Purpose – Encourage 4-H parents and volunteers to understand their role in recruiting and retaining adult volunteers.

Background Information:
The purpose of this mentoring program is to not only increase the number of certified volunteers, but the retention and participation of volunteers as project leaders, activity leaders, committee members/chaired, club leaders and as episodic volunteers.

The goal of Each One, Reach One is “Quality vs. Quantity.” We want to make an investment in the “individual” so the new volunteer becomes as passionate about 4-H as the mentor!

In recognition and celebration of our 100 years of service to Oklahoma youth we encourage each county to expand their enrollment and retention of new volunteers. This investment will provide our youth the support and leadership needed to have a “quality” experience with caring adults. Using the guidelines published by the American Camping Institute, Oklahoma 4-H targets the following youth-adult ratio in our programming efforts.

<table>
<thead>
<tr>
<th>5-8 year olds - Cloverbuds</th>
<th>9-14 year olds</th>
<th>15-17 year olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Adult to 6 youth</td>
<td>One Adult to 8 youth</td>
<td>One Adult per 10 youth</td>
</tr>
</tbody>
</table>

To participate in the “Volunteer - Each One, Reach One” project, a certified 4-H volunteer recruits one “new” volunteer who will serve as a project leader, activity leader, committee member, resource leader, judges and/or club leader and mentors that person during their first year.

A mentor is somebody, usually more experienced, who advises and guides a less experienced person. In 4-H, a mentor is a motivated and experienced 4-H volunteer who wants to share their enthusiasm and passion for 4-H with a new volunteer.

As a 4-H volunteer mentor you will help the individual to understand the 4-H culture, encourage their attendance and participation in Parent-Volunteer Training, committee meetings, project meetings, club meetings, County Parent-Volunteer Association meetings, as well as 4-H activities and events. As a mentor you will help them find a way to share their time, talents and resources with the 4-H program.

The following handouts are available through the extension office as part of the 4-H Volunteer Core Competency Curriculum. These fact sheets will help volunteers and parents to understand 4-H Youth Development and guide members in developing project work.

- 4-H•VOL•101 Leading a Project Group
- 4-H•VOL•102 Understanding Boys & Girls
- 4-H•VOL•103 Teaching Techniques
- 4-H•VOL•104 Public Speaking
- 4-H•VOL•105 Recognition Model
- 4-H•VOL•106 Planning a Lesson
- 4-H•VOL•107 Judging – A Teaching Technique
- 4-H•VOL•108 Understanding 4-H Events & Activities
- 4-H•VOL•109 Planning
- 4-H•VOL•110 Goal Setting
- 4-H•VOL•111 Developing 4-H Project Work
- 4-H•VOL•112 Benefits of Volunteer Certification
- 4-H•VOL•113 Risk Management
- 4-H•VOL•114 Youth Development (revised 11/2005)
- 4-H•VOL•115 Learning Styles
- 4-H•VOL•116 Understanding Behavior
- 4-H•VOL•117 Youth-Adult Partnerships
- 4-H•VOL•118 Experiential Learning
- 4-H•VOL•119 Service Learning
- 4-H•VOL•120 Celebrate Diversity
- 4-H•VOL•121 4-H Energizing Youth
- 4-H•VOL•122 The Essential Elements of 4-H
- 4-H•VOL•123 4-H Youth Development Environment
- 4-H•VOL•304 Leadership Guide
**Mentoring – Unit 9.1 of Train the Trainer (T3)**

**Preparation:**

1. Read all T3- Unit 9.1 Mentoring materials – teaching outline, handouts and visuals prior to conducting lesson.

2. Be familiar with "Mentoring a New Member" 4-H•PDL•504, the Each One Reach One Report Form (2 pages) and the 4-H Plan the Work Calendar.

3. Collect all supplies and equipment noted within the teaching outline, page 1 and 11.

4. Duplicate handouts contained supporting Unit 9.1 and the three page handout for 4H•VOL•140.
What does Mentor mean?
An individual with experience who is recognized as being successful within 4-H is assigned to serve as a “guide, role model, tutor, advisor and/or coach” to a new or inexperienced volunteer. As a 4-H mentor you will help the individual and their family to understand 4-H, encourage their attendance and participation in volunteer continuing education/training, business and committee meetings, activities and 4-H events.

