



April 2025
Volume 31



In Other News....Mentoring Matters
Welcome to the R.E.A.D (Recognizing.Education.And.Development)
Newsletter

The Beginning...

The R.E.A.D Mentoring Program was created on April 23, 2022 to expand my tutoring business, Tutor Time With Mallory. My name is Mallory Latouche, Business Owner of the education podcast, Tutor Time With Mallory. I tutored from January 2012 - July 2018 (6 yrs 4 mos.). I also tutored at Wayne Community College for the Fall semester in 2015. I became a private tutor on March 20, 2021 (3 yrs 7 mos) Tutor Time With Mallory was created to promote my tutoring business and to advance my 6 year tutoring experience and to prepare and educate our children to learn in our society and prepare them for their future. If interested, you may contact the Mentoring Coordinator or please visit tutortimewithmallory.godaddysites.com to make an appointment for a consultation and fill out an application. [R.E.A.D Mentoring Program Registration - Google Forms](#)

Mission

“To inform. To advocate. To mold”

Vision

“To develop well rounded, confident and responsible individuals who aspire to achieve their full potential. I will do this by providing a welcoming, happy, safe, and supportive learning environment in which every one is equal.”

R.E.A.D Hours of Operation (By Appointment)

New Weekend Business Hours
(Updated September 25, 2024)

Monday 11:30-3:30
Tuesday 11:30-3:30
Wednesday 11:30-3:30
Thursday 11:30-3:30
Friday 11:30-4:00
Saturday 11:30-3:00

Sunday 11:30-4:00

Extended Weekend Hours Only: 11:30 - 4:00

***Summer Hours: 11:30-3:30**

***Back To School Hours*: 11:30-3:30**

Holidays: CLOSED (Easter, Labor Day, Memorial Day, Mother's Day, Father's Day, Thanksgiving, Christmas)

R.E.A.D Services

R.E.A.D assists with:

- Career Counseling (Resume Writing **(*Other Local Positions*) Charge: \$20.00/per page Charge: \$18.00/per page (*Military Discount*) (*10%*) (*Military or Corporate Positions*)** [\(Resume Writing - Google Forms\)](#) Job Applications, College Applications, Studying for learner's permit)
- Teaching and Learning Skills (Note-taking skills, public speaking skills, reviewing information, highlighting information);
- Communication Skills (Learning Styles: kinesthetic learners, linguistic skills, visual and spatial learner)
- Comprehension Skills (Communication)
- Academic Skills (Time Management, Research Skills, Reading Comprehension, Computer Skills, Critical Thinking, Self Discipline)
- Leadership Skills (Teamwork, Analytical Decision Making, Delegation, Communication, Creative Problem Solving, Motivation)
- Creating S.M.A.R.T (Specific, Measurable, Achievable, Realistic, Timely)
- Creating R.E.A.L Goals (Relevant, Experimental, Aspirational, Learning-Based)

Eligibility Criteria

1. Must be 15 and older (If you are under 15, you will need legal consent from parent/guardian to attend the mentoring program. Parental consent form is included in the mentee application).
2. Must be a citizen of Wayne County
3. Attended school within the Wayne County/Eastern Wayne district.
4. Must have reliable transportation to attend the mentoring program.

Mentor Roles and Responsibilities

4 Phases

Phase 1: Identifying Roles

- Have a clear understanding of why you want to be a mentor.
- Mentor with a realistic assessment of your skills and experience

Phase 2: Communicating Expectations

- Have a clear understanding of your expectations for your mentee
- Clearly communicate those expectations
- Stay flexible in changing expectations or plans
- Create goals with milestones and deliverable
- Adapt your feedback to your mentee's learning style
- Be realistic about setting timelines

Phase 3: Working Together

- Advise, don't dictate
- Advise on what you know and admit the things you don't know
- Give good examples
- Recognize your mentee's weaknesses and build on his/her strengths
- Offer constructive feedback
- Evaluate progress
- Be your mentee's supporter when he/she reaches his/her goals
- Be consistent and reliable

Phase 4: Meeting All the Goals

- After mentoring is completed, follow up on successes
- Provide an evaluation of the experience
- Repeat the mentoring process with others

COMING SOON

- **PROJECT MENTOR**
- Relationship Advice
- Toxic Relationships
- Dating
- Online Relationships/Long Distance Relationships
- Women's Mental Health
- Men's Mental Health
- Human Rights Act
- Academic Goals (College Preparation, Career Preparation)
- **PROJECT ADVOCATE**

Episode 1-7

Episode 1: “What Is Mentoring?”

- a. Mentoring is any form of social learning where someone with more experience (mentor) helps guide the learning and growth of someone with less experience (mentee)

Episode 2: “Why Is Mentoring Important In Education?”

- Mentoring can help you feel more confident in your decisions, direct you to better resources, advise you on what skills you might lack, and provide some depth on long-standing education topics. Mentoring, at its core, guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter.

Episode 3: “The 3 Types Of Mentoring?”

