



R.E.A.D
(Recognizing.Education.And.Development)
Mentoring Program Handbook

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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 small business, 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 Statement

“To inform. To advocate. To mold”

Vision and Values Statements (Cause)

“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.”

Goals And Strategies

- **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)
 - **Self-Assessment and Exploration** (Identifying Strengths and Weaknesses): Understanding your skills, talents and areas for improvement is crucial for career planning.
 - **Exploring Interests and Values** : Discovering what truly motivates and fulfills you in a work environment helps narrow down suitable career options
 - **Personality and Work Style** : Understanding your personality traits and how they influence your work preferences can guide you toward compatible roles.
 - **Career Values** : Identifying what's important to you in a career, such as, work-life balance, creativity, or financial stability, helps align your choices with your priorities.
 - **Skills and Abilities** : Assessing your current skill set and identifying areas for development can inform your career path.
 - **Career Goals** : Setting both short-term and long-term career goals provides direction and motivation
- **Career Planning and Development**
 - **Career Research** : Exploring different industries, job roles, and educational requirements for various careers.
 - **Job Search Strategies** : Developing effective resumes, cover letters, and interview skills.
 - **Networking and Professional Development** : Building connections and expanding your professional network.
 - **Career Transitions** : Navigating career changes, whether planned or unexpected.
 - **Salary Negotiation** : Preparing for and successfully negotiating salary and benefits.
 - **Work - Life Balance** : Finding ways to balance career aspirations with personal well-being.
 - **Overcoming Setbacks** : Developing strategies for handling challenges and setbacks in your career.
 - **Educational Requirements** : Understanding the educational pathways and qualifications needed for specific careers.
 - **Diversity and Inclusion** : Promoting diversity and inclusion in the workplace
- **The 5 P's Of Counseling**
 - **Presenting Problem**: This refers to the main reason the client is seeking therapy. It involves identifying the client's current concerns, symptoms, and behaviors.
 - **Predisposing Factors**: These are background elements that increase a person's vulnerability to developing a specific issue. They can include family history, past trauma, personality traits, and other factors that make the client more susceptible to the presenting problem.
 - **Precipitating Factors** : These are the immediate events or triggers that led to the client's current state. They are the immediate causes that brought the problem to a head.
 - **Perpetuating Factors** : These are the elements that maintain or worsen the presenting problem. They can be internal (e.g., negative thoughts) or external (e.g., unsupportive environment)
 - **Protective Factors** : These are the strengths, resources, and supports that help the client cope with the presenting problem. They can be internal (e.g., resilience) or external (e.g., social support).
- **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)

**POLICIES AND PROCEDURES
OF
R.E.A.D (RECOGNIZING.EDUCATION.AND.DEVELOPMENT) MENTORING PROGRAM**

ARTICLE I - BUSINESS OPERATIONS/DESCRIPTION OF BUSINESS

Hours Of Operation

Monday 11:30 - 5:00

Tuesday 11:30 - 5:00

Wednesday 11:30 - 5:00

Thursday 11:30 - 5:00

Friday 11:30 - 4:00

Saturday 11:30 - 4:00

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

***Holiday: CLOSED (Easter, Labor Day, Memorial Day, Thanksgiving, Christmas)**

Appointment

- a. All appointments must be made 24 hours in advance. To schedule an appointment for tutoring. Please contact Tutor Time With Mallory, Business Owner, at 919-922-2376 or visit tutortimewithmallory.godaddysites.com

ARTICLE II - CONTRACTS AND SERVICES

Parent/Guardian Consent Form

(Under 15)

(Please fill out this consent form for your child(ren) to attend the R.E.A.D Mentoring Program)

First Name:

Middle Name:

Last Name:

Home Address:

City/State/Zip Code:

Home Phone:

Cell Phone:

Email Address:

(Check one)

Reason for seeking a mentor:

☐ Career Counseling (Resume Writing, College Preparation, Career Preparation, Studying for learner's permit)

☐ Teaching and Learning Skills (Note-taking skills, public-speaking skills, reviewing information, highlighting information)

- ☐ Communication Skills (Learning Styles: kinesthetic learner, linguistic learner, visual and spatial learner)
- ☐ Comprehension Skills (Communication, listening)
- ☐ 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)

Reasons for enrolling child(ren) in the R.E.A.D Mentoring Program:

Parent First Name:

Parent Signature:

Supervisor's Print Name: Mallory L. LaTouche

Supervisor's Signature: *Mallory L. LaTouche*

ARTICLE III - PLEDGES/PRAYERS

MENTOR'S PLEDGE

I commit, to making a difference; to support, guide, and be a role model.