Characteristics of a Volunteer Mentor:

- A mentor understands 4-H is more than club meetings and competitive events. 4-H is a youth development program providing educational opportunities for personal growth and life skills development through project work.
- A mentor will help a new volunteer feel welcomed, comfortable and included in the 4-H family, by helping the individual learn about the 4-H program – including its culture and terminology.
- A mentor helps the new volunteer to identify a role that best allows them to share their time, talents and resources.
- A mentor will help the volunteer explore the various opportunities provided through 4-H without pressure or coercion.
- A mentor will guide and support work without doing it for the mentee.
- A mentor encourages follow-through.
- A mentor gives praise and encouragement.

Effective Communications

1. Explain everything to the new person. Do not assume they know or will understand anything about 4-H. Ask them to ask questions. That is the best way to learn and will help you become a better communicator.
2. Send handwritten notes of encouragement.
3. Call the mentee and their family to see if they have questions.
4. Invite them to accompany you to meetings, training, and 4-H events.
5. Make sure they are receiving letters, emails or other forms of communication from the club leadership, project leader or county extension office.

Evaluating Progress

1. Periodically check with the new volunteer. See how they are feeling about their 4-H experience.
2. Share that feedback with a club leader, project leader, Parent-Volunteer Association, and/or county staff.

Understanding the Big Picture

What is 4-H? – The youth development program of the Oklahoma Cooperative Extension, which is part of Oklahoma State University. The primary purpose of 4-H is to provide educational opportunities and experiences through project work.
Mentoring a New 4-H Volunteer

What is 4-H Project Work? - Project work is the foundation of the 4-H experience, through project work members “Learn by Doing.” Young 4-H members should limit their project work to one or two projects so they can do a good job, rather than enroll in many projects and master no knowledge or skill. Beginning level members (1st-3rd year) should use the first few years to explore projects, try different things, “taste the 4-H smorgasbord”!

Choosing a project should not be taken lightly, the member and family need to know what is expected in each project before enrolling. This encourages the selection of projects best suited for the member and family. When someone is enrolled in the “right” project – one they are truly interested in – it is easy to get them to plan the work and work the plan because of their “interest.”

Two terms to be familiar with are “4-H Project Work” and “project.” The term “4-H Project Work” is in reference to a single subject. (i.e., Horticulture, Foods, Safety, etc.) It is the big picture or long-term goal of what a member wants to learn. The term “project” is in reference to the individual parts or short-term goals of the “4-H Project.”

People generally remember: 10% of what they read
20% of what they hear
30% of what they see
50% of what they hear and see
80-90% of what they hear, see and do

“LEARN BY DOING”

Project Leaders are needed to work with small groups of youth in directing project work. Possible project groups: Ornithology, Geology, Food Science, Arts and Hobbies; Clouting; Woodworking, Quilting; etc.

How Life Skills are developed through project work. - 4-H focuses on helping members acquire life skills. Life skills are developed as a member learns a “skill” through project work. A “skill” is a learned ability to do something – like accurately measuring feed/chemicals/ingredients.

“Life skills” are the ways we apply the information learned to real life situations – by learning to measure accurately a member understands the cause and effect or result of “too much,” “too little” or when “something is done right.”

What is a 4-H Project Group or Club? - Project groups meet on a varied schedule.

What is the purpose of 4-H Activities and Events? - Events and activities are an extension of 4-H Project Work. Their purpose is first and foremost education.

Events are typically competitive educational programs. Activities are educational programs without competition.

Local, county, district, and state events and activities provide opportunities to meet new people, make new friends, enjoy new experiences, and learn more about ourselves, our
Mentoring a New 4-H Volunteer

- participate in the educational experiences.
- making progress toward self-set goals.
- achieving standards of excellence. (Danish System of Blue, Red and White Award - Ribbons)
- excelling in peer competition (winners and losers, ranking system).
- demonstrating excellence in cooperation.

**Forms of Recognition** - 4-H uses five types of recognition. Each supports, motivates and encourages in a unique way and provides a balanced approach to motivating different kinds of 4-H'ers.

1. Participation in the educational experiences.
3. Achieving standards of excellence. (Danish System of Blue, Red and White Award - Ribbons)
4. Excelling in peer competition (winners and losers, ranking system).
5. Demonstrating excellence in cooperation.

**Developing Communication Skills**

- Communication is more than public speaking. 4-H has opportunities for everyone to develop their special talent whether it is writing, drawing, displays, posters, reports, or public speaking. All forms of communication provide the chance to:
  - acquire and relate knowledge of subject matter
  - learn to organize ideas in a clear manner
  - develop self-confidence about one's own abilities, skills and knowledge
  - develop and display physical skills

**Being a good citizen** – Citizenship is the relationship between you and others - the way one thinks, feels and acts toward the family, other 4-H'ers, the school, faith group and other people in the community. Encourage new volunteers to volunteer at the club and county levels.

