

## **LEARNS Mentoring 101 Webinar**

### **March 7, 2008**

I'd like to officially welcome all of you to Learns Mentoring 101 Webinar. My name is Nicky Martin, and I'm the director of the Learns project. We are the Corporation for National and Community Service training and technical assistance provider for mentoring and education success. And we're based in Portland, Oregon, at the Northwest Regional Educational Laboratory. And we have been serving the corporation's mentoring programs, as well as tutoring and out-of-school time programs for about ten years now.

Here at the Northwest Regional Educational Laboratory, our parent organization, we also house the National Mentoring Center, so we are really lucky to be able to tap into that wealth of mentoring resources as well. At the end of our presentation we'll give you all these materials at the close, you'll have some resources for some key organizations to get more mentoring help, including ours, the National Mentoring Center, and a few other key national resources.

I want to just cover a few housekeeping items before I introduce our presenter for the day. One thing is we'd like everyone to please mute your phone. Sometimes background noise can be a little bit problematic when we're presenting over the phone like this. The easiest way to do it is to find your name on the participant panel, which hopefully everyone can see the arrow I'm drawing, pointing towards it. If you click on your name and right click, you can mute your phone, and then you'll see there will be a little red X to it once you have done it successfully. You can see now, Carol and Christine, and Muna already have their red Xs. So I'll give everyone a chance to do that.

You can also if you just have a mute button on your phone or on many phones, star six mutes. You can do that as well. You'll just need to remember to unmute yourself if you want to pipe up and talk or answer a question that we might pose to you. Another way to let us know if you do have a question also on this panel, there is a little icon to raise your hand. If you click on that, a little hand symbol will go up and we'll know you have a question, and we'll get to it at the next stopping point.

And we really want to encourage folks -- we like to make this a conversation. It's a little bit hard when we're all calling in from all over the country, so we encourage you to pipe in any time and raise that hand icon if you have questions.

Another way to communicate your questions is through the chat function, and some of you have already been using that. And that's right here just below the raised hand symbol. And to get folks a little bit familiar with that and comfortable using it, and also for us to make sure we're on track today, I want to invite everyone to go ahead and post a chat. And what I'd like you to post is one thing that you're hoping to get out of today's meeting, Mentoring 101. So just go ahead, and there's a place where you can type in just a quick line or two about what you're hoping to get out and send to all participants, and then we'll take a look.

Is there a question? I thought I heard someone? So does everyone see the chat tool? There we go. Oh, here we go. David has a chat. So David's hoping to learn about mentoring and also familiarize himself with

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WebEx. So hopefully we'll be able to do both of those things. We're going to try and use a few different features of WebEx today to get folks involved, so hopefully we'll meet both of those goals, David.

Does anyone else want to post something on the chat, one thing you're hoping to get out of today's meeting? How to recruit good mentors. Okay. We're going to talking about our objectives in a moment. We're really going to be focusing on the real, real basics of Mentoring 101, but we can provide lots of follow up resources and help about recruitment, Karen, so if you don't get what you need, be sure to follow up with us on that.

Who else wants to post, just a thought about what you're hoping to gain or learn today? Best practices in working with youth. Okay. Excellent. We'll cover some of that.

Okay. Carol Bloomer has just posted something. She wants to make sure she has all the basic info that she needs to work effectively with youth mentoring agencies. That's from an RSVP perspective, information for partnering, choosing the right partners. We'll definitely cover that, Carol.

Okay. I'm going to go on and share our objectives with you. And folks can continue to use the chat as you have questions and also raise your hand if you have a question.

So here are our objectives for the day. In the time we have together, we want to define mentoring, help you understand the role of the mentor, identify some elements of effective programs, so that will answer the question of whether you're starting your own program or looking to partner with an existing program, helping you know what to look for in terms of effectiveness. And also to introduce some key mentoring resources.

Okay.

Hi, Ardys. I just want to say we do know that you're online. It looks like you may not be connected on the phone. So I'll go ahead and respond to her privately. In the meantime, I'm going to introduce our presenter for the day, my colleague, Amy Cannata, and she's going to tell you a little bit about herself.

Hi everyone. Good morning or good afternoon, depending on where you're at. Hello from Portland, Oregon. Just a little bit about my background before we get started. I've been lucky enough to work with many federally funded Mentoring programs across the country. So currently I'm helping out with the Department of Education mentoring programs, there have been a lot of folks funded under that legislation, as well as work with the Office of Juvenile Justice and Delinquency, Jump programs that were funded a couple years back. And then also I got to really focus on the State of Texas several years ago when I ran a project called "Mentor Texas" that focused on bringing everyone up to the same standards for youth mentoring across the state.

So hopefully I can bring some of that information to bear as we move through in this session and as we help you guys afterwards.

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Before I started doing the training and technical assistance work here, I did some research with a very interesting researcher who did research about judgment and decision-making, and then my passion for mentoring started when I was doing direct service work with homeless and runaway teens. So as you can imagine, that kind of work is pretty intense. It's often where kids have gone down a road that they're no longer living at home or they're having some really challenging circumstances. And so for me, mentoring is just a great prevention strategy, something that hopefully could help young people before they end up on the streets or before their situations are dire.

