Designing a Club Mentoring Program for Girls
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I. Soroptimists as Mentors

Through a number of different programs, Soroptimists strive to improve the lives of women and girls in their communities and throughout the world. Together, Soroptimists use their time, talents and financial resources to enrich their communities and improve the lives of women and girls. A mentoring program for girls is a way of achieving this goal.

This model program kit introduces a way to help girls in the community through mentoring. For the purposes of this kit, mentoring will be defined as the presence of caring individuals who provide support, advice, friendship, reinforcement and constructive examples that can help girls from all circumstances succeed. Soroptimist mentors are women who care, women who listen, and women who want to help young girls develop strengths they already have and identify new ones.

Responsible mentoring is a structured, one-to-one relationship or partnership that focuses on the needs of the mentored participant, fosters caring and supportive relationships, encourages individuals to develop to their fullest potential and to increase their sense of self worth, and helps girls develop their own vision for the future.

Mentoring is important because it gives a girl the chance to spend time with a caring and supportive woman who is genuinely interested in her success. A girl may not have this type of relationship with anyone else in her life. Sociologists have noted that the presence of positive influences in a child’s environment is even more crucial than genes in determining whether a child will struggle or thrive.

Regardless of the immediate problems confronting girls, a knowledgeable and compassionate support system is needed. Mentoring is consistently cited as a constructive program for assisting young people in growing up to become successful and happy adults.

Girls Need Soroptimist Mentors

Girls around the world confront obstacles to growing up and reaching their full potential. Soroptimists are uniquely suited to mentor girls. Girls need positive female role models—women who have overcome obstacles to become successful. They need examples of women who gain strength by coming together to network and knowing the importance of giving something back to their communities and to women worldwide. Who better to set that example than business and professional women who are Soroptimists?

The problems confronting girls differ in each of Soroptimist’s countries, but sometimes they are surprisingly similar. Whether the situation involves poverty, drugs and alcohol, prostitution, low self-esteem, sexual harassment, illiteracy, teen dating violence or bullying, there are girls who need the help of women who have successfully navigated the path from adolescence to adulthood.

Statistics in the USA

In September 2009, President Obama signed the Recovery Act appropriating $85 million to national mentoring programs to reduce juvenile delinquency, violence, gang participation, school failure, and dropout rates. He also appropriated $44 million in National Mentoring awards to programs that target underserved and at-risk youth.

Justice Department Announces $129 million in Awards to Support Youth Mentoring, Department of Justice, Office of Justice Programs, 9/2/2009.


In 2006, there were three million youth engaged in formal one-to-one mentoring relationships, representing a six-fold increase from 1996.


A 2002 Louis Harris Poll found that:

- 73 percent of students said their mentors helped raise their goals and expectations,
• 87 percent went to college or planned to attend college within two years of graduation,
• 59 percent of mentored students improved their grades and
• 87 percent said they felt some benefit from their mentoring relationship.

<http://www.memphismentors.org/Benefits%20of%20Mentoring.htm>

Studies conducted in the United States have shown that young people with mentors were:
• 46 percent less likely to begin using illegal drugs
• 27 percent less likely to begin using alcohol,
• 52 percent less likely to skip school and
• 33 percent less likely to hit someone

Big Brothers/Big Sisters, 1995.
<http://www.bbbs.org/site/c.dJJKYPLJvH/b.1632631/k.3195/Our_Impact.htm>

II. Getting Started

If the club has agreed that mentoring is important, the next step is to evaluate whether the club is equipped to make the type of commitment that is necessary for responsible mentoring. For a club to run a successful mentoring program it will be necessary for the entire club to commit time and effort as mentors, administrators or supporting players. The program will need a coordinator, a mission statement, job descriptions, an assessment apparatus, and minimum standards and expectations. A mentoring program that lacks good leadership and coordination will fail. At the same time, the program will need to be flexible and girl-driven. The purpose of the program is to serve the needs of girls, not of mentors, and it should be planned accordingly. This section will explore some of the roles club members can play and some of the commitments necessary for a successful mentoring program.