**Developing Leadership Skills**

- Expose new volunteers to the various faces of leadership, find the best fit for them as an individual and provide opportunities to get the knowledge and skills necessary to be successful in their chosen volunteer role.

Leadership is much more than being an "officer." Effective leaders start by being "participants" who regularly attend meetings, trainings and participate in activities at the local and county level. As members gain knowledge about 4-H, the club and demonstrate responsibility they then combine their own unique talents and apply their skills to the various leadership teams serving the program. No "one" leadership role is more important than another.

**4-H Creed for Volunteers**

**BELIEVE:**

...The 4-H member is more important than the 4-H project.

...Learning how to do the project is more important than the project itself.

...4-H'ers should be their own best exhibits.

...No award is worth sacrificing the reputation of a member or a volunteer.

...Competition should be given no more emphasis than other fundamentals of 4-H work.

...Enthusiasm is caught, not taught.

...To learn by doing is fundamental in any sound educational program and is characteristic of the 4-H program.

...Generally speaking, there is more than one good way to do most things.

...Every 4-H member needs to be noticed, to feel important, to win and be praised (volunteers, too).

...Our job as volunteers is to teach 4-H members how to think, not what to think.
As life long learners, we have the opportunity and the responsibility to empower others and to assist in their process of transformation. Transformation is simply becoming what you are not. In the bonding of mentor and protégé, the foundation of trust and commitment to the growth and well being of another can be a powerful transformational learning experience. A successful mentoring relationship requires people to disclose not only thoughts and opinions but also feelings - basic beliefs. As a mentor you’ll have many opportunities to enhance your own learning and self-awareness and make significant contributions to the professional growth of a colleague. To be a mentor implies having acquired a desired level of knowledge or expertise.

By Webster’s definition, a mentor is a trusted counselor or guide. Others have defined a mentor as a caring friend, a trusted colleague, an advocate, someone who believes in you, a knowledgeable person, a more experienced colleague and someone I admire.

This unit describes mentoring and provides experience and feedback in the skill of mentoring.

**Big Ideas**
- A mentor is a guide who encourages the protégé to seek answers and to become an effective problem solver.
- A mentor offers suggestions, not solutions and shares wisdom and experience allowing the protégé to select suitable solutions without pressure or coercion.
- The mentor-protégé relationship is one of mutual empowerment.
- A mentor should be committed to high standards, have proven effectiveness, respect others’ abilities, be willing to spend time in shared learning, be an advocate and supporter, be trustworthy, be an effective communicator, be receptive to new ideas, be confident and affirming, have a positive attitude, be flexible, and have commitment to ethical behavior.
- Skills needed by mentors include: interpersonal, communication, creative problem-solving, conflict-management and self management skills plus the ability to establish priorities.
- The mentoring process consists of telling, coaching, supporting and empowering the protégé.
- Mentoring is a learning process as well as a teaching process.
- One-to-one teaching is an effective method to use with new volunteer 4-H leaders.

**Preparation Required**
- Review all materials in this unit for a clear understanding of the mentoring skill.
- Prepare one copy of 10 handouts for each participant…6 for the first lesson; 4 for the second.
- Using the samples provided, prepare 23 visuals as PowerPoint’s, posters, transparencies or on newsprint.
- Have available masking tape and an easel, or an LCD projector and laptop or an overhead projector.
- Prepare a 3” x 5” card labeled IALAC for every two participants, and get a straight pin for each card.

**Content of Unit**
- Big Ideas...page 1
- Preparation Required...page 1
- List of Support Materials...page 11
- T3: Unit 9.1 Teaching Outline - page 1-11
- T3: Unit 9.1 Visual - PowerPoint Slides 1-17
- T3: Unit 9.1 Handout - pages 1-10
### T-3: Mentoring
**OKLAHOMA 4-H CENTENNIAL – EACH ONE REACH ONE**

