

A close-up photograph of a young woman with dark hair, smiling broadly. She is wearing a blue graduation cap with a yellow tassel. The background is blurred, showing other graduates in similar attire.

# **AIM HIGHER MENTORING PROGRAMME**

MENTOR  
*a Student,*  
CHANGE  
*a Life*

MENTOR TRAINING MANUAL



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# WELCOME TO AIM HIGHER

You are about to make a difference in a student's life and we are very happy to have you on board!

## About Aim Higher

The Aim Higher mentoring programme is a one-on-one mentoring programme where adult mentors work with 15 and 16 year old John Gray High School students to help them realise their full potential.

## Programme description and overview

The mission of the Aim Higher Mentor Programme is to create educational and career opportunities for youth in our community through one-to-one relationships with a volunteer mentor.

The programme was developed in partnership with the John Gray High School and is operated by the Cayman Chapter of the International Women's Insolvency & Restructuring Confederation ("IWIRC").

Designed to serve at least 25 youths per year, the programme recruits mentors primarily from law firms and accounting firms in the Cayman Islands, as well as other groups and individuals in the community. Mentees are students at John Gray High School referred to the programme by the school principal or other school leaders. Usually, the mentors and mentees meet, either in person at John Gray High School or virtually (via Microsoft Teams), once a week to discuss the areas in which the students require support during the approach to the end of year examinations.

## When and How To Get Help If Problems Come Up:

This programme was created to offer students opportunities, to help develop their skills, and to provide support to those students in need. If for any reason you have questions about the programme, please contact either of IWIRC's Community Services Co-Chairs - Tammy Fu ([tammy.fu@ky.ey.com](mailto:tammy.fu@ky.ey.com)) or Pamella Mitchell ([pamella.mitchell@kobrekim.com](mailto:pamella.mitchell@kobrekim.com)).







## Using this Manual

This training manual is split into two parts. The first part goes through the fundamentals of establishing and maintaining your mentor/mentee relationship. The second part of this manual provides an overview of the John Gray High School system of assessment as well as an overview of how things work. Many mentors are less familiar with the overall way the assessments are conducted at the John Gray High School so you may find that in the live session of your training, much of the focus will be on this area. You are encouraged to raise, during the live training session, any areas which you may need clarification.

## Confidentiality and Boundaries

Your relationship with your mentee is built on trust and confidentiality. You will be aware, from having completed the Darkness to Light training, of the circumstances in which you are compelled to disclose confidential information about your mentee. You and your mentee should discuss and agree to these limits.





# Your First Meeting

As a new mentor you are about to enter into a rewarding experience. During your first meeting, your mentee will have a chance to begin getting to know you. By the time this first meeting ends, please make sure that you exchange necessary contact information and arrange a fixed time and day for future meetings.

Your first meeting may feel a bit awkward but after a while this will pass and the time you spend together will feel more natural and comfortable. The following list of talking points is a useful tool that you can use during your weekly sessions:

## HOW TO SPEND AN HOUR WITH A MENTEE

- |            |  |
|------------|--|
| 10 Minutes | Share at least two things that you have done since the last time you met.                          |
| 05 Minutes | Ask your mentor about events that have occurred in his or her life since you last met.             |
| 25 Minutes | Work on, discuss or review homework or projects.   |
| 10 Minutes | Plan a topic or project that the two of you can do work on or discuss together in future meetings. |
| 10 Minutes | Ask a question about a goal or interest that your mentee may have.                                 |



## Roles of a Mentor

Think back to when you were 14 – 16 years old and identify one person, who was a kind of a mentor for you. Think about why that person was important to you. Try to recall the qualities of that person that made you feel so valued. Now think about the roles a mentor can play in a child's or youth's life.

To give you an idea of expectations, the table summarises the roles that you will play in your mentee's life as well.

It is also important to note which roles you are not expected to play.

## WHAT IS AND IS NOT A MENTOR

### A MENTOR IS

- A friend
- A coach
- A supporter
- A motivator
- An advisor
- An advocate
- A role model
- A companion
- A listener

### A MENTOR IS NOT

- A surrogate parent
- A teacher or tutor (although they can help with elements of schoolwork)
- A psychologist
- An ATM
- A saviour
- A playmate
- A professional counselor
- A social worker



# 8 PRINCIPLES OF MENTORING

## 01 You are not alone

Remember you are not in this relationship alone. The relationship involves you, your mentee, the school and IWIRC's communities committee. Don't be afraid to reach out for advice or guidance at any point

## 02 Be consistent

Many youths live in a world where they have no consistency.

