

A Training Guide for Mentors

Maine Professional Health Program
~2012-2013*~

** This activity has been planned and implemented in accordance with the Essentials and Standards of the Maine Medical Association Committee on Continuing Medical Education and Accreditation through the partnership of Maine Medical Education Trust and Maine Professionals Health Program. The Maine Medical Education Trust is accredited by the Maine Medical Association to provide CME activities for physicians. March 12, 2013*

Maine Professional Health Program

~2012~

A Training Guide for Mentors

PRESENTATION BY MPHP
MENTOR DEVELOPMENT SUBCOMMITTEE

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Maine Professional Health Program

This training Power Point Presentation is intended to be a guide to understanding and educating basic principles of Mentoring and as a handbook for potential Mentee relationship issues. This presentation is suitable for the following professions within the MPHP program but not limited to such; e.g. Law. Upon completion, 1 (ONE) Category I CME's is awarded in Medical Ethics. It is not limited to MPHP participants.

- ★ Allopathic Medicine
- ★ Osteopathic Medicine
- ★ Dentistry
- ★ Nursing
- ★ Pharmacy
- ★ Veterinary Medicine

Maine Professional Health Program

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***Neither Dr. Roberts nor Dr. Tardy are connected with any commercial interests nor received financial gain or compensation for the development, production and distribution for this educational power point presentation.**

Maine Professional Health Program

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Maine Professional Health Program

Program Description

Description

Mentor Training for CME credit is a power-point presentation intended to teach medical professionals the basics surrounding the establishment of a peer mentoring relationship. Topics to be included, but are not limited to, methods of communication, boundaries, and ethical responsibilities. It is anticipated that this 1 hour session will begin helping trainees learn how they can best help fellow professionals who suffer from drug and/or alcohol misuse, abuse, and dependency, offering inspiration for them to go out and help others in the best and most ethical way possible.

★ Potential attendees must submit inquiry to the MPHP contact to take part in this training. Once initial contact is made, the MPHP staff will send them by email a training acknowledgement (“sign in”) and the electronic version of the power-point training; once they finish reviewing the power-point, the trainee will then be required to take an online “survey monkey” post-test to determine satisfactory knowledge of the topic.

Maine Professional Health Program

Educational Objectives

At the conclusion of this session, attendees should be able to:

1. To understand basic principles and necessary boundaries to provide hope and encouragement for individuals working toward abstinence & recovery from chemical abuse a/o addiction by providing guidance, direction and mentoring in a supportive one on one rapport.
2. To apply basic guidelines to assure the domains of medical care and social re-stabilization in a recovery community are met and maintained.
3. To implement basic principles to serve as guide & compass for the participant to navigate during their recovery journey with MPHP
4. To provide and understand necessary applications for ongoing support for the MPHP participant in professional career & work challenges.
5. To understand and explain the role of the Mentor / Mentor Relationship and boundary interactions.

Maine Professional Health Program

CME~Credit Designation

Maine Health Care Providers: Physicians, both Allopathic and Osteopathic, and Physician Assistants, The Maine Medical Education Trust and the MPHP of the Maine Medical Association designates this Enduring Material training with satisfactory completion of 25 Multiple Choice test (**minimum 80 % score**), activity for a maximum of 1 CME Category I Credit™.

Pre-registration is recommended and required for CME credit. Instructions for viewing for credit will be sent upon receipt of your registration.

A Training Guide for Mentors

Modules

- Module 1: Mentoring Details (slides 13-49)
- Module 2: Communication (slides 50-72)
- Module 3: Boundaries (slides 73-86)
- Module 4: Considerations (slides 87-101)
- Module 5: Duty to report (slides 102-109)
- Module 6: Inspirational Quotes & Slides

What Is a Mentor? ...



"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you."

.....Bob Proctor

Author, Speaker and Success Coach

"We all blossom in the presence of one who sees the good in us and who can coax the best out of us."

.....Desmond Tutu

What Mentoring Is...

“Mentoring refers to the process in which a person with a serving, giving, encouraging attitude (Mentor), sees the leadership potential in a still to be developed person (Mentee) and is able to prompt or otherwise significantly influence that person along to the realization of his/her potential”.

J Robert Clinton:

Module 1: Mentoring Details

The Origin of Mentor

Mission Statement

Goals & Objectives

Criteria & Mentor Aspects

Qualities, Traits, Roles & Responsibility

MENTOR

The Origin of Mentor

(In Greek mythology – Odysseus)

- ★ “Mentor” was the name of the **wise & trusted companion & friend** of Ulysses
- ★ **Guardian** of Ulysses’ house during his 10 year absence at Trojan wars
- ★ **Teacher and advisor** of Ulysses’ son Telemachus

MENTOR ~ MPHP Mission Statement

Our Mission is to provide a meaningful interpersonal relationship of hope and encouragement for the MPHP participant desiring & committing to living a happy, joyful, sustainable life style of recovery. As mentors, we strive to be compassionate, stable navigators and a compass to guide others and to reaffirm for ourselves the principles, actions and behaviors that consistently model a sober recovery life free of addiction.

MPHP Mentor Motto

“To give freely, what was given to us, we can keep only what we give away.”

MENTOR~ Goals & Objectives

- ★ To provide hope and encouragement for individuals working toward abstinence & recovery from chemical abuse a/o addiction by providing guidance, direction and mentoring in a supportive one on one rapport.
- ★ To assure the domains of medical care and social re-stabilization in a recovery community are met and maintained.
- ★ To serve as guide & compass for the participant to navigate during their recovery journey with MPHP
- ★ To provide ongoing support for the MPHP participant in professional career & work challenges.

MENTOR~Criteria for Mentor

- ★ An individual who has successfully entered a/o completed the MPHP, has continuous, stable compliance in MPHP/ or is in daily recovery programs themselves for a minimum of three years.
- ★ An individual is active in one of the recovery based programs on a regular basis, which involves personal one on one interaction with another recovering person. The program can be one of the alternative recovery based programs or as an active participant in 12 step and Caduceus programs.

MENTOR ~ Criteria continued

- ★ The perspective mentor has had experience guiding others through the challenges of dealing with “Life on Life’s Terms” through an early recovery process.
- ★ The perspective mentor has worked in the same or similar field as their assigned mentee. For example, clinical doctors with other clinical doctors. Dentists may mentor physicians, pharmacists with other pharmacists, nurses with nurses. This may be flexible on a case by case basis.
- ★ The individual is currently or may have worked in addiction recovery field providing counsel a/o therapy with addicts and addictive behaviors without personally being in recovery.

Mentor Roles and Responsibilities

- ★ A knowledgeable guide who teaches and learns with willingness to share experience.
- ★ A caring individual who provides access to people, places, and resources outside the mentees routine environment.
- ★ A role model.
- ★ A trusted ally and advocate.
- ★ Mentors must be prepared to serve a variety of roles which may change as the relationship with the Mentee develops and evolves.

Traits

Traits of a good mentor include:

- ★ Has the ability to think and act for themselves.
- ★ Remains consistent in regard to beliefs.
- ★ Has a strong self-view.
- ★ Honest, Open and Willing.
- ★ Approachable and easy to talk to.
- ★ Promotes stability models of reliability and commitment.

Traits: continued

- ★ Willing to self-disclose.
- ★ Inspires others.
- ★ Solicits new ideas.
- ★ Has an understanding of their own strengths/weaknesses.
- ★ Has the strength to make mistakes but pick themselves up and move on.
- ★ Willing to share own experiences.
- ★ Models caring behavior and unconditional positive regard.

Qualities of a Mentor

- ★ Available
- ★ Integrity
- ★ Maturity
- ★ Gracious
- ★ Positive
- ★ Good listener
- ★ Wise
- ★ Insightful
- ★ Intuitive
- ★ Dependable
- ★ Able to see big picture
- ★ Honesty
- ★ Recognize potential
- ★ Accepting
- ★ Empathetic
- ★ Affirming
- ★ Supportive
- ★ Understanding
- ★ Encouraging
- ★ Sense of humor

Other Important Qualities of a Mentor

Recovery Centred

- ★ The foundational quality of “Living Recovery” is the basis for this mentoring.
- ★ A life touched and continually renewed by Recovery Principles.

Passionate

- ★ Passion is what drives it. To be really effective in mentoring, we need a passion for a life well lived in or for recovery.
- ★ Passion can grow as you get involved and see the remarkable difference it can make.

Other Important Qualities of a Mentor

Relational

- ★ Able to establish and maintain relationships.
- ★ Actively listens.
- ★ Can inspire and motivate by their attitude.
- ★ Enjoy being with others.
- ★ Always out to encourage.

Affirming

- ★ Believes in their mentees, and tells them so.

Other Important Qualities of a Mentor

Open and Transparent

- ★ Believable, Real, Honest.

Trusting and Trustworthy

- ★ Keep confidences.

Available

- ★ Meet agreed commitments.
- ★ Available for extra contacts if a special need arises.

Other Important Qualities of a Mentor

Able To Facilitate Learning

- ★ Not quick to give advice.
- ★ Questions that stimulant and encourage reflection.

Competent

- ★ Capable in the areas that the Mentee wants to grow.
- ★ Shares experience, strength and hope.

Mindful

- ★ Is mindful to prepare, during and between meetings learns from previous communications.
- ★ Is mindful and sensitive to mentee's mindset of early recovery.

Mentor Roles and Responsibilities

What a mentor is NOT:

- ★ A counselor or therapist.
- ★ A social worker.
- ★ An ATM.
- ★ A (surrogate) parent.
- ★ A romantic partner.

Being aware of: Differences...

- ★ It is important for a Mentor to acknowledge and understand that human differences exist. It can be harmful to ignore them, and can be very beneficial to be aware, acknowledge and accept these difference to enhance empathy and trust.