<table>
<thead>
<tr>
<th>Audience: 2-200 Volunteer Trainers</th>
<th>Time: One Hour</th>
<th>Equipment: Easel for posters or newsprint or an LCD projector &amp; Laptop or an overhead projector for transparencies.</th>
<th>Objectives: Participants will describe mentors, will practice mentoring, and will plan at least one mentoring relationship as a result of this lesson.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time:</th>
<th>Message for you:</th>
<th>What you do or show:</th>
<th>What participants do:</th>
<th>Hints from trainers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Setting the Scene</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Display Visual I:</strong> Board of Directors Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Distribute Handout A:</strong> Board of Directors Activity, as participants enter the room, and instruct them to complete the activity.</td>
<td>Participants take Handout A and complete the activity once they’ve entered the room.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>When everyone is in the room and has almost completed the activity sheet, begin speaking.</td>
<td>Allow four minutes for sharing, and then announce the second four minute sharing period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allow four minutes for sharing, and then announce the second four minute sharing period.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As you think of the people who have helped you become who you are, finish labeling your chairs with names. Then select a partner and spend four minutes sharing your labels and explaining something about each person you mention, and how that person affected you. Then I'll call time at four minutes and the second partner can describe each board member.
<table>
<thead>
<tr>
<th>Time:</th>
<th>Message for you:</th>
<th>What you do or show:</th>
<th>What participants do:</th>
<th>Hints from trainers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From what I know of you as individuals, at least some of your board members must have been very positive advocates, coaches, guides, sponsors, monitors, nurturers, advisors, supporters, encouragers, and facilitators.</td>
<td>Have one participant list characteristics on newsprint, blackboard, or transparencies.</td>
<td>Participants brainstorm and verbalize traits of their board members.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What qualities or characteristics did these people have?</td>
<td>Distribute Handout B: Characteristics of Good Mentors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The qualities you've listed for your imaginary board members are very similar to this list entitled &quot;Characteristics of Good Mentors!&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review these characteristics closely because someone thinks you have these qualities. In fact, you are probably already a mentor, without really using that label. Whether you have been a mentor or not, you'll learn how to be a mentor to another volunteer, staff member or 4-Her. In fact, you'll even have a chance to practice mentoring today.</td>
<td>Participants glance at Handout B: Characteristics of Good Mentors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>Message for you:</td>
<td>What you do or show:</td>
<td>What participants do:</td>
<td>Hints from trainers:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Understanding What to Do and Not to Do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Distribute Handout C:</strong> Education Is a Gentle Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As you explain what mentors do, show <strong>Visuals #2-13:</strong> What Mentors Do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Show Visual #2:</strong> Teach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do mentors do? Mostly, they teach, listen and inspire. As Dr. Leo Buscaglia, professor of Education at The University of Southern California, describes education, he compares a true educator to someone who doesn't force-feed. One who sets a beautiful table with attractive and varied foods in the menu, then invites the student to select foods in the quantity he can comfortably handle at a particular time. The teacher becomes a host, to guide, encourage, suggest, relate, and be an example.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors listen empathetically, hearing what is being said, and very importantly, what is not being said.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Distribute Handout C:</strong> Education Is a Gentle Leading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Show Visual #3:</strong> Listen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Distribute Handout D:</strong> Empathetic Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>Message for you:</td>
<td>What you do or show:</td>
<td>What participants do:</td>
<td>Hints from trainers:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Mentors act as role models with a commitment to excellence.</td>
<td>Show Visual #4: Role Model</td>
<td></td>
<td>If time permits, an interesting way to involve learners in this session would be to assign one of the 12 mentor tasks to each participant. Have participants share personal examples of ways they have used this mentoring skill, or have been mentored by someone with the skill assigned. They could share verbally, or by illustrating a sheet of newsprint, and could share with one person or with the entire group.</td>
</tr>
<tr>
<td></td>
<td>Mentors offer advice and guidance regarding personal and career development.</td>
<td>Show Visual #5: Advise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors teach specific competencies or skills.</td>
<td>Show Visual #6: Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors give inside information and survival tips in dealing with organizational realities.</td>
<td>Show Visual #7: Survival Tips</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors build confidence and professional commitment to established goals.</td>
<td>Show Visual #8: Confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors protect protégés from unjust attacks and provide a support system.</td>
<td>Show Visual #9: Support System</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## T-3: Mentoring

### OKLAHOMA 4-H CENTENNIAL – EACH ONE REACH ONE

<table>
<thead>
<tr>
<th>Time:</th>
<th>Message for you:</th>
<th>What you do or show:</th>
<th>What participants do:</th>
<th>Hints from trainers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentors foster creativity and help protégés develop styles uniquely suited to their own talents.</td>
<td><strong>Show Visual #10:</strong> Foster Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors provide constructive feedback in a caring and concerned manner.</td>
<td><strong>Show Visual #11:</strong> Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors show genuine interest in their progress and accomplishments.</td>
<td><strong>Show Visual #12:</strong> Genuine Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors inspire.</td>
<td><strong>Show Visual #13:</strong> Inspire</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentors build relationships based on mutual trust and understanding, keep appointments, respect confidentiality, express thoughts and feelings honestly, are clear on principles and priorities, respect differences, and are consistent, real, and positive.</td>
<td><strong>Show Visual #14:</strong> Build Trust</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Practicing the Skill

Now that you know what a mentor does it’s time to try it yourself. Look around the room for a partner you don’t know well, but who seems trustworthy.