Often there is no feeling of security or stability, but rather a feeling of insecurity.

There may not be a place or person with whom they feel safe. They find it hard to trust anyone.

They don't plan because planning and looking forward to something has only brought them disappointment in the past.

They may test you to find out if you are going to follow through.

## 03 Be persistent

Building trust takes time and work. Don't take it personally if your mentee pushes you away. Most mentees have been let down time after time in their lives. Therefore, they may have built walls around their hearts and find it very difficult to trust others.

## 04 Be a safe person

It is important that you allow your mentee to be herself/himself. Students in the mentor programme might be in situations at home where they are asked to take on adult responsibilities such as caring for their younger siblings, taking care of the house, paying bills, or interpreting for parents. Because of this, they have a deep need to have fun-to just be a kid.

It is also important to encourage your mentee to grow. His/her fear of failure and disappointing you may cause him/her to resist making changes. The very thing that may enable him/her to move forward is the knowledge that you will accept him/her no matter what happens.

## 05 Be yourself

As in all relationships, a mentor must earn the right to be heard. Sometimes when we are given a title (of mentor) - especially with kids - we are tempted to rush in and assume a relationship, a familiarity, before we have earned it. In addition to alienating your mentee, this is a bad example of how to establish a healthy relationship.

## 06 Be patient

Mentoring is all about relationships. Both you and your mentee are unique people. Establishing a relationship that helps your mentee will require you to be yourself. "I know I could trust you when I saw you treating other people the same way you treat me. I knew that the person I knew was the real you."

## 07 Be ready for teachable moments

Often some of the most valuable breakthroughs are made when teachable moments occur and we use them.

## 08 Be aware of your mentee's goals vs. your own goals

The mentoring relationship is not about you.

Because many adults are goal-oriented, they enter situations-even relationships-with expectations and goals in mind. They then go about the business of striving to reach those goals.

If you are unaware of what is important to your mentee and insensitive to his/her goals, you will be seen as just another adult who has an agenda.

In order to trust you, your mentee must know that you care about him/her and his/her chosen goals.

# STRATEGIES FOR ENCOURAGING MENTEES

## 01

Give responsibility. Take the attitude that the mentee is a responsible person. Expect that he or she will take responsibility for his or her actions.

## 02

Show appreciation for every positive action. Show that you appreciate these efforts.

## 03

Ask mentees for their opinions and suggestions. Mentees probably know things that you don't, especially in the areas of fashion, computers, and music. Show confidence in their judgment and you'll learn something!

## 04

Encourage participation in decision-making. Show respect for mentees' opinions by getting them involved in making decisions about plans after high school, which electives they will take in school, career choices, etc

## 05

Accept mistakes. Without mistakes, there would be no learning. Mistakes can occur anywhere, and can be made by anyone. Don't overreact when they occur.

## 06

Teach them that failure is an event - success is a process, and failures can be steppingstones to success.

## 07

Emphasize the process, not just the product. Focus on the effort, progress, or movement (process), not just on the goal, achievement, or accomplishment (product). Remember, it takes time to accomplish any goal; by encouraging efforts and progress, you can help increase teens' self-confidence.

## 08

Turn liabilities into assets. Become an expert at scouting for positive potential.

## 09

Accentuate the positive. By focusing on the positive, you will provide a safe environment for teens in which they can openly discuss their fears and perceived shortcomings.

## 10

Have positive expectations. If you expect the worst, chances are you'll get it! However, don't expect perfection. Instead, expect positive things and increasing effort.

## 11

Raise the bar higher than they would.

## 12

Hold aspirations for your mentee. A simple statement like, "I can't wait until you graduate high school next year!" can show that you really do expect them to do well, and are holding it as an aspiration for them.



## ARE YOU LISTENING?

People tend to think of listening as something passive or they tend not to think about it at all. But listening is actually a skill - a valuable skill that can be practiced and learned. Nicole didn't talk at all when I first met her. The adults in the house where she lived didn't take the time or have the time to talk to the kids. I had to learn not to ask her questions she could answer in few words. Instead of asking, "How was school today?" I ask, "What did you do in school today?"