Being aware of: Differences

- ★ Everyone holds different beliefs and stereotypes about a group(s) of people. Mentors need to be non-judgmental about the Mentee, their background and experiences, and their culture/ethnicity in order for the relationship to work.

Being aware of: Differences

- ★ Mentors must use care not to promote their **strict** (dogma) beliefs during the mentoring relationship. The Mentor should respect any differences and not try to “change” the Mentee. If a Mentor finds they cannot do so, they should request an end to the relationship.

Being aware of: Differences

- ★ Mentors must treat their Mentee with dignity and respect at all times
- ★ Conflict cannot be avoided, if a difference of opinion exists, it should be addressed as early as possible, allowing each person to express their thoughts, feelings, and ideas.

Reasons to be a Mentor

- ★ To learn. Mentors learn more about themselves and enhance their people-skills. They may also gain a better understanding about the disease of addiction.
- ★ To “Give back What One Received”.
- ★ To feel satisfied, proud, and other energizing (“good feeling”) emotions.

Expectations of an MPHP Mentor

- ★ Once assignment is made, Mentors should make contract with the Mentee within one week by telephone.
- ★ A face-to-face meeting should occur within 3 weeks, and during this meeting, share any personal “stories” of addiction or recovery that would be helpful to the developing an open and trustworthy Mentor/Mentee relationship.

Expectations of an MPHP Mentor

- ★ After this, the frequency and method of contact will be determined by the Mentor/Mentee.
- ★ Set some ground rules; talk about boundaries, what would be considered a “relationship ender”, and communication guidelines. Mentors should be very clear about what is acceptable and what is not.

Expectations of an MPHP Mentor

- ★ Once the initial Mentor/Mentee match is made, **MPHP staff will no longer be a part** of the relationship.
- ★ Mentors have **no reporting** requirements to MPHP (unless there is endangerment See Module 5: “Duty to Report”).
- ★ Mentors need to be sensitive to the vulnerable state of trust and confusion that the Mentee may be experiencing.
- ★ Building a bridge of trust and confidence is an essential expectation.

Expectations of an MPHP Mentor

Mentors are expected to ...

- ★ Help the Mentee stay involved with uplifting and supportive activities that promote abstinence and recovery.
- ★ Maintain confidentiality before, during, and after the mentoring relationship.
- ★ Do not be surprised if the Mentee makes mistakes- but then offer support and encouragement to overcome.

Expectations of an MPHP Mentor

Mentors are expected too...

- ★ Never try to handle a situation for which they are not qualified and which is outside the scope of being a “guide” to the Mentee
- ★ Encourage accountability .

Expectations of an MPHP Mentor

Mentors are expected to ...

- ★ Discuss negative and harmful behavior with the Mentee. Mentors should not be afraid or shy away from confrontation. Sometimes it takes others to point out problems for the Mentee to learn from them
- ★ Mentors ought to be him or her self. Don't "play a role that does not reflect who you are"

MENTOR ~ Details...

When a Mentor meets for the first time with a Mentee, they should:

- ★ Try to determine how intensive the relationship will be, then ask themselves (while taking into consideration other commitments)
“Will my involvement enhance or hinder this relationship?”

MENTOR ~ Details...

First meeting details...

- ★ Try to figure out what kind of help the Mentee is really looking for, and consider whether or not the Mentor is able to help.
- ★ Set clear expectations and boundaries for the Mentee.
- ★ Decide how often, how long, and by what method will interaction occur.

MENTOR ~ Details & Guidelines

Take a Mentoring Responsibility Seriously

- ★ Mentoring is a sacred responsibility.
- ★ Seek to model and be accountable and responsible.
- ★ Prepare for each mentoring session.
- ★ Degrees of Intensity of the mentoring relationship may vary.

MENTOR ~ Details & Guidelines

- ★ Practise Mutual Accountability
(time, and other commitments).
- ★ Seek Out Their Real Needs
The “presenting need” may not be
the real need.

MENTOR ~ Details & Guidelines

- ★ Be Prepared To Be Firm

Don't lay unnecessary burdens on the Mentee. However there are times when the Mentor needs to be firm.

- ★ Do not keep written documented records.

- ★ Personal notes for next session on a limited basis for the next mentoring session are acceptable and reasonable

MENTOR ~ Details & Guidelines

- ★ Build In Some Serendipity
- ★ Plan Some Happy And Fun Meetings To Build Trust!
- ★ Take An Interest In The Mentee And Both Their Process And Progress!
- ★ Be Willing To Receive Input from Mentee

MENTOR ~ Details & Guidelines

Do your follow-up !

- ★ Encourage them to use the phone
(Emails and text messages have limitations for understanding expression of emotions)
- ★ Celebrate their milestones
(anniversaries 30, 60, 90 days, 6th & 9th month, 1 year)
- ★ Trust them to their “Higher Power”

MENTOR ~ Details & Guidelines

The First Meeting

- ★ Take time for intake of who they are.
- ★ Consider what may be an underlying need.
- ★ Begin by getting acquainted and to know “their story”. Keep the focus on them.
- ★ Encourage them to open up.
 Briefly share your story as necessary.
- ★ Share your understanding of the aims and purpose of your mentoring them.

MENTOR ~ Details & Guidelines

The First Meeting continued...

- ★ Understand what is expected of you & your expectations of them (NOT verbalized).
- ★ Agree on some guidelines or boundaries.
- ★ Assess whether you are meant to continue as a Mentor for them or not?
- ★ Setting a time frame for frequency of meeting for the initial length of the relationship.

MENTOR ~ Details & Guidelines

- ★ It is important for both the Mentor & Mentee to be aware of “Triggers for Use”.
- ★ Have a discussion with the Mentee about the “best” way that you, as Mentor can discuss a concern or identify a potential problem.
- ★ Ask “probing” questions. Do not ask yes/no questions- it is the easy way out for the Mentee !

MENTOR ~ Details & Guidelines

- ★ Be sure to exchange contact information. Mentor and Mentee should agree on the best method for communication. (Texting & emails have limitations in understanding the feelings being expressed !)
- ★ Be sure to identify any major upcoming events in the Mentee's life. Since it may or may not impact their abstinence and sobriety.

Module 2: Communication

Honest Open Willing Communication

Non-verbal Communication

Verbal Communication

Listening Barriers

Active Listening

MENTOR ~ Verbal Communication

Using “I statements” contributes to effective communication and effective conflict resolution.

- ★ When people use an “I statement”, they accept what was said as their own view/thought/feeling, and not necessarily a fact of the situation, thus it allows others not to feel alienated.

MENTOR ~ Verbal Communication

Using “I statements” ...

Gives the speaker power over their own statement (if there is no ownership, it creates a sense of powerlessness)

- ★ Ex: Instead of saying “The licensing board doesn’t care”, you could say “I have often felt that the licensing board doesn’t care about my situation”.
- ★ Another ex: Instead of saying “The program is difficult”, you could say “I found parts of the program to be challenging”.

MENTOR ~ Verbal Communication

Mentors are not responsible for the way someone else reacts or behaves, but they are responsible for the management of the response to them!

- ★ Sometimes, people (such as the Mentee) will react in such a way that it will make others feel like they are “mad”, but the Mentor shouldn't take it personally and respond in kind. The person may be mad (or have other feelings) about something else, and the Mentor is just the “sounding board”.

MENTOR~Non-verbal communication

Pay attention to boundaries!

- ★ Most people have a personal “bubble”, or personal space, of 1.5- 3 feet. Do not invade this space without asking for and receiving permission.
- ★ Never touch someone unless permission is obtained first.

MENTOR~Non-verbal communication

Watch non-verbal cues.

- ★ Words don't always express what a person is thinking or feeling. A good communicator will pay attention to other things, such as facial gestures, hand movements, etc
- ★ Ex: closed fist might indicate anger, failure to maintain eye contact may indicate deceit.

MENTOR ~ Non-verbal communication

Watch non-verbal cues...

- ★ Never accept a non-verbal cue alone without questioning it further. It may end up meaning something very different than what was thought. For example, someone who crosses their arms when they speak may be defensive, “standoffish”, or they just might be cold.
- ★ Another ex: the failure to maintain eye contact may be culturally determined, not an intent to deceive.

Common barriers to listening

Common problems associated with listening include...

- ★ Judging the topic to be uninteresting, therefore not really listening to the entire story.
- ★ Judging the speaker's choice of words, non-verbal cues, or appearance. These could block the Mentor from hearing all that the Mentee has to say, and cause focus on unimportant topic details.

Common barriers to listening

Common problems associated with listening include...

- ★ **Becoming focused on one thing** the Mentee says, then begin to formulate a response while they are still talking.
- ★ **Listening only for facts**, not for the feeling and heart of the Mentee's experience.

Common barriers to listening

Common problems associated with listening include...

- ★ “Faking” of paying attention and not really listening to the Mentee. They will know and will lose the trust with the Mentor.

- ★ Allowing personal prejudice to enter the conversation and “taint” the relationship

MENTOR~ Active Listening

Seek first to understand....

- ★ Be sensitive, empathetic, and concentrated in listening
- ★ Goal is” to discover what people are really trying to communicate” (not necessarily say)
- ★ This is essential in a mentoring relationship.
- ★ Indeed it is one of the most important aspects of good mentoring.

MENTOR~ Active Listening

- ★ Active Listening in dialogue is listening more to meanings (emotion) than to words...
- ★ In true listening, we reach behind the words, see through them, to find the person who is being revealed.
- ★ Active Listening is a search to find the authentic nature of the true person as revealed verbally and nonverbally.

