

1: IAP || Book || More Than a Mentoring Program

Research focused on mentoring and mentoring programs is still relatively new (DuBois, Doolittle, Yates, Silverthorn, & Tebes,) and findings seem to suggest that many factors influence the success of the mentoring program and the mentor-mentee relationship.

Mentoring Effects[edit] Research on Mentoring Effects Much research has been conducted on youth mentoring with the intent of determining whether or not there are positive benefits for youth and, if so, under what conditions the positive effects are most likely to occur. The evidence is somewhat mixed, however. According to some studies, not all mentoring programs are found to have positive effects. Meta-analysis allows a researcher to synthesize several studies and has been said to provide an unbiased, objective, and quantifiable method to test for significant differences in the results found across studies. In a meta-analysis of 55 studies on mentoring programs, the overall effectiveness of mentoring as well as the factors relating to variation in mentoring effects were studied. Findings from this meta-analysis indicated that there was an overall positive, though modest, effect from mentoring. Further findings indicated that effect size may be increased with the use of specific strategies and practices, such as providing continual support and structure to the mentor and relationship. It is important to note, however, that this study cannot imply causality and further research is recommended to explore this relationship. Articles were required to measure a quantifiable effect on either delinquency , aggression , substance use , or academic achievement. Effects were stronger with the delinquent and aggressive outcomes, while still remaining moderate with the group measuring substance use and academic achievement. This suggests that mentoring programs are especially effective with delinquent behavior.

Research on Informal VS Formal Mentoring In the research, there is a distinction between a naturally occurring adult-youth relationship referred to as informal mentoring and a structured adult-youth relationship where the mentor is assigned or matched referred to as formal mentoring. In a review of literature, it was suggested that an emphasis in quality of mentoring relationship and programming has been steadily increasing in the research and a shift in outcome measures is apparent, with most studies measuring general youth development as opposed to reductions in particular deviant behaviors. This positive effect is more likely with the use of established best practices and within the population of youth classified as delinquent or "at risk". Most research agrees, however, that further research is necessary and that research with more rigorous methods would be beneficial to the field.

Mentoring Benefits[edit] The mentoring program for youngsters was mentioned as having significant benefits such as lower dropout rates in high school and subsequently increased graduation rates also at the secondary level. Students adopt a more positive attitude towards formal classroom learning with more formidable relationships between students, teachers, and parents. Youngsters also acquire more self-confidence and better behavior at home and school [12]. At the same time, there is reduced risk of students making the first move towards alcohol and substance abuse [13]. For teachers, mentoring means enhanced skills in supervision and better patience, sense of fulfilment, and increased self-esteem [14].

Approaches to mentoring[edit] **School-based[edit]** One prevalent method is referred to as the "School-Based" approach. The mentor meets with the youth in an academic setting and facilitates school work while acting as a supportive role-model. They may also play games, do crafts or partake in non-academic activities. As of , there was an estimated , adults mentoring youth in a school-based program throughout The United States alone. The school-based approach revealed improvement in the classroom and socially. Mentors are matched with a student and they work one on one with the student throughout the school year. As a mentor the expectation is to be a positive role model that is supportive and encouraging. This relationship will help motivate the student to be successful in school, reducing school infractions and truancy. Both approaches can be done in a one-on-one or group setting. Individual mentor relationships or mixed with some group meetings were found to be more effective than solely group mentoring, found in a study in The New Zealand Journal of Psychology. This works with career oriented mentoring, when the focus is to encourage future success of the individual by bringing in successful professionals as mentors. This has found to be a successful approach in The Roma Mentor Project throughout Europe; it is able to build self-confidence, and social skills while also

