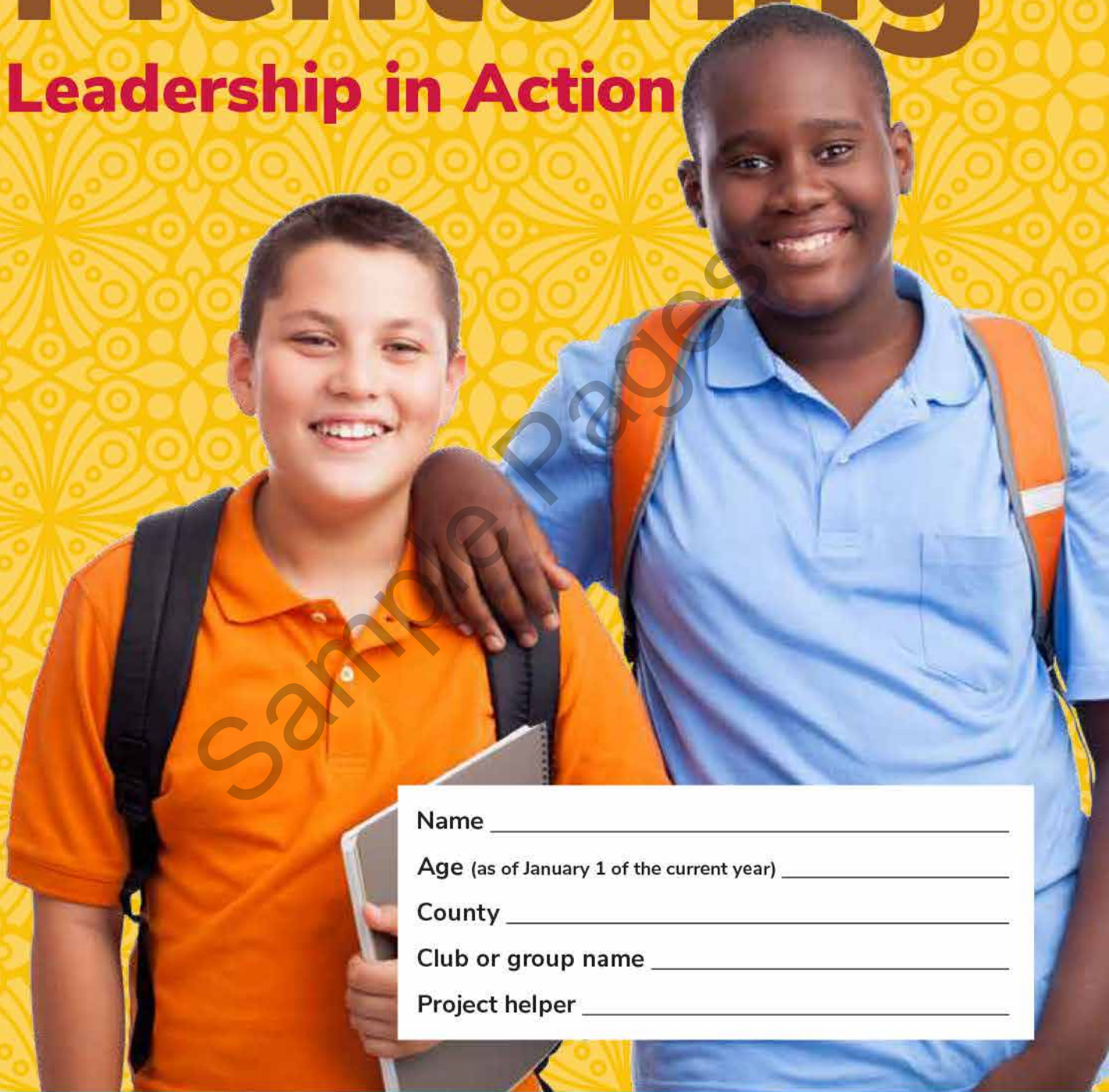


Mentoring

Leadership in Action



Name _____

Age (as of January 1 of the current year) _____

County _____

Club or group name _____

Project helper _____





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Note to the Project Helper

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Project Guide.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of leadership and mentoring.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

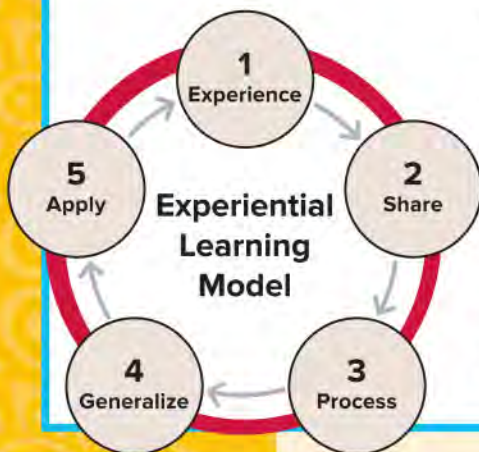
For more information on the Eight Essential Elements, please refer to the Ohio 4-H Volunteer Handbook

available online at ohio4h.org. On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this project book to learn more about leadership and mentoring.