MENTOR~ Active Listening

- ★ There may be a semantic problem.
- ★ The words spoken can bear a different connotation for each person.
- ★ One can never truly know what another *intended*, but only *what one hears* .
- ★ Often, it may be necessary to say back or “mirror” what was said, so as to clarify what was said was received with the same meaning without distortion.

MENTOR~ Active Listening

How To Listen Actively

★ Provide 'User Friendly' Environments

- ★ Avoid Distractions ; Noise can hinder; switch off your mobile phone or pager
- ★ Make sure there is adequate lighting, comfortable space & seating arrangements.
- ★ Provide your full attention.

★ Use Appropriate Body Language

- ★ Have a relaxed posture.
- ★ Make appropriate body movements.
- ★ Avoid negative "Body Language"

MENTOR~ Active Listening

How To Listen Actively

Give Feedback

- Paraphrase
“mirroring”
- Perception check
- Summarize for clarification
- Reflect feelings
- Accept feelings expressed
- Describe your own feelings

MENTOR~ Active Listening

How To Listen Actively

Let The Other Person Lead

- ★ Encourage invitation to talk
- ★ Avoid “talking over” at same time person is speaking.
- ★ “Listen” by making eye contact”
- ★ Limit “story telling details” by Mentee (focus on the experience & feelings)

MENTOR~ Active Listening

How To Listen Actively

Other Skills

- ★ - Use 'I' messages
- ★ - Indicate you understand them, using 'few words' or 'non-verbals'-(head nod)
- ★ - Use infrequent questions
- ★ - Use "responsive silence"

MENTOR~ Active Listening

The Significance Of Listening

Summary of Major Points Active Listening

- ★ Paraphrase “Mirroring”
- ★ Perception check “What was heard”
- ★ Summarize
- ★ Reflect feelings back to Mentee
- ★ Accept the feelings being expressed
- ★ Describe your own feelings

MENTOR~ Active Listening

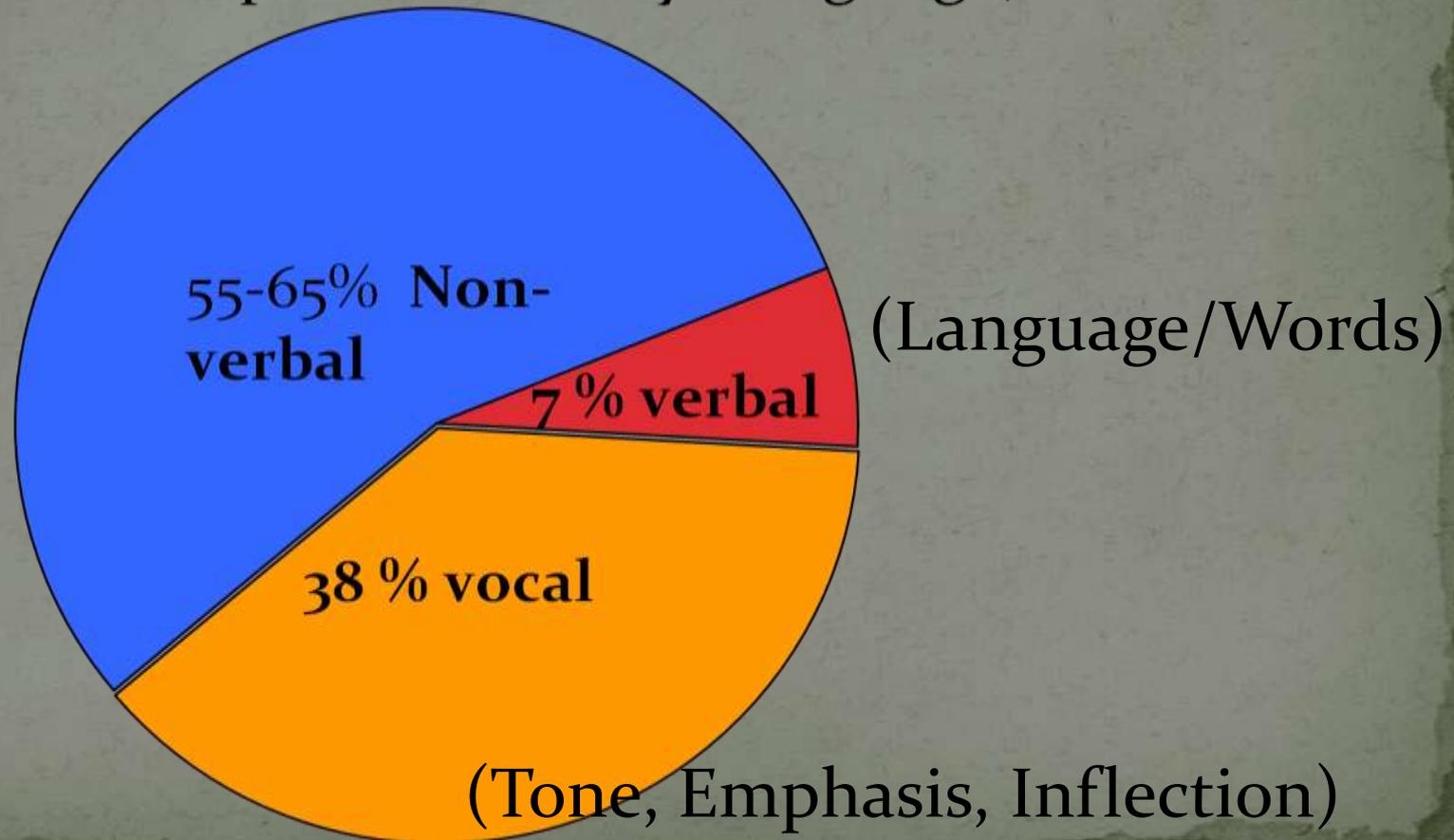
**Feelings a Mentee may Experienced
When They felt Actively Listened To & Heard**

- ★ Accepted
- ★ Valued
- ★ Encouraged
- ★ Motivated to be open
- ★ Supported
- ★ Significant Trust
- ★ Deepened Relationship

