

The Bishops' High School Old Students' Association collaborated with the Bishops' High School to pilot a mentoring programme for third form students during the 2002-03 academic year. Because of its success, a programme was introduced for first form students at the Bishops' High School and Tutorial High School during the 2005-06 academic year and was supported by UNICEF.

The programme is suitable for implementation by other secondary schools and is endorsed by the Ministry of Education.

Documents to facilitate implementation of the programme are:

- Establishing and Managing a Mentoring Programme
- Becoming a Mentor: Role, Activities and Possible Outcomes
- Introducing the Mentoring Programme
- Now Your Child is in Secondary School: A Booklet for Parents
- The Changing World of the Secondary School Student

The documents are available from the school office, the Programme Coordinator and [www.bhsosa.org.gy](http://www.bhsosa.org.gy).

Prepared by:  
The Bishops' High School Old Students' Association  
(BHSOSA)  
Guyana  
2007

## MENTORING PROGRAMME FOR SECONDARY SCHOOL STUDENTS



### Becoming a Mentor: Role, Activities and Possible Outcomes

## Table of Contents

Why should there be a mentoring programme?	1
What is a mentor?	1
What is expected of a mentor?	1
What are some desirable characteristics of a mentor?	2
How could you become a mentor?	3
What are the responsibilities of a mentor?	4
How does a mentor get started?	5
How does the mentor communicate with the mentee?	5
Where do the mentor and mentee meet?	5
What can a mentor do with the mentee?	6
How does a mentor relate with the parent/guardian?	7
What limits should the mentor set?	7
How does a mentor respond when facing challenges?	8
What should a mentor expect to result from the programme?	8
Where else can a mentor turn for help?	10
Mentor Application Form	11
Mentor Agreement Form	12
Profile of the Mentee	13
Quarterly Report	15

## Boxes

Box 1: Capabilities of a Mentor	2
Box 2: Qualities of a Mentor	3
Box 3: Possible Forms of Academic Support	6

## Websites

- [www.mentoring.org](http://www.mentoring.org) provides useful information on elements of a mentoring programme, experiences, ementoring.
- [www.hiv.gov.gy](http://www.hiv.gov.gy) provides information on the activities of the National AIDS programme and other agencies offering related services.
- [apps.mentoring.org/training/TMT/index.adp](http://apps.mentoring.org/training/TMT/index.adp) gives access to Learn to Mentor Online Training (produced by MENTOR/National Mentoring Partnership) which helps to equip mentors with requisite skills.
- [www.talkingwithkids.org](http://www.talkingwithkids.org) - examines topics such as sex, HIV/AIDS, drugs, alcohol, violence
- [www.keepkidshealthy.com](http://www.keepkidshealthy.com) - examines topics such as discipline, building self-esteem, dealing with peer pressure
- [www.ces.purdue.edu/providerparent/Guidance-Discipline/MakingDiscPositive.htm](http://www.ces.purdue.edu/providerparent/Guidance-Discipline/MakingDiscPositive.htm) - examines positive approaches to discipline

## Articles

- Beter, S. R., Rosenfeld, W. D., Spitalny, K. C., Zansky, S. M. & Bontempo, A. N. (2000). The potential role of an adult mentor in influencing high-risk behaviors in adolescents. *Arch Pediatrics Adolescence Med*, 154, 327-331.
- Fouracre, S. (1993). Pupil's expectations of the transition from primary to secondary school. *Research in Education*, 53. <http://www.scre.ac.uk/rie/n153/n153fouracre.html>
- Howard, S. & Johnson, B. Transition from primary to secondary school: Possibilities and paradoxes. (See [www.bhsosa.org.gy](http://www.bhsosa.org.gy))
- Mason, C. Briefing session for mentors and mentees. University of St. Andrews. [www.st-andrews.ac.uk/media/Mentoring\\_Handout\\_05-06.pdf](http://www.st-andrews.ac.uk/media/Mentoring_Handout_05-06.pdf)
- Zeleke, P. (n.d.) Adolescent Mentoring. (See [www.bhsosa.org.gy](http://www.bhsosa.org.gy))

## Contact Information

Name/Contact Information of Parent/Guardian

Name/Contact Information of Staff Liaison

Name/Contact Information of Programme Coordinator

## Useful Resources



### Programme Material

The website of the BHSOSA ([www.bhsosa.org.gy](http://www.bhsosa.org.gy)) is the repository of the following documents which support the implementation of the Secondary Schools Mentoring Programme. It also includes booklets for the different participants (see back cover) and reports such as the following.

