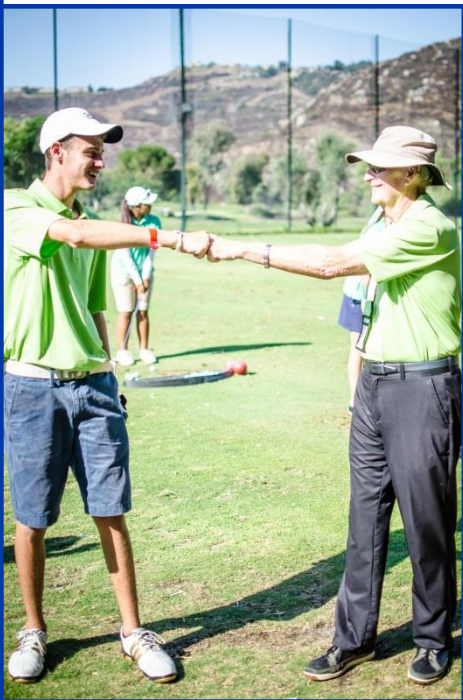




The First Tee Mentor Training Guide



Founding Partners



Founding Corporate Partner



Legacy Partner



Introduction to Mentoring

Mentoring has been defined in many ways, but most versions typically include a process where one individual (mentor) provides assistance, information, guidance and/or support to foster the learning and growth of a less experienced person (mentee). Building on more than a decade of experience with life skills education and positive youth development, The First Tee believes that:

Mentors are:
Empathetic
Non-stop advocates
Trustworthy
Optimistic
Role models, who
Set high expectations for mentees

Mentors' life experiences and accumulated knowledge can help youth answer questions and solve problems, but research informs us that simply offering youth advice or telling them what to do, can cause more harm than good. Therefore, mentors need to build relationships that are based on empathetic understanding. Effective mentors know how to relate to youth, are supportive and strive to understand experiences, thoughts and feelings from their mentees' perspectives. A mentor is a caring, non-judgmental individual who is more interested in building a quality relationship than producing some form of desired academic or social outcome.

Mentors are non-stop advocates for their mentees. They are interested in what their mentees do and stand by mentees during important interactions with other adult figures and the outside world. Mentors help mentees find and take advantage of new experiences that help them learn about themselves and expand their possible vocational interests.

Mentors are trustworthy and are individuals that mentees can rely on, confide in and trust with their concerns, thoughts and choices. Mentors must be consistent, demonstrate good listening and always follow through on their promises. Effective mentors are optimistic and have an unwavering belief in their mentee's potential. They believe in their mentee's abilities and encourage positive choices and behaviors by emphasizing their mentees' strengths, not their deficiencies.

Mentors are role models who walk the talk. They set a positive example for their mentees by modeling behaviors and attitudes that reinforce positive values, and they realize that how they act is more powerful than what they say. Mentors demonstrate high standards for their own behavior and hold high expectations for their mentees. Mentors encourage mentees to set lofty, but realistic goals, and provide them with the support necessary to persevere in the face of any obstacles or challenges to goal attainment.

Goals and Objectives

The First Tee Mentoring Experience is designed to have a positive influence on The First Tee at four levels. The goals and expectations for each of these levels are as follows:

Mentees

- Increased connectedness to The First Tee, their schools and community
- Enhanced ability to utilize The First Tee life skills at home, school and in the community
- Higher levels of personal, academic and career self-efficacy

Mentors

- Increased knowledge and confidence in their ability to implement The First Tee Mentoring Experience
- Increased self-awareness
- Improved listening and relationship building skills

The First Tee Home Office

- Additional enhancements to The First Tee curricula
- Expanded grant and revenue opportunities
- Improved focus on “at risk” youth
- Continued fulfillment of the mission and vision of The First Tee