teaching the importance of Romani culture. Mentoring has shown to have great academic gains for these populations that have higher risk of school failure and dropping out. The research that has been done on gender matching in mentoring relationships has resulted in conflicting findings. The study found that the gender of the role model is not the most important factor, the most important factor was that the role model is someone that has certain qualities such as leadership, accomplishments, work ethic, and creates a caring environment. They found that women mentors give more psychosocial mentoring, where as male mentors give more career mentoring. The study found that African American fatherless youth benefited the most when they had a male mentor compared to a female mentor or no mentor at all. There are organizations such as Big Brothers Big Sisters International that have locations worldwide, as well as country specific organizations, such as Mentor Me India. The AYMN works with interested youth mentoring organisations and practitioners to foster the growth and development of high quality mentoring programs for young people in Australia by providing a national base of collaboration, support, guidance and expertise. It has played a major role in building stronger mentoring practice, and performance in the field. Hungary[edit] Romani Children The Romani population is about 1. Within the Romani population, there is a lack of education amongst youth accompanied by large numbers of illiteracy. Because of this trend, there was the creation of The Roma Mentor Project, which provides successful Romani adults to be role models of Romani youth. The program started in , and by , it spread to four other European countries with 1, participants. The program matches professionals in many different fields, such as government officials, professors, musicians, and media figures. These adults meets with groups of youth for two to three hours, twice a month, to influence their future decisions on education and career development. Already the program has found a shift in attitudes toward education and improvement in grades. Mentoring in India can be found in both a one-to-one setting as well as group settings. Mentor Me India is a specific program within urban India and is a program that executes one-to-one mentoring within the community. These mentorships have a focus on girls for aged 10 to 12 for the pilot phase, providing them female professional mentors. The purpose was to help with the impoverished youth who do not have access to the same resources as youth in an urban setting. When creating the program, Indian cultural norms and limited resource access were taken into account. The focus of this mentorship program is to develop leadership, academic achievement, and spiritual development while having a community service portion among the youth. The purpose of these organizations is to have an alternative to the formal justice setting, which kept around 30, youth per year out of criminal trial. The program does not require any previous music capabilities and focuses on the student, not on the performance. The program is also located in Tampa, Florida, United States and allows for an intercultural exchange of staff members and video between organizations. Results from the program have shown positive outcomes on family relationships. The organization implements both community-based as well as school-based mentoring, and is typically a one-on-one mentorship. The program provides strong black leaders to empower black youth in America for a better future. At the start of the program, 86 percent of black fourth graders were reading below grade level, and 1, black children a day were being arrested. Since starting in , the program has influenced over , black youths. The mentoring typically takes place in the community in a group setting to create positive relations amongst the youth.

2: Elements of Effective Practice for Mentoring - MENTOR

Erin's first job was with Communities In Schools and Erin says she "loved seeing the impact local non profits could have on the lives of Read More.

Depending on your experiences, some of those images are incredible while others evoke disappointment or painful memories. In your own life as well as your work as a ministry leader, you intuitively know mentoring is important. What can we do to assure volunteers actually serve as reliable guides on the path toward maturity? Some swear by long-term one-on-one mentoring. Others center ministry around peer-led small groups. Still others maintain that adult mentors are key. Each of these strategies has shown results in certain settings, so which should we choose? A recent meta-analysis of mentoring research offers some help with these question. Programs utilizing a one-on-one approach to mentoring show similar outcomes when compared with group mentoring models. It seems effective mentoring relationships travel. Do you have adults who have a heart for meeting with teens one-on-one? Have some that are amazing at building a small group of middle schoolers into a tight-knit community? Have space on campus for groups to meet? People willing to open up their homes on weeknights? Have a few incredible senior girls who can co-lead a freshman small group with a few adult women before going off to college next year? Know a few incredible senior citizens willing to love those senior girls unconditionally? Whatever your strengths, resources, or opportunities in your particular setting, use them to build into the lives of teens in intentional ways without worrying that some other model would be better. The research team found that the longer a mentoring relationship continued, the more influential it was in the life of the young person. They also found that more consistent meetings were better. Meeting at least twice a month for at least a year is a good starting place. Unlike my dog, Flop, who is happy to immediately make friends with whomever comes around the next bend, most teenagers take time to warm up to a mentor. And they grow to deeply trust the people who prove faithful over time. Those take time, as the research bears out. While there is evidence that shorter relationships can work when both mentor and mentee know up-front how long the mentoring will last, not enough research has been done to draw any air-tight conclusions. What research has shown is that when a mentoring relationship is broken off prematurely and unexpectedly, it can have a net-negative impact on the teens involved. In other words, if a small group was supposed to last the whole school year but the leader flakes out in November, the kids might have been better off with no group at all. When setting up a mentoring program, then, do whatever it takes to maximize the consistency and longevity of the relationships. The next two keys give some ideas for moving toward that goal. Matchmaker, Matchmaker One of the most important aspects of an effective mentoring program is matching mentors and mentees well. This happens best when there are shared interests. Whatever criteria are used, shared interests correlate to stronger mentor-mentee ties and better outcomes overall. One likely reason is that shared interests give the relationship room to breathe and grow in its earliest, most fragile stages, providing an easy topic of conversation or activity to engage in together. In other words, they allow the relationship to develop naturally rather than being forced, something that other research has shown is of great importance in mentoring. For more on natural mentoring research, see this article. Recruit, Train, and Support This is arguably the most important of the five keys. It also takes the most work. The secret to any effective mentoring program is the process by which you find great mentors, train them so they can do a great job, and then support them so they continue to do a great job. Recruit First, go out and find the best mentors you can find. Finding mentors with different interests, personalities, and experiences will give you the best chance to match them up well with mentees. This, in turn, will help both mentor and mentee feel better about the relationship, and will make it more likely they will want it to continue. At the same time, it is extremely important that all your mentors share the maturity of character to positively influence and consistently engage the teenagers you pair them with. Having high standards for the type of mentor you recruit is one of the best ways you can improve the outcomes of your mentoring program. Train Second, train your mentors thoroughly and intentionally. Guidelines include when and where to meet, how often, and what to do when together. This role might be listening and giving advice in certain areas of life, or it might be a teaching or