- Mentoring Programme for Third Form Students: Evaluation of the Pilot Project 2002-2003, May 2004
- Report: Workshop for Parents, April 8, 2006
- Report: Workshop for Parents & Mentors, May 13, 2006

### Local Organizations

- Guyana Girl Guide Association, 106 Brickdam, Stabroek ☎ 227-6516
- Guyana Responsible Parenthood Association, 70 Quamina Street, Cummingsburg ☎ 225-0739
- Help & Shelter, Homestretch Avenue ☎ 225-4731; Hotline (talk about anything) ☎ 227-3454,
- Scouts Association of Guyana, Woolford Avenue, Thomas Lands ☎ 225-3225
- Volunteer Youth Corps, 146 Crown Street, Queens-town; ☎ 223-7404

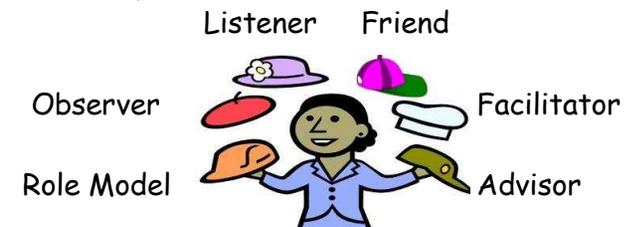
## What does the mentoring programme hope to achieve?

The mentoring programme is designed:

- To foster development of positive values, attitudes and behaviours of the student;
- To promote development of a healthy self-esteem and self-image;
- To explore the nature and limits of relationships;
- To identify the benefits of having a role model; and
- To facilitate exploration of goals, visions, wants and needs.

## What is a mentor?

A mentor is a person who functions in several roles.



## What is expected of a mentor?

A mentor is expected to work towards establishing rapport with the mentee, with a view to developing an open and comfortable relationship. He/she should be willing to:

- Provide exposure to different experiences;
- Celebrate the mentee's successes;
- Support action to address shortcomings;

- Accept and respect the mentee and his/her family as they are; and
- Offer guidance for improved behaviour, attitude and/or academic performance.

He/she should work towards fostering the values of citizenship in the mentees.

The mentor serves as a role model for the mentee.

### What are some desirable characteristics of a mentor?

A mentor should have or be willing to acquire knowledge, attitudes and skills which would enable him/her to facilitate the development of the mentee. He/she should have a variety of capabilities (Box 1) and qualities (Box 2).

#### Box 1: Capabilities of a Mentor

A mentor should be able to:

- Analyze the mentee and determine a particular strategic area in which the mentor can help;
- Communicate values;
- Deal with miscreants and still love them;
- Evoke confidence and get the mentee to discuss issues honestly;
- Keep confidences, when necessary;
- Make some financial input, if appropriate and/or required;
- Motivate the mentee; and
- Provide help (directly or indirectly).

## Quarterly Report

### Part A: Interactions with Mentee, Parents/guardians, School

- Dates and locations of meetings/interactions (including visits to home or school)
- Time of meetings/interactions
- Activities
- Accomplishment of any goals

### Part B: Communication with Mentee

- Response to interactions
- Needs and interests identified/addressed
- Mentee input to addressing needs and interests

### Part C: Evaluation of Mentor/Mentee Relationship

- Changes in relationship
- Changes in mentee attitude and behaviour
- Areas identified for specific development

### Part D: Lessons Learnt

- Issues/experiences to share with other Mentors/parents/guardians/ school
- Ideas for developing the Mentoring Programme