The First Tee Chapter

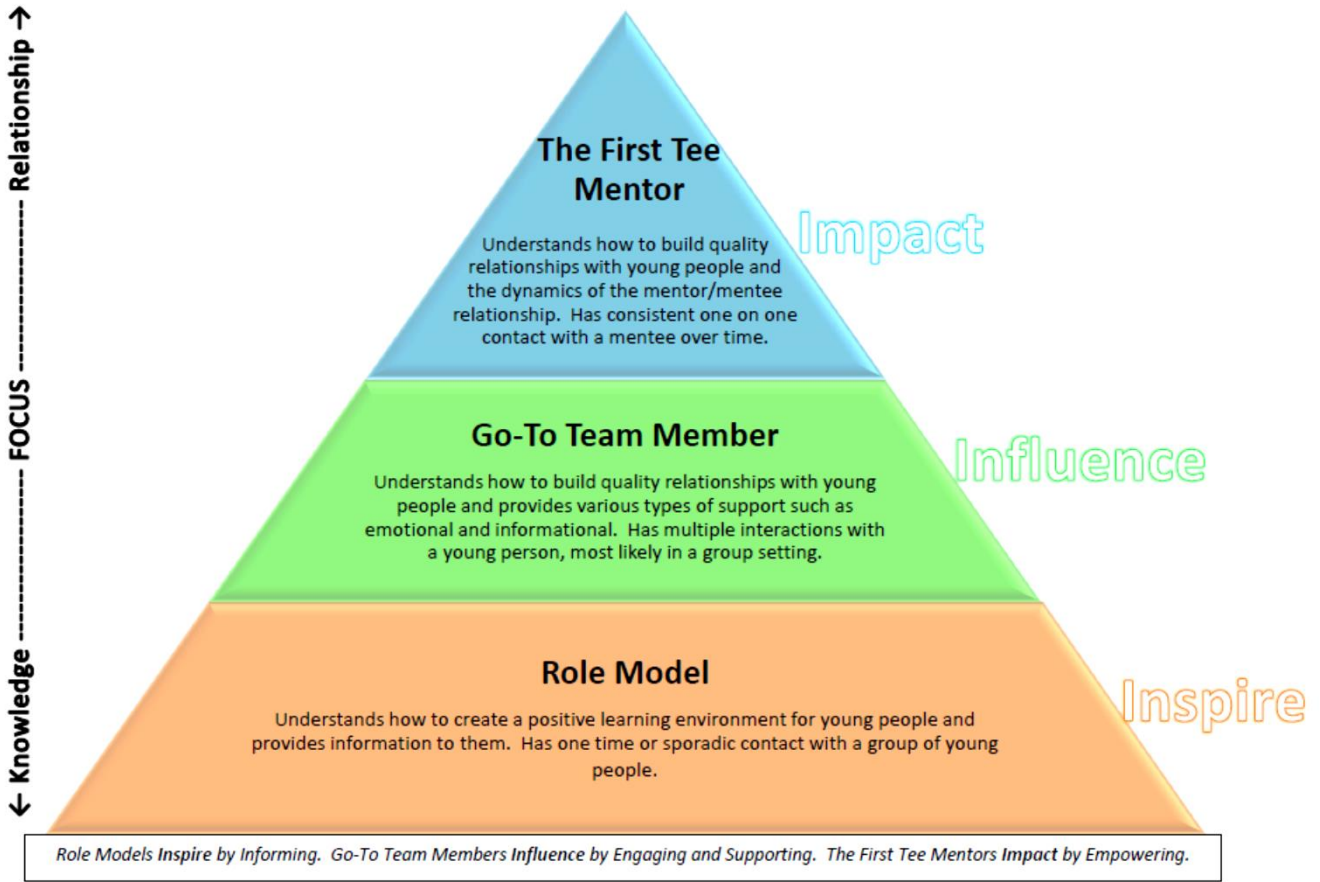
- Increased community awareness and fundraising opportunities
- Consistent high quality approach to mentoring
- New level of engagement for existing and new volunteers
- Greater parental involvement and understanding of Life Skills Experience curriculum

The First Tee Mentor Program, A Developmental Approach

When The First Tee Mentor Program was initially developed in 2009, its primary focus was on developing one-on-one, adult-to-child mentoring that would have the maximum impact on a young person. While establishing high quality one-on-one mentoring relationships remains a priority, many chapters lacked the resources to recruit and train qualified individuals who could commit the time and effort necessary to become a The First Tee Mentor. As a result, The First Tee has created a three-tiered developmental approach to mentoring. This new approach allows all chapters to offer elements of mentoring to their participants and provides a framework to recruit adults as role models in hopes of attracting them to become more involved with participants as Go-to-Team members or mentors. This developmental approach is based on the belief that the impact of mentoring on youth development is a factor of the interrelationship among three processes:

