

# STANDARD 3: MENTOR TRAINING

WELCOME!

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# MENTOR TRAINING



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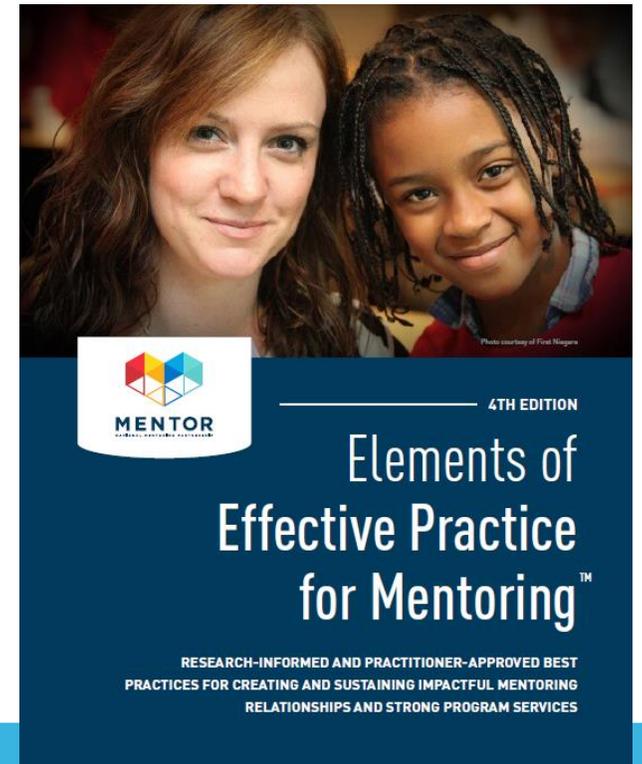
# WHAT ARE THE *ELEMENTS OF EFFECTIVE PRACTICE FOR MENTORING™*?

Research-informed practices

Evidence-based Standards and Benchmarks

Enhancements that can promote relationship quality and strong outcomes

Recommendations on program management, leadership, evaluation, and core principles of youth mentoring organizations



## **LEARNING OUTCOMES**

**Briefly touch upon**

**Apply adult learning theory and principles of effective training to the design of training sessions.**

**Design a training system that teaches mentors the knowledge, attitudes, and skills needed to build an effective and safe mentoring relationship within your program.**

**Apply the training standard from the 4th Edition of the Elements of Effective Practice to program practices.**

# **STANDARD 3: MENTOR TRAINING**

## **BENCHMARKS**

**B3.1 Program provides mentors a minimum of two hours of in-person pre-match training**

**B3.2 Mentor training includes listed topics at a minimum**

**B3.3 Program provides pre-match training for the mentor on risk management policies that are matched to the program model, setting, and population served**

**B3.4 Program uses training practices and materials that are informed by empirical research or are themselves empirically evaluated**

## **OTHER ENHANCEMENTS**

**Orientation for the youth and their parents/guardian**

**Temper expectations of participants by confirming the parameters of the relationships**

**Training for the youth should also address risk factors such as: approved activities, appropriate interaction in person and electronically, inclusion of friends or siblings, etc.**

**The training material is tailored to the program needs and the characteristics of the youth served**

**Ongoing training is offered to support the mentor and the youth**

**Culture, race, gender, socioeconomic status, religion and other cultural markers may impact the mentoring relationship for the mentor and youth**

Why do mentoring relationships fail?

## Why do mentoring relationships fail?

- **Mentor's** perceived lack of mentee motivation
- **Mentor's** unfulfilled expectations
- Deficiencies in **mentor's** relational skills including culture competency
- Family interference
- Inadequate agency support

(Spencer, 2007)

# MENTOR TRAINING RESEARCH

## **DuBois Meta Analysis (2002)**

Effects are “enhanced significantly” when more best practices are utilized, including initial and on-going mentor training.

## **The Role of Risk (2013)**

Mentors that received early match training met with their mentee more frequently and were more likely to sustain the relationship for at least 12 months.

# MENTEE & PARENT/GUARDIAN TRAINING RESEARCH

## **Kasprisin et. al. (2008)**

Training contributes to the mentees' understanding of their roles and responsibilities and can enhance their commitment to mentoring

## **Dubois et. al. (2012)**

Parent training is particularly important, because parent involvement in, and support of, the mentoring relationship is associated with positive youth outcomes

# TRAINING VS. COACHING

*Training* and teaching involve the transfer of skills and knowledge to the learner. The trainer or teacher is the expert.

In *coaching*, the coach is not the expert; coaching does not give answers, but asks questions. Coaching explores the present and designs the future. The recipient learns in the process, but the coach does not teach directly.

# ADULT LEARNING STYLES

## **Kinesthetic Learner**

- Learns through activities: touching, creating, or doing.

## **Visual Learner**

- Learns through visual representations such as diagrams, pictures, or videos of the concepts.

## **Auditory Learner**

- Learns by listening to orally presented information.

# PRINCIPLES OF ADULT LEARNING

Adults . . .