### Part E: Any Other Comments

Family structure/members

---

Likes and dislikes about family

---

Relationship/communication with family members

---

Favourite activities with family

---

Changes would like to see for self in family

---

Best friend

---

Favourite activities with friends

---

Likes and dislikes about self

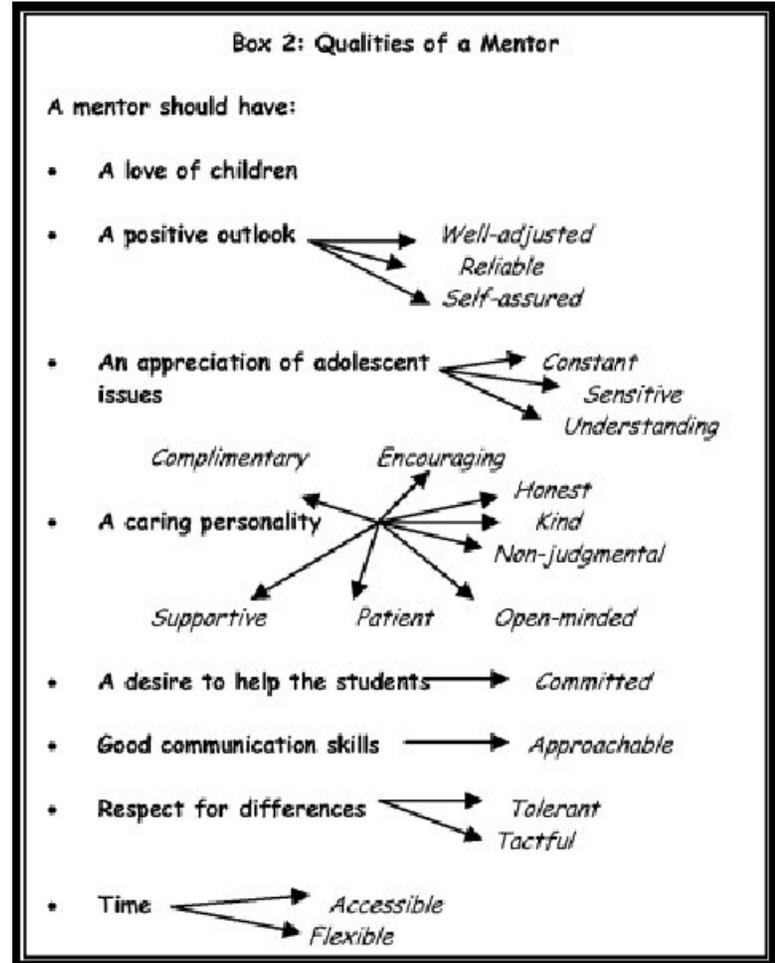
---

Occupational choice \_\_\_\_\_

Favourite activities by self

---

Name of Mentor \_\_\_\_\_



**How could you become a mentor?**

Persons desirous of becoming mentors must complete an application form. They must indicate their agreement to perform the roles and undertake the responsibilities of a mentor by completing an agreement form.

Application forms and parent/guardian and mentee agreements are available from the School Office, a member of the Mentoring Management Committee as well as the web-site of the BHSOSA - [www.bhsosa.org.gy](http://www.bhsosa.org.gy).

## What are the responsibilities of a mentor?

The mentor is expected to perform the following functions:

- Participate in programme activities, including workshops and meetings;
- Establish contact with the student at least once per month;
- Listen to the student's opinions, hopes and fears;
- Maintain confidentiality, except where the student's safety and/or welfare may be in jeopardy;
- Support the student's academic and non-academic programme by enquiring about performance and directly or indirectly facilitating formal and non-formal learning activities;
- Introduce the student to new and positive experiences, with his/her parent/guardian's permission;
- Seek advice/share information on issues of concern which may affect the well-being of the student;
- Prepare a profile of the mentee which reflects observations made over time; this is a confidential document which should be shared only with the Programme Coordinator, as deemed necessary; and
- Submit a brief quarterly report to the Programme Coordinator.

The mentee profile serves as a resource, monitoring and evaluation document addressing issues such as:

- Contact information;
- Areas for possible support;
- Needs and interests;
- Nature of relationships at home, in school and with friends;
- Likes and dislikes related to home and school; and
- Thoughts about the future e.g., occupational interest.