MENTOR~ Active Listening

Effective Communication : is Verbal & Non-Verbal
~~~Non-Verbal is Most Important & Effective !

(Facial Expression, Body Language)



# MENTOR~ImprovingCommunication

Communication style doesn't improve naturally. It takes mindful care and plenty of focused attention.

Here are some suggestions to help...

# MENTOR~ImprovingCommunication

Think about the motivation in listening to the Mentee, and allow this to guide the relationship. If a Mentor just goes through the motions or “fake” paying attention to what the Mentee is saying, the Mentee will know if you are not. This will strain the “trust” of the relationship.

# MENTOR~ImprovingCommunication

- ★ Mentors must be aware of their own attitude, biases, and determine what would be considered a “deal-breaker”.
- ★ Mentors must delay judgments. Let the speaker say everything & anything they need to say before responding.
- ★ Listen for more than just the facts. When someone speaks, listen to the main purpose and underlying concepts.

# Module 3: Boundaries

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Set & Maintaining Firm boundaries

Advice Giving

Informational Sharing

# The Mentor: Boundaries

## How to set/maintain firm boundaries

- ★ Setting and maintaining boundaries in this relationship is essential so that both parties involved stay within the defined “mentoring” role.
- ★ Remember, the Mentor and Mentee are not intimate friends, romantic partners, an ATM, a social worker or counselor, etc.

# The Mentor: Boundaries

**Acceptable boundaries for the relationship should be set at the first meeting.**

- ★ **Telephone Contact:** Set how often phone calls are expected and hours that are “best”. Since things may happen to necessitate a call outside of these parameters, the Mentor and Mentee must set firm boundaries on when it is acceptable.
- ★ **Non-emergency contact:** Calls outside of the above parameters **should not** be acceptable, and the Mentor should politely end the conversation and remind the Mentee of times when they are available to talk.

# The Mentor: Boundaries

## Firm Boundaries continued...

- ★ **Touching:** is considered unacceptable unless there has already occurred a discussion about when touch is ok. Touching should never be more than congratulatory touch or attempt to soothe even if the conversation has occurred.
- ★ **Loaning money:** this should never happen. A mentor is not an ATM. To loan money will just put a strain on the relationship. If the Mentee asks, the Mentor should just firmly state “I’m sorry, it is not allowed by the guidelines of this program

# The Mentor: Boundaries

## Firm Boundaries: continued...

- ★ **Becoming the therapist:** The Mentor will have to make a difficult call often related to what falls within the topics that can and should be discussed within the mentoring relationship, and those that should be referred to an outside professional.

# The Mentor: Boundaries

## Firm Boundaries continued...

- ★ **General rule of thumb** is this: A Mentor can listen to the Mentee's problems, and can offer advice only as it pertains to their own experience, strength and hope, a/o how to practice recovery in their life. The Mentor should not get into problem solving for their Mentee, and should not give advice related to family problems, mental health, etc.

# Advice Giving

There are specific kinds of advice a Mentor should not give. These include:

- \* Legal
- \* Marital or personal relationship
- \* Financial
- \* Advice about child rearing
- \* In these cases, the Mentor should always refer to an outside professional

# Mentor Informational Sharing

## What information is “too much” to share?

- ★ The Mentor should always remember that the relationship exists because of the Mentee. Information that is shared should mostly benefit the Mentee.

- ★ The Mentor should mindfully ask themselves these questions;

“How will this help the Mentee if I SHARE this particular information in this experience?”

“How will this information provide Strength and Hope for the Mentee?”

# Mentor Informational Sharing

## What Acceptable Information To Share?

- ★ Share personal recovery history: including personal details such as, “who helped them grow?”. How did the mentor get to their point of recovery? What was their motivation for recovery? , etc.
- ★ The Mentor can share the significant information that helps establish a relationship with the Mentee.
- ★ The Mentor should share their professional background and how they use recovery principles in their work relationships.
- ★ Share Topic Discussions of Recovery.
- ★ Caduceus and other Recovery Meeting etiquette.
- ★ The Focus is on the “Recovery Life” of the Mentee.

# Mentor Informational Sharing

**Use personal discretion as to what may be unacceptable:**

- ★ The Mentor should not share specific details about their own personal health standing, financial problems, relationship problems, etc.
- ★ The Mentor should not share exact details of family activities; e.g.; what school the Mentor's children go to etc. , and/or locating other family activities

# Mentor Informational Sharing

Use personal discretion as to what may be unacceptable:

- ★ Although a friendship may eventually evolve it is important to stay focused on the Recovery Issues of the Mentee, Not the Personal Life of the Mentor.
- ★ Avoid providing the opportunity for an Invasion of Privacy by the Mentee.

# Mentor Informational Sharing

Use personal discretion as to what may be unacceptable:

- Mentor should model exemplary recovery principles should not be engaging in 'cross talking' at meetings regardless if Mentee is present in recovery meeting.
- Mentor should not gossip or be critical or judging of others in recovery in or outside of meetings.
- Mentor should not provide identifying information relating to other recovering persons in or out of MPHP program.
- Mentor must follow... ***“Keep Anonymous; Other Recovery Individuals’ addiction a/o personal history as Strictly Confidential”***.

# Mentor Informational Sharing

**Use personal discretion as to what may be unacceptable:**

- ★ Mentor should share their personal journey of “Experience, Strength and Hope”.
- ★ Many have recovered from a “Life Change of imbibing “liquid spirits” or other addictions to a “Spiritual Lifestyle.”
- ★ Share your “Personal Spiritual Journey”, only if appropriate, with this particular Mentee.
- ★ Share other means of Recovery that the Mentor has first hand knowledge of others’ Successful non- spiritual based Recovery.

# Mentor Informational Sharing

**Use personal discretion as to what may be unacceptable:**

- ★ Don't Force Spirituality, as only means to Recovery, if Mentee is unreceptive and not willing.
- ★ Don't confuse "Spirituality with Religion" and "Higher Power with Traditional God".  
(It only may be the same for some)
- ★ "Nature" & "The Intelligence of the Universe" has provided a stable base of Recovery for many.
- ★ "Have a Mind that is open to Everything and Attached to Nothing" ~~~ Wayne Dyer PhD.,

*10 Secrets for Success & Inner Peace.*

# Module 4: Considerations

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Important Things to Consider

# Mentor: Important Considerations

## Major Areas Where a Mentee Can Stray:

- ★ **Inappropriate Friendships** “Drinking Buddies”  
“Old playmates in Old playgrounds”
- ★ **Troubled Relationships** ~~Unsupportive Spouse  
& Family ..... strained personal, professional
- ★ **Self-centeredness**..... Narcissism
- ★ **Time Mismanagement** of “Trying to do too much  
in allotted time, hyperactivity, perfectionism”
- ★ **Dishonesty**
- ★ **Rebellious** to Power of authority

# Mentor: Important Considerations

## Major Areas Where a Mentee Can Stray:

- ★ Anger
- ★ Accountability
- ★ Non-Chemical Addictive Behaviors
  - ★ (sex, food, gambling, workaholism etc.)
- ★ Excessive **Self** nurture (fitness, days off, etc)
- ★ Integrity
- ★ Attitude
- ★ Pride - self-image
- ★ Lust
- ★ Gluttony
- ★ Greed - attitude towards money & possessions

# Mentor: Important Considerations

## Major Areas Where a Mentee Can Stray:

- ★ Intolerance to Others
- ★ Manipulative behavior
- ★ Un-forgiveness / Resentment
- ★ Baggage of past
- ★ Low Self esteem

# Mentor: Important Considerations

## Disadvantages of Someone Trying It On Their Own

- ★ No guided points of reference for recovery that is **re-enforced** regularly.
- ★ Don't have compass bearings for path of recovery—easy to go astray
- ★ Can become discouraged very easily
- ★ Lose one's perception and perspective
- ★ No accountability
- ★ Achieve less
- ★ Loss of objectivity

# Mentor: Important Considerations

## Disadvantages of Someone Trying It On Their Own

- ★ No one to share joys with - attainments, successes, dreams
- ★ No one to share sorrow or pain
- ★ No synergy - interaction, empowerment
- ★ No one to rescue them when they fall or go astray
- ★ No one to help to keep honest in their personal Recovery
- ★ No one to guide, Resort back to “old addictive thinking” again
- ★ Limiting available resources
- ★ No accountability

# Mentor: Important Considerations

## Disadvantages of Someone Trying It On Their Own

- ★ Internalization without conclusion
- ★ Disconnected
- ★ Nothing to combat discouragement - can live in a state of confusion
- ★ No 'bench marks'
- ★ No one to rescue us
- ★ Burnout is possible
- ★ Inability to grow
- ★ Can become selfish/self-centered fear  
(underlying cause of addictive behaviors)

# Mentor: Important Considerations

## Mentor's: Important Questions regarding Mentoring Sessions

- ★ What was your purpose? Was it served?
- ★ How did you prepare?
- ★ What went well/not so well?
- ★ What feelings did you identify in yourself and your Mentee?
- ★ Which of the feelings were helpful or not?
- ★ In what ways can negative or obstructive feelings be removed in future?

# Mentor: Important Considerations

## Mentor's: Important Questions regarding Mentoring Sessions

- ★ What were the positive feelings? Any negative feelings?
- ★ How can these feelings be utilized in the future?
- ★ What did you learn about yourself?
- ★ What did you learn about your recovery?
- ★ What did you learn about you in your recovery?
- ★ What did you learn about your Mentee?
- ★ What did you learn about your Mentee's recovery?
- ★ What did you learn about 'Mentee in their recovery?

# Mentor: Effectiveness

- ★ The effectiveness of these relationships work because of:
- ★ An un-restricted openness, trust, commitment, a sense of responsibility for each other, and mutual accountability.
- ★ It can be developed further when there is an atmosphere of trust and confidence to be a more purposeful exchange and connection.

# Mentor :as “Role Model of Recovery”

- ★ Much of human behavior is learned by the observation of models.
- ★ Modeling is the greatest form of unconscious learning.
- ★ Mentees need models as visual aids.
- ★ Mentees need to see your priorities and values for Recovery.
- ★ Probably most of what our Mentees learn from us will be learnt just being with us, from observing who we are – our being, what we do and the way we do it, our attitudes, our values and our behavior.

# Mentor: as “Cheerleader & Encourager”

**Mentors must be cheerleaders and encouragers.** If a mentee goes away discouraged, we have not done our Job. There should most often be a positive and helpful outcome. There will be times when we will speak firmly, even reprimand, but it must always be from a **Recovery Perspective of Hope.**

# What to do with a “clingy” mentee?

## What can “clingy” behavior look like?

- ★ Frequent and repeated phone calls and/or emails
- ★ Unwarranted requests to set up too many face to face meetings
- ★ Showing up at the Mentor’s home uninvited
- ★ Hesitancy at ending phone calls
- ★ Panic if the Mentor is unavailable for a period of time
- ★ “Over sharing” and trying to become “intimate friends”

# What to do with a “clingy” mentee

## How to deal with this behavior?

- ★ Take longer to respond to phone calls or emails.
- ★ Talk to them about the need to back off .
- ★ Remind the Mentee about the intent and role of the relationship.
- ★ Respond with “enthusiastic regret” every once in a while when they ask for something.
- ★ Call the “Mentor’s Mentor” if all else fails, for guidance (see upcoming slide).

# The Mentors' Mentor

Not sure what to do in a given situation with the Mentee? All else has failed?

...If this situation arises, as Mentor, You may make a “confidential” call to a MPHP case manager, (623-9266 ext. #4) who will take the nature of your call (**NO DETAILS**) and refer to an appropriate volunteer recovery member of the Mentor Program Committee (**NOT MPHP**) to address your immediate concern for resolution.

# Module 5: Duty to Report

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If the unlikely occurs be prepared.

Know your responsibility; a life is at hand.

# Harm

## What to do if a Mentee is harming themselves?

- ★ If an individual has threatened to harm him or herself and does not seem to have an immediate plan... advise the participant to contact a therapist or the crisis line, **and follow up** with the person.

# Harm

## What to do if a Mentee is harming themselves?

- ★ If an individual states immediate plan to harm him
- ★ or her self... immediately contact the state crisis line.
- ★ Maine Statewide Crisis: 1-888-568-1112
- ★ (Other important numbers on upcoming slide)

# Harm

## What to do if a Mentee is threatening others?

- ★ If the individual Mentee makes specific threat to harm someone else, or is abusing someone...
- ★ Immediately contact the state crisis line,
- ★ (Maine Statewide Crisis: 1-888-568-1112)
- ★ The Mentor can contact the individual who is in jeopardy under “duty to warn”

# Mandated Reporting while in Professional Capacity

**All Professionals are mandated to report the following to the Maine Department of Health and Human Services**

- ★ Child abuse, neglect, exploitation
- ★ Abuse, neglect, exploitation of an incapacitated or dependent individual under age 18
- ★ Animal cruelty, abuse, or neglect
- ★ If a suspicious death has occurred

# Important numbers for Mandated Reporting

- ★ Maine Statewide Crisis: 1-888-568-1112
- ★ Suicide Prevention Hotline: 1-888-568-1112
- ★ Child Abuse Hotline: 1-800-452-1999
- ★ Elder Abuse Hotline: 1-800-624-8404

# Module 6: Inspiration

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Inspirational Quotes & Slides

# Summary Quotation for Mentors

## Meditation for the Day

“We need to accept the difficulties and disciplines of life so as to fully share the common life of other people. Many things that we must accept in life are not to be taken so much as being necessary for us personally, as to be experienced in order that we may share in the sufferings and problems of humanity. We need empathy and understanding. We must share many of the experiences of life, in order to understand and to empathize with others. Unless we have been through the same or similar experiences, we cannot understand other people or their makeup well enough to be able to help them.”

Twenty-Four Hours a Day, September 28;  
Hazelden Meditation Book Series; Winston Press 1975

# Summary Quotation for Mentors

“ I don't think happiness or unhappiness is the point. How do we meet the problems we face? How do we learn from them and transmit what we have learned to others, if they would receive the knowledge? In my view, we of this world are pupils in a great school of life. It is intended that we try to grow, and that we try to help our fellow man grow in the kind of love that makes no demands... When pain comes, we are expected to learn from it willingly, and help others learn in the process. When happiness comes, we accept it as a gift and Thank God for it.”...

