



THE RETENTION PROJECT

A WASHINGTON/OREGON CAMPUS COMPACT AMERICORPS PROGRAM



Effective Mentoring Programs Training Module

PROJECT FUNDED BY

COLLEGE  SPARK

WASHINGTON
FUNDING SUCCESS IN HIGHER EDUCATION

SECTION 1: Effective Mentoring Programs

Training Module Information for Participants

Intended Audience

Mentoring Program Staff (Program/Project supervisors and coordinators; AmeriCorps Members, Student Leaders)

Learning Objectives

The training participants will:

- Know the six evidence-based standards addressing effective mentoring.
- Apply understanding of the standards to their specific program.
- Prioritize, with key staff, the standards that need the most attention during the current or upcoming programming year.
- Reflect on standards and benchmarks that they are both eager and hesitant to tackle at this time.

Curriculum Outline

Participants are guided to work through the curriculum and materials in this order:

1. Read Text
2. Review Toolkit
3. Complete Praxis Activity
4. Engage in Reflection Activity
5. Complete assessment/evaluation

Definitions

Praxis: “Praxis is the process by which a [theory](#), lesson, or skill is enacted or practiced, embodied and/or realized. It is a practical and applied knowledge to one's actions.”

~[http://en.wikipedia.org/wiki/Praxis_\(process\)](http://en.wikipedia.org/wiki/Praxis_(process)), May 13, 2010.

Reflection: Reflection is an active process of discovery, meaning-making and connection between what is being learned and how the knowledge or skill is relevant to the learner on any number of levels—including professional, personal or societal. Reflection can be done in any number of ways—thinking, speaking, writing, visual representation, creative movement or other artistic expressions. Reflection relies on critical thinking to identify, analyze and synthesize the connections made during any reflective activity.

SECTION 2: Effective Mentoring Programs: Praxis Activity

INSTRUCTIONS:

Review the Program Standards and Benchmarks in the right column of this document. **Place a checkmark** in the appropriate column to the left of each standard, benchmark or enhancement.

- To Do = No initiation of work for this standard, benchmark or enhancement has begun.
- In Progress = Work on this standard, benchmark or enhancement has begun.

Note your next steps toward completion at the bottom of the section/page to later prioritize your next steps.

- Done = Work on this standard, benchmark or enhancement has been successfully completed. No further work needs to be done at this time.
- NA = Not Applicable. You do not recognize how this standard, benchmark or enhancement should be or could be applied to your mentoring program model.

Discuss with key staff, any standard, benchmark or enhancement that you check as “not applicable” (NA) to ensure full agreement that there is not an application for the measure.

Recruitment

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Recruit appropriate mentors and mentees by realistically describing the program’s aims and expected outcomes.
To Do	In Progress	Done	NA	Benchmarks:
				Program engages in recruitment strategies that realistically portray the benefits, practices and challenges of mentoring in the program.
				Program recruits youth whose needs best match the services offered by the program and helps them understand what mentoring is and what they can expect from a mentoring relationship.
To Do	In Progress	Done	NA	Enhancements:
				Program has a written statement outlining eligibility requirements for mentors in its program.
				Program has a written statement outlining eligibility requirements for mentees in its program.

NOTES/NEXT STEPS:

Screening

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Screen prospective mentors to determine whether they have the time, commitment and personal qualities to be an effective mentor.
				Benchmarks: Mentor completes an application.
				Mentor agrees to a one (calendar or school) year minimum commitment for the mentoring. Mentor agrees to participate in face-to-face meetings with his or her mentee that average one time per week and one hour per meeting over the course of a calendar or school year.* <i>*This benchmark may be addressed differently as long as there is evidence to support that the variation is associated with positive outcomes for mentees (e.g., combining in-person meetings with online communication or telephone calls; meeting almost exclusively online; meeting less frequently than once a week, with each meeting lasting for more than an hour, on average). As a general rule, programs should aim to either meet this benchmark or provide a clear rationale for doing otherwise. (See justification for additional comments on this topic.)</i>
				Program conducts at least one face-to-face interview with mentor.
				Program conducts a reference check (personal and/or professional) on mentor.
				Program conducts a comprehensive criminal background check on adult mentor, including searching a national criminal records database along with sex offender and child abuse registries.
				Parent(s)/guardian(s) complete an application and provide informed consent for their child to participate.
				Parent(s)/guardian(s) and mentee agree to a one (calendar or school) year minimum commitment for the mentoring relationship.
				Parents(s)/guardian(s) and mentee agree that the mentee will participate in face-to-face meetings with his or her mentor a minimum of one time per week, on average, for a minimum of one hour per meeting, on average.
				Enhancements: Program utilizes national, fingerprint-based FBI criminal background checks (e.g., the SafetyNET system operating under the auspices of the Child Protection Improvements Act, in cooperation with the National Center for Missing & Exploited Children).
				School-based programs assess mentor's interest in maintaining contact with mentee during the summer months following the close of the school year and offer assistance with maintaining contact.