1. Enhanced cognitive functioning as a result of instruction, conversations and information sharing
 2. Clearer sense of future directions through role modeling and advocacy
 3. Better social interactions and emotional health as a result of quality relationships with a caring adults.
- **Role Model:** Understands how to create a positive learning environment for young people and provides information to them. Has one-time or sporadic contact with a group of young people. At this introductory tier, the relationship between mentor and mentee(s) is strictly informational based, where mentors share their knowledge and expertise with the mentee(s).
 - **Go-To Team Member:** Understands how to build quality relationships with young people and provides various types of support such as emotional and informational. Has multiple interactions with a young person, most likely in a group setting. At this tier, there is still a transfer of information from Mentor to Mentee(s). However, the increased contact provides greater opportunities for relationships to begin to form.
 - **The First Tee Mentor:** Understands how to build quality relationships with young people and the dynamics of the Mentor/Mentee relationship. Has consistent one-on-one contact with a mentee over time. At this top tier, the focus is on building a mutually-beneficial relationship between the Mentor and Mentee.

** Note: Moving forward, the Mentoring Survey will ask chapters to report their mentor numbers in these three tiers*



Suggested Training

Mentor Definition	Participant Exposure	Training Content	Proposed Training
<p>Role Model</p> <ul style="list-style-type: none"> Understands how to create a positive learning environment for youth Provides information 	<p>One-time or sporadic contact</p>	<p>The First Tee Philosophy for Youth Development: Activity-Based & Mastery Driven</p>	<p>In-Person: Chapter Orientation eLearning: Mentor Course or Assistant Coach Training</p>
<p>Go-to Team Member</p> <ul style="list-style-type: none"> Understands how to build positive relationships with youth Provides various types of support 	<p>Multiple contacts (most often in group settings)</p>	<p>The First Tee Philosophy for Youth Development: Empower Youth & Continuous Learning</p>	<p>In-Person: Mentor Training, delivered by chapter eLearning: Mentor Course and Assistant Coach Training</p>
<p>The First Tee Mentor</p> <ul style="list-style-type: none"> Understands how to build quality relationships with youth Understands the dynamics of the mentor/mentee relationship Maintains consistent contact with mentee over time 	<p>Multiple one-on-one contacts</p>	<p>Higher level skills in content knowledge and delivery</p>	<p>In-Person: Day and a half mentor training delivered by the home office</p>

Click [here](#) to access The First Tee eLearning Courses

Tier I—Role Model

Role Models understand how to create a positive learning environment for young people and provide information to them. They have one-time or brief sporadic contact with a group of young people. At this introductory tier, the relationship between mentor and mentee(s) is typically information based, where the mentor is sharing their knowledge and expertise with the mentee(s). Role Models are individuals who inspire participants by providing them with information and a different perspective that offers participants someone to emulate or a career option to consider.

There has to be an intentional and deliberate transfer of knowledge for an individual to be a Role Model.

Generally guest speakers and outside presenters fall into this tier.

Examples of Role Models:

- College Representative—Addressing the roadmap to obtaining a higher education
- Health and Wellness Expert—Stressing the importance of social, physical and emotional well-being; relating their presentation to The First Tee Nine Healthy Habits™
- Golf Course Superintendent—Educating participants on golf course maintenance and science
- Law Enforcement—Discussing the dangers that young people face and how participants can take precautions to stay safe
- Public Relations Agency—Informing participants on the evolution of social media and how they can use it responsibly
- Financial Advisor—Providing information to participants on financial literacy and responsible spending and saving
- Doctor, Lawyer, Teacher, Chef, Plumber, Engineer, Accountant, Business Executive, etc.

Tier 2—Go-To Team Member

Go-To Team Members understand how to build quality relationships with young people and provide various types of support such as emotional and informational. They have multiple interactions with a young person, most likely in a group setting. At this tier, there is still a transfer of information from Mentor to Mentee(s), however relationships begin to form. Go-To Team Members influence young people by engaging and supporting them. The key is that the participant identifies the adult as a member of their Go-to team. For Eagle level participants, these people would be listed in their Yardage Book. For participants at earlier levels, Go-To Team Members may be individuals in participants' group who interact with them on a regular basis.