Steps to Successful Mentoring

1. Form a mentoring committee.
2. Write a mission statement with outcomes-based club project evaluation in mind. Use the guidelines outlined in section III. What are the goals of the mentoring project? This statement may have to be adjusted after the community assessment. General goals should include:
   - Increasing girls’ sense of self worth
   - Improving girls’ perspective toward education
   - Help girls develop and define their short-term and long-term goals
   - Provide support and encouragement to girls
   - Help girls become self-sufficient, motivated adults

(<www.GirlsQuest.org>)

3. The committee should identify those members interested in becoming mentors. Mentors will need to make a minimum of a one year commitment with weekly contact by phone and in-person contact a couple of times a month. Ideally, mentors and girls would meet for an activity once a week. Mentors should be compassionate, non-judgmental, culturally sensitive and should genuinely like children. Mentoring is not a commitment that can be taken lightly. It may also be prudent to have alternate mentors ready to replace a mentor who cannot uphold her commitment.

4. One club member will need to serve as the program coordinator. She will be responsible for oversight of the entire program. She should be the contact for mentors and girls to discuss problems if they should arise. She will be responsible for making sure everything goes as planned and if it doesn’t, she should be committed to seeing the problem through to its resolution. The main requirements for this position are interest and commitment. Also, consider someone with experience working with girls and someone who has contacts with youth organizations in the community.

5. The committee should then identify and assign administrative duties. For example, someone will need to handle public relations, recruitment, assessment, monitoring, and events planning. It may be important to
have a **community liaison** to coordinate the program with other community mentoring programs. It may be helpful to write job descriptions for administrators and mentors so that responsibilities are clearly defined.

6. Consider the **financial aspects** of mentoring. The club will need to assume responsibility for administrative costs such as copying or recognition events. A decision will need to be made about who will be responsible for the costs associated with mentoring. Will the mentor be responsible for the activities she and her mentee do, or will the club reimburse her? Consider giving each of the mentor pairs a monthly allowance. This would enable the mentor and mentee to plan their activities and make a budget.

**A Quick Club Assessment**

After completing the above tasks, it would be beneficial to conduct an assessment before continuing. Answer the following questions:

1. Now that there is a better idea of how much time is needed, is the mentoring project still considered a worthwhile project for the club?
2. Are enough members involved and committed to make this program a success?
3. How will the mentor program benefit the club? Will it benefit the club through increased morale, favorable publicity, attracting new members or helping young girls become better-educated and better-adjusted?

The information collected in this assessment will help determine why the program should be established, what the club hopes to gain by participating and what the club hopes to gain for its mentees.

### III. Community Needs Assessment, Outcomes-Based Club Project Evaluation and the Program Design

This section of the kit addresses three key issues: community needs assessment, outcomes-based club project evaluation, and program design.

**Community Needs Assessment**

Mentoring programs may already exist in the community. It is necessary to find out what they are and what kind of mentoring they are doing. If they are covering an area the club would like to focus on, consider donating member time as mentors to that program instead of starting a new one. Or the club may want to base its mentoring on what is needed in the community.

The following page lists questions to guide the community assessment. The assessment will take some time and research but it is a necessary component to being a partner in the community. Avoid duplicating the work being conducted by other organizations.

Also, throughout the program the club may confront difficulties that can be solved with the help of other mentoring organizations and/or youth groups. This is an opportunity to identify and become familiar with the organizations in the community that are assisting girls. Mentoring is most successful when it includes supportive community partnerships.

Use the information attained in the community assessment to shape the program. What is needed in the community? Should the club be supporting an existing program instead of starting a new one? Is there a real gap in mentoring services that the club could fill? Are there training programs for mentors in the community that Soroptimist mentors could utilize? If, following the community assessment, the club makes changes in the program, revisit the mission statement and job descriptions.

**Community Needs Assessment Questions**

1. Are there agencies in the community that have mentoring programs for girls or youth?
   List them with names and contact information.

2. Do the mentoring programs focus on a certain type of youth group or issue?
3. Are there existing programs in need of committed mentors?

4. Is there a need for mentors for girls in the community that is not being met?

5. Would it be possible, convenient or beneficial to partner with another organization to mentor girls?

6. Are there training programs available for mentors in the community?

7. What are the obstacles confronting girls in the community? Are there organizations, mentoring or other types that address these obstacles? List them with contact information.

8. Identify and list club members with any ties to the organizations identified by this assessment.

**Outcomes-Based Club Project Evaluation**

Outcomes-Based Club Project Evaluation

One of the most crucial factors when planning a project is the intended outcomes. It is therefore important for clubs to understand outcomes-based project evaluation before designing the project.