Participants select a partner. Partners sit together.
### Adult or Teen Mentor Role:
A volunteer would like to use internationalism as a basis for programming during the next program year. The volunteer does not know where to start, nor has any idea how to get started. Your responsibility is to challenge the volunteers thought processes, while providing guidance.

You have developed a tool to use with the volunteer. Ask the volunteer to take a few minutes alone to brainstorm ways each of these traditional projects could have an international twist for project meetings. Then take an opportunity to share and discuss the options and possibilities.

**OPTION 1**

**Distribute Handout F:** Assignment

**Distribute Activity F – Option 1 International Programming**

Time 15 minutes.

Let participants know when they have two minutes left to work on the project.

Participants follow worksheet instructions to enact mentor or protégé roles, with mentors actually advising, supporting and encouraging the protégé through the poster-making process.
### Option 2

**Teen Leader version** - Mentors, let’s pretend you’re a teen leader who is known in the county for your creativity and artistic ability. Protégés, imagine you’re a new teen leader who admires this mentor. Today your first assignment as a teen leader is to make one poster for a county leadership workshop. Imagine you’ve never been confident in artistic skills, but you’re anxious to help. You may illustrate a slogan of your own, or select one from the list on Visual #15. You have 15 minutes to role-play this mentoring-protégé simulation.

**Adult Volunteer version** – Mentors, let’s pretend you are a volunteer leader/parent who is known in the club for your creativity and artistic ability. Protégés, imagine you are a new 4-H volunteer/parent who admires this mentor. Today your first assignment as a new volunteer is to make one poster for a county 4-H leadership workshop. Imagine you have never been confident in artistic skills, but you are anxious to help. You may illustrate a slogan of your own, or select one from the list on Visual #15. You have 15 minutes to role-play this mentoring-protégé simulation.

**Show Visual #15: Slogans**

**Time 15 minutes.**

Let participants know when they have two minutes left to work on the project.

<table>
<thead>
<tr>
<th>Time:</th>
<th>Message for you:</th>
<th>What you do or show:</th>
<th>What participants do:</th>
<th>Hints from trainers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTION 2</td>
<td>Teen Leader version - Mentors, let's pretend you're a teen leader who is known in the county for your creativity and artistic ability. Protégés, imagine you're a new teen leader who admires this mentor. Today your first assignment as a teen leader is to make one poster for a county leadership workshop. Imagine you've never been confident in artistic skills, but you're anxious to help. You may illustrate a slogan of your own, or select one from the list on Visual #15. You have 15 minutes to role-play this mentoring-protégé simulation.</td>
<td>Show Visual #15: Slogans</td>
<td>If learners have difficulty relating to this scenario, have them develop their own. One possibility would be a new middle management volunteer to an experienced one, or a new club leader to an experienced one.</td>
<td>Time 15 minutes. Let participants know when they have two minutes left to work on the project.</td>
</tr>
<tr>
<td>Time:</td>
<td>Message for you:</td>
<td>What you do or show:</td>
<td>What participants do:</td>
<td>Hints from trainers:</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>From the looks of your posters, we had some capable mentors and quick-learning protégés. If you haven't finished your poster, finish during the next break and display your work on the walls. How did you do as a mentor? Use the back of the work sheet to evaluate the mentor. Take three minutes to complete the form and discuss the strengths of your team's mentor. By now you've actually practiced mentoring on a small scale. The strategy for mentoring is similar for longer mentoring roles. I hope you'll take initiative, informally, to adopt other volunteers as protégés. Nurture them, encourage them, and you'll both grow from the experience. Observe and talk with people who have good reputations for mentoring. Some examples in this area include _____ and _____.</td>
<td>Time three minutes for evaluation.</td>
<td>Participants complete evaluation sheet and discuss the strengths with the partner.</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td>Message for you:</td>
<td>What you do or show:</td>
<td>What participants do:</td>
<td>Hints from trainers:</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applying the Skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How will you use what you've learned today? Think about it, carefully, as you complete this plan. You have five minutes.</strong></td>
<td><strong>Distribute Handout F:</strong> Personal Mentoring Plan.</td>
<td>Participants complete Handout F, independently, and share ideas with the group, if time permits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>After five minutes, ask participants to share plans with a partner or with group, if time permits.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What do I want you to remember from this session?</strong></td>
<td><strong>Brainstorm before showing Visual #16-17.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>There are many factors which affect a 4-H club. But none have more of an affect than a positive attitude and enthusiasm for 4-H.</strong></td>
<td><strong>Show Visual #16-17:</strong> Mentoring is…and highlight the main points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Are you up to taking the challenge and being the one who makes a difference?</strong></td>
<td><strong>Distribute Handout G:</strong> The Value of One Member or <strong>Distribute Handout H:</strong> The 4-H Member who never came back</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Unit 9.1**