So that's why I believe in mentoring and a little bit more about my background. I have also been a mentor, so I've had that experience. It's not easy, but it's fun. It can be challenging. And so hopefully I can bring that to bear as well in our talk today. Nicky's going to get a little more information about your experience, and she's going to use the polling feature.

I'm going to go ahead and open a poll. It should be popped up on your panel on the right-hand side right now. And you just heard a little bit about Amy's experience. We're curious about yours. I think most people probably came to Mentoring 101 to look for the basics. But some people might be here for review or other reasons. So we just want to get a sense. So the poll asks, "How much experience do you have with mentoring?" And you can see there are a few choices. So we'll give everyone a few minutes to click on their answer. Looks like almost everyone has weighed in.

I'm going to go ahead and close the poll. And I'm going to share the results. So let's take a look. It looks like we've got a bunch of people with quite a bit of experience actually. The majority of our group has more than five years, so maybe those folks are here for a little bit of a refresher course in Mentoring 101. Hopefully you all will pipe up and share some of your expertise with us when it comes time to do a little sharing later on.

And then the next largest group are the brand new folks. We've got a couple of those, and a few with less than one or one to three years. So hopefully we'll be able to get you some of that key information that you need. So, thanks. That was just a way for us to learn a little bit more about you. Now I'm going to invite Amy to go ahead.

Okay. So just so that we're all on the same page, whenever I do a session on Mentoring 101, I like to put up a definition of mentoring. And as you can see, it's really about a relationship over a period of time, and we'll talk more about how long is suggested in a minute. This constant supportive guidance: In this definition it talks about an older wiser person. It used to be that we talked specifically about adults, an adult matched with a child. But we're seeing more and more in the field that programs are using peer mentors, so they're using college students with high school students or high school students with grade school students. So, again, it really is about someone who is more experienced, but it doesn't necessarily have to be an adult. So I think that's interesting that the field is headed in different directions on who is actually mentoring.

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Okay. So let's go ahead and look at the next slide. Does mentoring really work? What do we know about the research? And many of you are familiar with the landmark study, Big Brothers/Big Sisters that happened in 1995. And you're probably familiar with many, many of the statistics that are listed here. In fact, perhaps you use them in your program or you've seen them listed all over the Web. And these are great. We always tell folks just to be cautious about using these findings because they are specifically related to one specific model. So it's great to cite them, but you may not want to necessarily say that they're your own or that your program is going to make these changes in kids, because it is so specific. But they're great to use. You definitely want to know about them.

As you can see from this study early on, mentoring does work. It reduces chances of kids starting using illegal drugs, drinking, skipping school, skipping class. They also found that kids had slightly higher grades and felt better about how they performed in school, as well as improvements in their relationships with parents and friends. So this is one study, kind of our first one for the field.

Let's look at the next slide. And these are some study findings from various studies. And as you'll notice at the title up there, I listed some numbers next to the title, and those correspond with the research references. So at the end of the call, Nicky's going to give you guys a reference sheet so that if you want to look up particular statistics or read the entire study, you can do that. So as you can see, this one is many different studies combined.

But we also know from other studies that used several different models that looked at a lot of different types of mentoring programs, that we are seeing reductions in school absences and increased performance in college participation, as well as those reductions in alcohol, drug use, and violence that we're all hoping for. And again, positive attitudes towards elders and better relationships in general with peers and family. So these could be perhaps more general statistics that you might want to use for grant writing. But, again, you'll want to evaluate your program, come up with your own findings that you can use for funding and to tell your mentors about how the program works.

And we want to use this as another chance to learn a little bit more about you all. You can see at the top of your screen here you have a panel and there's a pointer tool. Click on the pointer tool, and you can use that to show us which of these outcomes might be outcomes that your program is striving for currently, and maybe you can choose one that you're most preoccupied with right about now.

So for example, I'm going to go ahead and point at better school attitude and behavior. Great. Someone is using the marker. That works too. If you use your pointer tool, we can see who you are. So go ahead and point. Okay. It looks like David Haines; your goal is higher college participation. Great. You guys have to get a little bit closer. Your name is getting cut off. There you go. Okay. So Judith Killen; working on a more positive attitude towards elders. Excellent. Karen; overall academic performance. I suspect that's one that a lot of people are focused on, especially if there are any Department of Education mentoring grantees

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on the line. Okay. Ardys, looks like more positive attitude towards elders as well.

Thanks. That was just another way for us to get a sense of where you're coming from. And we'll let Amy go on.

So those are different domains that a lot of mentoring programs look at. And as you'll see, there are a lot of different things you can measure. That gives you an idea of what other folks are doing and also kind of listing what generally is measured in the field, although there's a whole range. So let's take a look at some of the newest and most exciting research, in my opinion, that's the new school-based mentoring research.

And as you can see, this is a very short list of some of the major recommendations. But I really like to show this because we know more about school-based mentoring than we ever have before. And so you can see here that some of the major recommendations, again, from a Big Brothers/Big Sisters model include things like increasing match links. So it used to be that nine months was the match mark for school-based mentoring but we're finding out now that it's really important to increase that to a year or even longer if possible, which also includes that piece around bring bridging the summer gap. So it's important for us to think about what we're going to do during the summer months to keep mentors and mentees connected.