## Profile of the Mentee (To be completed by the Mentor)

Name of Mentee \_\_\_\_\_

Age \_\_\_\_ Form \_\_\_\_\_ Birth Order \_\_\_\_\_

Names of Parents'/Guardians \_\_\_\_\_

Ages \_\_\_\_\_

Address \_\_\_\_\_

Telephone # \_\_\_\_\_

Email Address \_\_\_\_\_

Reason for participating in the programme  
\_\_\_\_\_

Ways in which mentor can be of assistance  
\_\_\_\_\_

Likes and dislikes about school  
\_\_\_\_\_

Most favourite subject and why  
\_\_\_\_\_

Least favourite subject and why  
\_\_\_\_\_

Favourite teacher and why \_\_\_\_\_

\_\_\_\_\_

## Mentor Agreement

### As a Mentor in the \_\_\_\_\_ High School Mentoring Programme, I agree:

- To attend a training session before beginning to mentor
- To communicate with my mentee once per term at a minimum, for at least the remainder of the current school year. (I understand that continuing this relationship beyond this school year is encouraged.)
- To agree with my mentee on the appropriate forms and conditions of communication
- To be on time for our arranged meetings
- To participate in programme activities, including meetings
- To notify the Programme Coordinator or School Liaison if I am unable to fulfil my obligations
- To engage in the relationship with an open mind
- To support my mentee's academic and non-academic programme by enquiring about his/her performance and directly or indirectly facilitating formal learning activities
- To introduce my mentee to new and positive experiences with his/her parents' permission
- To submit brief quarterly reports on the highlight of the experience
- To accept assistance from my mentee's teachers, support staff, and Programme Coordinator
- To keep discussions with my mentee confidential except where his/her safety and/or welfare may be in jeopardy.
- To ask for help from the Programme Coordinator when I need assistance
- To notify the Programme Coordinator of any changes in my employment, address, and/or telephone number
- To notify the Programme Coordinator if I wish to change my assigned student or schedule.

Signature \_\_\_\_\_

Date \_\_\_\_\_

The quarterly report should cover:

- The nature of activities undertaken;
- The frequency of meetings;
- Perceived benefits of the experience;
- Challenges encountered;
- Strategies used to meet the challenges and their effectiveness; and
- Suggestions for improving the mentoring programme.

### How does a mentor get started?

The Programme Coordinator will assign a mentee to a mentor. The mentor will participate in a meeting with the mentee and the parent/guardian and have an opportunity to begin establishing the relationship.

### How does a mentor communicate with the mentee?

The mentoring relationship may entail face-to-face meetings, telephone conversations and/or electronic interchanges such as email, instant messaging (IM).

### Where do the mentor and mentee meet?

The mentor, the mentee and the parent/guardian need to agree on the types of activities to be pursued and the places to be visited.

Meetings may take place in school or out of school. Some parents may want the mentor to visit the home before agreeing to a meeting elsewhere.

## What can a mentor do with the mentee?

Mentors can engage in a variety of activities with the mentee. They will find that the principal activity is engaging in discussions, as the mentee often sees the mentor as a friend with whom he/she could explore several issues in a way he/she would not do with anyone else.

Discussions are likely to cover a range of topics. These may be related to academic performance, relationship with family members, friends, classmates and teachers, appropriate manners and dress. (See Box 3 for possible forms of academic support.)

### Box 3: Possible Forms of Academic Support

- Coaching in a subject area, either directly or by other alumni;
- Design of a study chart;
- Establishment of a personal contract, including the number of hours of private study and grade targets;
- Feedback on the student's work; and
- Setting SMART (specific, measurable, achievable, realistic and time bound) objectives, e.g., Complete reading Chapter 3 of the social studies textbook and the related assignment before watching television.

Mentees may benefit from outings with the mentor alone, with the mentor's family or with a group of mentors. Outings may include a meal at a restaurant, a cultural event, shopping or preparing a meal together at the mentor's home.

The mentor may also be asked to intercede for or accompany the parent/guardian in some instances. This may include visits to the Headteacher or the doctor.

## Mentor Application Form

We appreciate your interest in becoming a mentor. Mentors are concerned adults who commit their time, skills, and creativity to help young students achieve their potential through consistent one-to-one relationships. The information in this application will help us to match you with a student and **will be kept confidential**.

