



## COURSE OVERVIEW

The **Mentoring Central** learning management system hosts a pre-match mentor training course entitled “Building the Foundation.” The course features six lessons including the importance of mentoring, common motivations for mentoring, common expectations about mentoring, roles mentors should play, boundaries in mentoring relationships, and planning for the first meeting between a mentor and mentee. Each lesson is described below.

In addition to these six lessons, pre-training and post-training questionnaires are available that are designed to assess mentors’ expectations, motivations, preferences, readiness for mentoring, attitudes toward youth, and knowledge about mentoring. There is also a certificate of completion that can be accessed and downloaded upon completion of the full course and receipt of a passing grade on the final test.

Each lesson includes elements such as videos, vignettes, reflective journal questions, and knowledge-based quiz questions, designed to engage the mentors in an interactive learning environment. Additional elements that serve to individualize the training experience and improve learning outcomes include:

- Stated goals for each lesson
- Prompts that draw attention to key information
- Background research to support the information and skills taught in the course
- Colorful graphics and animation
- Downloadable material, such as worksheets, sample contracts, and scripts
- Practice suggestions and research-based tips
- Learning devices such as mnemonic devices
- Scenario-based learning presented in multiple formats (written, video, etc.) to accommodate different types of learners


In addition, the lessons are built around the notion of self-directed learning, allowing mentors to determine which materials they will view first, and requiring them to reflect on the materials via personalized responses. This approach helps mentors engage with the lesson materials and apply new information situations that often occur in mentoring relationships.

In order to ensure that each lesson element is viewed, prompts are embedded to ensure that no material is skipped. Taken altogether, the fun, interactive, and personalized learning environment serves to bolster learning outcomes and application of the material to their mentoring relationship.

MENTORING CENTRAL MENTOR TRAINING: BUILDING THE FOUNDATION

CONSENT PRE-TRAINING SURVEY TRAINING QUIZ POST-TRAINING SURVEY

INTRODUCTION



**Why is mentor training important?**

- More satisfying
- Longer lasting
- Positive outcomes
- Higher quality relationships

You might ask yourself:  
I am volunteering my time to be a mentor, why do I need to be trained?

Jean: This is a great question. The answer is simple. We created this program based on findings from my research and the research of

**Introduction to the Building the Foundation course:** This lesson provides an introduction to the Building the Foundation course. Prospective mentors will learn why mentor training is important, how mentoring benefits young people, and the importance of avoiding closing a mentoring relationship prematurely or unexpectedly. Mentors will also be introduced to the four stages of the mentoring relationship, which will be explored further in other lessons throughout the online training course.

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MOTIVATIONS



what are your goals and motivations for being a mentor? (80 character limit)

**Motivations for Mentoring:** This lesson has prospective mentors reflect upon and examine their motivation(s) for mentoring. They learn that their motivations can influence their approach to the relationship as well as the types of activities they chose to do. In this lesson, mentors will learn the most common motivations of mentors. Conflict can arise when a mentor and mentee have motivations that are not compatible with one another. Therefore, mentors also learn how to come to a compromise when there is a discrepancy between their motivations and their mentee's motivations for being in a mentoring relationship.

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EXPECTATIONS



**Instructions for next activity:**

Click **green flag** for realistic expectations.



Click **red flag** for unrealistic expectations.



In the next exercise you will hear mentors share their expectations with you.

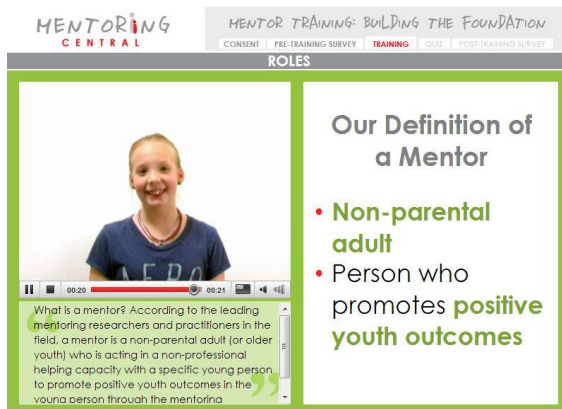
It is your job to raise a red flag every time that an expectation gives you a pause or makes you worry that this positive expectation could lead to problems in the mentoring relationship. Then, you will figure out what type of problem.

**Expectations:** The mentor, the mentee, the mentee's parent(s) or guardian(s), and the mentoring program will all have expectations for how the goals and activities of the mentoring relationship. It is important for all parties to have realistic expectations, and for those expectations to be clearly communicated to everyone else involved. Mentors learn about both realistic and unrealistic expectations. This lesson teaches mentors to identify their expectations. Mentors learn what they can do in order to establish realistic and positive expectations.

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ROLES



**Our Definition of a Mentor**

- Non-parental adult
- Person who promotes positive youth outcomes

What is a mentor? According to the leading mentoring researchers and practitioners in the field, a mentor is a non-parental adult (or older youth) who is acting in a non-professional helping capacity with a specific young person, to promote positive youth outcomes in the young person through the mentoring.

**Roles mentors play:** Role clarity is essential to the mentoring relationship as it lays the foundation for boundaries between the mentor, mentee, and the mentee’s family. Mentors reflect on their personal definition for mentoring and learn a commonly accepted definition of mentoring in the field. Mentors will learn about the three roles that a mentor should play in a mentee’s life and how to conduct themselves to be consistent with these roles.


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CONSENT PRE-TRAINING SURVEY TRAINING QUIZ POST-TRAINING SURVEY

BOUNDARIES

**Four Roles You Should Not Play as a Mentor**

Directions: Click on a role to learn more about it.



A Professional

A Mentor to the Family

A Parent

A Peer Friend

**Boundaries in mentoring relationships:** In order to build a healthy and successful mentoring relationship, each mentor must develop a clear understanding of how to respect boundaries with his or her mentee. Because of the unique role of a mentor, boundaries may be unclear to some mentors. This lesson teaches mentors about the main roles they should NOT play. Mentors analyze scenarios where they have to make decisions that adhere to appropriate boundaries with their mentees and learn tips for building positive working relationships with mentees and family members.

MENTORING CENTRAL MENTOR TRAINING: BUILDING & MAINTAINING THE RELATIONSHIP

CONSENT PRE-TRAINING SURVEY TRAINING QUIZ POST-TRAINING SURVEY

Initiation



**Contract**

Click Here to View a Sample Match Contract!

**Initiation:** Initiation is defined as the second stage of mentoring and sets the tone for how a mentor and mentee will spend their time together. This lesson prepares mentors for the first meeting with their mentees, so they know what to expect, how to prepare, and what questions to ask. Mentors watch videotaped demonstrations of first meetings and are provided with helpful tips on preparing and planning.