

The Journey to
**LIVE YOUR
MAGIC!**TM



The Six Tools
WORKBOOK SERIES

RAM-JAMTM

How to Reach Out to Mentors

Larry Anderson with Sarah Janzen



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Authors: Larry Anderson and Sarah Janzen

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Journey to Live Your MAGIC!TM
Workbook Series

The Truth About You Series

1. How to Discover Your Gifts
2. How to Make Empowering Choices
3. How to Discover and Live Your Personal Mission

The Six Tools Series

4. How to Read to Learn
5. How to Connect With Allies
6. How to Reach Out to Mentors
7. How to Journal For Self-Discovery
8. How to Ask Better Questions
9. How to Meditate to Hear Your Inner Guide

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HOW TO REACH OUT TO MENTORS

A mentor can help you find the answers to your questions and overcome roadblocks, and can guide you to achieve your goals and fulfill your promise.

A mentor has specific knowledge, experience, achievement, connections and insights that will assist you. They accept your request for assistance. The best mentors don't give you the answers; they guide you to find your own answers, by asking you insightful questions. Many good life mentors follow the "CLAP" formula, although most do it unconsciously.

C = CARE. They are willing to help, if you are respectful of their time

L = LISTEN. Listening helps them to understand your problem

A = ASK QUESTIONS. Their questions help you discover your answers

P = PRAISE PROGRESS. They reinforce your correct actions, and motivate you

In this workbook you will meet three kinds of mentors: minute mentors, interest mentors and life mentors.

MEANINGFUL MENTORS IN MY MIXED-UP LIFE

When I look back on my life, I realize that I haven't exactly had it easy. My dad left when I was four, and I have moved to a different city with my mom every year since grade one. It was always hard to get close to people because I was only ever in one spot for a year at a time. In grade six, I remember meeting a man at the bus stop who was very friendly. He looked over at me a couple of times before speaking to me. He started out with small talk, like "You catching the number 33?" and "Glad it's not raining like it was yesterday. By the time the bus showed up, I was soaked." After a couple of minutes, he started asking questions about my life. I never talk to anyone about my personal life, but for some reason, I didn't want to shut this man out. He listened quietly to my life's story, about how I had moved around so often. His bus showed up a few minutes later and before getting on the bus, he turned to me and said, "You're lucky to have seen so much of the world in your young life. I don't have many years left to live, and you've seen more of it in your short lifetime than I will ever see. You're lucky."

I'll never forget that old man or the words he spoke. He probably didn't realize it, but he changed my entire perspective on my life. Because of that short conversation with a man I met once for five minutes, I see the world in a different light; suddenly, each place I go to is more beautiful than the last.

Along with the man at the bus stop, I was fortunate to meet a couple of other people who were able to impact my life. The first was the guidance counsellor at school, Ms. Kalinney. Initially I went to her for help to plan my school schedule, but I found myself going back to her for help in other areas of my life. The truth is, I was a fifteen-year-old who didn't know how to read. I'm not sure if it was because of all the moving around, or if it was my own brain, but I was never able to acquire the skill to read. I had never told anyone I knew that I wasn't able to read, because let's face it, who ever heard of a fifteen-year-old who can't read? Ms. Kalinney worked with me for an hour a day during school. Within a month, I was reading at a grade two level, and I was proud of it. By the end of the school year, I was reading at a grade eight level. Without Ms. Kalinney, I probably would have never been able to read a book to myself. I'll never forget her.

The last person that I want tell you about is Joscelyn. Because my mom spent long hours working every day, Joscelyn was hired as a nanny to take care of me. Joscelyn travelled from city to city with us and never complained about it. She cooked for me, helped me with my homework, did the laundry, read to

me, and cleaned the house. She hugged me every day before bed, and tucked me in, even when I was old enough to tuck myself in. Now that I am sixteen, Joscelyn doesn't live with us anymore, but she visits once a week to make sure I stay on the right track. Her kindness that she has shown me will not be forgotten and because of her, I am a better human being. No matter how old I get, I will always go to Joscelyn for any advice I may need throughout my adult life.

The story above illustrates the three different types of mentors that can help to influence your life. The old man at the bus stop represented a “Minute Mentor,” Ms. Kalinney was an example of an “Interest Mentor,” and Joscelyn signified a “Life Mentor.” View the descriptions of each type of mentor below.

1. Minute Mentors:

- help to answer a burning question you want answered
- teach you for a short time, but tell you the answer to your question
- teach you a valuable life lesson in a short amount of time.

You might think that Minute Mentors won't give you the answer, but 90% of the time they will.

2. Interest Mentors:

- teach you something about a specific area in your life. A tutor who helps you with homework, a coach who helps you to develop your sport, or an instructor that teaches you how to drive are all examples of interest mentors.