I commit, to being consistent; to be a steady figure over time, to be persistent, and to help others persevere.

I commit, to encouraging others; by listening, by understanding, by fostering strengths, and by showing empathy.

I commit, to building a mutual relationship; to enter the world of someone else, to hear about new dreams and challenges, to share my own stories, and to respect the differences between us.

I commit, to asking for assistance; when I need my own support, when the struggles of a child are bigger than I can handle, when I am unsure.

I commit to recognizing; that change often comes in small steps that barely leave footprints, that victories are often unseen or unspoken, and that obstacles will always be present.

I commit to remaining sympathetic; to the storms weathered, to the adversity faced, and to the experiences that occurred long before this child entered my life.

I commit, to realizing; that my actions carry new weight and responsibility, that my role can never be taken lightly, that my life will also change with this experience. I commit to being a mentor.

ARTICLE IV - DISCIPLINE/BEHAVIOR CODE OF CONDUCT

- Before the tutoring session, please read all assigned material. Study your text and notes.
- Always bring your material to all sessions (notebook, pencils, pens etc.)
- Continue to read, review, attempt assignments, and write down questions for your tutor.
- Tutors will not do your homework. Attempt to work through your homework first. If you are unprepared for a session, the session may be rescheduled.
- If you are repeatedly unprepared for tutorial sessions, you may be dropped from the tutorial 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

ARTICLE V - PROGRAMS

PROJECT ADVOCATE

→ **In Other News...Mentoring Matters** - consists of the following topics of discussion:

Episode 1: "What Is Mentoring?"

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

Episode 2: Why Is Mentoring Important In Education?"

1. 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

1. Traditional One-on-One Mentoring. A mentee and mentor are matched, either through a program or on their own.
2. Distance Mentoring. A mentoring relationship in which the two parties (or group) are in different locations.
3. 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 conversations 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 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 as 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.

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 in 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.
- **Establish a mentoring cohort.** Create opportunities for mentees and mentors to meet a cohort. Consider holding periodic roundtables for mentors to meet to share best practices, and for mentees to support one another.
- **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.

Culture - A mentoring culture is a network of good conversations, 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 in and sponsoring your mentoring initiative. 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 initiatives 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. **Initiation** - One tends to avoid conflicts and work hard in this stage as it's like the beginning of a new relationship. Although the initiation 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 of 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?"

- a. 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 career role to offer practical advice for career and professional development. A mentor has 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:
 - b. Develop more appealing products
 - c. 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
 - 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
 - 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.
 - 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.
 - 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 participants.
- 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

PROJECT MENTOR

1. Relationship Advice

→ **Resolving Conflict**

- Communication
- Be open-minded
- Compromise
- Acknowledge differences
- The 3 C's Of Resolving Conflict (Communicate, Consistency, Composure)
- The 4 A's of Conflict Resolution (Acknowledge, Accept, Appreciate, Apologize)

→ **Toxic Relationships**

- Setting boundaries
- Recognizing toxic patterns
 - Infidelity (Cheating)
 - Seek professional help
 - Reevaluate your relationship
 - Set boundaries
 - Address the issue

→ **Leaving Toxic Relationship**

- Seek support
- Focus on self-care
- Cut off contact

→ **Dating**

- Be Yourself
- Acknowledge your feelings
- Watch out for red flags
- Don't underestimate friendship

→ **Online Relationship/Long Distance Relationships**

- Communicate regularly
- Set expectations
- Plan dates
- Plan for the future

→ Betrayal/Trust

→ Commitment

→ Communication

→ **Sex (Protected and Unprotected)**

→ Human Body

- Respiratory System
- Digestive System
- Nervous System
- Reproductive System
- Endocrine System
- Muscular System
- Skeletal System
- Urinary System Intimacy

