reach his or her goal.*
5. *Identify obstacles that might prevent completion of the goal. This will need to become part of the action plan for accomplishing the goal.*
6. *Decide on a deadline for accomplishment and re-evaluation of the goal. This is an important step. If the process drags on too long, your mentee may get discouraged and quit. A deadline gives him/her something to work toward. Opportunity for re-evaluation gives you a chance to check his/her progress. Encouragement from you may be all that is needed to keep your mentee on course.*

CHAPTER 8: DEVELOPING EFFECTIVE COMMUNICATIONS SKILLS

Tips for Effective Communication:

Talking and communication are not the same! There are three basic skills: Listening, Looking, and Levelling.

Listening:

Listening does not have to be passive. It can be as active as talking, if you do it right. To listen effectively, you should:

- *Pay attention.*
- *Not think ahead to what you are going to say (Ignoring the speaker while rehearsing your own comments).*
- *Not interrupt.*

- *Listen for feelings underneath the words*
- *Keep an open mind—don’t judge immediately.*
- *Encourage the speaker to continue and clarify what has been said.*

Looking:

People communicate with both verbal and body language. Pay attention to the whole person. Take note of facial gestures and body movements. There are clues that will help you more fully understand what the person is saying. Some helpful tips:

- *Make eye contact.*
- *Show that you are listening by leaning forward, saying “Uh huh” or “Go on.”*
- *Check out what you understand; repeat back what you heard. Ask if that’s what the mentee “said.”*

Levelling:

Levelling means being honest about what you are feeling and thinking. Tips include:

- *Be honest in what you say.*
- *Speak for yourself. Use “I” statements instead of “you” statements.*
- *Deal with the other person’s feelings. Don’t give unwanted advice or try to change the other’s feelings. Just listen and try to understand.*

CHAPTER 9: DISCUSSING DELICATE ISSUES: GUIDELINES FOR MENTORS

Put the mentee at ease.

- *Stay calm.*
- *Use body language to communicate attentiveness (e.g., maintain eye contact, sit at the same level).*
- *Avoid judgmental statements such as “Why would you do something like that?” or “I thought you knew better.”*

- *Be honest if you are getting emotional or upset.*
- *Let mentee know that you are glad he or she came to you.*
- *Reassure the mentee that his or her confidentiality will be honoured.*
- *Use tact, but be honest.*
- *Allow the mentee to talk at his or her own pace—don't force an issue.*
- *Do not pry—allow the mentee to bring up topics he or she is comfortable with.*
- *Do not collaborate with mentee's family to provide discipline.*

Honour the mentee's right to self-determination.

- *Focus on the mentee's feelings and needs rather than jumping to problem solving.*
- *When the issue has been discussed, ask, "What do you think you would like to do about this situation?" "How would you like me to help?"*
- *If you are not comfortable with what the mentee wants to do, ask yourself why before you decide whether to say so.*
- *If what the mentee wants to do is not possible, explain so gently and apologize.*
- *Ask what alternative solutions would make the mentee comfortable.*
- *Encourage critical thinking through questions and reflections.*
- *Use the words "I don't know—what do you think?"*
- *Solve problem and offer resources.*
- *Know your appropriate role as a mentor.*
- *Be honest with the mentee if you need to share confidential information with the program coordinator.*
- *Ask the mentee if he or she would like to talk to the committee concerned, with you if necessary.*

- *Provide resources or options if the mentee is unaware of them.*
- *Brainstorm with the mentee and be creative in finding a solution—there is usually more than one way to handle a situation, and this process is educational for the mentee.*
- *Offer to accompany the mentee if he or she is uncomfortable with something he or she has decided to do.*
- *Be collaborative—you are a team.*
- *Follow through with any and all commitments.*

CHAPTER 10: CULTURAL SENSITIVITY

You may or may not come from a background similar to your mentee's. If not, how you handle economic and cultural differences will greatly affect how your relationship develops.

Ethnic Diversity

Learn about the values and traditions of your mentee's culture. Such things as the role of authority, communication styles, perspectives on time, and ways of handling conflict vary greatly among different ethnic groups. You might ask your mentee to teach you things about his/her traditions and culture.

Socioeconomic Diversity

Your mentee may live very differently from you. She/he may share small living quarters with many people, may not have a phone, or may not be able to go outside because safety in the neighbourhood is such a serious problem. Your mentee may move frequently or may move in with different relatives, perhaps every few months. This could make it difficult for you to stay in contact.

It's important to be supportive of your mentee and not judgmental about the way she/he lives. Modelling values and behaviour will be far more productive than lecturing your mentee about what she/he "should" do. Remember also that you cannot rescue your mentee. Family connections can be very strong, even if they don't fit into your idea of how they are "supposed" to be. It's more important to provide a relationship that will nurture self-development and a sense of dignity and self-worth.

Youth Culture

From generation to generation, adults have viewed the young as

being more rebellious and outrageous than they were at the same age. Although you may not approve of your mentee's appearance or speech, it's important that you respect the mentee's individuality while insisting on certain standards. Try to determine why your mentee's behaviour troubles you. Is it because it's not how you would do something, or because there is something more serious going on and she/he is really in trouble?

CHAPTER 11: ESTABLISHING RELATIONSHIPS WITH YOUR MENTEE'S FAMILY

Developing appropriate relationships with your mentee's family is often quite difficult. Parents don't always understand the mentor's role and therefore may not know how to relate to you. Parents may be threatened and try to prevent you, even in very subtle ways, from developing a relationship with their child. Sometimes the opposite may occur. Families may feel so overwhelmed with the task of child rearing that they may ask more and more of you in terms of helping out. It's important to build trust with your mentee and the family, as well as strike a balance with regard to your involvement.