**Teaching Outline**
### Supplies Needed:
- Masking tape
- Newsprint, posters, or PPT slides or transparencies for 16 visuals

### Visuals Needed
- Visual #1: Board of Directors (PPT, posters, transparencies or newsprint)
- Visual #2: Teach (PPT, posters, transparencies or newsprint)
- Visual #3: Listen (PPT, posters, transparencies or newsprint)
- Visual #4: Role Model (PPT, posters, transparencies or newsprint)
- Visual #5: Advice (PPT, posters, transparencies or newsprint)
- Visual #6: Skills (PPT, posters, transparencies or newsprint)
- Visual #7: Survival Tips (PPT, posters, transparencies or newsprint)
- Visual #8: Confidence (PPT, posters, transparencies or newsprint)
- Visual #9: Support System (PPT, posters, transparencies or newsprint)
- Visual #10: Foster Creativity (PPT, posters, transparencies or newsprint)
- Visual #11: Feedback (PPT, posters, transparencies or newsprint)
- Visual #12: Genuine Interest (PPT, posters, transparencies or newsprint)
- Visual #13: Inspire (PPT, posters, transparencies or newsprint)
- Visual #14: Build Trust (PPT, posters, transparencies or newsprint)
- Visual #15: Slogans (PPT, posters, transparencies or newsprint)
- Visual #16-17: Big Ideas

### Equipment Needed
- Easel for newsprint or posters or LCD & Laptop or overhead projector for transparencies

### Handouts
- Handout A: Board of Directors
- Handout B: Characteristics of Good Mentors
- Handout C: Education Is Gentle Leading
- Handout D: How to Listen
- Handout F: Personal Mentoring Plan
- Activity F: International Programming
- Handout G: The Value of One Member
- Handout H: The 4-H Member who never came back
T-3: Mentoring
Board of Directors
Imagine this diagram is a birds-eye view of a conference table in an Executive board room...your table in your board room. Seated around this table are your board members...the people (living or dead, even real or fictitious) who have had the most significant influences on your life.

Label each chair with the name of your own board members.
To be a mentor is both an honor and a responsibility.

The commitment to be a mentor requires an investment of time and energy devoted to the well-being of another.

It is an ongoing process of variable duration designed to help you nurture the growth and development of someone you value and respect.

A good mentor has the ability to empower others and does so by exhibiting the following characteristics:

- High standards: a commitment to excellence
- Proven effectiveness in operation
- Respect for the abilities of others
- Commitment to spend time in shared learning
- Willing to be an advocate and supporter
- Trustworthy - able to trust and be trusted
- Caring and empathetic
- Able to effectively communicate
- Creative - receptive to "new Ideas"
- Self-confident and able to affirm others
- Positive attitude
- Flexible
- Commitment to high standards of ethical behavior

As you proceed in the mentoring process, have realistic expectations of the relationship. Set clear, mutually determined goals and actively strive for success.
T-3: Mentoring
Education Is a Gentle “Leading”

By Dr. Leo F. Buscaglia, Professor Education, University of Southern California

The word education comes from the Latin educere which means to “lead forth,” “to guide.” It is a pity that teacher-training institutions do not take this definition more to heart, for most education is still a “feeding-in” of isolated facts - often valueless and usually having no effect whatsoever upon the individual.

Cad Rogers, the eminent psychologist, has said repeatedly that he questions the efficacy of teaching. He wonders if anyone has ever “taught anything to anyone” He believes that one can only teach himself. A true educator sets a beautiful table. He makes certain that the menu is varied and attractive, the place settings are correct, and the chairs are in place. His major job is to freely and enthusiastically invite his students to the table and joyfully and lovingly describes what there is to eat, to show them how to go about eating it, and to release them to sample the fare for themselves.

If he force-feeds, the teacher is likely to produce frustration and may encounter a resistant student who will proceed to make the table a shambles, scatter the food and dishes everywhere, and still not eat – a tragic, wasteful loss of beautiful food and certainly a trauma for all those who are seated around the table with him.