**Please Print All Information.**

Date \_\_\_\_\_

Name \_\_\_\_\_

Telephone # (H) \_\_\_\_\_ (O) \_\_\_\_\_

Address \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Employer's Name \_\_\_\_\_

Sex \_\_\_ Female \_\_\_ Male

When are you available to mentor? \_\_\_ Weekdays only  
\_\_\_ Weekends only \_\_\_ Anytime

Are you available all school year? \_\_\_ Yes \_\_\_ No

Have you ever functioned as mentor? \_\_\_ Yes \_\_\_ No

If yes, with which organization? \_\_\_\_\_

In what type of activities did you engage? \_\_\_\_\_

Why do you want to mentor? \_\_\_\_\_

Who would you prefer to mentor? \_\_\_ Female \_\_\_  
Male \_\_\_ Either

Are there any special criteria to apply in selecting your mentee? \_\_\_\_\_

The school may benefit in the following ways:

- Assistance in the development of the total child;
- Demonstration of a more serious approach to school-work by mentees;
- Development of a sense of community among mentees;
- Evidence of improved self-esteem, greater self-discipline, improved teacher/student relationships, greater respect for authority and greater stability among the students;
- Facilitation of transition for mentees to a new environment;
- Lessening of discipline problems;
- Positive changes in the behaviour and academic performance mentees; and
- Strengthening of the relationship between the school, the Old Students' Association and the Chapters.

### **Where else can a mentor turn for help?**

Mentors are encouraged to seek additional information on mentoring or other issues from the Internet, other mentors or other sources.

### **How does a mentor relate with the parent/guardian?**

The mentor should seek to establish a cordial relationship with the parent/guardian. He/she should keep the parent/guardian abreast of activities planned, gain permission for participation in activities and give advice on/support to the parent-student relationship, if deemed necessary.

After the first meeting, the mentor may restrict interaction to telephone conversations. On the other hand, the mentor may find it necessary to meet the parent/guardian at home, at work or in another location. Interaction with the parent/guardian is important as a means of informing the mentor of the parent's/guardian's perspectives on the mentee as well as building trust between the mentor and the parent/guardian.

### **What limits should the mentor set?**

The mentor should seek to:

- Refrain from meting out any form of punishment or sanction;
- Refrain from making derogatory remarks about the Headteacher, staff, the mentee's parent/guardians or peers;
- Only make promises which can be kept;
- Limit the response to requests for money from the student or his/her parent/guardians;
- Define the limits of and respect confidentiality; and
- Inform the Headteacher, staff members or the parent/guardians of problems which need their attention.

## How does a mentor respond when facing challenges?

Mentors should generally seek advice or assistance from the Programme Coordinator if they encounter challenges. In some instances, they may contact another mentor who has the necessary skill or information to help meet the challenge. In others, they may need to seek professional assistance, having first consulted the Programme Coordinator.

## What should a mentor expect to result from the programme?

All participants in the programme are likely to benefit.

Mentees may benefit in the following ways:

- Receiving assistance in adjusting to a new environment;
- Gaining an opportunity to discuss issues and engage in activities with an adult other than a parent/guardian;
- Having an outlet to vent frustrations with and disappointments related to home and school, feelings of isolation, relationships with their peers and own behaviour;
- Having access to guidance with respect to strategies for improving academic performance, academic support (including the provision of textbooks) and career pathing;
- Broadening their horizons by exposure to experiences "outside the box"; and
- Improving academic performance, behaviour and self-esteem.

Mentors may benefit in the following ways:

- Better understanding of some of the problems students face at school;
- Getting to know one student better;
- Increased understanding of the importance of self-confidence and problems associated with low self-esteem; and
- Reflection on their own attitude to young people.

Parents'/guardians'/families may benefit in the following ways:

- Increased tolerance and accommodation of the views of others;
- Exposure for mentee which the family may be unable to provide;
- Greater appreciation for the school administration and the supporting organizations such as Old Students' Association and PTA;
- Improved communication between the mentee and members of his/her family;
- Advice and support from a responsible adult; and
- Increased understanding of the needs and interests of the mentee.