Also, you can see that there's a piece there on having a good partnerships and choosing folks that are supportive and fostering those partnerships, as well as having a strong relationship. And we're going to talk about that.

Before we go on, I see a couple folks with their pointer on the page. If you're just experimenting with WebEx, that's okay. But do either of those folks have a question?

I was actually -- this is Judith. I was just trying to copy that website.

Oh, okay, Judith.

Yeah, I don't think you can, during the WebEx presentation, grab things and copy them. But at the end of the presentation we're going to transfer this PDF file, the file of the research citations Amy mentioned, and some other resources to you, and you can download all of those.

Okay. Great.

Okay. So that he is a really quick overview of the school-based study. I encourage folks who are doing that to take a look at that study. Let's look more scientifically about how mentoring works. So as you can see, there's a diagram here that's pretty detailed. For those of us that like the visuals, this is a good visual about how the mentoring relationship plays out. And this is a model that was developed by Jean Rhodes, who is one of the prominent researchers in the field.

And as you can see, starting on the left-hand side you have your mentoring relationship that starts with mutuality, trust, and empathy, so

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this is all about the friendship and building that really solid friendship between the mentor and mentee. That is the crux of any of the other outcomes that come afterwards. So then in the orange boxes just to the right you'll see that outcomes such as social emotional development, cognitive development, and identity development, that's how mentoring actually works.

So, for example, social emotional development kind of in a nut shell is about building self-esteem. It's about challenging youths' negative behaviors about their self, about adults, and showing kids that they can have a positive relationship with an adult.

For cognitive development, this is about building new thinking skills. So new ways to develop and process information, realistic abstract thinking, really focusing on self-monitoring.

And then finally, identity development is the piece around role modeling, and so that's where the mentor comes in as a role model. And this is really where the young person begins to internalize different attitudes and behaviors and starts to emulate their mentor who is, of course, their role model, as we all are hoping for.

So mentors that are most effective, or at least theory is, are mentors that have touched a young person in more than one of these domains. Obviously three would be our hope, but, again, the more domains that they have influence on, the higher the outcome for the mentees, in theory. So that kind of gives you an idea of the model. I'm going to have Nicky go back, just for a second.

Sorry.

You also see up there to close the loop that you have some mediators that happen, and those are different relationships that the young people have with their parents and peers. And then hoping that all the stuff is built on a very, very strong relationship, you have those positive outcome that we looked at earlier in the slides.

So the most important thing, and we're going to talk about this more, is that a strong relationship is developed, because without that you're not going to have any of the rest of the model.

So let's go ahead and move on. Now that we've talked a little bit about how mentoring work and what the research has to say and we defined a mentor, let's really drill down on what the role of a mentor actually is.

What we'd like to do now is we want to get some feedback from you on what you think a mentor is and maybe perhaps what a mentor is not. So using you're annotation tools, use your arrow to claim some real estate like Nicky did here, and then right next to the arrow button is a text tool, and you can type in information using the text tool. So go ahead and just write all over this thing. As we can see Nicky said, a mentor is not an ATM machine.

And just a WebEx tip, after you type you might need to just click somewhere else on the page for you writing to show up.

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Great. We have David saying a mentor is not a social worker. Anybody have some attributes for what a mentor is?

And then after you type it in, you want to click again on the page which kind of shows your text. Great. We have Muna saying a mentor is not a parent. We have someone saying a mentor is a friend. I can't see your name. Sorry about that.

I think that's Ardys. Thanks, Ardys.

Judith is saying someone with wisdom who offers guidance. These are great. A mentor is not necessarily a peer. Usually like we talked about in the definition, it's someone who is older, maybe a little wiser. It could be only by a couple years, but it is a relationship that has to do with someone who is either older or has more experience. Margie says a mentor is supportive.

Okay. So you guys kind of get an idea of all the different words used to describe mentors. And this is a really great activity that you can use in your recruitment sessions to explain what mentoring is about. It's an activity that you can use in your training sessions once you have your mentors onboard. So it's just a good way to kind of think about mentoring.

Oh, I see, Carol, that was you up there with the mentor and friend.

And I like the one that said "a senior in the community." That's great. Someone who listens. Okay. Well, thank you, guys, for that. Let's go ahead and take a look at one of the lists that we see a lot in mentoring, and this covers a lot of the different attributes that you guys described. I love the one that says "advocate." Coach, friend, motivator, companion, we could go on and on and on.

The list that talks about what a mentor is not can be really, really valuable I think in both training, as well as recruitment. Because a lot of times mentors aren't quite sure what the roles are going to be. So this is a great way to kind of get people on the same page from the beginning.

Let's go ahead and take a look at our next slide. So now we know what a mentor's role is. Let's talk specifically about that relationship development piece. And there's some jargon we use in the field of mentoring called "developmental mentoring" or "developmental mentors." And you'll see on this slide that developmental mentors, which is what we're all aiming for, are all about concentrating on establishing trust and a friendship. As we saw in Jean Rhodes model, without that friendship, outcomes are never going to happen. So it's about the friendship. It's centered on building trust. It's centered on the young person. It doesn't mean you don't set goals, because that does happen, but it's about building that relationship first.