3. Life Mentors:
 - teach you values through example
 - follow the “CLAP” formula:
 - Care
 - Listen
 - Ask You Questions (They don’t just tell you the answers; they help and challenge you to find the answers)
 - Praise Progress (They reinforce your actions and give you the motivation to continue)

Activity 1.1: Identifying Mentors

Read the passages below and determine the type of mentor illustrated in each scenario.

1. The thought of attending yet another Social Studies class pained me. I was good at school for the most part. I didn’t understand how I could get such good marks in all of my other subjects, but for some reason couldn’t learn all of the objectives I needed to in order to do well in Social. Lori-Ann, who sat directly in front of me in Social, always got high marks. She didn’t strike me as a person who was really smart, and I was sure that I was beating her in all of the other subjects. During one test I sat there for a while behind her watching her to see if she was cheating, but she wasn’t. I had never really talked with her much, but I really wanted to know what she was doing to prepare for each Social test. I was nervous to ask her, simply because I didn’t want her to know that whenever we got a test

or assignment back, I peered over her shoulder to see her mark. It was always a high mark. But after getting back yet another Social test that I had barely passed, I had finally had enough. When the bell rang, I quietly spoke to Lori-Ann.

“How’d you do?” I asked, already knowing her mark.

Lori-Ann looked at me for a second to determine whether or not I was directing my question at her.

“Uh, good,” she finally answered.

“How do you prepare for these Social tests, I can never do as well as I want to,” I said.

“I really dislike studying for social tests, but I really like drawing,” Lori-Ann replied. “I usually take whatever we are studying and draw little comic strips of what happened in history. It makes studying more fun, and then I have study-drawings as opposed to study-notes to reference.”

“Oh, cool. Yeah, I like drawing too, maybe I’ll try that next time,” I answered.

I tried Lori-Ann’s studying method, and found myself actually enjoying studying for Social. Sure enough, on the next test I got the highest mark I had ever received in this subject. To this day, Lori-Ann really has no idea how much she helped me by sharing her studying secret.

The type of mentor in scenario #1 is _____ . I can tell it is this type of mentor because _____

2. While entering my grade 11 English class for the first time, I felt as though my stomach was in a thousand knots. Grade 10 English had not been my strongest subject and I felt nervous for the narratives and essays I knew I would inevitably have to take on during the school year. I had never felt like I was a competent writer, and I knew that this year wouldn't be any different. It wasn't until I met Mr. Watts, my new teacher, that I felt my confidence make a change for the better. He gave me constructive feedback without putting me down, and gave me praise for improvements I was making. His enthusiasm and knowledge of his subject area was apparent. I couldn't help but look forward to what the next assignment had in store.

The type of mentor in scenario #2 is _____ . I can tell it is this type of mentor because _____

3. It has been really hard to have a twin sister who is pretty, smart, and athletic. For the entire duration of my life, I have been searching for something that made me stand out from my sister. From a young age Mrs. McNirney, who lived next door, was always able to give me the best advice. I'm not sure if I would have survived middle school without being able to vent to her and embrace the advice she always gave. One day in February last year, I was over at her place venting about how my sister had all the talent in the family. Without really thinking about it, I began to sketch a picture of the fruit bowl in front of me while venting. Mrs. McNirney sat there and watched me as I sketched. She was always really

good at listening to my complete story, and then she would supply me with the advice I needed. I finished my complaining and then glanced up at Mrs. McNirney – only to see her smiling at me. She simply asked, “So, how good of an artist is your sister?” I looked at her, confused for a second, then clued in. I glanced down towards my sketch and realized that I had drawn an exact replica of the fruit bowl in front of me. “Looks like you’re taking art next year, huh?” Mrs. McNirney laughed.

The type of mentor in scenario #3 is_____. I can tell it is this type of mentor because _____

_____.

Activity 1.2- Identifying What Mentorship Looks Like

Read the narratives below and determine how the mentor helps to change the perspective of the person in each story.

1. Casey's Journal

May 4th

Dear Journal,

My mom and dad don't understand how hard it is to be in high school. They are always asking who I am hanging out with, when I'll be home, and what I'll be doing when I go out. They have no trust in me whatsoever and I'm tired of it. I wish they would just leave me alone and stay out of my business.

May 5th

Dear Journal,

Today at school we had a guest speaker at our assembly. His name was Paul and for some reason, he really opened my eyes. He told a story about defying his parents in high school for asking the same questions my parents ask me all the time. He talked about how he lied to his parents about where he was going and who he was hanging out with. The truth was that he often went to house parties where alcohol was served. He spoke about a horrid Saturday night where his friend had been drinking at a party and offered him a ride home. Paul said he'd heard the voices of his mom and dad in his head when deciding whether or not to take the ride home.