→ **Types Of Sexuality**

- Bisexual
- Asexual
- Queer
- Gay
- Lesbian
- Heterosexual
- Polyamorous

→ **Forms Of Intimacy**

- Physical (A feeling of closeness with another person, which can occur with family, friends, or a sexual partner)
- Emotional (When two people are involved in a sexual act that makes them feel closer to each other)
- Intellectual (Also known as mental intimacy, this is when there is a clear understanding of one another and an interest in each other's hobbies and experiences)
- Spiritual (Involves sharing and exploring spiritual beliefs, values, and experiences together)
- Experiential (Involves individuals actively involving themselves with each other in mutual activities)
- Social (Involves having fun together, laughing easily, and enjoying each other's company)
- Forms Of Contraception
 - Vaginal Ring
 - Condoms
 - Birth Control Shot
 - Spermicide
 - Contraceptive Implants
 - Diaphragm
 - Forms Of Masturbation
 - Clitoral masturbation
 - Penile masturbation
 - G-Spot stimulation
 - Anal stimulation
- Foreplay
 - Forms Of Foreplay
 - Massage
 - Teasing (Strip Tease)
 - Passionate Kissing
 - Blindfolded
 - Forms Of Sexual Desires
 - Spontaneous Desire
 - Responsive Desire
 - Mixed Desire
 -
- Marriage
- Communication
- Build trust
- Set goals
- Pregnancy
 - Insemination
 - In vitro fertilization
- Process Of Pregnancy and Childbirth (Month by Month)
 - (Week 1-8) The first 8 weeks of pregnancy are a time of rapid growth for your baby. At the end of the 8 weeks, most of the organ systems have begun to form.
 - (Week 9-12) At this point your baby weighs just more than 1 oz and is about 3 ½ inches long
 - (Week 13-16) Your baby weighs about 5 oz and is now about 6-7 inches long
 - (Week 17-20) The baby may weigh as much as a pound and is about 10 inches long. You may be able to feel your baby move this month
 - (Week 21-24) This month, your baby has fingerprints, and may feel his/her hiccups
 - (Week 25-28) By the end of the month, your baby will weigh about 2 ½ pounds and will be 14 inches long
 - (Week 29-32) With major development, your baby will put on weight rapidly in the last 2 months
 - (Week 33-36) This month your baby will most likely gain about 2 pounds in weight
 - (Week 37-40) Your baby is now ready to be born
- New Parents
 - Accept help
 - Create boundaries

- Trust your instincts
- Take care of yourself
- Prioritize sex
- Compromise
-

2. **Bullying**

- Physical Bullying
 - Hitting
 - Damaging property
- Verbal Bullying
 - Insults
 - Teasing
 - Intimidation
- Cyberbullying/Social Bullying
 - Hurtful texting
 - Spreading rumors
 - Damaging Someone's social reputation

3. **Women's Mental Health**

- Pregnancy (Menstrual Cycle)
- Trauma
 - Sexual Assault
 - Borderline personality disorders
- Depression
- PMS (Premenstrual Syndrome)
- Substance Abuse
 - Alcohol
 - Marijuana
 - Cocaine
 - Opiates
 - Hallucinogens
 - Inhalants
 - Methamphetamine
 - Prescription pills, such as, pain pills, stimulants, or anxiety pills
- PTSD (Post-Traumatic Stress Disorder)

4. **Men's Mental Health**

- PTSD
- Depression

5. **Human Rights Act**

- Freedom Of Association (Protects the right to hold meetings and demonstrations with others.)
- Freedom Of Speech (States that people have the right to hold an opinion and express it)
- Freedom Of Religion (States the right to manifest one's religion or belief in worship, practice, and teaching)

6. **Academic Goals**

→ **College Preparation**

- Meet with your school counselor
- Explore scholarship opportunities
- Engage in extracurricular activities
- Develop a college plan
- Financial planning
- Building a manageable course schedule
- Research colleges and majors
- Visit colleges
- Take the SAT or ACT (Scholastic Aptitude Test, American College Testing)

→ **Career Preparation**

- Networking - Build relationships and connections with people who can help you advance your career.
- Cover Letters - Use cover letters to explain your skills and accomplishments that will benefit the company.