And you'll see also you have a piece that talks about incorporating youth input and also being flexible. And so in this research, which is from, again, another study of the Big Brothers/ Big Sisters model, the "Building Relationships with Youth and Program Settings" research, which is a pretty early study. We see that volunteers who took this approach were more satisfied, the kids felt more supported, and they wanted to stay in

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the relationship. They really felt that they could talk with their mentors, so developmental approach.

Here's the flip side of that, which is more of a prescriptive approach, which is what we're hoping mentors avoid. And you can see here that this is really focused on -- and I see a hand up. Let me stop for a second. Go ahead. Question.

Margie, I think you had your hand up.

Yeah, I was wondering, where does the phrase, "developmental" come from?. I understand the definition and stuff, but why is it developmental?

Different researchers use different words to describe it.

Uh-huh.

But it's more focused on growing.

Oh, okay.

But my guess is growing that young person versus, molding them to what you want them to be. But that's a question I certainly can check on that.

That makes sense.

I think it also comes out of the focus that's more aligned with the youth development model.

Uh-huh.

Where youths are more in the driver's seat in terms of the activities that they do with mentor and are, you know, true partners in building the relationship rather than a mentor bringing certain goals or agendas as in a prescriptive model.

Okay.

Does anyone else have more history on that term that they want to add?

This is Judith. I just would say that, you know, here and Bank Street College, the focus even in developing curriculum is always about developmental stages, so it resonates with me that you have socio emotional, cognitive, and then identity to look at as you develop a program for youth.

Makes sense. Thank you, Judith.

Anyone else? Just a quick reminder, another little WebEx tip: If you raise your hand for a question, you can click the same button to lower it again, and that way we'll know that you don't have another question and that it's still your hand from before. Thanks. Okay. Amy.

So, again, I think just from a definition of developmental, but, again, to give you more of an idea, we look at the prescriptive mentoring, which

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you see that it's really outcome based. So these are folks that might be focused on changing a young person, "I know what's best for them." "I'm going to teach them what I wish I would have known," and it's all about what I need and what I'm hoping to see, and it's about transforming kids. And this sort of approach doesn't work as well.

As you can see from the study, young people felt frustrated with the relationship and so did the volunteers. So it's not that you can't take someone with the sort of attitude and train them, because you certainly can, but it's definitely something you want to talk with your mentors about as far as the approach.

So we covered developmental and prescriptive, and there's a lot more information on this. If you guys are interested you can contact me. Any other questions about this before we move on? Okay. I don't see any, but if you have some later, just let us know either using your raised hand or via the phone.

Let's take a look at some other important attributes of mentors. Mentors meet consistently. So we know that frequency is important, and, in fact, we know that frequency more often during the month versus just one big event one time a month is more effective. So as you can see from the quote: "students who rarely saw our spoke with their mentors did not experience the benefits from program participation."

So it's important when we're thinking about putting our programs together, to figure out how we can structure those so that the young person sees their mentor fairly often. After all, as you guys know, for a young person a week is like a year, so if they don't see their mentor but once a month, it's probably not going to be one of those strong bonds that we're hoping to achieve.

Let's look at our next slide. Mentors stick around, and I think we all know this. But it takes a while for mentoring to actually take hold in a relationship. With my mentee, she didn't even really start feeling comfortable with me and start really having conversations with me until about the six-month mark of our relationship. So it does take time in order to establish that relationship.

And we found from the research, again, that the 12-month mark is really important. We're hoping to see relationships that last at least a year, and of course, as you go through, the longer that you can matched with your mentee, the more chances that you'll have that you can influence them in those different domains that we talked about earlier. So you can see young people that were matched for 12 months or more saw improvements in self-worth, scholastic competence, relationship quality with parents, school value, and drug and alcohol use. So mentors stick around, and that's important.

It's important to let them know ahead of time what's going to be expected of them, and that this is a 12-month match or however long your program is requiring. And I think the other most important thing about this 12-month match is that we know from research from Jean Rhodes that mentors who end up quitting within the first three months of the relationship, it can be more harmful to young people than if they were never matched at all. So having an adult come into their life that they

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think they're going to be matched up with for a year, and then that person bails out or just kind of drops out of the picture, that can even set them back farther than if they never had a mentor at all. So that's important also to convey to your new mentors as you bring them on and let them know about their commitment.

So we've defined a mentor, we've talked the research. We've looked at the role of mentors. Let's go ahead and move onto what a program would want structure-wise to have these positive outcomes that we're looking for. So before I move on, are there any questions about what we've covered so far? You can go ahead and raise your hand or you can pipe in via the phone. Make sure you unmute if you want to ask a voice question. You can pipe in questions in chat; however you feel comfortable.

Okay. I'm not seeing any questions, so we'll go ahead and move on. So let's take a look at the Elements of Effective Practice, and this is a list that was developed by MENTOR/National Mentoring Partnership, in conjunction with a panel of researchers, as well as practitioners from the field. And these probably look familiar to you.

This is an abbreviated list of the elements kind of distilled down into their simplest form. Really, with program structure we could probably do a two or three-day session on any of these bullet points. So we're just going to kind of generally cover these right now. But, again, as Nicky mentioned, we have a wealth of resources and information on any of these different components. So if there is something on this list that you need more information about or you need some coaching, just let us know after the call.

I do want to say that we have developed a needs assessment that you can use both for yourself and for your program or to even look at how your partners are doing on The Elements. And Nicky's going to go ahead and pull that up so you can see it. So in just a second you'll see the needs assessment. There it is.