~~~ Bill W. AA co-founder

A Training Guide for Mentors

An Optional Inspirational & Motivational
Slide Show of Quotations Follows:

TO CONTINUE WITH THIS SLIDE SHOW
follow the instructions on the next slide.

Or you may end here.

A Training Guide for Mentors

Inspirational & Motivational Quotations

- ★ Instructions for Slide Show
- ★ When in Full Screen Slide show
- ★ Advance to next slide ~~ Click cursor on "click to go"
(Music Starts)
- ★ Continue "clicking on "Return / Enter" key to advance each aspect of the slide
- ★ Some slides may have more than one quote/ or feature.
Keep clicking to advance to next item.
- ★ Keep clicking on Return/ Enter until next slide
- ★ Slide show ends with "Applause"

*Philosophies of Life to Embody
the Principles and Guiding
Beliefs of Mentoring*

[Click to go](#)

Music: Ernesto Cortazar "Eternal Love Affair"

He Yan Jan 2010

*Modified /paraphrased
Dr. Jerr Roberts 2012*

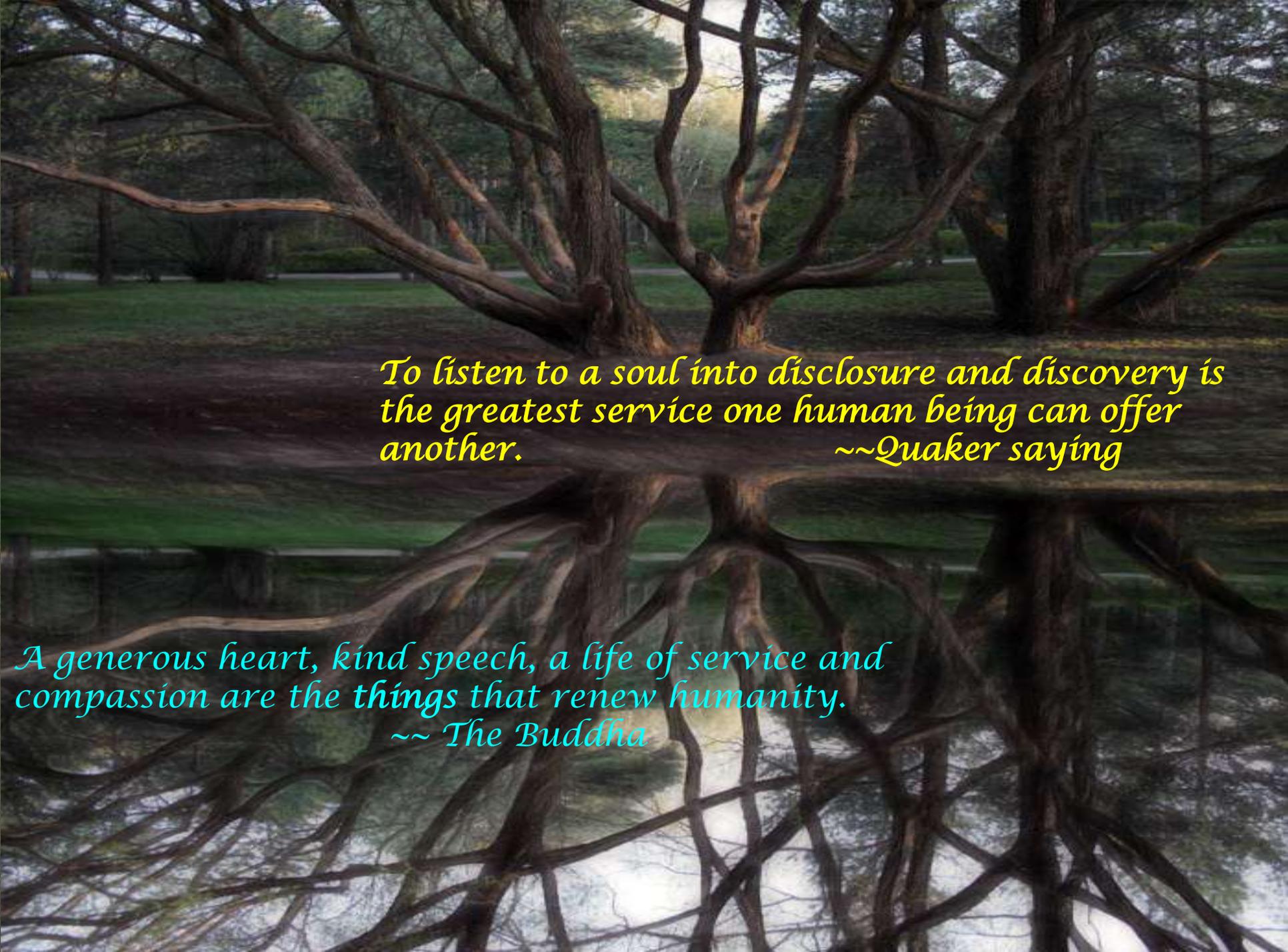
*“Mentoring is a brain to pick, an ear to listen,
and a push in the right direction.”*

~~~John Crosby

*“Simply put A mentor holds a carrot in one
hand and a flashlight in the other.”....*

~~~ Dr. John Ellis Jr.





*To listen to a soul into disclosure and discovery is
the greatest service one human being can offer
another.*
~~Quaker saying

*A generous heart, kind speech, a life of service and
compassion are the things that renew humanity.*
~~ The Buddha

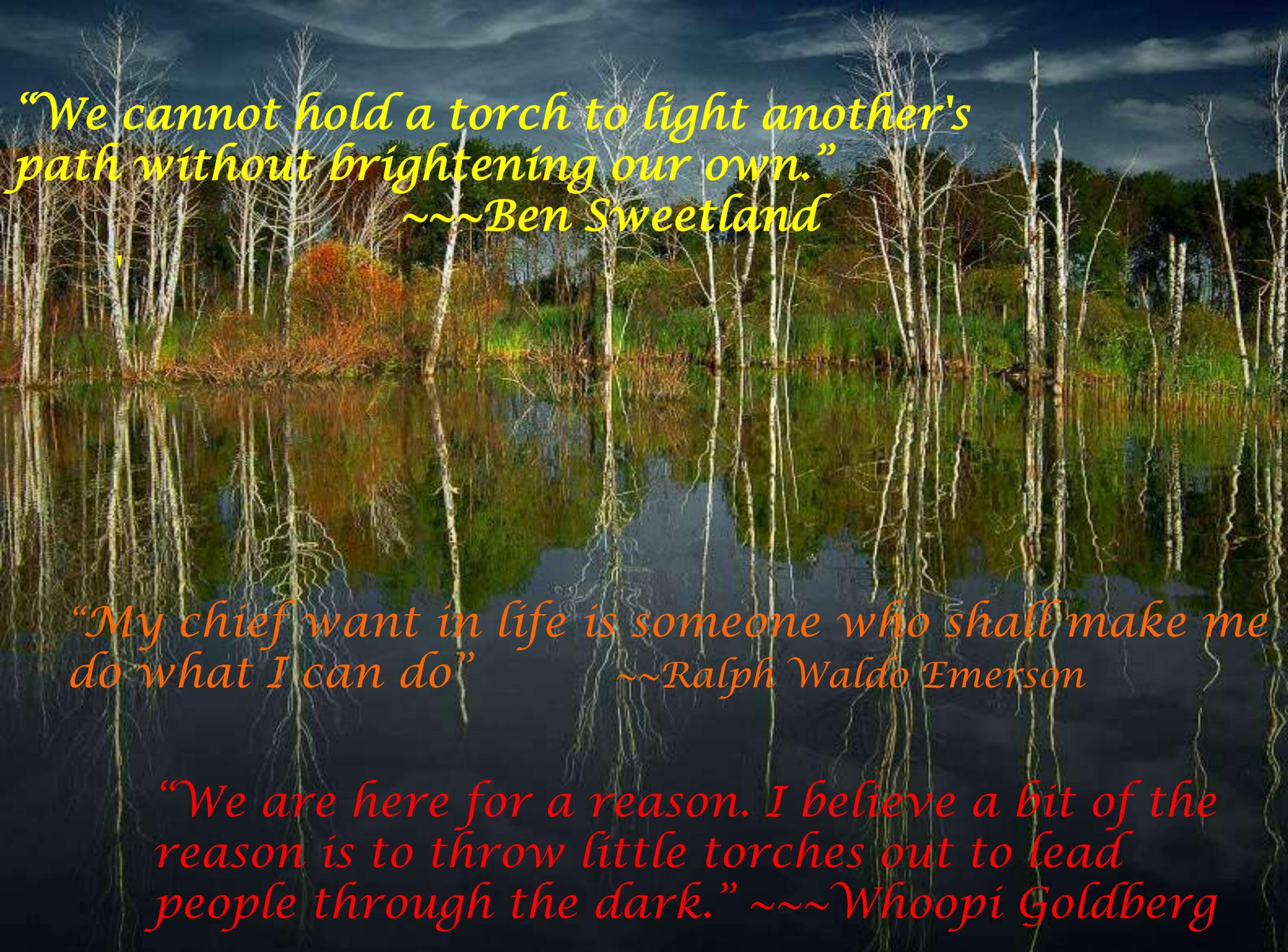


“The best advisors, helpers and friends, always are not those who tell us how to act in special cases, but who give us, from themselves, the ardent spirit and desire to act right, and leave us then, even through our many blunders, to find out what our own form of right action is.” ~~~ Phillip Brooks