**What is project evaluation?**

Simply put, outcomes-based project evaluation is the assessment of how well a project is meeting its goals. Outcomes-based evaluation is the regular, systematic tracking of the extent to which project participants experience benefits or changes to their lives as a result of the project. This type of evaluation:

- allows clubs to verify accomplishment of their goals.
- ensures that the correct activities are being conducted to bring about the impact needed by project beneficiaries.
- measures the benefit or change to beneficiaries as a result of the project.
- allows clubs to state the impact of its projects;
- enables clubs to make well-informed decisions about continuing, ending or revising a project.

Clubs that conduct outcomes-based evaluation are able to speak more specifically about the impact of their work in the community to improve the lives of women and girls. Outcomes-based evaluations do not need to be complex or lengthy. The scope of the evaluation should match the complexity of the project.

**Why do Soroptimist clubs need to institute outcomes-based evaluation?**

Today many not-for-profits claim their projects are making a difference in the lives of others. Non-profits are facing increased scrutiny and the most successful organizations are those that can demonstrate a measurable impact on their beneficiaries. The needs of the women and girls SIA serves are increasing at the same time that funding and support is decreasing. Clubs must be able to demonstrate the local-level impact on project beneficiaries. Outcomes-based evaluations are needed to ensure that Soroptimist clubs are serving their targeted beneficiaries efficiently and effectively. Evaluations will also serve as a feedback loop and can be used for project improvement.

For frequently asked questions, detailed instructions for implementing outcomes-based evaluation, and an example evaluation, please read *Outcomes-Based Project Evaluation for Soroptimist Clubs* available in the program section of the members’ area of the SIA website:

[http://www.soroptimist.org/members/program/SoroptimistLocalClubProjects.html](http://www.soroptimist.org/members/program/SoroptimistLocalClubProjects.html)

**Program Design**

When considering a mentoring project it is important to keep in mind that the Soroptimist mission is to improve the lives of women and girls. The mentoring program should go beyond assisting girls with the common problems of adolescence and should include ways to empower them; to ensure their success in a world where they may have to fight for their rights; to enlighten them about the perils of domestic violence,
trafficking and human rights abuses against women around the world; and, most importantly, to expose them to the avenues they have to redress these issues.

The mentoring project may be designed in a variety of ways. Perhaps the club would like to narrow the focus to assisting girls with financial issues, educational pursuits or career goals. If the club’s major focus is domestic violence prevention, it may want to mentor girls who have experienced violence or whose mothers have experienced violence.

Perhaps the community has a large immigrant population and the club has a number of bilingual members. The club might want to focus on mentoring girls who recently immigrated to the United States. Maybe club members are interested in girls who have special problems such as drugs, alcohol, poverty, teen pregnancy or illiteracy. Or the club can decide to do general mentoring, focusing on the broad array of issues that are important to girls.

This decision can be based on club member skills and interests, or a community assessment can be conducted to find out what types of programs are needed in the community. Regardless of the order in which these issues are approached, both are important components of a successful mentoring program.

IV. Recruitment and Matching

This section explores the components of a mentoring program that occur between the community assessment and the actual mentoring. This includes recruiting girls, holding an orientation meeting, including parents in the program, and matching the mentors and girls. It also examines some problems that could arise and offers possible solutions.

Recruiting

Once the community assessment has been completed and it has been decided what type of mentoring the club would like to do, it is time to focus on attracting girls to the program. The type of mentoring chosen should guide the search for girls. Consider approaching school guidance counselors, domestic violence shelters, government offices for children and youth, district associations, youth shelters or religious youth groups. During the community assessment members may have spoken with organizations that can help find participants. Also, through the club’s community service, girls may already be known who could be participants.

Clubs should make an effort to involve the neediest girls in the program. Often times isolated and troubled children are excluded from community and school programs because they are not perceived to be good candidates for success. Furthermore, these girls are less likely to self-identify themselves as in need of mentors. However, these are the girls who could benefit the most from having a mentor, so it is important to seek them out.

It may be necessary to have a marketing component to this process. The program should be marketed as something fun and meaningful for girls. Give the program an upbeat and positive name. Be careful not to market in a way that would embarrass potential participants. For example, do not market it for girls with “problems.” Try also to avoid the pitfall of attracting participants who are not appropriate for the program because of age, interests, or needs. Make sure that program goals are well-defined and that recruiting efforts match these goals.