So you can see that this is just kind of a way for you to assess, either for your own personal knowledge where you're at with The Elements or maybe where your program might need to focus or develop some more information, or for some of you that are working with mentoring programs as partners, kind of a way to assess where they're at as far as the Elements of Effective Practice. Go ahead, Nicky.

I'm scrolling through this kind of quickly right now just to get you a flavor of it. Hopefully you're seeing it. This will be one of the documents that we'll transfer to you at the end of the session. So you'll be able to download this and you can use it, like Amy said, as a way to reflect on your own program, and where you are and also if you're looking to partner with existing programs.

And also if you find through going through this assessment that there are areas that you think you may need some help in, some additional resources in, we'll also give you information on how to contact us, and that's something that we can do is work with you individually on those specific areas. So I'm going to go back to the presentation now, if you

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bear with me just one second. Okay. Hopefully everyone should see Amy's slide again.

And just a note for WebEx. If by chance your panel closed all your little boxes, which mine did, you can click on the icon that says "Panels" in the upper right-hand corner and say, "Reset to default," so that will show you the chat and the participant list again.

Let's take a look at some of these Elements in a little more detail. So as you can see for number one, this is kind of obvious for all of us who work in non-profits, you need a statement and a purpose and a long-range plan, including a mission statement and goals for your program. Some programs just jump right in and they don't know where they're headed and what they're trying to do. So it's important to have something developed right away so that your staff and your mentors and your funders know where you're headed with your program.

The second piece of recruitment plan, and I know this is one that's probably on many, many people's minds, recruitment is the life blood of your program. Without mentors you don't have matches. This is probably the place where you're going to spend the majority of your time and quite a bit of money on recruiting mentors. There's also recruiting mentees that play into this as well. We say here that a recruitment plan is one of the elements because really more effective recruitment happens from actually having a set plan, trying different methods, reflecting on what worked and what didn't work, and changing it up if needed, as well as having a budget, because this does cost money, and so you want to put aside some program dollars for recruitment.

The other piece that's really important for you guys to think about is that recruitment isn't just one person's job. Everybody that's involved in your program, all of the stakeholders should be asked to help you recruit. So it's not just the person that has recruitment in their job title or on their job description. It's your mentors asking their friends to bring in other people. It's the kids asking people they know to get involved. It's your board or other folks involved with your program. So don't go it alone. Try to pull more people into the fold for recruitment. Be prepared to recruit people in the line at the grocery store. Have your cards with you. Be ready just in case you find someone that you think would be great.

In general, you're going to get about a 10-percent success rate. So for every 100 people that you reach out to, about 10 of those folks will be actual mentors in your program.

Program orientation: This is the next piece in your list. And this is really kind of just an introduction to your program. And a lot of folks use this as a recruitment activity, so they might hold an orientation once a month or once a quarter. They bring folks in who are interested. It's usually about an hour long, and it's just kind of an overview of what you're all about, briefly, your mission, what a mentor is, what they're not, a review of the time commitment. It is a really great place to hand out your application and job description for mentors. It lets them kind of test the waters, see what it's all about before they commit.

And then going, again, pretty much chronologically on how you're going to run your program, you have the eligibility screening. And this is

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another one, I think, that people spend a lot of time on because it is time-consuming and it's so important for our risk management plan.

I like to remind people to think about screening in two different ways. Think about screening both for safety, which I think is on everybody's mind, to keep kids safe in our program, but also thinking about screening for eligibility. So is this person able to fulfill the commitment? Do they have the kind of attitude and temperament that we're looking for, and then of course can they pass a criminal background check? How did they do on the interview? Are their references good? Did they fill out their application? So all those other pieces. And as I mention, this is another topic you could go into for days just on screening alone.

I did want to mention that with screening, the Corporation for National and Community Service does have specific guidelines around the type of screening that you're required to do. So you are required to screen all of your volunteers that will be working with vulnerable population, so that includes children, people with disabilities, as well as seniors. So it's important that you understand those requirements. That includes a criminal history background check, as well as a sex-offender registry check.

So if you're not sure how to do that stuff, just get in touch with me and I can provide you some more information. But screening is absolutely required, even if it's your best girlfriend that you've known for 20 years. You still have to do the same amount of screening for that person as you would if anyone else.

So our next piece is training. And like the other Elements, training is crucial. It's absolutely required to do training for your mentors. In fact mentors that have been most satisfied with their programs report that they received quality training and orientation up front. So this, as well, is going to be one of your important pieces. Oftentimes a good mentor training is going to last at least two hours. And if you think about it, you think about the topics that you're going to have to cover, including background of your organization, policies and procedures, how to communicate with young people, developmental stages of the youth that you're working with, diversity. Right there you have six topics. So you can see that training can be quite lengthy, and you also want it to be thorough.

Training this happens before the mentor is ever matched with their mentee, because this is also your last chance to screen them out of your program. So you get to see them in action. If you're not quite sure if they're going to be a good mentor, training is a really, really good place to see how they interact with other people and to learn a little more about them. So training, that's another key.