“The glory of friendship is not in the outstretched hand, nor the kindly smile, nor the joy of companionship; it is in the spiritual inspiration that comes to one when he discovers that someone else believes in him and is willing to trust him.”

~~~Ralph Waldo Emerson



*“We cannot hold a torch to light another's path without brightening our own.”
~~~Ben Sweetland*

*“My chief want in life is someone who shall make me do what I can do”  
~~Ralph Waldo Emerson*

*“We are here for a reason. I believe a bit of the reason is to throw little torches out to lead people through the dark.” ~~~Whoopi Goldberg*



*“One of the most valuable things we can do to heal one another is to listen to each others’ stories.”*

*~~~Rebecca Falls*

*“Counsel woven into the fabric of real life is wisdom.”*

*~~~Walter Benjamin*

*“The greatest good you can do for another is not just to share your riches but to reveal to him his very own.”* ~~~ Benjamin Disraeli

*“A mentor is someone who sees more talent and ability within you than you see in yourself; and helps bring it out of you.”*  
~~~ Bob Proctor





“Two are better than one, because they have good reward for their toil, For if they fall, one will lift up the other; but woe to one who is alone and falls and does not have another to help, It’s better to have a partner than go it alone. Share the work, share the wealth. And if one falls down, the other helps,...”

Ecclesiastes 4:9-12

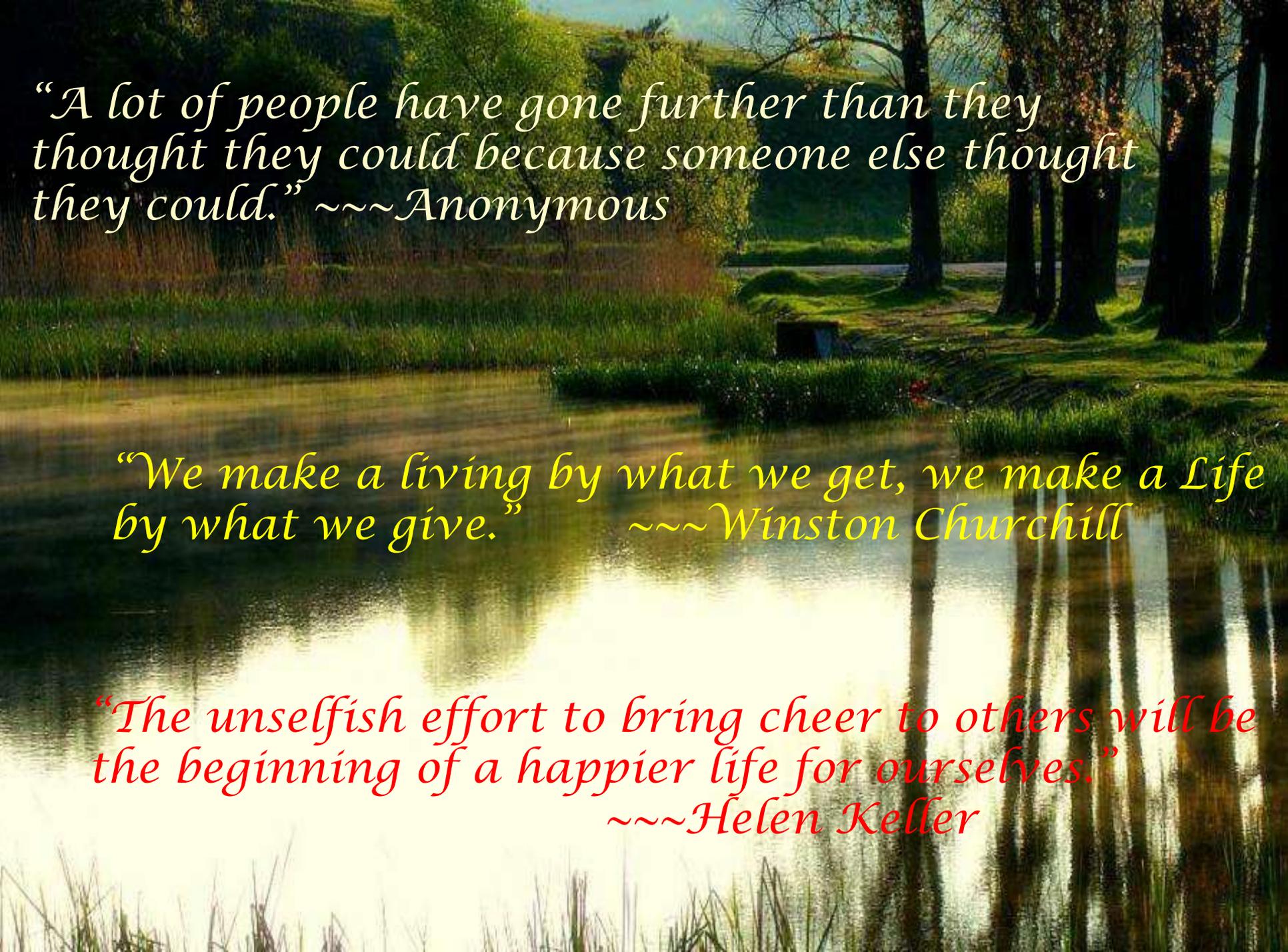


“God does not demand we do Great things, but that we do things with Great Love!”... ~~~ Mother Teresa

“Be the Change in the world you would like to see!”... ~~~ Mahatma Gandhi

~~~~ Mahatma Gandhi

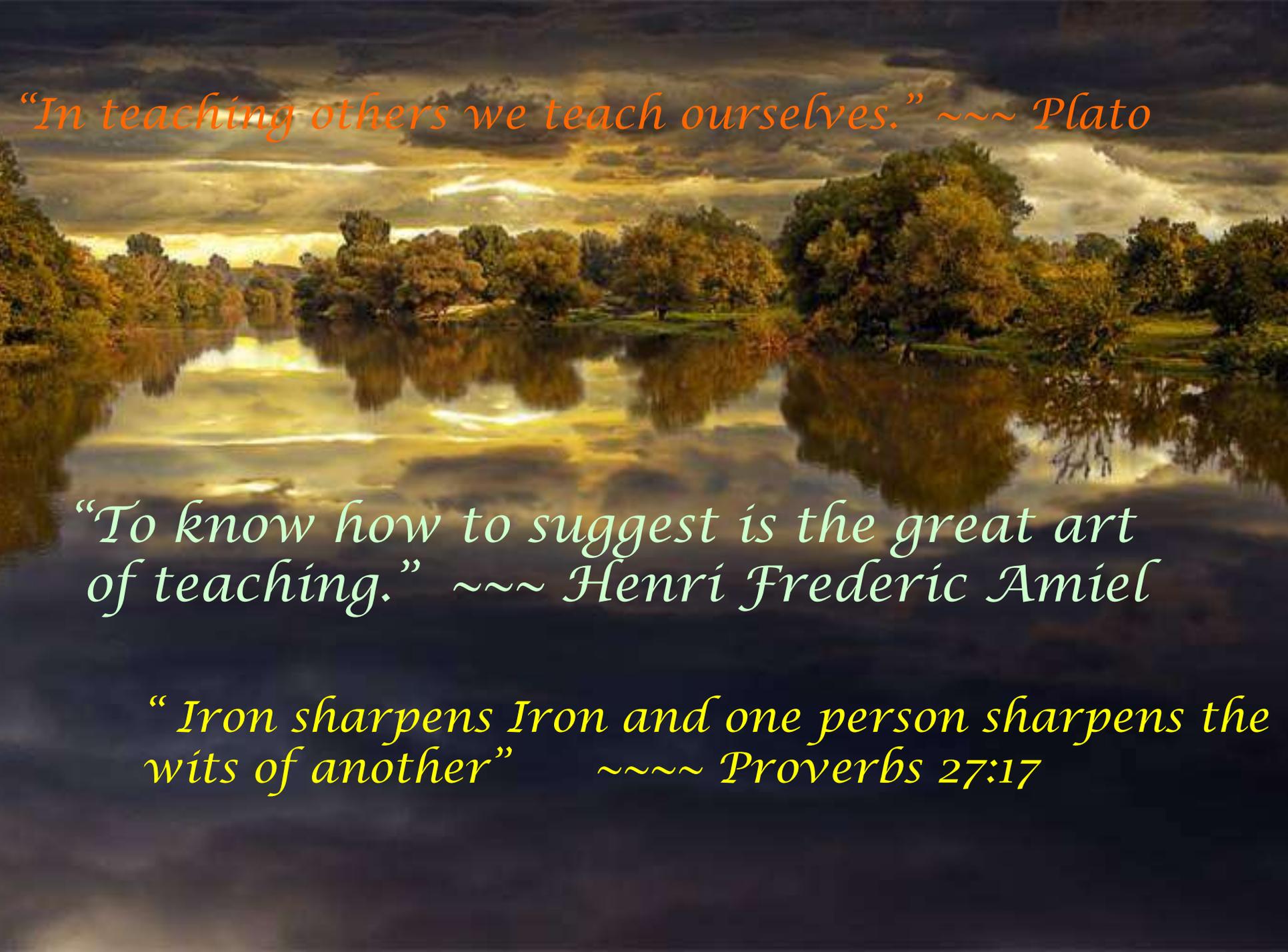
“Do not wait for leaders; Do it alone, Person to Person.” ~~~Mother Theresa

A serene landscape featuring a calm pond in the foreground, reflecting the surrounding greenery. A path leads through a line of tall, slender trees on the right side, and a grassy bank with reeds is visible on the left. The scene is bathed in soft, natural light, creating a peaceful atmosphere.