Generally chapter staff, coaches and volunteers fall into this tier.

Examples of Go-To Team Members:

- Alumni—Connecting with participants to share stories about their experiences with The First Tee and help prepare participants for college
- Human Resource Professionals—Providing participants with a series of learning opportunities focused around resume writing, interview skills and workplace decorum
- Tutors—Offering drop-in tutoring assistance to participants on a consistent basis
- Volunteer Coaches—Play rounds of golf with participants in groups, outside of class
- Performance Coaches—sport psychologist, athletic trainer, nutritionist, golf professional, golf club fitter

Tier 3—The First Tee Mentor

The First Tee Mentor understands how to build quality relationships with young people and the dynamics of the Mentor/Mentee relationship. They have consistent one-on-one contact with a mentee over time. At this top tier, the focus is on building a mutually-beneficial relationship between the Mentor and Mentee.

Definition of The First Tee Mentor

The working definition of The First Tee Mentor is built on the following assumptions:

- Mentoring is only as effective as the quality of the relationships that are formed between mentors and mentees.
- The First Tee’s educational programs and philosophy of youth development provide an optimal foundation for effective mentoring.
- Effective mentoring requires an unwavering belief in human potential.
- Mentoring for positive youth development focuses on assets and not deficits.
- Mentoring is a mutually regulated experience where both mentor and mentee learn about themselves and the other person.
- Successful mentoring relationships require reflection, self-disclosure and an openness to giving and receiving feedback.

Definition

The First Tee Mentor is a person who models The First Tee Nine Core Values™ and strives to foster positive youth development by using The First Tee Coach philosophy and building blocks to establish a supportive and mutually beneficial relationship with The First Tee participant.

Characteristics of Effective Mentoring Relationships

Although there are many unanswered questions about what constitutes an effective mentoring relationship, there is research evidence supporting several important considerations.

- Mentoring relationships that are based on empathy, high positive expectations and advocacy correlate with higher levels of school and community engagement among mentees.
- The best results in mentoring programs occur in mentor/mentee matches that last for at least 12 months.
- Mentoring relationships that are short-lived or have minimal contact between mentor and mentee can do more harm than good.
- Frequent positive contact between mentors and mentees has been linked to better academic performance, fewer absences and less engagement in the use of drugs or other health endangering behaviors.
- Youth who are the most at-risk or disadvantaged can gain significant psychosocial benefits from long lasting mentoring relationships.
- Mentoring relationships that focus on strengths rather than trying to eliminate or remediate deficits are most beneficial in assisting mentees in reaching their potential.
- Empathetic understanding, racial and gender matching, and common interests are important considerations when pairing mentors and mentees; with empathetic understanding being the most critical for younger participants.

Using The First Tee Coach Building Blocks in the Mentoring Relationship

The First Tee Mentor incorporates the following building blocks into the development of a quality relationship for both mentor and mentee:

Activity-based—Mentors (a) “talk less,” which enables mentees to become involved more quickly in golf and other activities; and (b) create or introduce learning environments that provide numerous opportunities for self-discovery.

Mastery-driven—Mentors (a) keep their attention consistent with their intention (building a positive relationship with their mentees); and (b) create learning and performance situations to facilitate self-assessment rather than encourage comparison to others.

Empower Youth—Mentors (a) strive to get to know mentees by asking open-ended questions and engaging in active listening; and (b) build rapport with mentees by acknowledging them as individuals and treating them as the experts on themselves.

Continuous Learning—Mentors (a) use the Good-Better-How model of feedback to assess their own skill development and for providing positive reinforcement to their mentees; and (b) take advantage of interactive situations to reinforce previously learned life skills.

How to Design and Plan a Mentoring Program

Chapter leaders, you are ready to embark on the very important work of designing and planning the who, what, when, where and how of The First Tee Mentoring Program. By taking time to carefully think through all of the operational aspects of your program, you will ensure that you are able to serve young people most effectively and sustain your efforts over the long term.