- a. Traditional One-on-One Mentoring - A mentee and mentor are matched, either through a program or on their own.
- b. Distance Mentoring - A mentoring relationship in which the two parties (or group) are in different locations.
- c. Group Mentoring - A single mentor is matched with a cohort of mentees.

Episode 4: “The 4 C’s Of Mentorship?”

- a. Conversation - Good mentoring begets good conversation, which is marked by the presence of dialogue. Unlike the transactional conversations that more typically occur in workplace relationships, dialogue is a rich interaction in which both parties are fully present and learning. There is deep listening, a collaboration on problem-solving, and a mutual investment in achieving a goal. Good conversations contain an element of trust and learning. Here’s how to create better conversation in your mentoring relationships:
 - **Set the intention to build trust.** Don’t expect that mentoring conversation will be meaningful right off the bat. It requires sustained focus and intention, and creating a safe space for mentees and mentors to open up.
 - **Take ownership of the learning.** The advice to “own” the learning may seem counterintuitive. Ownership does not mean that one person has 100% of the obligation to drive good conversation. Once both parties recognize that they co-own the responsibility, conversation will go deeper and be reflective of collaborative dialogue.
- b. Connection - One of the byproducts of good mentoring is enhanced engagement through connection with another individual, often someone with whom a relationship might not have been formed more organically. Through these connections, mentors and mentees gain broader perspectives within an organization. Here are three things you can do to create more meaningful connections in your mentoring relationships:
 - **Embrace difference.** In any relationship, there are differences between each person that makes a difference in how they view the world. Lean into those differences. Instead of judging the differences, exercise curiosity about why your mentoring partner’s perspective might be different from your own.
 - **Share your learning.** When you learn something in the pursuit of your goals, discuss that learning in your mentoring meetings. If you can learn something from your mentoring partner, talk about what you have learned, and the impact it has made.
 - **Welcome feedback.** In healthy mentoring relationships, mentoring partners set an expectation for continuous feedback. Mentors should offer feedback to their mentees about the progress they are making in achieving their goals. It is important, however, for mentor and mentee to seek and offer feedback on how the mentoring relationship is going. Regularly set aside time to talk about what is working in the mentoring relationship and what needs to be improved upon.
- c. Community - Social capital derives from a sense of belonging. Mentors and mentees

don't just feel more connected to each other, they feel more connected to their organizations. When organizations invest into mentoring training, they are creating a cohort of mentors and mentees which further enhances a sense of belonging. Here are a few ways organizations can build community around mentoring.

- **Set expectations.** Mentoring is a skill that requires practice. Teach your leaders what constitutes good mentoring, and set the expectation that they develop their own mentoring competency.
 - **Create accountability.** Ask mentoring pairs to share their goals and their progress. Measure satisfaction with mentoring relationships and the impact of mentoring on the organization.
- d. **Culture** - A mentoring culture is a network of good conversation, multiple connections, and community around learning. Mentoring is embedded in the fabric of the organization, and employees at all levels understand that development is a priority and a value. Here are some steps you take to build a mentoring culture:
- **Connect mentoring to your organization's core values.** Understanding "why" something is important is a prerequisite for successful implementation. Articulate and share how investing in the development of mentoring relationships is connected to the core values of your organization.
 - **Communicate the importance of mentoring.** Share the expectation that mentoring will occur. Make sure your most senior leaders are participating and sponsoring your mentoring intuitive, Encourage them to share their own mentoring stories when they communicate with their teams.
 - **Measure progress.** Effective mentoring is an investment of time and resources. It is critical to understand why you are making that investment and to measure progress against your purpose; these can include, for example, improvements in attraction and recruitment of top talent, improving diversity at top levels in the organization, increased engagement scores, or lower attrition rates. Take baseline measurements before starting your mentoring intuitives and measure improvements along the way.

Episode 5: "What Are The 5 Stages Of Mentoring?"

- a. **Contemplation** - It is the basic stage where one is confused and trying out different programs. Interested partners learn about the program and assess whether it is a good fit during this phase. The contemplation stage makes one understand the concept of mentoring. Following that, volunteers, youth, parents, and guardians will begin to create expectations for the match.
- b. **Intuition** - One tends to avoid conflicts and work hard in this stage as it's like the beginning of a new relationship. Although the intuition stage of a mentoring relationship is only a few weeks long, the first impressions established during this time can last a lifetime.
- c. **Facilitating Growth and Maintenance** - This is considered the longest stage of mentoring. The connection evolves and matures as it grows and maintains itself. Mentors and mentees are not attempting to impress one another any longer. Rather, they are forging a bond of trust and may begin to reveal a more vulnerable aspect for themselves. This is the stage that appears after all the awkward gets over and one starts to develop a real bond and relationship with each other by being vague about their thoughts and feelings.
- d. **Decline and Dissolution** - The purpose of mentoring is for the relationship to last at least a year or a school year. Getting an appropriate closure is important for both the mentee and the mentor. Throughout the mentoring session, it is a good idea to bring up the topic of closure.
- e. **Redefinition** - Redefinition is the final stage of a mentoring relationship between

the mentor and mentee. This is when the mentor and mentee, with the help of parents and program officials, decide what the next steps should be for the relationship.