Orientation Meeting

Hold an orientation meeting for mentors, girls and parents. Explain how the program will work and discuss expectations with both girls and mentors. Make sure to cover the purpose of the program, the benefits to participating and the limits of the mentoring. For example, point out that mentors cannot do everything and cannot act as surrogate parents. Also, make sure mentees understand their role in making the program a success, including behaving courteously and keeping appointments.
The following pages contain writeable sample questionnaires to evaluate the interests of the mentees and mentors. Hand out questionnaires and plan to give mentors and girls time to fill out the survey before they leave. At this time, give the girls contact information for the program coordinator, who they can contact confidentially if they are having a problem with their mentor or the program. Also discuss the importance of confidentiality and explain that for the program to really work, both sides must trust that what they discuss will not be shared with anyone else (unless previous permission has been given or in a case where a girl’s life may be in danger).

Offer refreshments and discuss the other activities in which the club participates. Give the girls and mentors a chance to mingle. The best mentoring programs have periodic gatherings for all participants that foster a sense of shared involvement. Try and instill a feeling of belonging for the girls from the very beginning.

Parents/Guardians
The extent to which parents or guardians are involved in the actual program will depend on both the type of mentoring being conducted and the parents and guardians. At a minimum, their permission is required. Invite them to the orientation meeting. Speak with them separately about the major goals of the program, including long-term and short-term objectives. Ask for their assistance in making sure mentees keep their appointments with mentors and stay with the program. Be aware of the concerns of the parents and try to allay any fears they might have.

There are a number of ways to include parents. Invite them to recognition events or get-togethers. Sponsor informal workshops on issues important to girls like teen dating violence or cyber-bullying. Have different speakers and focal points for the girls and parents. Mentors may also want to try to involve parents. For example, mentors may want to send notes home as a way to share the girls’ successes.

The mentor should be aware that their role is to assist parents, not to replace or judge them. Be aware of parental boundaries. Consulting and including them could benefit the mentees and should be considered. There also needs to be a balance between including parents and ensuring that girls feel comfortable participating in the program.

Matching
Once the point has been reached where the club has mentors and girls, matching them is next. It is important that this part of the process be as relaxed and stress-free as possible. The key to matching success is sound assessment and the freedom to make choices—for both the girl and the mentor.

The answers provided in the following questionnaires can assist in matching people with similar interests. Although most mentoring programs match by similarities such as race, shared experiences, a relationship between the mentor’s area of expertise and the mentee’s interests or needs, this is not always necessary for a successful match. Some mentoring programs have found that successful relationships can be formed regardless of differences as long as mentors are patient, prepared for cultural differences, stable, empathetic, non-judgmental, and like and respect children.

After trying to match the mentors and mentees as best as possible, hold a 30 minute face-to-face meeting with no strings attached. Either the mentor or the girl is able to say at this point that she is not comfortable with the match. Make sure that the girls understand that some shifting around may occur in this process until optimal matches are made.
Mentee Questionnaire

Name ____________________________________________

1. Where did you hear about this program?

2. Why do you want a mentor?

3. What do you want to gain from your mentoring relationship?

4. What kinds of interests, hobbies or special skills do you have?

5. What kinds of activities would you like to do with your mentor? Please check off activities below, and write in any that you would like but are not listed. (This is not a complete list and you and your mentor may come up with different activities.)

- Movies
- Walks/Hikes
- Art Projects
- Museums
- Cooking
- Bike Rides
- Concerts
- School Work
- Sporting Events
- Volunteer Work
- ____________
- Gardening
- ____________
- Job Fairs/Career Planning
- ____________
6. What new skills would you like to learn?

7. What are your favorite subjects in school?

8. Are there any topics that you are interested in that your mentor could teach you about? Below is a list of topics. Please check any you are interested in. If something is not mentioned, feel free to write it in.

- Dealing with Money
- Creating a Website or Blog
- Dealing with Conflict
- College/Education
- Jobs/Careers
- Starting a Business
- Science
- Law
- Fine Arts
- Music
- Politics
- Economics
- Social Work
- ____________________
- ____________________
- ____________________

9. What are some issues or problems you think you might like to discuss with a mentor? (This information is confidential.)