One writer has compared a listener to a catcher in a baseball game. Observers who don't know a lot about baseball might believe that a catcher is doing nothing more than waiting for a pitcher to throw the ball. They think that all the responsibility rests with the pitcher, who is, after all, the one who is winding up and delivering the pitch. In the same way some people believe that all the responsibility in communication rests with the person who is talking.

In reality, though, a good catcher is not a passive target waiting to receive the pitch. He or she concentrates on a pitcher's motions; tracks the path of the ball; and, if necessary, jumps, stretches, or dives to make the catch. Similarly, a good listener actively tries to catch and understand the speaker's words.





# ACTIVE LISTENING

Active listening is the most important skill of a good mentor. When you talk with your mentee, try to remember to:

- Clear your mind of unnecessary thoughts and distractions. So you can give her or him your undivided attention.
- Make eye contact.
- Be aware of your body language.
- Pay attention to your mentee's facial expressions, gestures and body language.
- Read between the lines for your mentee's feelings. Learn to say, "How did that make you feel?"
- Ask open-ended questions. Don't ask, "How was school today?" Instead ask, "What did you do in school today?" Then, as appropriate, ask nonthreatening follow-up questions. Paraphrase- restate in your own words-what you think the child or youth has said. When paraphrasing is accurate, your mentee will feel understood. If it is off the mark, it invites her or him to clarify and also reminds you to listen more closely.
- Ask questions when you don't understand.
- Put yourself in your mentee's "shoes." and try to understand the world from her or his perspective.
- Put aside preconceived ideas and refrain from passing judgment.
- Acknowledge that you are listening by occasionally nodding your head and saying things like, "I see."



# LISTENING LEVELS

There are 3 levels of listening

## Level 1 Subjective Listening

This occurs when you interpret what the person is saying, by placing yourself at the center. So the person shares an experience and you respond by saying "When that happened to me, I did. ... "

Subjective Listening Example:

Person: I have been paying my way through university, it has not been easy

Coach: When I was your age, I had to work and go to school part-time. I had nobody to help me.

## Level 2 Objective Listening

This occurs when you focus on the person and do not include yourself in the interpretation of what is being shared. It is very effective in communicating that you have been carefully listening.

Objective Listening Example:

Person: I have been paying my way through university, it has not been easy

Coach: That is very admirable of you. Just think of it, you are now half-way through your course of study. You have shown serious determination and it is paying off.

## Level 3 Intuitive Listening

This type of listening requires that you incorporate all your senses in interpreting the speaker's message.

You pay attention for example, to the person's words, the non-verbals, the tone of voice, the energy level, and expression of feelings, including what the person has not said. It is the most powerful form of listening as it really enables the listener to connect with the speaker and communicate that 'understanding' has taken place.

Intuitive Listening Example:

Person: I have been paying my way through university, it has not been easy.

Coach: You have taken on a formidable challenge and have done well, but it sounds like you are somewhat exhausted and worried about how you will manage for the new school year?

# ENABLING QUESTIONS



One of the fundamental arts of mentoring is being able to ask enabling, curious, thought-provoking questions. Enabling questions help people embark upon their voyage of self-discovery and/or helps them move forward. Many of the questions asked every day in conversation are ordinary, closed questions. As mentors we need to know the difference so that we may use them appropriately within the coaching relationship

## Judgmental Question vs. Curious Enabling Question

Statement: "I'm going to cut back on my medication."

Judgmental Question might be: "Are you worried about how this will affect your health?"

What Curious Enabling Question might you ask instead? "What prompted you to make that decision?"

## When would Yes or No questions have a place in coaching?

Asking for permission: "Do I have your permission to coach you today?"

Asking for a commitment: "Are you ready to get started with the coaching session?"