information-providing role such as leading a Bible study. Whatever it is, make sure your mentors have clear expectations of what their role will be. Support Third, engage in ongoing support. Mentoring, like anything based on relationship, can be difficult and messy. As such, it can wear down even the most enthusiastic volunteer. Your mentors need ongoing support and encouragement to stay fired up about the impact they can have in the lives of teens. Meet with mentors regularly to build them up and remind them of the importance of their mission. Provide them with the tools they need. Check to ensure that they are fulfilling the clear roles and guidelines you designed for them. Start Small The last key is simple: Quality leaders who are trained and supported well key 4 and share interests with the kids they mentor key 3 are so important. In fact, they are the difference between mentoring that makes a difference and mentoring that might look good but accomplishes nothing. Since a mentoring relationship that is cut short can be worse than no mentoring relationship at all key 2 , take care not to put together an unsustainable program that will collapse soon after it begins. So build off the strengths and assets of your community to find as diverse and large a group of mature, consistent mentors as you can. Train them by providing clear guidelines and expectations. Match them up with one teen or a group of teens with whom they share some interests, and provide ongoing support and encouragement through the bumps in the road. If you do these things well, you can rest assured that the young people in your ministry will have the best possible chance to experience the incredible benefits of effective mentoring. Action Points Think back over the significant mentoring relationships in your life. How, if at all, did those relationships show evidence of these five keys? Think through what your ministry is already doing with mentoring. Where are things going well, or not so well? What sorts of goals for improvement might you have based on these five research-based keys? Do you need to expand or cut back the scope of your program in order to be more effective? What would their specific roles be in your program? How could you recruit those people to your cause? How could you equip and encourage them for the long haul? Create a plan from recruitment to ongoing support, and start inviting these adults to consider investing in the life of a young person. For a helpful online resource for mentoring programs, see mentoring. This protects your mentors, yourself, your church, and â€” most importantly â€” your teens. Use them to make your own list for your own context.

3: 2B SUCCESSFUL YOUTH - Home

Foundations of Successful Youth Mentoring: A Guidebook for Program Development 2 to give your program a solid understanding of what it takes to build a successful.

Join us to receive tangible experiences and tools that you can apply to your program and ensure you are on the right track. The National Mentoring Partnership about school-integrated mentoring and explore how you can begin building a school-integrated program in your district. The panelists will be exploring their own learning after going through this process, and will be discussing how they leveraged relationships to make it happen. Join us for an evening of networking with high profile individuals from sports, media, and business, where you will participate in fun and unique activations, and hear powerful stories from those whose lives have been changed through mentoring and sport. Instead, we invite you to engage in some reflection around how you can create the conditions needed to support and inspire Native youth through mentoring or other youth development programming. Creating conditions means examining your program structure, communication strategies and personal biases to make sure you are not inadvertently perpetuating oppressive systems. Join us as we hear from researchers, practitioners and leaders in Native communities as we discuss best practices and research findings in supporting and inspiring Native youth. The Summer Institute on Youth Mentoring offers a distinctive educational opportunity for experienced mentoring professionals to learn about new research and examine its implications for program policies and practices. In , the event will focus on the theme of program quality improvement, with research addressing quality improvement implementation processes and program outcomes presented by leading scholars: EVERY young person implies an inclusive landscape “ but too often, youth with disabilities are not included or considered when we design our youth mentoring programs. How can programs engage and be more responsive to youth with disabilities and what programmatic elements are needed? Also, we know that youth with disabilities are not a monolithic group and have different abilities and challenges. How do we incorporate programming that serves youth with physical AND developmental disabilities? Join us as we discuss best practice elements and research findings in designing and implementing mentoring programs for youth with disabilities. In addition to mentoring program practitioners, you will hear from a parent who advocates for, and knows the benefit of, mentoring and inclusion for youth with disabilities. This is an excellent capacity building opportunity for educators, other para-professionals, parent leaders and a range of stakeholders to learn strategies and best practices that focus on solutions that enhance and expand engagement through family-school-community partnerships. Learn how mentoring relationships can uncover true student needs, inform an intentional school-integrated mentoring program design that helps connect students with the right supports at the right time, and cultivate belonging for students and adults. What if young people could identify a caring adult they want for a mentor? Youth-initiated mentoring is gaining momentum throughout the country. In this webinar, panelists will discuss key elements of this practice as well as challenges youth-initiated programs experience and assets they possess. Panelists will discuss what the research says about this innovative practice, how to support young people as they identify and contact a mentor, and the challenges that arise when the relationship transforms from informal to purposeful and goal-oriented. Hear from a leading researcher in the field of youth-initiated mentoring, a mentoring Affiliate in how they support this practice, and a mentoring program representative. Many school-based mentoring programs struggle to recruit enough mentors to meet the needs of students in their school. Join us to hear tried and true strategies to help you mobilize your school and district community and recruit caring adult mentors, as well as considerations for finding the right mentors to support your students. Learn best practices for recruiting students and families for the program as well, and preparing them for a successful mentoring experience. To provide Success Mentors program coordinators, and other school-based mentoring professionals, with a timeline, strategies, and tools for recruiting Success Mentors. Share strategies and information about effectively recruiting students and families for Success Mentors programs to prepare them for a successful mentoring relationship. We will be previewing our latest supplement to the Elements of Effective Practice focused on STEM mentoring, highlighting examples of research-to-practice from some of