NOTES/NEXT STEPS:

Mentor Training

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.
				Benchmarks: Program provides a minimum of two hours of pre-match, in-person training.
				Mentor training includes the following topics, at a minimum: a. Program rules; b. Mentors' goals and expectations for the mentor/mentee relationship; c. Mentors' obligations and appropriate roles; d. Relationship development and maintenance; e. Ethical issues that may arise related to the mentoring relationship; f. Effective closure of the mentoring relationship; and g. Sources of assistance available to support mentors.
To Do	In Progress	Done	NA	Enhancements:
				Program uses evidence-based training materials.
				Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum.
				Program addresses the following developmental topics in the training: a. Youth development process; b. Cultural, gender and economic issues; and c. Opportunities and challenges associated with mentoring specific populations of children (e.g. children of prisoners, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.
				Program uses training to continue to screen mentors for suitability and develops techniques for early trouble-shooting should problems be identified.

NOTES/NEXT STEPS:

Mentee Training

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Train identified mentees and parents/guardians in the basic knowledge and skills needed to build an effective mentoring relationship.
				Benchmarks: Program provides training for the mentee and his or her parent(s)/guardian(s) (when appropriate) on the following topics: a. Program guidelines; b. Mentors' obligations and appropriate roles; c. Mentees' obligations and appropriate roles; and d. Parental/guardian involvement guidelines.

NOTES/NEXT STEPS:

Matching

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure.
				Benchmarks: Program considers its aims, as well as the characteristics of the mentor and mentee (e.g., interests, proximity, availability, age, gender, race, ethnicity, personality and expressed preferences of mentor and mentee) when making matches.
				Program arranges and documents an initial meeting between the mentor and mentee.
				Enhancements: Program staff member should be on site and/or present during the initial meeting of the mentor and mentee.

NOTES/NEXT STEPS:

Monitoring and Support

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Monitor mentoring relationship milestones and support mentors with ongoing advice, problem solving support and training opportunities for the duration of the relationship.
To Do	In Progress	Done	NA	Benchmarks:
				Program contacts the mentor and mentee at a minimum frequency of twice per month for the first month of the match and monthly thereafter.
				Program arranges and documents an initial meeting between the mentor and mentee.
				Program documents information about each mentor-mentee contact, including, at minimum, date, length and nature of contact.
				Program provides mentors with access to at least two types of resources (e.g., expert advice from program staff or others; publications; Web-based resources; experienced mentors; available social service referrals) to help mentors negotiate challenges in the mentoring relationships as they arise.
				Program follows evidenced-based protocol to elicit more in-depth assessment from the mentor and mentee about the relationship and uses scientifically tested relationship assessment tools.
				Program provides one or more opportunities per year for post-match mentor training.
To Do	In Progress	Done	NA	Enhancements:
				Program has quarterly contact with a key person in the mentee's life (e.g., parent, guardian or teacher) for the duration of the match.
				Program hosts one or more group activities for mentors and their mentees, and/or offers information about activities that mentors and mentees might wish to participate in together.
				Program thanks mentors and recognizes their contributions at some point during each year of the relationship, prior to match closure.

NOTES/NEXT STEPS:

Closure

To Do	In Progress	Done	NA	Program Standards and Benchmarks
				Standard: Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess the experience.
To Do	In Progress	Done	NA	Benchmarks:
				Program has procedure to manage anticipated closures, including a system for a mentor or mentee rematch.
				Program has procedure to manage unanticipated match closures, including a system for a mentor or mentee rematch.
				Program conducts and documents an exit interview with mentor and mentee.
To Do	In Progress	Done	NA	Enhancements:
				Program explores opportunity to continue the mentor/mentee match for a second (or subsequent) year.
				Program has a written statement outlining terms of match closure and policies for mentor/mentee contact after a match ends.
				Program hosts a final celebration meeting or event with the mentor and mentee to mark progress and transition.