→ Resumes - A resume' is a summary of your professional life that includes your education, skills and work history.

→ Communication - A key skill for advancing your career. Communication allows you to share important information about the company

→ Career Planning - Start planning your career early, and consider a specialization

→ Experience - Gain practical experience and build experiences into your education

→ Create An Online Presence - Establish an online presence (Facebook, Google, Yelp)

→ Create A Portfolio - Have a hard copy portfolio

→ Attend Career Fairs

10 Steps To Creating Better Career Decisions

→ Know your "why" when making Career Decisions - The first step is to understand why you want to make a change. Is it because you can't stand your boss? In that case, you may want to consider another position internally. Are you looking for more flexibility? Maybe you can negotiate remote work days with your manager. Or perhaps you decided the work itself just isn't fulfilling anymore. Whatever the reason, understanding your why will help you know what direction to take next

➤ Identify your top values (Why are you making this decision?) - If your values are not aligned with your career. For example:

➤ Family

➤ Flexibility

➤ Prestige

➤ Making a difference

➤ Keep an open-mind when making career decisions - Don't assume that your career options are limited based on your age, level of experience or other factors.

➤ Talk to people - As you investigate different careers, talk to people in that field. There is no better way to get a feel for an industry than by interviewing professionals immersed in it daily.

➤ Explore your options - This is the time to think of your different opportunities. What are some professions you have dreamed of trying, but never pursued?

➤ Listen to your intuition - Making a career decision can be difficult. But you'll never know what you are capable of until you make that leap.

➤ **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**

- Career Preparation

- College Preparation

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**

- Traditional One-On-One Mentoring

- Distance Mentoring

- Group Mentoring

5. **The 4 C's Of Mentorship**

- Conversation

- Community

- Connection

- Culture

6. **The 5 Stages Of Mentoring**

- Contemplation

- Initiation

- Facilitating Growth and Maintenance

- Redefinition

➤ **Mentoring Tutorials**

➤ **Establishing The Mentoring Relationship :**

→ Defining roles and expectations of both mentor and mentee

→ Building trust and rapport

- Effective communication strategies, including active listening and providing constructive feedback.
- Setting clear goals and objectives for the mentoring partnership
- Understanding the different stages of a mentoring relationship (e.g., initiation, growth, closure)

- **Mentoring For Career And Professional Development**

- Career planning and development, including career mapping and goal setting
- Network and relationship building
- Leadership skills and development
- Skill building and identifying areas for improvement
- Navigating organizational culture and workplace dynamics
- Interview preparation and job search strategies
- Work-Life Balance and Time Management

- **Mentoring Skills and Techniques**

- Active listening skills
- Asking powerful questions to guide and facilitate learning
- Providing constructive and effective feedback
- Problem-solving and conflict resolution
- Emotional intelligence and empathy in mentoring
- Promoting independence and self-reliance in the mentee

- **Diversity, Equity, and Inclusion (DEI) In Mentoring**

- Recognizing and addressing biases and assumptions
- Creating an inclusive and equitable mentoring environment
- Understanding and respecting different perspectives and identities
- Addressing the unique challenges faced by minority and marginalized individuals in the workplace

➤ **Life Coaching**

(Life Coaching Fundamentals)

Personal Growth & Mindset

- **Self-Awareness:** Understanding your own values, beliefs, and thought patterns.
- **Confidence & Self-Esteem:** Overcoming imposter syndrome and building a strong sense of self-worth
- **Mindful & Meditation:** Integrating moments of present-moment awareness into daily life.

Career & Professional Life (Executive Coaching)

- **Career Development:** Planning career changes
- **Leadership Skills:** Developing communication, delegation, and team leadership abilities.

Relationships

- **Communication Skills:** Improving how you interact with others.
- **Healthy Boundaries:** Establishing clear and respectful boundaries in personal and professional relationships

Well-Being (Adolescent Coaching)

- **Stress & Anxiety Management:** Learning techniques to cope with stress and reduce anxiety.
- **Healthy Lifestyle:** Making positive choices regarding diet, exercise, and overall physical health
- **Finding Purpose:** Discovering what brings meaning and satisfaction to your life.

Contact

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Charge: Free