The next one would be a matching strategy. So how are you actually going to match up your mentors and mentees? And this includes learning about them, so their attributes, their attitudes, background, shared interests, perhaps language is important or geography. It's going to be different for each program, but you do want to try to match up mentors and mentees based on as many shared characteristics as possible, especially since we're trying to seed a friendship, so we want to make sure that they have something in common to talk about.

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And finally, one of the key factors in matching is that it's about the youth. So what are their needs? What are they hoping to get out of mentoring? And then you find a mentor to match that. And then the final piece is that a parent then signs off on the match that you've made. So you want to make sure that parents are on board and that they're supportive of the person that you've matched up with their child.

The next one is a monitoring process, and so you've done all this work up front. You've brought them into the program, you've finally matched them, and it's like okay, we're done. Well, actually, this is where your monitoring starts. And monitoring is important for several reasons. One, it makes a huge difference in retention. If you can catch problems early on, then you're going to be able to retain those matches.

Also, monitoring is crucial for your risk management plan. So you're going to need to be documenting the check-in phone calls or check-in meetings. Notice I didn't say an email or a log that you mail in. It really is important that these are either face-to-face or on the phone so that you can follow up with that person. If they make a comment or ask a question, you can really dig into what they're asking. So, again, a monitoring process is important.

For the first couple months of the match, you're going to want to be checking in with the pairs probably every two to three weeks, because that first few months are really the crucial piece. And then as they move along, you can probably check in about once a month. You want to check in with mentors, mentees, parents if they're part of the match, if it's a community-based program, just to triangulate how things are going. And then of course you want to document this so that if anything ever happened down the road, which we pray that doesn't happen for anyone, that you'll be able to show the logs and that you were checking in with folks and that you knew what was happening with the relationship.

So number eight is support recognition and retention. And so support has to do with, remember that piece that we saw that mentors are not social workers. Support is really about getting the kids basic needs that they might require, working with the families, if that's what's happened in the relationship. Whatever it is that's kind outside the mentor's realm is really the responsibility of program staff. And you want to make sure you have a Rolodex with all the different social service agencies and mental health agencies that you're going to need just in case one of your mentees needs more in-depth services.

Recognition and retention go hand-in-hand with that support and monitoring piece. And of course everybody needs to be thanked, even if it's just a simple card on their birthday or you just stop them when you see them at school and shake their hand and explain to them how much you appreciate their volunteer work. But recognition is really, really important. It can be as fancy or as simple as you like. It doesn't have to be expensive. You can do things that are very inexpensive. The most important thing is that people are thanked.

Okay. So closure is one of the last pieces, and that really involves bringing the relationship to a formal close. So whether or not the relationship ends naturally because the year is up or because the pair

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has decided that they're done meeting, or whether the closure happens because of maybe inappropriate behavior, or what oftentimes happens is mentors or kids move. Regardless of what happens with that closure of the relationship, it should be something formal.

So for matches that just naturally end because their time is up, it's great to do some sort of little ceremony. Maybe have the mentor and mentee write letters to each other. Something to just close that relationship out so that everybody knows, okay, we've ended the relationship, and also so that they understand what's appropriate for next steps. Will mentors still be allowed to be in touch with mentees, or is this kind of the very end of the relationship and that's it. So you'll need to decide that stuff for your own program.

And then finally an evaluation process. It's important to set this evaluation up in from the beginning so that you know exactly what outcomes you're getting with the young people. And there's a million different ways you can do this, but it is important to evaluate your program, because someone will say, what can you tell me will your results? What is happening with the money we gave you? Why should I be a mentor? What does mentoring actually do? So again, evaluation is important for a lot of different reasons, but you definitely want to have a process in place.

And I do know that Project Star, the evaluation provider for the corporation just put out a mentoring evaluation tool kit, so that might be a good place to look if you're interested in setting up your evaluation. And as Nicky and I mentioned, we have information on all of these topics, so as you go through you may be noting things that you need help with or that you want to maybe revamp. So feel free to contact us with any of those.

So let's take a look, then, at some of those websites that we mentioned earlier, and you'll notice that we listed our website as well as National Mentoring Center. There's a lot of different publications on these sites as well as tools and sample forms, training guides, agendas, evaluation tool kits. All kinds of good stuff. So take a look at those.

And then we've also listed MENTOR/The National Mentoring Partnership, and those are folks that developed the Elements of Effective Practice. They also have a tool kit that goes along with those Elements, so, again, another resource with you.

It's important for you to know too, that MENTOR is the program that registers programs across the country. So if you would like your program to be registered in their database so that mentors can find you, you'll want to get in touch with MENTOR/The National Mentoring Partnership. They also help run the state partnerships in your state, so for example here in Oregon, we have a state partnership that does training for programs, they help folks recruit, and they provide support. So go to MENTOR to see if you have a state partnership and if you can connect with those folks as well.

We have also listed Private/Public Ventures, who is responsible for the majority of the landmark studies with Big Brothers/ Big Sisters, and so this is where you're going to find a lot of the research information if you

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want to look at those studies. And like I said, we did include that in a bibliography we'll be giving you guys in just a second.

And also just to add, if there's anyone on the phone focused on mentoring children of prisoners, Public/Private Ventures and their partnership with Amachi is also another Corporation training and technical assistance provider in that area, so you can get in touch with them if that's a particular emphasis that you're working on.