“A lot of people have gone further than they thought they could because someone else thought they could.” ~~~Anonymous

“We make a living by what we get, we make a Life by what we give.” ~~~Winston Churchill

“The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves.” ~~~Helen Keller

A scenic landscape featuring a wide river or lake in the foreground, reflecting the sky and surrounding trees. The sky is filled with dramatic, dark clouds, with a bright, golden light breaking through near the horizon, suggesting a sunset or sunrise. The trees on the banks are lush and green, with some showing hints of autumnal colors. The overall mood is serene and contemplative.

“In teaching others we teach ourselves.” ~~~ Plato

“To know how to suggest is the great art of teaching.” ~~~ Henri Frederic Amiel

“Iron sharpens Iron and one person sharpens the wits of another” ~~~~ Proverbs 27:17

*“ I’ve learned that people will forget what you said,
people will forget what you did, but people will never
forget how you made them feel.” ~~ Maya Angelou*

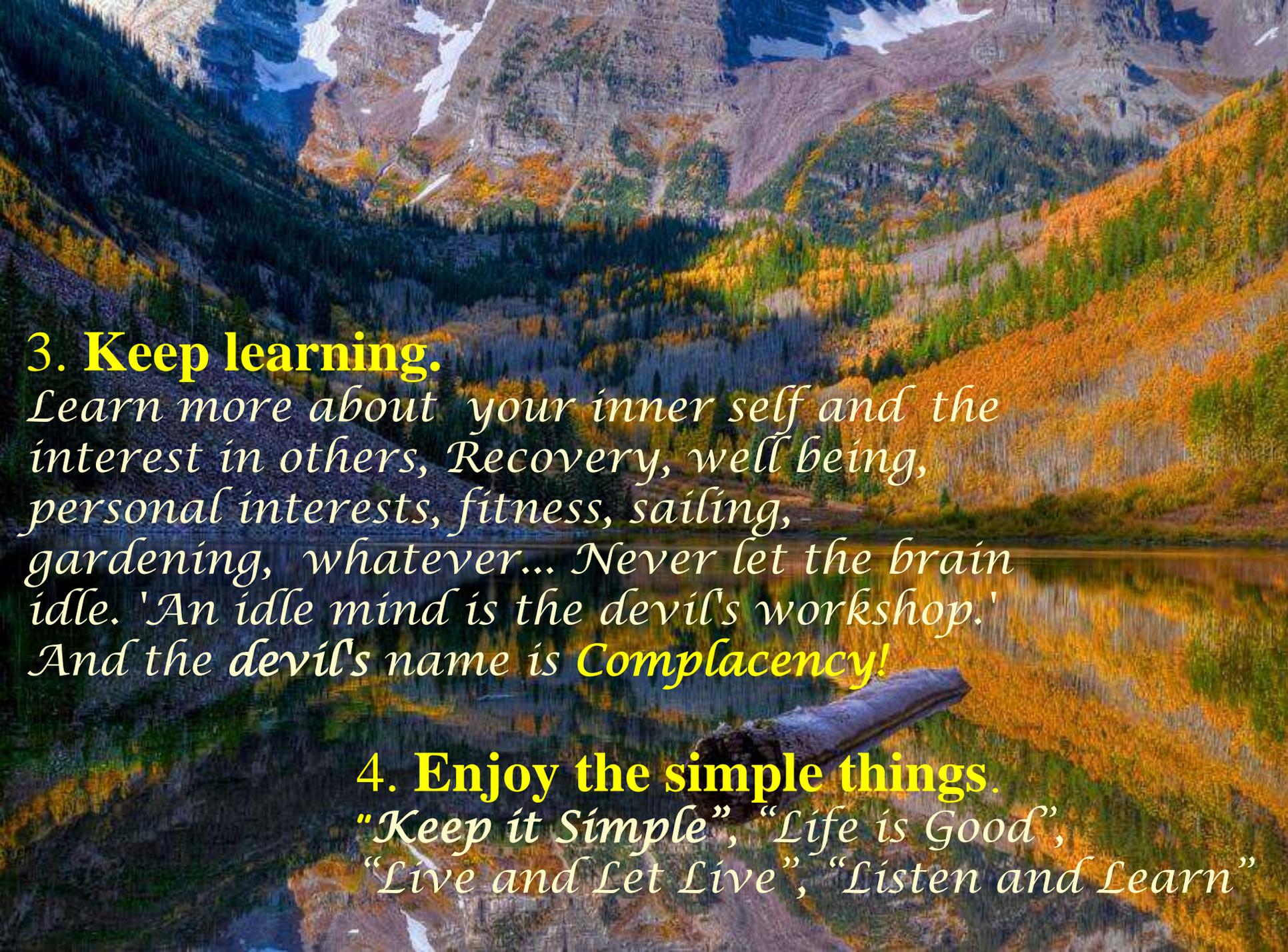
*“Do all the good you can , By all the means you
can, In all the ways you can, In all the places
you can, To all the people you can, As long as
ever you can..”*

~~~~ John Wesley

CURIOSITIES TO MAINTAIN RECOVERY AND WELL BEING!

**1. Throw out all non -
essential numbers.** *This includes age, weight IQ, ,
Net Worth, Gross Income ,
numbers of cars, boats,
houses. Essential number is
“One Day at a time One Moment
at a time”*

**2. Keep only cheerful
friends.** *The grouchy ones will
pull you down and the
unhealthy ones may
not keep you sober .*

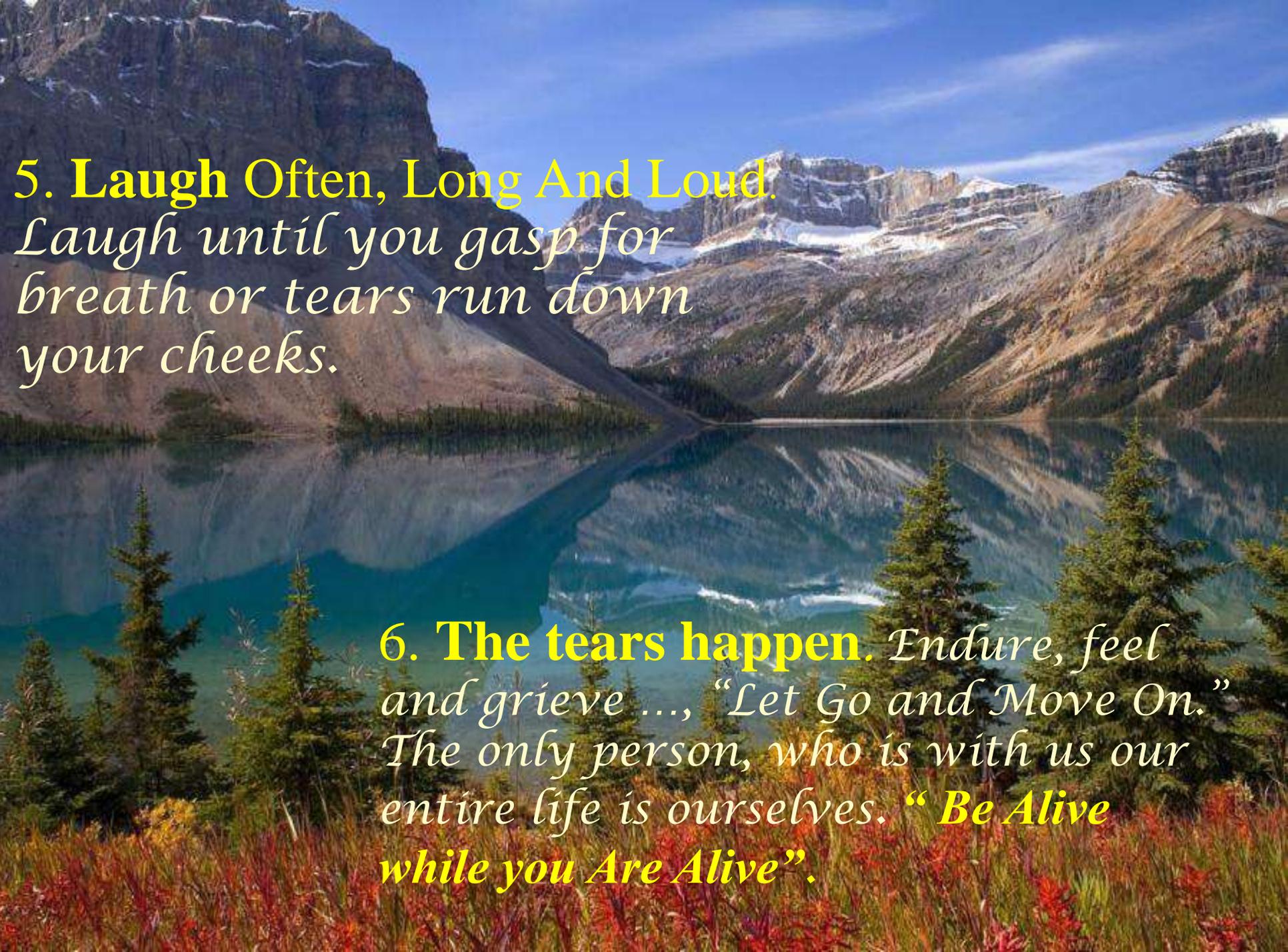


3. Keep learning.