10. Is there anything else we should know about you?
Mentor Questionnaire

Name ________________________________

1. Why do you want to be a mentor?

2. How much time will you be able to devote to the program?

3. What do you want to gain from your mentoring relationship?

4. What kinds of hobbies, interests or special skills do you have?

5. What types of issues or problems would you be uncomfortable discussing with your mentee?
6. If your mentee wanted to discuss one of the above issues, what would you do?

7. What kind of activities would you like to do with the girl you are mentoring?

8. What skills could and would you help her develop?

9. Please list your current volunteer activities.
V. Possible Problems

Problems can arise in the mentoring process. Below are some possible problems and solutions. Hold a brainstorming session with club members to identify other potential problems and solutions. The more prepared the club is the smoother the program will run.

• There are six girls, six mentors and five perfect matches. What should be done with the last girl? First, revisit the reason why it wasn’t a good match. As stated earlier, mentors and mentees do not have to be similar or have similar interests to have a successful relationship. Remember it is the role of the mentor to be flexible and open-minded. With patience and understanding, maybe it could work. If this is not possible, try to encourage one of the alternate mentors to become a mentor to the girl. Encourage another club member to become a mentor. If it is not possible to find the girl a mentor, consult with other mentoring programs to find a different program for the girl.

• At the end of the recruitment there are seven very interested girls and only five mentors. What can be done? First, try to convince two club members of the importance of the program. If it is impossible to find other club mentors, try to refer the girls to other mentoring programs. Or, let them know that the current program lasts a year and they would be welcome in the program next year.

• Even with the prescreening, there is a girl who has needs and problems that are more than the club can handle. The club is not sure they want to mentor her. What should be done? Try to refer her to a different mentoring program or to other organizations available for girls with her type of difficulties.

In each of these cases be aware of the responsibly to the girls. They cannot just be dismissed because they do not fit into the program. These girls have come to the club for caring and compassionate guidance. If they cannot be accommodated, for whatever reason, assist them in getting the help they need whether from other community programs or other mentoring programs. Of course the club cannot help every girl who needs it, but the club has a responsibility not to contribute to her difficulties.

VI. The Art of Mentoring

The matches have been made and now it is time to meet one-on-one with the mentee. Making plans for the initial meeting (and subsequent ones) is the responsibility of the mentor. Often, mentors find that it is difficult to contact the mentee at first—calls, emails, or texts aren’t returned, she is always too busy to meet, etc. The girl may be testing the mentor. Be patient and persistent. Continue contacting her until an initial meeting can be arranged. The next two pages offer some tips for activity ideas and success. The activity ideas are only suggestions. Mentors and mentees may come up with a number of different and more rewarding activities on their own. Remember to share successes and failures with other mentors.

Initial Meetings
The relationship should start with a simple meeting such as having breakfast or lunch together to discuss schedules and what activities the mentor and mentee would like to do together. Decide if there should be a regular day and time to meet or if there will be a flexible schedule. If the first couple of meetings are uncomfortable, the mentor should take the lead and try to break the ice. Consider holding a meeting someplace like a park where a walk can be enjoyed in an interesting environment. This will create an opportunity to talk, but the silences will not be uncomfortable. If there is ongoing trouble deciding what to do together, hold a meeting solely to brainstorm about likes and dislikes and possible activities that could be done together. The mentor should try asking the mentee specific questions to determine her interests and plan activities around these interests.

Be Patient
In addition to having fun together, the mentor should try to support the mentee, listening to her hopes and fears, and offering her some guidance. If the mentee seems reserved and unwilling to talk about herself, the mentor should be open and willing to discuss her own experiences. This will encourage the mentee to discuss...
her experiences. The mentor can also set parameters about what will be divulged about her personal life. For example, if the mentee is asking uncomfortable personal questions, limits should be set early on and communicated to her. Let the mentee know why there are certain limits and then be consistent and firm, but not overbearing, in maintaining them. If the mentor wants the mentee to respect her boundaries, she must also respect the mentee’s. Finally, be patient. Building any type of relationship takes time and energy.