- Learn because they want to
- Feel they know what they need to know
- Like children, learn by doing
- Learn when they are comfortable (i.e. not hungry, cold, tired, etc.)
- Want guidance, not competition
- Learn new material in relation to what they already know



## **LEARNING MODALITIES**

**Think or write individually**

**Pair or group discussion**

**Group write**

**Draw, sing, kinesthetic techniques (form a shape)**

**Simulation**

**Role play**



# QUALITIES OF EFFECTIVE TRAINERS

Prepared

Innovative

Practiced

Interesting

Welcoming

Engaging

Relevant

Flexible

Learn more at:

[http://educationnorthwest.org/sites/default/files/resources/training\\_initial.pdf](http://educationnorthwest.org/sites/default/files/resources/training_initial.pdf)

# WHAT IS CULTURE?

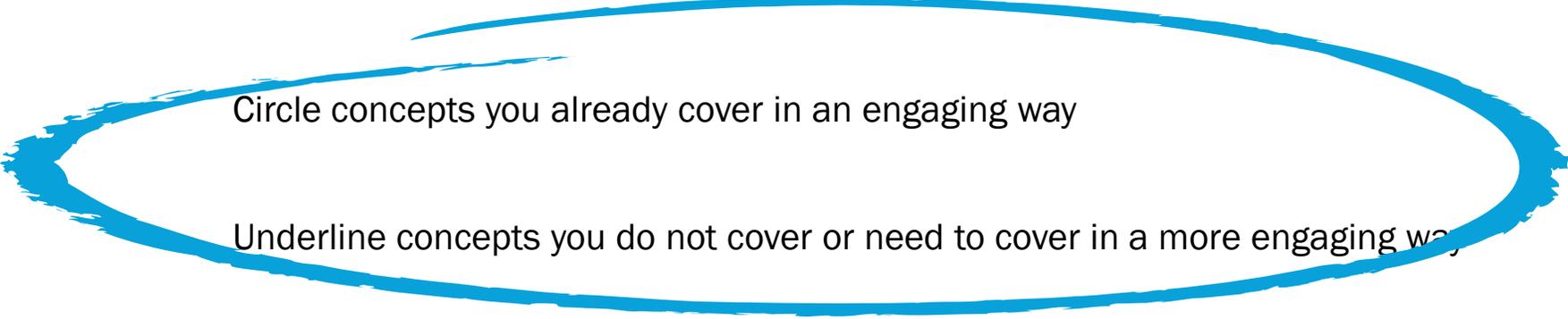
Culture can be defined as a way of life, especially as it relates to the socially transmitted habits, customs, traditions, and beliefs that characterize a particular group of people at a particular time.

It includes the behaviors, actions, practices, attitudes, norms, values, communication styles, language, etiquette, spirituality, concepts of health and healing, beliefs, and institutions of a racial, ethnic, religious, or social group.

Culture is the lens through which we look at the world. It is the context in which we operate and make sense of the world. It influences how we process learning, solve problems, and teach.

From: [http://oregonpirc.org/webfm\\_send/19](http://oregonpirc.org/webfm_send/19)

# TOPIC SELF-ASSESSMENT INSTRUCTIONS



Circle concepts you already cover in an engaging way

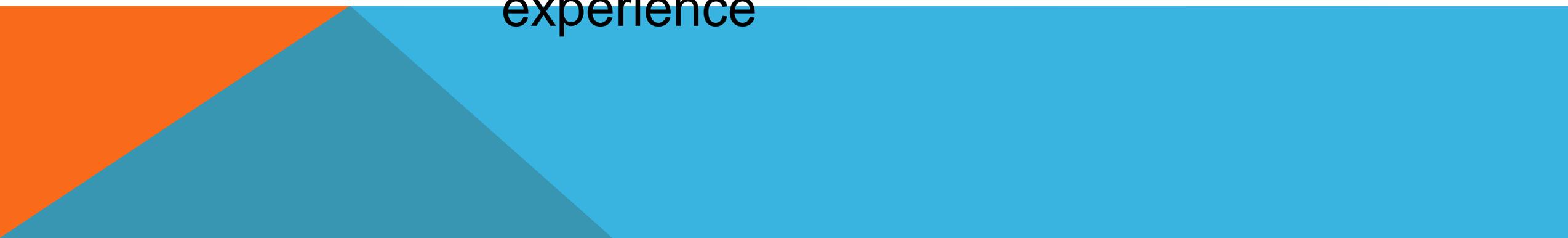
Underline concepts you do not cover or need to cover in a more engaging way

Add a star next to concepts you need to learn more about or develop for their programs



# ICEBREAKERS & INTRODUCTIONS

Icebreakers help facilitators:

- Get a sense/feel for the group
  - Get people moving, engaged, and invested
  - Start bonding and collaboration
  - Set the stage for a participatory learning experience
- 

## **TRAINING ACTIVITIES REFLECTION QUESTIONS**

**What training topic does this activity demonstrate?**

**How might this activity be adapted to your program setting?**

**How might this activity be adapted to incorporate cultural norms of mentees and families represented in your program?**

# IN CLOSING

A good training includes three approaches: Kinesthetic, Auditory, ???