We also listed EMT, who is a group out of California, and they have a lot of different publications on their website that cover a range of topics, and we wanted to make sure to include them as well.

Okay. I sped through that. Questions that people have about the Elements or anything else that we have covered so far?

And before people ask, I just want to chime in, this is Nicky. For anyone who has to leave, we're about five minutes from the top of the hour. I'm going to go ahead right now while we're talking and I'm going to put those files that we promised up for download, and it will take me just a minute to get to them. So I'm going to let Amy go ahead and take some questions over the phone. I won't be able to monitor the chat for the next couple minutes, and I'll get these files up for you so you can download them.

Okay. So let's open it up for questions, and remember if you're on mute, you want to unmute your phone. You're welcome to ask just verbal or you can raise your hand if you want to. So any questions about what we covered so far or resources or support services?

I had a question.

Okay. Go ahead, who is this?

This is Carol. Hi, Carol.

A couple slides ago you were talking about the closure and what -- if the match was going to have contacts after the end of the match. And I'm just wondering about what you suggest the agency do about making sure that both parties know that they're no longer a part of that?

Well, there's a lot of different ways people go about this, and there's a lot of different kinds of approaches. Some people say absolutely no contact. Other people, like for example for the program I mentored with, when our match ended, they clearly said to me and to my mentee, "You guys can still meet, but you're no longer covered under the insurance for the program." And so that was important for me to know, and they weren't providing any support services to us. So in a way as a mentor, if I wanted to continue, I was kind of putting myself out there as far as not being covered under their insurance. So we did just go ahead and formally close our match at that time. So that's one way to do it, but there's a lot of different ways.

Some programs keep matches as long as they want to. They keep supporting them and they keep them on their insurance because they feel that it's important to have matches last as long as they possibly can.

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So it really is kind of up to your program, as well as up to your board of directors and your insurance company. So you want to check with those folks to see what they think as well.

So I see a couple other hands. I'm just going to interrupt. Hopefully everyone sees on their screen right now a box that says "File transfer." And there are three things from that box. There are the slides from this presentation, there is the assessment tool that we showed you, and there are the research references, so you can just click on whichever ones of those that you want and just hit the download button, and you should be able to get to those. So we'll leave that up there. Sorry it's covering up the contact information for now, but we'll clear that up later, plus you'll have that if you download the slides, the contact information is in there.

So I see a couple hands. How about Judith, your hand was up.

Hi. Yeah. I was wondering if you could say something about, you know, just going into even building something, how do you make sure that the mentors you're choosing really honestly buy into the philosophy so that they're not casual about their responsibility and the kinds of affects they'll have? I think a lot of time when you touched on this people may not really realize that quitting after three months is, indeed, really devastating to a kid.

I usually tell programs -- one of the things that I love to talk about is retention. And from the moment that you meet that person, from the minute that they make contact with your program, it's really, really important for them to understand the commitment. If they have any doubts at all that they're going to be able to meet once a week with a young person for a year, then maybe they're not ready to mentor. Maybe you can plug them in in some other way. But from the minute that you talk with them to the orientation session, questions about their schedules and their lifestyle when you're doing screening, as well as the final reminder in training, so just kind of hammering it home and any place you can, any time you talk with them.

Now of course, that's not going to guarantee anything. But give them a chance to self select out at any point in the process before they become matched.

Okay.

For me, I was going to be matched again a couple years ago, and then I just looked at my schedule and I thought, I'm going to have to miss too many meetings. I can't do it right now. So, again, try to just really stress that point, and then also have them sign a contract when they do become a mentor that says that they will meet with the young person, that they will attend training, and that this is their responsibility. There's no magic answer, but hopefully a multitude of things can help with that.

So I just saw Margie's pointer on the screen. Margie did you have a question?

I actually wanted to ask you to expand a little bit more on something that Amy just said in response to -- was it Judith or Carol?

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Uh-huh.

About the -- when someone can't do the commitment of once a week and you said something, Amy, about don't turn them away or maybe funnel them somewhere else. Maybe could you talk a little bit about some of those other things, because I think that's really an important point for people who can't commit to once a week, they may be able to commit to some other things.

Yeah, I think that all of us probably need help in our programs. And so maybe there's ways that you can plug someone in otherwise. Perhaps they can help you with your website, or you could ask them to be a recruitment ambassador for your program. That's something that folks have been using with pretty good success. They've been saying, "Okay. if you can't mentor, would you be willing to help me recruit some other people to be mentors for the program?"

Also, if they're not appropriate for your program or you don't have volunteer positions, again, part of your Rolodex is knowing other programs that you can refer people to. So maybe they really, really want to do tutoring or they're really interested in some other type of youth work, you can refer them to other programs as well.

Keep in mind if they're an unsafe mentor or if they didn't pass your screening, you don't want to refer them on to other people. But it is important to think about how you might plug them in otherwise. Did you have anything to add, Margie, or anyone else, about plugging folks in?

Just that if someone isn't able to make that commitment, all of those suggestions you've mentioned are wonderful, and folks may find that -- Boomer volunteers in particular may not be able to make that commitment but have other skills. It could be even that if you have monthly gatherings of all your mentors or every six months they get together, and as you said, the person has cleared screening, they could help you plan those activities or accompany a group on field trips or things like that. So things that would give them some contact with kids, as well as meet the needs that you have for support.