NOTES/NEXT STEPS:

NEXT STEPS

INSTRUCTIONS:

Answer the following questions and initiate needed discussion with key staff to strategically plan how your mentoring program can best utilize its time and human resources to make progress in priority areas.

Which three of the **benchmarks**, marked as “**TO DO**” will yield the greatest improvement in effectiveness of your program, in your opinion?

1) _____

2) _____

3) _____

Return to your NOTES, at the bottom of each section or page, that list “next steps” for each standard, benchmark and enhancement that you have marked as IN PROGRESS.

Consider the resources, time-line, deadlines and other priorities that are at play currently. Which of the “next steps” you have outlined need to be addressed most urgently, in your opinion?

1) _____

2) _____

3) _____

Via a discussion, determine whether key staff members in this mentoring program are in agreement with these priorities as you have identified them. Negotiate how to prioritize your work, given the resources and time available, to maximize effectiveness of this mentoring program.

Standards, benchmarks and enhancements are taken from the third edition of *“Elements of Effective Practice for Mentoring™”* found on the MENTOR website at: <http://www.mentoring.org>. (January 2010).

SECTION 3: Effective Mentoring Programs: Reflection Activity

Please reflect upon and respond to the following questions:

- A. What is the ONE benchmark or enhancement that you, personally, would like to tackle before the end of the program year?

What is the appeal of this benchmark or enhancement as your personal goal?

How will accomplishing it benefit YOU?

How will accomplishing it benefit the people you serve?

What are three tasks you could do to move toward addressing this benchmark or enhancement?

- B. What is the ONE benchmark or enhancement that you, personally, would like to avoid and not address before completing the program year?

What specifically, about this benchmark or enhancement, causes you to wish to avoid it?

How will avoiding it benefit YOU?

How will avoiding it benefit the people you serve?

What are three tasks you could do to move past your feelings of avoidance?

Standards, benchmarks and enhancements are taken from the third edition of "Elements of Effective Practice for Mentoring™" found on the MENTOR website at: <http://www.mentoring.org>. (January 2010).

**SECTION 4: Effective Mentoring Program
Training Module
Curriculum Information for Training Facilitators**

Intended Audience

Mentoring Program Staff (Program/Project supervisors and coordinators; AmeriCorps Members, Student Leaders)

Learning Objectives

The training participants will:

- Know the six evidence-based standards addressing effective mentoring.
- Apply understanding of the standards to their specific program.
- Prioritize, with key staff, the standards that need the most attention during the current or upcoming programming year.
- Reflect on standards and benchmarks that they are both eager and hesitant to tackle at this time.

Evaluation Question Suggestions

- Do you understand the six evidence-based standards addressing effective mentoring?
- Can you identify in your mentoring program how each of the standards applies to your specific program?
- Have you prioritized, with key staff, the standards that need the most attention at this point in your program?
- Have you identified and analyzed your eagerness and hesitancy to tackle certain standards and benchmarks, at this time?

Curriculum Outline

Participants are guided to work through the curriculum and materials in this order:

6. Read Text --in WACC P://drive as a pdf or on web at
http://www.mentoring.org/downloads/mentoring_1222.pdf
7. Review Toolkit
http://www.mentoring.org/downloads/mentoring_413.pdf
In Spanish: http://www.mentoring.org/downloads/mentoring_414.pdf

8. Complete Praxis Activity
9. Engage in Reflection Activity
10. Complete assessment/evaluation

Delivery Modes:

Face-to-Face sessions or workshops: Facilitators are encouraged to utilize these materials to frame any length teaching-learning session. Facilitators will need to review the text and toolkit to pull out relevant topics or points to highlight according to need or interest. Facilitator must provide access to the text and toolkit as desired.

On-line, Do-It-Yourself session: Material may be placed onto any on-line platform (website, sent via e-mail) as information and resource for individuals who wish to cultivate knowledge independently. Links to text and toolkit must be provided.

On-line, Facilitated course: A facilitator can offer a one-time webinar style course or an extended session using an on-line teaching platform (Blackboard, E-Luminate—both available at WWU as of May 2010.) Links to text and toolkit must be provided.

Facilitator Monitoring Required for On-Line, Facilitated Course