**Persistent Difficulties**

Hopefully after a couple of meetings the mentor and mentee will be enjoying fun activities and sharing secrets. But what should be done if they have not made any progress after several weeks? The mentor should speak with the coordinator to discuss ways to improve the relationship. If it seems hopeless, perhaps the mentee would be happier with a different mentor. Check to see if she would match better with one of the alternates. Ask if she wants to try a different mentor and set up a meeting. If she says she is happy with her mentor, the mentor should keep trying until there is a breakthrough. Perhaps the pair is getting along great, but the mentee is telling the mentor about problems she is having that either make the mentor uncomfortable or with which the mentor does not have the qualifications to help. The mentor should not try to solve the mentee’s problems. Together with the program coordinator decide what is best for the mentee. Find the people or the organizations that can help her. Assist her in getting the help she needs, including accompanying her to appointments or meetings. The welfare of the mentee is central to this program. She should be assisted and protected to the best of the mentor’s abilities.

**Cultural Diversity and Sensitivity**

Remember that mentees will differ from mentors in age, and possibly racial or ethnic background and/or economic status. This should not be upsetting. Instead the mentors should take the time to get to know the mentees and hopefully these differences will be embraced. The mentee may be curious about the mentor’s background; questions should be answered with patience and candor. Most importantly, mentors should be understanding and non-judgemental. If judgements are not made, the relationship should develop trust.

**Tips for Success**

- Remember that it takes time to build a mentoring relationship; try not to get frustrated.
- Plan occasional meetings just for mentors to discuss successes and failures. They will need the support of other mentors and can also learn from each other.
- The best youth programs value service to others. Involve the mentees in the club’s volunteer service work. If this can’t be accomplished, consider a different kind of service to do with mentees, such as volunteering at a domestic violence shelter.
- Mentees need freedom of choice and the ability to plan activities. Do not dictate how time will be spent.
- Mentees need to be allowed to make mistakes—learning from mistakes is as important as not making them. Do not interfere if the mentee is making what is thought to be a mistake. Instead, help her develop problem-solving skills.
- Mentees have the right to options, not answers. If she needs help making a decision, weigh the pros and cons together. Leave the final decision up to her.
- Be aware of the different ways of communicating. Teenage girls often have an entirely different way of communicating than adults. If mentors are experiencing difficulties, be sure to first eliminate the possibility of a communication misunderstanding.

**What if:**

- the mentee is having trouble communicating with her parents. The mentor should not offer to intervene but should ask her questions and listen to her concerns.
- the mentor cannot follow through with plans made with the mentee. The mentor should try to avoid disappointing the mentee by giving advance notice and rescheduling as soon as possible. The mentor should be honest, explaining that sometimes situations arise that are out of her control.
- the mentor suspects the mentee is having problems at home. The mentor should ask questions, being careful not to pressure the mentee to reveal something with which she is not comfortable. If the problem is minor, the mentor should discuss ways the mentee could reconcile with her family. If the issue is serious,
the mentor should discuss it with the program coordinator and together they should decide on the best approach.

• the mentee is having problems with failing grades at school. The mentor should get the mentee’s permission to speak with her teachers to find out ways to help. The mentor should help the mentee establish a homework schedule so that she can complete her assignments on time. The pair should spend time together working on homework and the mentor should remember to congratulate the mentee even on the smallest accomplishments. The mentor should also try engaging the mentee in learning about a topic she is interested in, even if it is not part of her curriculum. In this way, the mentee may find that learning can be fun.

• the mentor suspects the mentee’s friends are a bad influence on her. The mentor should talk with the mentee about the problem, being careful not to judge the friends; it will only create distance between the mentor and mentee. Expose the mentee to as many new and positive influences as possible.

• the mentee is unclear about what she wants to do with her future. The mentee should discuss with the mentor what she would like to do in the future and help her set goals dealing with education, job and life skills. Help the mentee organize her efforts into realistic steps.