*Learn more about your inner self and the interest in others, Recovery, well being, personal interests, fitness, sailing, gardening, whatever... Never let the brain idle. 'An idle mind is the devil's workshop.' And the devil's name is **Complacency!***

4. Enjoy the simple things.

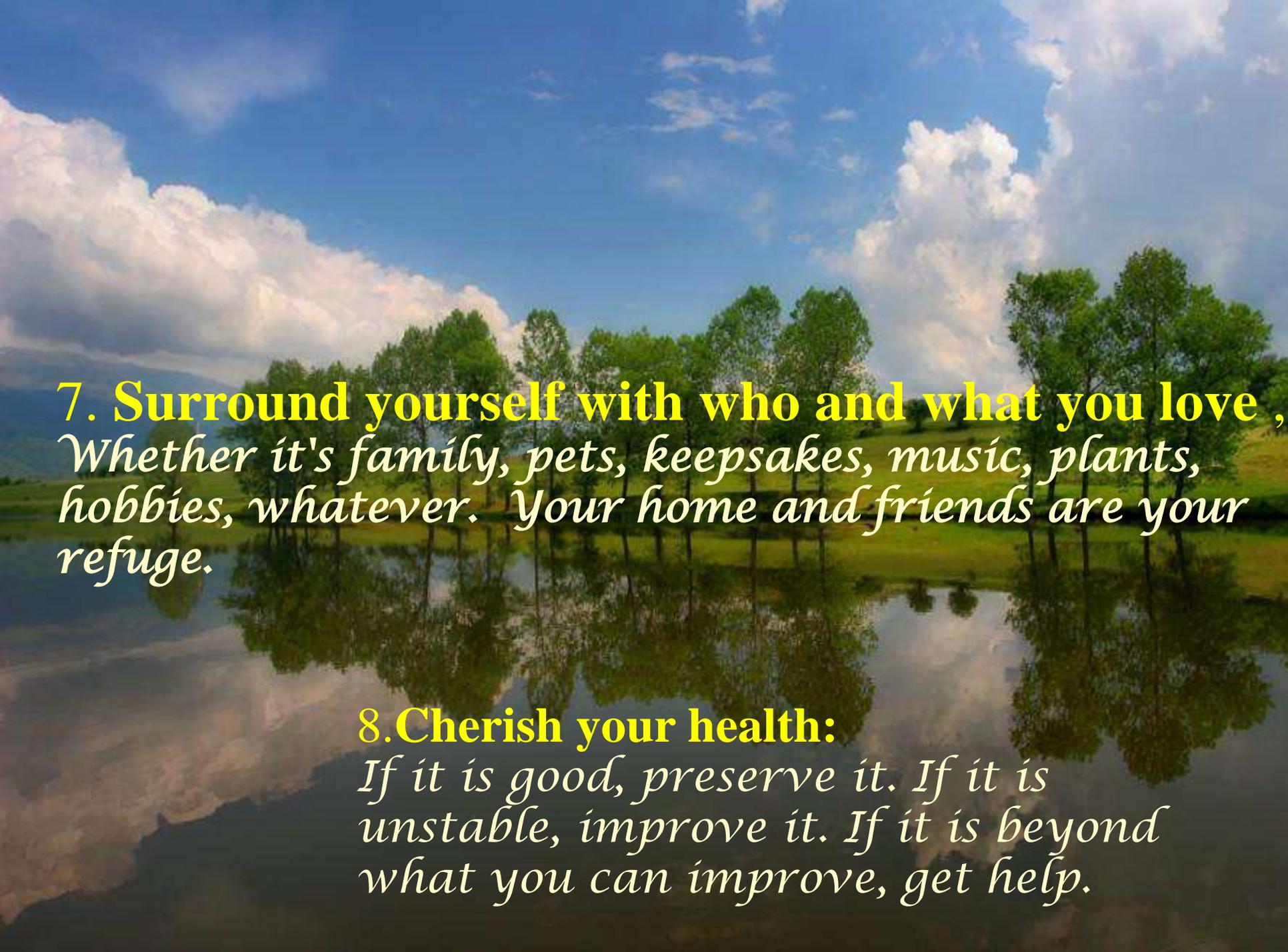
*"Keep it Simple", "Life is Good",
"Live and Let Live", "Listen and Learn"*



5. Laugh Often, Long And Loud.

*Laugh until you gasp for
breath or tears run down
your cheeks.*

6. The tears happen. *Endure, feel
and grieve ..., "Let Go and Move On."
The only person, who is with us our
entire life is ourselves. "Be Alive
while you Are Alive".*



7. Surround yourself with who and what you love ,
*Whether it's family, pets, keepsakes, music, plants,
hobbies, whatever. Your home and friends are your
refuge.*

8. Cherish your health:

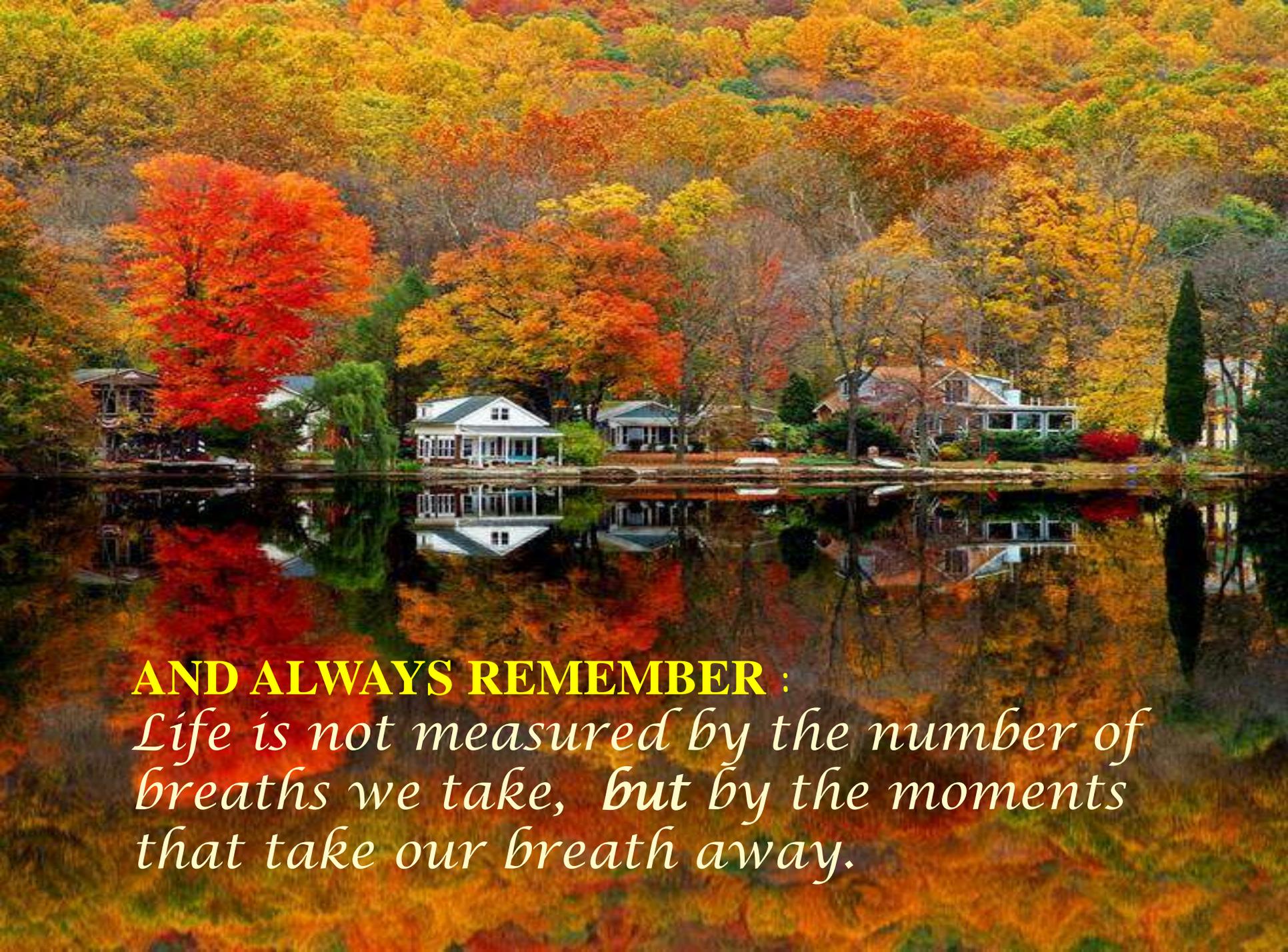
*If it is good, preserve it. If it is
unstable, improve it. If it is beyond
what you can improve, get help.*



9. Don't take guilt trips.

*Take a trip to the mall, even to the next county; to a foreign country but **NOT** to where the guilt is.*

10. Tell the people most important to you that you love them, at every opportunity.
Before day's end tell them 3 things you appreciate and are grateful for them today



AND ALWAYS REMEMBER :

Life is not measured by the number of breaths we take, but by the moments that take our breath away.

A scenic landscape featuring a calm lake in the foreground, a line of green trees in the middle ground, and rolling hills and mountains in the background under a bright blue sky with scattered white clouds. The text is overlaid on the upper portion of the image.

*Today... The First Day of the
Rest of Your Life.
Live Each Moment at a Time
One Day at a Time.*

The Beginning