In the beginning...

- *Work with your program coordinator in making your initial contact with the family.*
- *Call and introduce yourself. Make arrangements to meet the family. It's possible the family may not be comfortable.*
- *Talk with the family about the program and about your role as mentor. Most people don't know what mentoring really means and some may fear that you will take over their role as the parent.*
- *Share some information about yourself. You could talk about what you did before, what your hobbies and interests are, perhaps a little about your family, such as children and grand children.*
- *Explain what kinds of things you and your mentee will be doing together and how much time will be involved. Ask the parents about their ground rules, and make it clear that you will respect them.*
- *Discuss how you will make contact with the mentee. Ask what*

kinds of goals the parents have for their child.

- *Let the family know how they can get in contact with you, and work toward establishing regular lines of communication.*

As the relationship develops...

- Respect and be sensitive to the family. If your youth is from a different ethnic background, make an effort to learn about and understand that culture. If the family's style of discipline and communication is different from yours, do not be critical or judgmental. Be yourself and model the values and behaviour you believe in.
- Stay focused on your mentee. Although you may want to help other members of the family, your primary goal is to be supportive of your mentee.
- Maintain confidentiality. Don't compromise your relationship with your mentee by revealing to the parent what your mentee disclosed to you.
- Stay out of family disputes if possible.
- Set goals primarily with your mentee. You may use the family's goals to help understand your mentee, but don't allow them to take over the relationship. Remember, goals that are imposed from the outside probably won't be achieved.

If there are problems

Do not hesitate to ask for help. You and your program coordinator can do some problem solving together. Preserving the relationship with your mentee is the most important thing you can do.

CHAPTER 12: ETHICAL ISSUES IN MENTOR-MENTEE RELATIONSHIPS

Do remember there are ethical issues involved while mentoring.

1. Promote the welfare and safety of your mentee.

Power / influence:

It can be very tempting to think we know what is best for our mentee. Providing opportunities to mentees that they may not have access to be an important role of mentors. But what if those opportunities go against

the family's belief system, family circumstances, or expectations? It is incumbent upon the mentor to be sensitive to the family's concerns and build rapport with the family to insure that a mentee doesn't feel compelled to choose between loyalty to the family or to the mentor.

Inappropriate boundaries:

Boundaries clarify the limits of the mentor-youth relationship and can protect both mentors and mentees from exploitation and harm.

Multiple roles:

You are available to your mentee to guide, coach, and support him/her, but you also may have professional expertise or financial stability that your mentee or her family does not have. However, you should avoid entering into professional, financial, or other relationships with your mentee or her family if it will challenge your ability to be an effective mentor or will harm your mentee.

2. be trustworthy and responsible.

Consistency and reliability serve as the foundation for trust and positive outcomes for youth. Early termination of a relationship, especially without explanation, can lead to detrimental outcomes, particularly for youth who have experienced disappointment in familial relationships with adults.

3. Act with integrity.

Last-minute changes in plans, failure to communicate regularly with your mentee, and lack of respect for customs and protocol in a mentee's home or community can erode or challenge a developing relationship. It's important not to take for granted the connection your mentee has with you.

4. Promote justice for young people.

Awareness and acknowledgement of our own prejudices, biases, and fears is an essential component of effective and enduring mentoring relationships. Showing a subtle lack of respect for a youth's family, promoting stereotypes based on race or ethnicity, or dismissing a youth's interests because they seem too rooted in his/her ethnic background can all harm a mentee's self-esteem and identification with his/her cultural heritage.

5. Respect the young person’s rights and dignity.

This is probably one of the most challenging aspects of being a mentor. On the one hand, mentors want to build trusting relationships with their mentees. They need to be able to help mentees make sound decisions without telling them what to do, they need to be respectful of the mentee’s goals and values, and they must keep confidential information confidential. On the other hand, mentors may be privy to very serious disclosures, from both the family members and the mentees. First and foremost, mentoring programs must provide training and ongoing support to help mentors navigate the slippery slope of disclosure, trust building, and confidentiality.

CHAPTER 13: SOME SUGGESTED ACTIVITIES

Activities form the basis for developing and maintaining a trusting and caring relationship between mentors and mentees. Successful mentoring programs foster a sense of ownership and belonging among volunteers and participants. Be sure to get participants involved in planning program activities.

Academic Activities

- *Help with homework*
- *Work on department projects*
- *Learn to do research on the Internet*
- *Research college opportunities*
- *Complete applications for college*
- *Apply for financial aid*

Job or Career

- *Help create a résumé*
- *Help mentee look for part-time if needed*
- *Assist in completing job applications*
- *Coach with interviewing skills*
- *Attend career fair*
- *Help mentee participate in “job shadowing” at different organizations*



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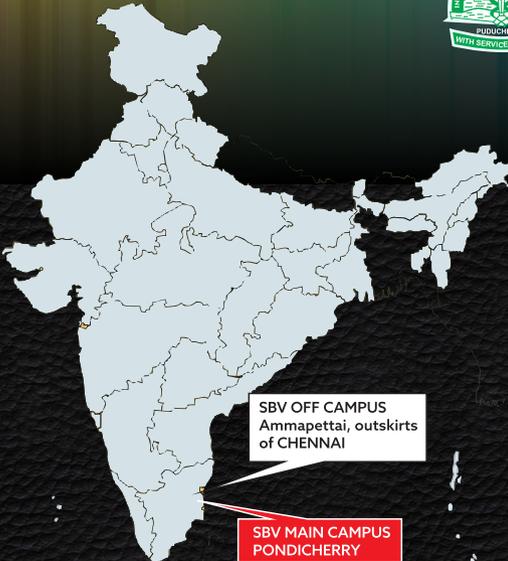
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