52 Activities to Do With Girls

1. Set mentoring goals together.
2. Do some homework.
3. Make dinner together.
4. Go out to dinner.
5. Go to a movie.
6. Go to a concert.
7. Go to the library.
8. Listen to each other’s favorite music.
9. Give her a tour of a professional office.
10. Talk about first job experiences.
11. Talk about planning a career.
12. Visit a local college.
13. Talk about college.
14. Sit in on some classes.
15. Work on college applications.
17. Work on a resume.
18. Do a pretend job interview.
19. Help her set up an internship.
20. Talk about networking.
21. Talk about balancing a budget.
22. Talk about credit cards.
23. Assist her with a school project.
24. Go for a walk.
25. Go for a bike ride.
26. Do a science experiment.
27. Talk about love interests.
28. Go to court and watch a public trial.
29. Discuss civic responsibility.
30. Go to a job fair.
31. Talk about candidates in a local or national election.
32. Practice public speaking.
33. Discuss current events.
34. Make a collage together that represents her dreams.
35. Do a budget to help her save money.
36. Do a volunteer project together.
37. Invite her to a club meeting.
38. Go to a sporting event.
39. Go to a computer or technology show.
40. Create a website or blog.
41. Play a sport together.
42. Deal with a situation she is in using role play.
43. Discuss domestic violence prevention.
44. Help her define sexual harassment and identify if she has experienced it.
45. Make decorations for a holiday.
46. Help her plan an International Women's Day event at her school.
47. Discuss the political process.
48. Work together in a community or private garden.
49. Discuss nutrition.
50. Make lists of female role models.

VII. The Importance of Club Support

Earlier in this kit, it was stated that even club members who do not have a direct role in the mentoring program can still make a contribution. A mentoring program will be most successful when it is supported by the entire club. In addition to the one-on-one mentoring, mentees want to feel they are part of a larger group. Club members can plan and participate in activities that include all mentors and mentees.

Special Events
Some ideas for these activities are:
- A formal kickoff event.
- Lectures or discussions on topics that are interesting to girls. For example, have a speaker discuss the representation of girls and women in the media or, have a lecture on March 8th (International Women’s Day) on the United Nations Convention to End All Forms of Discrimination against Women.
- Hold a Teen Dating Violence Awareness Day using Soroptimist’s model program kit for guidance: <http://www.soroptimist.org/members/program/Program_TDV.html>
- An annual recognition or appreciation event.
- Pot luck dinners.
- Outdoor barbecues.
- A special volunteer day at a local park or soup kitchen.

Special Projects
Club members can also support mentors in identifying and reinforcing mentees strengths, skills and interests. If a girl is interested in writing, let her write a mentoring column for the club’s newsletter. If the club does not have a newsletter, assist her in creating one. If a girl is interested in public relations, allow her to assist with a publicity campaign for a club event. If a girl is an animal rights activist, help her plan a club meeting with a speaker from a local animal shelter. Try to identify a project like this for each mentee. This will elevate a girl’s sense of self-worth. The club is giving a girl the chance to feel that she is important and has something to offer the group. This is a goal of a good mentoring program.

Volunteering
Soroptimist clubs are defined by their volunteer activities. The mentoring program is also about volunteering. Try to bring together the mentoring program with the club’s other volunteer projects. These projects offer the club a sense of accomplishment and purpose. Share this with the mentees. If the club is donating time at a domestic violence shelter, perhaps the mentee could provide childcare at the shelter. If the club has a thrift store, she can help out hanging up clothes or helping customers. Make an effort to identify service programs in the club’s community where mentees can help out. These girls may have sought out a mentor because they needed help. It is also important for them to know they also have help to offer.

The above mentioned programs are only suggestions. The club may have different ideas about how to include the mentees. Be creative. Programs can be just for mentees and mentors, or for the mentees and all club members, their parents and supporters. Or, other mentor programs in the community could be contacted, and a joint event or party could be planned.

VIII. Closure and Evaluation

Hopefully at the end of the first mentoring cycle the club will feel it had a successful experience. Chances are there were bumps along the way, but this is part of the learning process. If this is a program the club is going
to continue (and hopefully it is), the learning process should be formalized. This section discusses both closure with the mentoring pair and with the program itself. It is followed by sample assessment forms.

**Closure**

Mentors and mentees should hold a final meeting, with the decision about future contact left up to them. It is possible that after a year they will want to continue the mentoring relationship. This should be okay. Some pairs may choose to end the formalized process, but stay in contact. Some mentors maintain lifelong communication with their mentees and others do not. Whatever decision is made about future contact, discuss the mentee’s long-term dreams and goals. Help her identify the steps she will need to take to achieve them. Write out a plan of action to which she can refer. Remind her that setbacks are not failures. Celebrate in some way and let her know that it has been enjoyable spending time with her and getting to know her. Even if it has been decided to continue the mentoring relationship, celebrate the one year anniversary.