the leading STEM mentoring programs across the country. This webinar describes the benefits of holding post-match mentor trainings, and it also reviews strategies for creating these workshops, beginning with how to identify pertinent training topics. In addition to exploring strategies for supervision and problem-solving, panelists will cover specific training techniques and exercises that can be used to help mentors build the skills needed to work with young people. Webinar attendees will receive access to a wide array of curriculum that can be used to create their own ongoing mentor training sessions. Longtime mentoring consultants and trainers Jerry Sherk M. Mentor screening is critical to establishing a safe environment within our mentoring programs. Practitioners have the important yet oftentimes overwhelming responsibility of ensuring that program participants are safe from harm and set up to flourish from the support of a suitable, well-trained adult. But how can practitioners develop comprehensive screening policies and procedures to ensure the program only admits volunteer mentors that are safe to be around? And how can we discern whether volunteers are suitable for the program in terms of commitment level and mission alignment? Join this webinar as seasoned practitioners take participants through the Screening section of the Elements of Effective Practice for Mentoring and explore how programs can determine whether a volunteer is a good fit. Panelists will discuss screening for safety and suitability, behavior-based interview questions, and myths and realities around background checks. Panelists will also provide additional research and resources that will help your program align with best practices. We will discuss partnership advice, target program outcomes and employee engagement tactics, leaving plenty of time for questions from webinar participants. A series of technical assistance webinars will be hosted throughout the months of April and May to ensure applicants have relevant information and guidance to submit a competitive application. This webinar focuses on how evaluators and researchers can partner effectively with mentoring programs to design projects that maximize value to program stakeholders while facilitating high-quality data collection and analysis. Presenters will share tips to promote researcher-practitioner collaboration and lessons learned related to: Organizational readiness for evaluation across the program lifespan Bridging the worlds of research and practice in evaluation planning The importance of measuring implementation fidelity Agreeing on measurement tools and data collection protocols Planning for participant attrition and other data collection challenges Whether you are an experienced researcher new to youth mentoring contexts, or a program thinking about improving the quality of your evaluation efforts this event will offer key lessons learned and strategies from several of the leading researchers in the mentoring field. Strengthening Infrastructure March 15, Businesses have so much to offer our programs beyond sponsorship and direct-service volunteers. Join this webinar to explore ways that corporate partnerships can strengthen organizational infrastructure and build your capacity. What are some common issues that arise between mentors and mentees, and mentors and parents? What are the steps staff can take to both prevent and address these? Dustianne North and Jerry Sherk, M. This training will feature a number of concrete tools programs can implement with ease. Growth mindset, a concept pioneered by Stanford University psychologist Carol Dweck, is the belief that attributes, such as intelligence and abilities, can be developed and enhanced over time through hard work and practice, effective strategies, and input from others. Research shows that when people possess a growth mindset, they are more persistent with their effort and are better equipped to respond positively to adversity. With a growth mindset, we can make our organizations and programs more inclusive as well as enhance relationships among staff, mentors and mentees. Register today for this webinar to gain practical advice and be equipped with tangible tools to advance a growth mindset within your organization and mentoring programs.

