



**Family  
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# What's Your Mentoring Style?

1-915



## THREE MENTORING RELATIONSHIP STYLES

### **Democratic**

social equality, shared responsibility, dignity, mutual respect, self-control, cooperation, encouragement, choices, highly relational, strengths based, collaboration

### **Authoritarian**

Mentor-centred, directed, goals determined by, problem focused, interests & beliefs of mentor, inflexible structure, mentee disengaged

### **Permissive**

Mentee-centred, interests, directed, playmate, goals determined by, self-centred, mentor feels insignificant, no structure

## CHILDREN'S FOUR GOALS OF POSITIVE BEHAVIOUR

From: Parenting Young Children, S.T.E.P. - Systematic Training for Effective Parenting

CHILD'S GOAL	CHILD'S BELIEF	CHILD'S BEHAVIOUR	HOW TO ENCOURAGE POSITIVE GOALS
Attention. Involvement. Contribution.	I belong by contributing.	Helps, volunteers.	Let the child know the contribution counts and you appreciate it.
Power. Autonomy. Responsibility for own behaviour.	I can decide and be responsible for my behaviour.	Shows self-discipline. Does own work. Is resourceful.	Encourage child's decision making. Let the child experience both positive and negative outcomes. Express confidence in the child.
Justice. Fairness.	I am interested in cooperating.	Returns kindness for hurt. Ignores belittling comments.	Let the child know you appreciate his/her interest in cooperating.
Withdrawal from conflict. Refuse to fight. Acceptance of others' opinion.	I can decide to withdraw from conflict.	Ignores provocations. Withdraws from power contest to decide own behaviour.	Recognize the child's effort to act maturely.



## CHILDREN'S FOUR GOALS OF MISBEHAVIOUR

GOAL OF MISBEHAVIOUR	WHAT CHILD BELIEVES	CHILD'S ACTIONS	ADULT'S REACTIONS AND FEELINGS	CHILD'S RESPONSE TO REPRIMAND	ALTERNATIVE MEASURES
<b>Undue attention</b>	I belong only when I am being noticed or served.	Show off, lazy, humming, tapping foot, whining, keeps adult busy, nuisance behaviour.	Feels annoyed, irritated. Tends to remind, give service and coax. "You occupy too much of my time."	Temporarily stops misbehaviour, but later, same or similar behaviour continues.	Ignore the behaviour not the child. Do or say the unexpected. Give positive attention. Avoid reminding, coaxing, punishing and rewards.
<b>Power: Active and Passive</b>	I belong when I am in control, dominating or the boss.	Stubborn, argues, temper tantrums, lies, does the opposite to what is asked. Does nothing or very little.	Feels angry, provoked, leadership is threatened wants to make the child obey or give in. Defeated. "You can't get away with this."	When reprimanded the misbehaviour will intensify or the child will submit defiantly. The child wants to be the boss.	Don't fight or give in. Remove yourself from the conflict. Ask the child for help in solving the problem. Give choices with caution. Make agreements. Give power where the child may use it in a positive way.
<b>Revenge</b>	I belong only by hurting, as I feel others have hurt me.	Vicious, steals, bites, kicks. Hurting peers, adults, animals. Tries to get even.	Feels hurt, outraged, dislikes child, wants to get back at the child. "How could she do this to me?". "How could he be so mean?".	Does things so others dislike him/her. Seeks further revenge. Wants to get even.	Try not to show that you are hurt. Avoid punishment and retaliation. Rebuild relationship. Take time and effort to help build child's self esteem. Persuade the child s/he is liked. Enlist a buddy, group encouragement. Use reflective listening.
<b>Display of Inadequacy</b>	I belong by convincing others that I can't do anything. I'm helpless.	Tries to be left alone. Rarely joins in or tries anything. Acts "stupid", gives up easily.	Feels helpless, throws up hands in despair. "I don't know what to do, I give up!".	Passive, fails to respond to what ever is done to help. No use in trying. No improvement.	<b>ENCOURAGEMENT</b> – It takes a long time. Stop all criticism. Have faith in the child's ability. <b>DO NOT GIVE UP!!!</b>