What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Project Guide.
- After each project area is completed, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work.
- In the Project Guide, date and initial the activities that have been completed.



What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, a youth is introduced to a particular practice, idea, or piece of information through an opening (1) experience. The results of the activity are recorded on the accompanying pages. The learner then (2) shares with the project helper what was done and (3) processes the experience through a series of questions that allow for (4) generalizing and (5) applying the new knowledge and skill.

Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*.
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Project Guide

Welcome to *Mentoring: Leadership in Action*. You are about to see how important you can be in the lives of those around you, especially to younger people who look up to you and want to be like you.

Mentoring: Leadership in Action is for youth who have some experience in leadership, not necessarily as a mentor but as someone who has taken steps in being an active leader at school, in an afterschool group such as 4-H, or in a local community group such as fair board.

This project is intended to support a mentor working with one protégé.

Feel free to take photos throughout this project and share them on page 40.



Are you a 4-H member?
Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.



Mentor Agreement

Being a mentor is a big responsibility. Please read and sign the agreement below.

In my role as mentor, I agree to do the following:

1. Contact my organizational advisor to be assigned a 1st year member, my protégé, to mentor.
2. To make initial member contact with my protégé before the end of the second meeting or as soon as possible.
3. To introduce myself to the parent(s)/guardian(s) of my protégé, explain my role as mentor, and complete and deliver the parent letter (see next page).
4. To talk with my assigned protégé each meeting, answer questions, check project progress and explain upcoming 4-H related programs.
5. To complete activities suggested in this project book with my protégé.
6. Give my phone number to the member and be available for calls.
7. Be a positive role model for the member.

Signature of Mentor _____ Date _____

Signature of Project Helper _____ Date _____



Letter of Introduction

Send a letter or email to your protégé's parents or guardians as soon as you know who they are. Introduce yourself and explain your role. You can use the sample letter below or come up with one of your own.

[DATE]

Dear Parent or Guardian,

My name is [YOUR FIRST AND LAST NAME HERE]. I am a member of [CLUB OR GROUP NAME HERE] in which [PROTÉGÉ FIRST AND LAST NAME HERE] is also a member.

This year I will be serving as a teen mentor for [PROTÉGÉ FIRST NAME HERE].

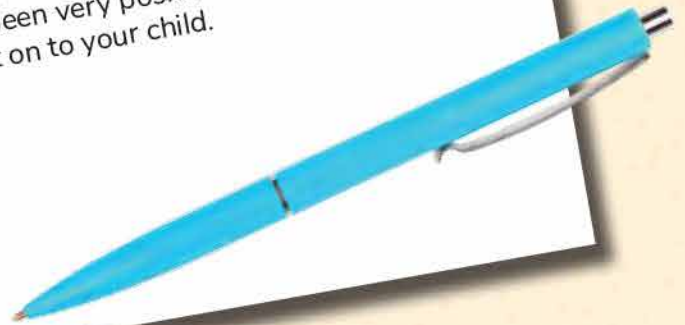
My role is to help make [PROTÉGÉ FIRST NAME]'s experience the best it can be.

As a teen mentor, I will be working directly with your child in the following ways:

1. Meeting with them each meeting.
2. Answering program related questions.
3. Explaining programs and activities.
4. Being available at [YOUR PHONE NUMBER AND EMAIL HERE] should questions arise between meetings.

I hope I can help make [4-H or other group name] a positive part of your family. My experience has been very positive and has taught me a great deal. I would like to pass it on to your child.

Sincerely,
[YOUR NAME]



Project Guidelines

Step 1: Complete **all seven** activities and all the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all seven** activities and all the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then, ask your project helper to initial and date your accomplishment.

Activity	Date Completed	Project Helper Initials
PROJECT AREA: Being a Mentor		
1. Who's the Mentor? Who's the Mentee?		
2. The Benefits of Mentoring		
3. Assess Your Mentor Skills		
Talking It Over		
PROJECT AREA: Building the Relationship		
4. Getting to Know Your Protégé		
5. Learning Through Sharing		
6. Projects and Events		
Talking It Over		
PROJECT AREA: Reflection on Your Experience		
7. How Did You Do?		
Talking It Over		

Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to leadership or mentoring.
- Help organize a club meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging event.
- Plan your own learning experience.



Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
<i>Podcast</i>	<i>Listened to leadership podcast called Leadership Now</i>	<i>5/5/YR</i>	<i>L.B.</i>

Step 3: Leadership and Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

- Teach someone about mentoring.
- Help another member prepare for project judging.
- Encourage someone to learn more about leadership or enroll in a leadership project.
- Host a workshop to share tips about leadership or mentoring.
- Arrange for a speaker to visit your club and talk about leadership or mentoring.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Organized a club field trip to Big Brothers Big Sisters.</i>	<i>6/12/YR</i>	<i>G.S.</i>



Words in **bold** throughout this book are defined in the glossary.