The program design and planning stage enables you to create a roadmap of how you will manage, implement and evaluate your mentoring program. Keep in mind that you can modify your plan as you go along, as circumstances and experiences dictate. For example, many of the decisions you make during this phase will be affected if you are partnering with another agency or group. However, by planning in advance, you will select your management team, establish policies and procedures, develop a financial plan and implement and evaluate your program.

Some of the following portions of this guide were taken from material written by The National Mentoring Partnership entitled “How to Build a Successful Mentoring Program.” The National Mentoring Partnership is comprised of member organizations that foster mentoring program creation, successful operations, as well as advocacy and awareness. The generic nature of the principles, recommendations and checklists will provide direction for your specific efforts.

Design Parameters for Your Program

Begin designing your program using the checklist below:

- Define the youth population that the program will serve by age, gender, life circumstance, Life Skills level and time in The First Tee.
- Identify the types of individuals you will recruit as Role Models, Go-To Team Members and The First Tee Mentors.
- Determine the program your chapter will offer at each tier.
- Structure the mentoring program as part of your existing programming.
- Define the nature of the mentoring sessions; typically, organizations focus on:
 - Character, social, leadership development and careers
 - School-to-career
 - Academic success

The activities between the mentor and the mentee in this model may migrate to the following:

- Career exploration: A young person follows one or more adult employees on the job over the long term to learn more about a particular occupation. Career exploration is a more in-depth process than just job shadowing.
 - Job/life skills: Mentors help youth develop the skills they need to get a job and succeed in the workplace. Youth learn skills, such as how to prepare a resume, manage time and resolve workplace conflicts.
 - Postsecondary education/internships: Mentors provide information related to postsecondary education, including internship opportunities that may or may not be paid.
- Determine what the program will accomplish and what outcomes will result.
 - Determine when mentoring programs will take place. The nature of your mentoring sessions will also help determine this.
 - Determine how often you will provide mentoring opportunities.
 - Identify your program stakeholders and determine how you will promote your programs. No matter what type of mentoring program you build, your stakeholders will include your advisory committee.
 - Identify your program budget and funding sources.
 - Delegate roles and responsibilities.
 - Decide how you will evaluate the program's success.

Sample The First Tee Mentor Program Planning Chart

Tier	Projected # of Mentors	Potential Mentor Activities	Potential Areas to Recruit	Person Responsible	Budget
Role Model					
Go-To Team Member					
The First Tee Mentor					

Recruiting Mentors

Recruiting mentors for your mentoring program should be driven by quality over quantity. Keep in mind that not all people are suited to be mentors or will be compatible with your program's culture and expectations. Use the following list to help determine the criteria and attributes you will require of your mentors:

Characteristics of a Successful Mentor

- Caring
- Good listener
- Stable
- Can provide leadership
- Reliable (e.g., shows up on time)
- Committed
- Nonjudgmental
- Patient
- Likes children
- Has a good sense of humor

Sample Places to Recruit Mentors

- Colleges
- PGA & LPGA Members
- University Sports Teams
- Greek Life
- Interact Club
- Key Club
- Young Professional Organizations
- Community Service Organizations
- Parents
- Volunteermatch.org
- Local golf facilities/leagues
- Word of Mouth
- Military Bases
- Rotary, Junior League, etc.
- Local Police/Fire Departments
- Other HR Departments of local corporations

Sample Ways to Recognize Mentors

Recognizing your mentors play an essential part in retaining them. If a mentor feels like their time and efforts are not appreciated they are not going to return to your program.

- Provide training and growth opportunities
- Take time to get to know them personally
- Acknowledge their birthday
- Promote a “Mentor of the Month” Award
- Create a pleasant and stable environment
- Have participants write thank-you notes
- Feature them on social media
- Accept their individuality and recognize personal needs
- Provide opportunities for conference and evaluation
- Send a letter of appreciation to their employer
- Send holiday cards

Tips for Retaining Your Mentors Using CARE

Communication

Mentors should receive appropriate and timely information from your chapter. Ensure that you include them in your periodicals. Mentors should feel free to mention any problems they are experiencing so that your chapters and staff can work together to solve them.

Appreciation

Mentors should be thanked often and effusively by their mentees, participants and your staff.

Respect

Mentors should be greeted warmly and with respect each time they visit your chapter.

Enjoyment

Mentors should have a good time spending time at your chapter and should look forward to being with their mentees and participants.