He knew he would risk getting in trouble for staying out past his curfew, but ultimately decided that he would walk home instead of taking the ride. Paul staggered home slowly, getting there an hour past his curfew. His parents were waiting up for him and were very upset with him – both for being late, and for drinking alcohol.

The next day, Paul was woken up by a friend calling his cellphone. Paul soon learned that the friend who had offered him a ride home crashed his car and had passed away. Paul was frozen, speechless, devastated. He walked downstairs, tears rolling down his face, and fell into his parents' arms. His parents told him how grateful they were that Paul did not take the ride home and listened to the voices he had heard the night before.

Listening to Paul's story made me realize that my parents are doing the best they can to keep me safe. I will always be honest with them, even if it means risking them getting mad at me.

What type of mentor was Paul to Casey? How was Paul a mentor for Casey? Have you ever thought your parents were being too over-protective? If so, what are they protective about?

2. Holly's Tryout

Holly was an amazing talent. She made the top role for every school play or musical, and earned many solos in the school choir. She seemed to be able to do anything she wanted to, and I figured she would probably be famous one day.

I encouraged her to try out for the provincial singing competition held each year. Later, I was shocked to learn that Holly had not made it past the third round of tryouts. I felt bad because I had been the one who encouraged her to try out.

The amazing thing about Holly is that she didn't feel bad for herself one bit. She tried out for other competitions being held around the city, hired a private vocal coach, and seemed more determined than ever. While I was stuck always getting the secondary role in each school play and musical, Holly was getting more and more recognition from talent scouts around the city.

With all of the other singing opportunities Holly was getting, she had no time to rehearse for the lead roles in the school play. I went to her and asked her for some help, and without even hesitating, she invited me to come to her house every Tuesday and Thursday for vocal training. Even though she was very busy with her own singing career, she genuinely wanted to help me.

With Holly's help, I was able to obtain the lead role in the school play. Holly got gigs singing the anthem at Canadian Football League games and on television commercials. She even wrote and sang the new theme song for the provincial singing competition.

What type of mentor was Holly? How do you know Holly was this type of mentor?

3. Jenna's Outdoor Training Camp

I absolutely hate physical education. I am not coordinated, fast, or athletic in any way, and I know people cringe if they have to have me on their team. From a young age, I have watched my neighbour, Jenna, play soccer in her backyard, shoot hoops on her drive way, and play tennis across our street at the community courts. She seemed to be pretty good at anything she tried. I longed for any sort of coordination or athleticism and was tired of always feeling inadequate during phys. ed. When I came home from school one day, I saw her shooting her basketball in the hoop over and over again. I asked her, "How'd you learn to be so good at that?"

She chuckled, then shouted back, "Practice makes perfect. Go put on some shorts and I'll help you work on your shot."

I ran upstairs, threw on my shorts, and went back outside to join Jenna. I felt very nervous at first, but she was really nice and encouraging towards me. She coached me where to put my hands on the ball while shooting, where to aim, and how much force to use. She helped me with shots close to the net and farther away, and even taught me the proper technique for a layup. While I missed many of the shots I took, I was proud of the ones I made.

Next day in phys. ed., the teacher said that we would have a “choice day.” We could either play soccer or basketball, depending on how the majority of the class voted. I was sort of happy when most of my classmates chose basketball, because I hoped that I could use what Jenna had taught me the day before.

One time I got passed the ball, but was too far away from the net to shoot, and I sure didn’t want to dribble, so I passed it right away. Even though I didn’t do anything productive when I got the ball, I was happy not to have thrown it away to the other team.

With one minute left before the bell rang, both teams were tied. I hadn’t realized how fast time was going by, because I had actually enjoyed myself. I ran towards our net, knowing that no one would pass it to me with such a short time left, but was surprised when I heard a classmate yell my name.

“Andrea!” she called.

I turned only to find the ball whizzing towards me. I put out my hands, caught the ball, and turned to see how far away I was to the hoop. I heard Jenna’s voice in my head: “Hands. Aim. Force.” I shot the ball. It rattled around the rim once, twice, even a third time before whooshing through the net. Not only had I scored, but I had scored the winning basket. While I probably won’t make it to the big leagues, scoring even just one

What type of mentor was Jenna to Andrea? How did Jenna show mentorship qualities in the story? Does this story relate to your life in any way?

Activity 2.1: Be the Author of Your Own Story

In the space below, write about mentors in your life who have helped you to take on a new perspective or helped you to improve a skill. Thanks to the guidance of your mentors, how have you changed as a person? Do you have minute, interest, and lifetime mentors? If so, who are they, and how do they fit into those categories?