## What are the Benefits of Enabling Questions?

- The Coach gains information and insight and determines where a person is as a basis for direction
- Helps discover if the person is coachable
- Helps develop rapport and gives focus
- Helps discover motivators and obstacles.
- Creates emotion which causes the person to think, become motivated, take action and move forward

Some points to remember about enabling questions are as follows:

- You don't need to know a person's life story to mentor them.
- Follow the answer to your question with a follow-up question.
- Echo the person's answers to clarify and get them to elaborate.
- By listening very carefully, your intuition will lead you to the next question.
- Be very curious - ask questions!
- The best answers will come from the person themselves and they will more likely take action as a result.
- Before giving expert advice, first respond to the person's question with "What do you think?"
- The better the questions, the fewer questions you'll need to ask.
- Try and stay away from "why" questions.
- Use your intuition to ask questions-be nosey.
- There are no right or wrong questions in coaching-but, some questions are better than others.
- Great mentors use their intuition, ask questions and stay present.
- Expect a moment of silence from the person when you've asked a great question. Just listen and wait.
- Enabling Questions fit everywhere from the initial contact with a person all the way to the last mentoring session in the relationship.



# BUILDING RELATIONSHIPS

What makes a mentoring relationship successful?

The key to creating effective mentoring relationships lies in the development of trust between two strangers of different ages. Volunteers come to mentoring programs because they want to help youth. Without establishing trust however, mentors can never truly support the youth with whom they interact.

Establishing communication and developing a relationship can often be difficult processes. Learning to trust especially for youth who have been let down before requires time. Youth cannot be expected to trust their mentor simply because staff have put the two of them together.

The most critical factor in determining whether matches develop into satisfying and effective relationships is characterized by high levels of trust. Effective mentors are more likely to engage in the following practices:

- They see themselves as "friends" rather than teachers or parents and define their role as supporting the youth in a variety of ways.
- They are "active listeners."
- They make a commitment to being consistent and dependable to maintain a steady presence in the youth's life.
- They understand that the relationship may seem fairly one-sided- they may feel like they are doing all the work-and they take responsibility for keeping the relationship alive. Youth often test adults to determine whether they will actually stick around. Successful mentors regularly initiate contact and ensure that meetings are scheduled. Rather than waiting to hear from youth.
- They involve the youth in deciding how the pair will spend their time together. While youth are often reticent about expressing what they want to discuss, successful mentors take the time to learn about the youth's interests and provide them with options rather than planning everything without their input.
- They pay attention to kids' need for "fun." Having fun together is a key part of building relationships.
- They seek and utilize the help and advice of programme staff. Successful mentors recognize that they don't have all the answers. And they value the support and guidance that programme staff can provide.



# BUILDING RELATIONSHIPS

## What stands in the way of a successful relationship?

Mentors who focus first on building trust and becoming a friend to their youth tend to be more effective than mentors who immediately try to change or reform the youth. Adults whose attention is concentrated on reforming youth often are frustrated by the youth's lack of progress.

These mentors make the mistake of pushing too hard and too quickly on the mentee's problems for example, pressing them to talk about sensitive issues before they are ready, and ignoring the youth's desire to help set the agenda for the pair's meetings. These mentors fail precisely because they are too focused on their own agenda.

## Less successful mentors tend to do the following:

- They approach the relationship with narrow, specific goals aimed at changing the youths' behavior.
- They have difficulty meeting with youth on a regular and consistent basis, often demanding that youth play an equal role in initiating contact. Unsuccessful mentors often complain that their mentees do not call them to schedule meetings. Or that youth fail to show up for meetings when they say they will.
- They attempt to instill a set of values that may be different from or inconsistent with those the youth is exposed to at home.
- They attempt to transform or reform the youth by setting tasks (for example focusing on doing schoolwork during their meetings) and adopting a parental or authoritative role in their interactions with youth. For youth, the value of a mentor is often in having a supportive adult who is not a parent or teacher-adopting the posture of these authority figures undermines the development of trust between a mentor and youth.
- They emphasize behavior changes over developing mutual trust and respect in the relationship. Mentors cannot force youth to change: too much focus on what is wrong with a youth is more likely to turn him or her away from the mentor.

Adopting these ineffective strategies most often leads to dissatisfaction with the match and premature termination. In a study, researchers found that more than 70 percent of the matches that included mentors who took a "reform the youth" approach met only sporadically, and the majority of those matches ended relatively quickly without much impact. In contrast, in matches where mentors adopted the gradual trust-building approach, more than 90 percent met on a regular and consistent basis for an extended period of time.

## UNDERSTANDING THE CURRICULUM

Students in the Cayman Islands Government schools follow the Cayman Islands National Curriculum up to Year 9. In Year 10, students begin their preparation for internationally accredited external examinations, following the relevant syllabi, taking exams set either by a UK exam board (GCSE/IGCSE) or the Caribbean Examinations Council (CXC) in the summer of Year 11.