There is also the chance that the teacher may have an allergic student for whom certain foods may produce a severe reaction. If the teacher insists that the student eat all that is put before him, it may cause him great mental and physical harm, and in the long run will only increase his aversion to food.

If the student wishes to eat, he will eat. It is natural that he may commence eating at his own rate and usually only those foods that he finds most appealing and easily digestible. If for a time he is allowed to pick and choose freely, he will probably know best which foods he can eat and the quantity he can comfortably handle at any particular time.

The teacher becomes a pleasant host - a guide - to encourage, suggest, relate, illustrate, and be an example of the joyful, healthy eater. The student will soon discover that food (learning) is fun, that it can present new and wondrous treats and experiences. He will then become an avid, willful eater. He will eat (learn) because he wills it for the nourishment he feels it gives him personally.

The teacher’s greatest responsibility is to keep the food fresh, varied, gourmet. It must never be allowed to become stale or dull or to stay on the table too long. It must be colorful, expertly seasoned, and served with zest.

In each student lies the possibility of a new hope, a limitless potential to emerge as a unique human person; a human person whose concern may bring peace to the world, find a solution for man’s loneliness and ills, and leave the world a more beautiful place for his having been there.

Knowledge fed intelligently and digested properly will guide this individual on his own path toward the realization of his own “self.” Only in this manner can he help others. After all, is this not the purpose of education to help each student discover his uniqueness, then to help him to develop it and to share it freely with other men? We cannot achieve this with what is called “educating the child.” It can be achieved only through the process of “the child educating himself” To find himself in knowledge, Einstein said, “The child stands mostly in need of freedom.”

Let us be concerned with selling a fabulous table. Let us make certain that the student is free to partake. For as educators, our prime function will always be to gently lead.
AS A MENTOR, YOUR RESPONSIBILITIES WILL INCLUDE EMPATHETIC LISTENING.

To truly listen to another person is to understand how another feels and why she/he feels that way. It is hearing beneath the surface of words. It is hearing what is not being said.

Cad Rogers proposes the hypothesis that the major barrier to mutual interpersonal communication is our very natural tendency to judge, to evaluate, to approve or disapprove, the statement of the other person. He feels that “real” communication occurs, and this evaluative tendency is avoided, when we “listen with understanding.” He further defines this kind of listening as “empathetic understanding” - understanding with a person, not about him.

To be effective in your mentoring role, review your listening skills and make a commitment to strengthen those areas which you feel need improvement. Do you...

- acknowledge the importance of the other person's concern?
- set aside all other duties when listening?
- exercise the ability to block out all distractions to focus your attention on listening?
- avoid cross-examining and asking endless questions?
- listen with empathy and a real commitment to understanding that person's perspective?
- notice non-verbal messages and acknowledge them?
- give and receive feedback to strengthen clarity?
- maintain eye contact?
- keep your values and beliefs from interfering with what is being said?
- want to hear what is being said?

There is no secret to being a good listener. One must simply want to hear what the other is saying.
If you were the mentor...

1. Did you seek and obtain a clear understanding of the protégé’s goals? _______________________________

2. Did you help the protégé fill the gaps between what he or she is and what he or she wants to be? _______________________________

3. Did you help the protégé think through the task or goal? _______________________________

4. Did you listen? _______________________________

5. Were you genuine, accepting, empathetic and supporting? _______________________________

6. Did you express concern for, and commitment to the protégé’s goals? _______________________________

7. Were you a “shadow helper?” _______________________________

8. Did you celebrate goal completion? _______________________________

9. Did you guide the protégé in setting additional goals? _______________________________

10. Did you reassure the protégé when you felt he or she was ready to mentor? _______________________________

If you were the protégé...

1. Did the mentor seek and obtain a clear understanding of your goals? _______________________________

2. Did the mentor help you fill the gaps between what you are and what you want to be? _______________________________

3. Did the mentor help you think through the task or goal? _______________________________

4. Did the mentor listen? _______________________________

5. Was the mentor genuine, accepting, empathetic, and supporting? _______________________________

6. Did the mentor express concern for and commitment to your goals? _______________________________

7. Was the mentor a “shadow helper?” _______________________________

8. Did the mentor celebrate completion of your goal? _______________________________

9. Did the mentor guide you in setting additional goals? _______________________________

10. Did the mentor reassure you? _______________________________
T-3: Mentoring
Personal Plan to Mentor Another

Complete this sheet, using art to show your physical features. Add words and dates to blank spaces to make sentences which describe your plan for mentoring another individual.

I care enough about ___________________ to mentor this person.

I know enough about ___________________ to share, encourage, support, or guide a protégé in this subject or skill.

Deadline for beginning this mentoring relationship is _____________.