Episode 6: “Is Mentoring The Same As Teaching?”

- The key difference is that while a teacher’s role may be limited to the classroom, a mentor’s role extends beyond the classroom and into the realm of life advice. Being a mentor means offering insights from personal experiences, industry knowledge, and professional networks to help pave the way for a student’s future success. A mentor goes beyond their own career role which may or may not be teaching. They are likely specialists in a subject area, and may be far enough in their career to have their own practice. Whereas, with teachers, their primary responsibility is teaching.

Episode 7: “Types Of Mentoring Styles”

- a. Reverse Mentoring - Reverse mentoring is a form of peer-to-peer coaching where junior employees offer mentorship to senior leaders. The goal is to assist older executives learn new technologies-and adjust to societal changes so they can better understand and communicate with younger colleagues and consumers. This type of knowledge sharing can assist executive leaders”
 - Develop more appealing products
 - Understand the importance of practicing anti-racism and seeking out a diverse and inclusive workforce
 - Learn how to use digital communication and productivity, tools, such as, Zoom
- b. One-On-One Mentoring - In a one-on-one mentoring relationship, a more experienced mentor helps a less experienced mentee develop their career. This can look like:
 - Mentee setting professional development goals, and mentor helping mentee achieve these goals.
 - Mentor teaching mentee new skills
 - Mentee asking mentor questions about how they’ve navigated their career
 - Mentor advising mentee on next career steps
 - Mentor advising on how to handle job-related pain points
- c. Traditional Mentoring - Traditional mentoring is a supportive learning relationship between a mentor who shares knowledge and experience with a mentee to enrich their professional journey.
- d. Group Mentoring - Group mentoring is an arrangement where three or more employees or professionals share knowledge with each other. Sometimes everyone in the group is at a similar career stage
- e. Informal Mentoring - Informal mentoring focuses on the randomness and serendipity of human relationships, unlike institutional mentoring programs with set rules and predetermined goals. Characteristics of informal mentoring:
 - May not be tied to organizational objectives
 - May not have specific goal success metrics
 - Matches are many times made based on similarity and attraction
 - May not have a program manager
 - May not have defined timelines for participate
 - May not have training for participants

Benefits Of Informal Relationships

1. Provides both short-term and long-term development and reinforcement of learning.

2. Promotes self-driven learning
3. Allows participation only from individuals that are truly interested and qualified
4. Requires maintenance from the organization to successfully match and pair individuals and ensure successful relationships
5. Provides training to ensures participants understand their roles



NEW PROJECT/COURSE IN PROGRESS

L.E.A.D.E.R (Learns.Encourages.Appreciates.Develops.Excels.Reflects) is a course that will be available through Facebook Live and Youtube Live. It will also be available on my website: tutortimewithmallory.godaddysites.com. The following topics will be in the course:

1. (Part 1) (Course 1 - 2) Career Counseling
2. (Part 2) (Course 1) Relationship Building (The 3 C's Of Relationship Building, The 2-2-2 Rule of Relationship)
3. (Part 3) (Course 1- 2) Ethical Leadership/Leadership Development
 - The 7 C's Of Leadership (Communication, Consistency, Courage, Collaboration, Compassion, Confidence, Competence)
 - The 4 P's Of Leadership (Perception, Process, People and Projection)
4. The 3 Types Of Mentoring
5. The 4 C's Of Mentorship
6. The 5 Stages Of Mentoring



Welcome To The Mindful Mentoring Lab. It is a collaboration between mentoring and business education and to assist in promoting/advertising my mentoring program: R.E.A.D (Recognizing.Education.And.Development)/Education Business Talk.The Mindful Mentoring Lab will also be posted on my Youtube channel: www.youtube.com/TutorTimeWithMallory

The following topics will be discussed in each episode:

1. Career Counseling (The Mindful Mentoring Lab)
2. Relationship Building (The Mindful Mentoring Lab)
3. Ethical Leadership/Leadership Development (The Mindful Mentoring Lab)
4. The 3 Types Of Mentoring (The Mindful Mentoring Lab)
5. The 4 C's Of Mentorship (The Mindful Mentoring Lab)
6. The 5 Stages Of Mentoring (The Mindful Mentoring Lab)
7. "How To Create A Small Business?" (Education Business Talk)
8. "How To Create A Business Plan For Your Small Business (Education Business Talk)
9. "How To Advertise Your Small Business?" (Education Business Talk)
10. "How To Market My Small Business?" (Education Business Talk)



11. "Important Business Laws That Business/Small Business Owners Should Know?" (Education Business Talk)
 12. "The Fundamentals Of Financial Management (Bookkeeping Basics 101) (Education Business Talk)
 13. "What Is The Paperwork Process For Retirement?" (Education Business Talk)
 14. "Balance Between Family And Business Life?" (Education Business Talk)
- Welcome To The Mindful Mentoring Lab

CONTACT ME

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