Yeah, that's great. And, in fact, when I wasn't able to mentor a couple years ago, I've just been helping the program out with special events and service projects, as well as for yearly camp. And that's worked out well because I still get to be in contact with the young people, but not necessarily the big commitment that's required.

Thanks. So I just want to quickly say we have reached the end of the hour and we want to respect the time of those folks who have to go. If you do have to log off, thank you so much for being with us. You will receive from us a survey that will be very brief, won't take up too much of your time, just getting your feedback. It's important to us, and we try to improve these sessions based on that.

And if anyone had trouble downloading those documents, just send me or Amy an e-mail or give us a call. You can email that [learns@nwrel.org](mailto:learns@nwrel.org), and we'll make sure you get them.

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For folks that don't have to go, we'll stay on the line for a few more minutes and take any lingering questions. So go ahead and you can either chat, raise your hand, or just use the phone. Carol, I see a hand, is that the same one from before or do you have a new question?

I have a new question.

Okay. Great.

You've recruited someone, and you've done this contract with them for a year or however months you decide, and weekly commitments. Well, you know, a couple months into the match, they're not sending you their logs and they haven't really gotten together, you know, with their match. I mean how long -- what do you recommend doing? I mean you talk to the person. They want to still do it. You know, at what point do you say this isn't working with our program. Even though the match may be going fine, they're not doing their paperwork or whatever. When do you say, you can't be part of our program?

Well, I certainly would give them several chances. But maybe it's a matter of figuring out what's going to work for them. So a couple of things that you can try. First off, they have the contract, so they know right away it's in their job description that not only is meeting with the young person required but making it to the sessions for ongoing training, as well as turning in those support logs.

And I always tell programs to be honest with their mentors. Let them know, we need you to come to ongoing training. We need you to turn things in because we need to be able to document this for our risk management plan that we're checking in with you and we're seeing you. So sometimes that can help if they understand it's kind of a safety risk management piece.

The other thing as far as just showing up for training and turning in logs, one thing that worked really well in the program that I volunteer with is that they give us a couple different dates for training, so they'll email us all and say, "Here are three dates. Let us know which date works the best for everyone." And that way they can kind of pin us down, so you can't make the excuse that, oh, I couldn't make it or I didn't know, because they already asked ahead of time, you know, look at your calendar and tell us which date you can be there.

It's okay to remind mentors of their commitment and to remind them how important this is to the young person. That you know what they signed on to do is really a big responsibility. So there's no one big magic answer. In fact, there's hardly any magic answers with most of this stuff. But just trying a couple of different approaches is important.

If they don't make it to training, call them up the next day and say, "Hey, Amy, when can we get together so I can go over the information that we taught in training," or, "When can we get together to meet and talk about your match because I need to check in with you?"

So, again, I would give them quite some time. It may be that you say, "You know what, I really need you to do this stuff." You know, after you've been struggling for a couple months and they're not able to do

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that, you may have to end the match. But it's certainly not something you want to do right away. Give them some time to try to kind of get in line with what you need and then go from there.

Okay. Thank you.

Amy, too, I think when you're scheduling -- this is Margie. When you're trying to schedule or give people choices of scheduling, I've seen people use things like Survey Monkey or Zoomerang or some other technology tools to zap out a message to participants and get them to "vote" on a choice really quickly instead of having to do the nightmare scheduling of one-by-one asking and gathering, you know, a dozen of 50 emails. So you could use technology to help in some of that scheduling.

That's great. And I could even see using something like Survey Monkey as a way to fill out their logs. So maybe after their meeting, they just go onto Survey Monkey, it has a few questions, some open-ended, and they fill out their match log there and submit it electronically to you. It really just depends on your volunteers, where they're at tech-wise and what's going to work best for you with your time and how you want to kind of document things. But that's great. Thanks for that, Margie.

Thanks. Any other questions?

Yeah, I have a -- this is Margie again. Could you guys say something about -- you know we say a mentor is a friend, and at the same time they're not a peer. And I'm wondering if in the trainings that you have run with mentors or the folks who are on the phone, if it ever come up as an issue or has there ever been confusion about what that actually means to be a friend when you're a mentor?

Does anyone on the phone want to address that before I pipe in?

This is Judith. I would just say that, you know, sometimes you want young people to learn that it's possible to have an adult as your friend. It's not the same kind of friendship as a peer.

Good point. That's good.

And I think the other thing that really comes into play here is in your initial training you're going to have a piece about boundaries and what that looks like. You say this is a friendship, but this friendship has certain boundaries, and here they are and, you know, work with your mentors around boundaries, both with their relationship with the young person, as well as their relationship with the family.

Thanks. Other questions? Okay. Well, I'm going to go ahead and close this file transfer screen so everyone can see our contact info. We want to thank you all. Almost everyone stayed on even after the hour, so we appreciate your participation.

Like Amy said, feel free to contact us for more information if you need any type of follow-up assistance. More of the topics that Amy covered at the end, like she said, are trainings in and of themselves, and we've got resources, even other Webinars. The entire thing is just focused on some of those topics we can send you the files for. So let us now how we

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can help, and thanks very much to Amy for presenting today and to all of you for participating.

Thank you.

Thanks everyone.