I care enough about ___________________ to mentor this person.
Complete this sheet, using art to show your physical features. Add words and dates to blank spaces to make sentences which describe your plan for securing a mentor for yourself.

This person cares enough about me to mentor me.

I'd like to know more about ___________________.

___________________ knows a lot about this subject. I'll ask him or her to be my mentor.

Deadline for soliciting a mentor is _______________.

This person cares enough about me to mentor me.
**T-3: Mentoring**
Option 1 Scenario – International Programming

**Adult or Teen Mentor Role:** A volunteer would like to use internationalism as a basis for programming during the next program year. The volunteer does not know where to start, nor has any idea how to get started. Your responsibility is to challenge the volunteers thought processes, while providing guidance.

You have developed a tool to use with the volunteer. Ask the volunteer to take a few minutes alone to brainstorm ways each of these traditional projects could have an international twist for project meetings. Then take an opportunity to share and discuss the options and possibilities.

**TOOL**

**POSSIBLE 4-H PROJECTS WITH AN INTERNATIONAL TWIST**
- Ag Engineering/Mechanical Science
  - Bicycling
  - Electric
  - Tractor
- Animal Science
  - Pets
  - Meats
  - Large Market Animals
- Child Development
  - Babysitting
- Consumer Education
- Home Environment
- Natural Resources/Environment
  - Entomology
  - Soil and Water Conservation
  - Wildlife
- Plant Science/crops
  - Production Crops
- Home Gardening
- Safety
- Clothing/Textiles

**Adult or Teen Protégé Role:** As a volunteer leader, your club has decided to emphasize internationalism in their project work during the next program year. You are stumped and don't know where to start, nor have any idea how to get your project leaders started. You have gone to a respected veteran 4-H volunteer for some assistance.

**TOOL PROVIDED BY MENTOR**

**POSSIBLE 4-H PROJECTS WITH AN INTERNATIONAL TWIST**
- Ag Engineering/Mechanical Science
  - Bicycling
  - Electric
  - Tractor
- Animal Science
  - Pets
  - Meats
  - Large Market Animals
- Child Development
  - Babysitting
- Consumer Education
- Home Environment
- Natural Resources/Environment
  - Entomology
  - Soil and Water Conservation
  - Wildlife
- Plant Science/crops
  - Production Crops
- Home Gardening
- Safety
- Clothing/Textiles
There are many factors which affect a 4-H club. But none have more of an affect than a positive attitude and enthusiasm for 4-H.

The challenge is to take advantage of the opportunities provided and looking for the positive growth gained from each sift in the arena, to the lost election, to feeling that sense of pride taken in a successful service project completed for an elderly couple in your home town.

The challenge is…

“How successful will your club be this year?”

How many new members will you recruit and keep?

How many new adult volunteers will you recruit and keep?

---

Ten little members standing in a line.
One disliked the president, then there were nine.
Nine ambitious members offered to work late.
One forgot her promise, then there were eight.
One lost enthusiasm, then there were seven.
Seven loyal members got into a fix.
They quarreled over programs, and then there were six.
Six members remained with spirit and drive.
One moved away, then there were five.
Five steadfast members wished there were more.
One became indifferent, then there were four.
Four cheerful members who never disagree –‘til one complained of meetings; then there were three.
Three eager members! What do they do?
One got discouraged, then there were two.
Two lonely members; our rhyme is nearly done.
One joined a bridge club, then there was one.
One faithful member was feeling rather blue – met with a neighbor, then there were two.
Two earnest members each enrolled one more – doubling their number, and then there were four.
Four determined members just couldn’t wait – ‘til each won another, and then there were eight!
Eight excited members signed up 16 more.
In another six verses, there’ll be a thousand twenty-four!

From the “Van Zandt County 4-H News”
It amuses me now to think that your organization spends so much time looking for new members – when I was there all the time. Do you remember me?

I’m the member who came to every meeting but nobody paid any attention to me. I tried several times to be friendly, but everyone seemed to have their own friends to talk to and sit with. I sat down among some unfamiliar faces several times, but they didn’t pay much attention to me.

I hoped someone would ask me to join one of the committees or somehow participate and contribute – but no one did.

Finally, because of illness, I missed a meeting. The next month no one asked where I had been. I guess it didn’t matter very much whether I was there or not. On the next meeting date, I decided to stay home and watch a good television program. When I attended the next meeting, no one asked me where I was the month before.

You might say that I’m a good person. I have a good family and love my community.

You know who else I am? I’m the member who never came back.

Source: Voluntary Action Leadership, Fall 1984