**Evaluation**

An evaluation will show whether the program has met its goals and objectives and served the needs of the club and the girls. On the next few pages, there are writeable sample assessment questionnaires to administer to both the mentors and the mentees. It would be best if the club had an impartial figure independent of the club administer the questionnaires so that mentees feel more comfortable being honest when evaluating their mentor. If this is not possible, the club could have the program coordinator of the mentoring program lead this process. The administrator should ask that the mentees fill out the surveys either by email or mail and have them returned directly to her to ensure that they are honest without worrying about hurting the mentors’ feelings. Alternatively, the club could consider sending an electronic questionnaire that would keep all responses confidential through an online service program such as Survey Monkey, ![http://www.surveymonkey.com](http://www.surveymonkey.com). Mentors should also fill out a questionnaire and then schedule a debriefing session with the other mentors and the mentoring committee, where observations, feelings and recommendations about the program can be compared. With all the information gathered from the mentors, mentees, and committee members, answer the following questions:

- Did the mentoring program meet its goals?
- If not, why not?
- How many mentors or mentees left the program?
- What were the strengths and weaknesses of the program?
- Did the mentees have any similar complaints or compliments?
- What changes can be made to make the program more effective?
- Did unanticipated problems arise? How were they handled? Should they be added to the procedures?
- What changes can be made to make the program more effective?
- And, most importantly, should the program be continued?

If this information is incorporated into the program, the club will have an even more effective and smooth program the next year. Mentoring can make such a difference in a young girl’s life. Hopefully the club will have experienced this and want to continue the program.
Mentee Assessment

1. Did you enjoy the program?

2. Were your expectations met?

3. What did you like the most?

4. What did you like the least?

5. Is there anything your mentor did that you thought was great? Please describe.
6. Was there anything that she did that you didn’t like? Please describe.

7. Do you think the mentoring program had an effect on you? Have you changed in any way? Please describe.

8. Would you recommend the program to your friends?

9. Do you have any suggestions or recommendations to improve the mentoring program?
Mentor Assessment

1. Did you enjoy the program?

2. Were your expectations met?

3. What did you like the most?

4. What did you like the least?

5. Did your mentee have any problems with which you felt unable to help her?
6. Do you have a success story with your mentee that could provide useful tips to other mentors?

7. Did you feel like you had enough support from the rest of the club?

8. Do you think the mentoring program had an effect on your life? Have you changed as the result of being a mentor? Please describe.

9. Do you have any suggestions or recommendations to improve the mentoring program?
IX. Reporting, Questions, Concerns, and Suggestions

Reporting
Once the club has completed the Soroptimist Mentoring Program for Girls, share the success with Soroptimist headquarters and other Soroptimist clubs by submitting a:

- Program Focus Report.
- Soroptimists Celebrating Success! entry
- Best for Women magazine article.

Program Focus Report
In an effort to track the effectiveness of model program kits, go to the online reporting option listed on the home page of the Soroptimist International website <http://www.soroptimistinternational.org/>; fill out the Program Focus Report online; and submit it directly into the database. For access to the database, the username is: sia, and the password is: philadelphia. Please note that both the username and password must be in lower case characters. This is a way not only to report on the use of the model program kit, but also to keep Soroptimist International aware of the important club projects undertaken in this federation.

Submit a Soroptimists Celebrating Success! Entry
Successful projects should be sent for judging in the Soroptimist Celebrating Success! award program. Instructions for submitting an entry are in the program section of the members’ area of the website: <http://www.soroptimist.org/members/program/programhome.html>.

Submit an article to Best for Women Magazine
Inclusion in the Best for Women magazine is an excellent way to share the success of the club’s campaign. Remember to include action photos. The magazine submission form is in the public awareness section of the members’ area of the website: <http://www.soroptimist.org/members/bestforwomen/bestforwomen.html>.

Questions, Concerns, and Suggestions.
If the club has any questions or concerns about mentoring or this model program kit, please contact the program department. We also welcome any comments or ideas for improving this resource for members.

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The program department wishes to thank The National Mentoring Partnership for its assistance in creating this model program kit. More information about the organization is available from:

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1600 Duke Street, Suite 300
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Web: <www.mentoring.org>
X. Resources

Big Brothers Big Sisters National Office
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Fax: 215-567-0394
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