All students take classes in the core subjects of English, Maths, Science, Physical Education and Careers and then have the option of taking a multitude of other subjects of their choice. To graduate with a High School Diploma, all students leaving a Government high school must attain one of four academic levels. In addition, during their last three years (Years 10-12) they must have at least a 90% or more attendance record, along with less than 15 days of suspension.

The different levels are as follows:

### Level 2 diploma with high honours:

At least 9 subjects passed at Level 2 or higher, at grades I-II/A\*-B or the equivalent standard (grades I or II for CXC, CSEC, A\*, A, or B for GCSE/IGCSE; Level 2 BTEC qualifications with Distinction; or the equivalent standard for other externally awarded qualifications) > must include English and Mathematics

### Level 2 diploma with honours:

At least 7 subjects passed at Level 2 or higher (i.e. grades I – III for CXC, CSEC; A\*-C for GCSE/IGCSE; Level 2 BTEC; or the equivalent standard for other externally awarded qualifications) > must include English and Mathematics

### Level 1 diploma:

At least 5 subjects passed at Level 1 or higher (e.g. grades IV-VI for CXC, CSEC, D-G for GCSE/CXC, Level 1 BTEC; or the equivalent standard for other externally awarded qualifications) > must include English or Literacy Functional Skills, and Mathematics, Numeracy or Mathematics Functional Skills.

For those who then go on to Level 3 (International Baccalaureate or Advanced Placement diplomas, 'A' Levels or an Associates degree at UCCI) after leaving high school, the passing of this level indicates suitability for pursuing tertiary education.

## OPTIONS FOR YEAR 12 STUDENTS

Students attending a government high school have various options for their 12th and final year of high school. Students who have earned at least five external exam passes (CXC/GCSE/IGCSE) inclusive of Maths and English, with a grade of no less than III/C, are given "Dual Enrolment" approval for Year 12 of high school. "Dual Enrolment" gives the Year 12 student the opportunity to either enroll at UCCI, or participate in an A Level programme at a local private school. Year 12 "Dual Enrolment" students at UCCI, have the opportunity to complete their last year of high school, while obtaining college credit towards an Associates degree. Government high school students that do not achieve five external exam passes in Year 11, are given alternative options at CIFEC for Year 12.



At CIFEC, students have the opportunity to re-sit certain external exams which they may not have passed, engage in internships and work experience and enroll in BTEC qualification programmes. Students who do not have the minimum five external passes after graduating from high school may have the opportunity to be admitted to UCCI's Pre-College Matriculation programme. This programme allows students the opportunity to take foundation level courses in Maths, English and College Skills in order to prepare students to transition into an Associates degree programme. Students can also obtain some transferable college credits in the pre-college programme.

### A-Level Entry Requirements

A minimum of five A\*- C passes, including Maths and English, are considered necessary for entry to an A Level programme and ultimately to university, and are essential if applying for a government scholarship.

### Assessment Policy

Grades are issued for each student in each of two categories: Attitude to Learning and Achievement. Students also receive a grade point average for Years 10 & 11.

### Assessments

There are three types of assessments conducted at the John Gray High School. Please enquire with your mentee regarding what assessments they are completing and encourage your mentee to plan their time toward completing the SBA's on time and properly preparing for the controlled assessments.

### SBAs -Site Based Assessments

Coursework projects done under the supervision of the teacher. These can be worth up to 60% of final marks. If not submitted, candidates are automatically awarded a "U" / ungraded. It is absolutely vital that these assignments are good quality and produced by the deadlines.

### Controlled Assessments

Coursework or project work, carried out at school, under teacher supervision. So students do not take Controlled Assessments home as they used to with coursework. There are strict deadlines for the Controlled Assessments, so students have to plan their time carefully.

### BTEC Business & Technical Education Council

Modular exams taken at intervals throughout years 10-11. BTECs are typically done at CIFEC so it is unlikely that your mentee will be assessed in this manner.

### Prep Classes

Each student has been given a master schedule and should have a personal prep timetable. Classes alternate from one week to the other.

### A look at the syllabi

Students will be given syllabi for each of their classes which will detail the assessment criteria for each course. Mentors will typically be given a copy of the syllabi for each of the classes taken by their mentees.