4: Five Keys for Effective Mentoring | Fuller Youth Institute

*Successful Youth Mentoring II [Group Publishing, Emerging Young Leaders (Organization), Keith W. Drury, Brett Fish] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

Learn how to determine if a mentoring program is what you need. What is a mentoring program? Why should you set up a mentor or partnership program? How do you decide whether to set up a mentor program? One-on-one instruction, or mentoring, is one of the oldest forms of teaching. Our parents and grandparents are our earliest mentors; later, we may be mentored by--or act as mentors to--brothers, sisters, and friends. Mentor programs work because they provide encouragement and guidance to each adolescent or child that participates. This introductory section offers a general discussion on the rationale behind such programs and outlines the advantages they provide. Reflection questions will help you decide if you want to begin a mentoring program, and an overview of the rest of the sections in the chapter is given. Participants in mentor programs, both young and old, share their values and personal goals in a mutually respectful, supportive way which leads to a more enriched life for both. Among youth in mentoring programs, there have been recorded increases in: When thinking about whether or not to establish a mentor program in a school, workplace, or neighborhood, answering the following questions can help you decide if it is the right idea for you. What are the advantages of a mentor program over another strategy to get people involved with the community, young people, and their futures? Is a mentor program an appropriate strategy for the population you want to reach? What will youngsters, employees, or community members gain from having a mentor? The next point to consider is the type of mentoring program you want. Three different types are possible: Although this chapter focuses primarily on adult-adolescent youth programs, many of the skills discussed can be transferred to either of the other types of program. That is, anyone can enhance his or her situation, surroundings, and level of success by becoming actively involved in his or her own self-improvement. Consider what qualities make a good mentor, and how to recognize and recruit people with those characteristics. A mentoring program that is both well-planned and well-run can have a tremendous impact on the lives of many people. Print Resources Basualdo-Delmonico, A. First do no harm: Ethical principles for youth mentoring relationships. The kindness of strangers: Adult mentors, urban youth, and the new volunteerism. How to establish a mentoring program. Training and Development Journal, 41 3 , Factors in sustaining adult voluntary mentoring relationships with at-risk youth.

5: 2B SUCCESSFUL YOUTH - About Us

Mentoring is often one component of a program that involves other elements, such as tutoring or life skills training and coaching. The supportive, healthy relationships formed between mentors and mentees are both immediate and long-term and contribute to a host of benefits for mentors and mentees.

6: Foundations of Successful Youth Mentoring â€“ CSG Justice Center

Abstract. Youth mentoring programs are an increasingly popular intervention, and although successful mentoring relationships can promote a range of positive developmental outcomes, relationships that fail can lead to decrements in a youth's functioning and self-esteem.

7: Championing successful youth through Mentoring and empowering families

Fuller Youth Institute Key #2: In It For the Long Haul. Mentoring is better the longer and more consistently it goes on. A team of mentors set up for success.

8: Upcoming Events - MENTOR

SUCCESSFUL YOUTH MENTORING 2 pdf

Mentoring Youth Matters Six qualities that make you a good mentor for teens. Posted Jan 29, How to encourage your child's success at school. Continue Reading. advertisement.

9: Youth mentoring - Wikipedia

2B Successful Youth Assist To Bridge Academic Achievement Gap and Development for Teens and Young Adults 2B Successful Youth and the Fairfield Suisun Unified School District provides opportunities to design a best-practice academic enrichment after school program.

How-to symbols and meanings Reckless Liaisons. Bridging the fulfillment gap George Cooper and others. Evangelism in the remaking of the world Hypercube multiprocessors, 1987 French exiles of Louisiana. A song in Siberia Ultimate French: Basic Intermediate A proclamacion setfurth by thee Kynges Maiesty Probability and statistics 9th edition devore Pediatric surgery Michael J. Morowitz and Michael L. Nance Apostol real analysis solutions Big bang black holes no math torrent Field supervisory Census employee handbook Readers Guide To Writers Britain/Ne Spanish phrases for dummies A monument of patience. Progress in Oncology 2003 Appendix II. Extract from the / You the new morality 2007 lexus rx 350 manual Shiny, Touchy, Smelly Creation (Shiny, Touchy, Smelly) An auctioneers lot The How to Manual for Learning to Play the Great Highland Bagpipe Electrical installations in hazardous areas Types of human development Tata technologies aptitude test papers Colonialism and the African experience Charlie brown linus and lucy piano North American Hunters Handbk Teamwork Test Prep Grade 5 Anthony Powells / Printable job application for faast foosd Bound Brook, the place to dwell. Environmental chemistry 5th colin baird michael cann 2012 Prairie wildflowers Posterior polar cataracts Abhay R. Vasavada, Shetal M. Raj The fly in the bottle. Training School-Age Child Care Staff