ACTIVITY 1

Who's the Mentor? Who's the Mentee?

You don't have to be a superhero to make a difference in someone's life. All a **mentor** has to do is take an active interest in helping someone—a **protégé** (PRO-te-zhay)—by helping them learn something new, achieve a goal, or develop a skill. Mentors can be teachers, counselors, friends, or even employers. You can be a mentor—a hero!—too.

What to Do

Estimated time: 45 minutes

Read the five scenarios on the next page and identify the mentor (the person helping) and the protégé (the person being helped) in each situation.

LEARNING OUTCOMES

Project skill: Identifying mentoring opportunities

Life skill: Thinking critically

Educational standard: NASET 3.1.1. Youth are able to explore various roles and identities, promoting self-determination.

Success indicator: Identifies mentor and protégé roles in given scenarios



1

Dillon has been elected secretary of his 4-H club. He is very excited about serving as the secretary. He has never done anything like this before, so he asks the former secretary, Makayla, for copies of what she did last year. Makayla agrees to go over last year's records and sit by Dillon at the first few meetings so she can help him if needed.

Mentor: _____

Protégé: _____

2

Ava really wants to take a dairy beef feeder project, but she doesn't know how to take care of a calf. Her neighbor, Garrett, has taken the project for several years. He offers to help Ava learn about caring for and showing the calf.

Mentor: _____

Protégé: _____

3

Michael volunteered to serve as a camp counselor again this year. A brand-new camp counselor, Jacob, and nine young campers were assigned to his cabin. Jacob watches the way Michael interacts with the campers. Sometimes Jacob even copies Michael's actions when working with campers on his own. Each day when campers attend sessions with other staff, Michael and Jacob meet to review any challenges and talk about ways to work through them.

Mentor: _____

Protégé: _____

4

Melissa is excited to begin her very first paid job. Her new boss, Katie, shows her how to use the cash register and work with customers. Katie is friendly and helpful when Melissa has questions. When Melissa struggles with an upset customer, Katie helps her address the customer's problem. The next time Melissa is in a similar situation, Katie does not step in but stays nearby in case she is needed. Katie continues working with Melissa for the entire summer, and Melissa learns a lot at her first job.

Mentor: _____

Protégé: _____

5

Mrs. Miller is the eighth grade language arts teacher at Jackson Middle School. One of her students, Jonathon, loves writing. He tells Mrs. Miller he wants to write a book. Mrs. Miller encourages him to write and offers to give him feedback on his work. She meets with Jonathan several times to review his writing and give suggestions. When the book is completed, Mrs. Miller helps him get it printed at a local print shop and offers to help him submit it to an online publisher.

Mentor: _____

Protégé: _____



ACTIVITY
1



More Challenges

Write your own scenario like the ones above, describing another way one youth could mentor another. Identify the mentor and the protégé in your scenario.

Background

According to the *Merriam Webster Dictionary*, mentoring means to “teach or to give guidance to someone.” A mentor works one-on-one to help a protégé develop skills needed to perform a job or task. Mentoring can include classroom teaching, but usually it is more informal.

The true value of a mentor is a result of a good relationship. It is in the time spent coaching using a “tell, show, do, feedback” model.

For example, in the second scenario above, Garrett agreed to mentor Jaime with her dairy beef feeder project. One of the tasks he could help her with would be halter training her calf. First, he would explain how to lead the calf (tell), then demonstrate how to do it by leading the calf himself (show). Next Jaime would try leading the calf on her own (do) while Garret watched and provided suggestions and encouragement (feedback). They would continue to repeat this pattern as needed until Jaime mastered the task and could do it independently.

TELL

The mentor explains or describes the task.

SHOW

The mentor demonstrates how to do the task.

DO

The protégé tries the task themselves.

FEEDBACK

The mentor observes the protégé, describing their successes and giving suggestions.

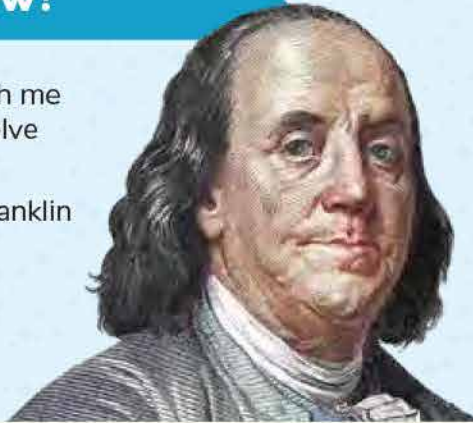




Did you know?

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

—Benjamin Franklin



ACTIVITY

1



Resources

According to this short video called “What Does It Mean to Be a Mentor?,” mentor and protégé relationships are a two-way street: youtu.be/IFUXtURI-Dk.

This book uses the word protégé, but you might also see the word **mentee** used. They have the same meaning, and both are commonly used.

