



Mentoring Resource Center

# FACT SHEET

## *In This Issue . . .*

...we discuss an often overlooked aspect of participant support: ongoing *mentee* training. Our feature article examines strategies for building mentee skills and abilities over the full cycle of their mentoring relationships.

**The Pub Hub** (beginning on page 8) features new Lending Library items on a wide range of topics, including understanding and preventing juvenile delinquency, motivating students, and engaging parents.



## Enriching the Mentoring Experience Through Ongoing Mentee Training

Mentoring programs seek to help youth develop their potential and achieve success in school and in their community. They work to achieve outcomes for youth that may include increased connectedness to school and community; improved self-confidence or self-efficacy; improvements in relationships with peers, teachers, and family; improved school performance; and personal skill development. Achievement of these goals and outcomes is highly dependent on the strength and quality of the relationship between mentor and mentee.

Providing quality initial and ongoing training for mentors is widely recognized as an important factor in achieving positive youth outcomes. We know that mentors who receive this training feel better prepared to develop a positive relationship with their mentee, and that their matches tend to last longer and produce more positive results than those in which mentors receive little or no training (Dubois, Holloway, Valentine, & Cooper, 2002). Similarly, mentees are more likely to feel ready to begin this new relationship with eagerness and a positive attitude if they know what to expect. Most mentoring programs provide mentees with initial orientation to help them understand the program, how having a mentor can benefit them, and their responsibilities as mentees.

But what about once the match has begun? Mentoring relationships often fail to thrive in the early stages in part because mentees show a lack of interest, are unresponsive to the mentor, or miss match meetings. They may not be comfortable talking to the mentor, lack the ability to express what they want to do during match meetings, or feel like they have no voice in the program. Adolescents may be reluctant to “hang out” with an adult mentor when they would prefer to be interacting with their peers. And they may want to set goals and make decisions, without having the skills and knowledge to do so or ask for help. In short, mentees may be able to start the relationship, and may want the support of a mentor, but are often not prepared to help the relationship develop over time.

## Purpose and Benefits of Ongoing Mentee Training

As mentors develop relationships with mentees, they act as role models, guides, and sometimes teachers, and in these roles they impart knowledge, help youth learn new skills, and encourage them to plan for their futures. Programs frequently provide tools to matches that help them get to know each other and explore new activities together. Some programs even provide materials or curricula that matches use together over the course of the year to help mentees learn about themselves, develop personal skills, or set goals.

Training and preparation for these activities is usually focused on building the mentors’ skills, so that they can lead and encourage mentees as they work on specific activities. Providing a formal ongoing training program for mentees, however, offers a more consistent approach to delivering information and encouraging skill development. It ensures that all mentees receive the same information and relieves mentors of filling the role of teacher/trainer on their own. And it allows mentees to ask questions and voice concerns that they may not be ready to discuss with their mentor.

Ongoing training sessions for mentees can serve multiple purposes, including:

**Reviewing and exploring subjects covered in initial mentee orientation in more depth.** Whether your initial mentee preparation is done one-on-one or in groups, it is likely that mentees did not fully absorb all the information presented. Youth tend to think concretely and

need specific examples to apply information received, so further review and exploration of concepts and information you presented initially will be helpful to them once they have started meeting with their mentors.

### ***Presenting information that will help mentees build positive relationships with their mentors over time.***

Starting a new relationship can be difficult, and both mentor and mentee struggle to find ways to get to know each other and build a friendship. Providing mentees with simple communication tools, talking about what it means to have a positive relationship, and offering ideas for “getting to know you” activities can make them feel more like equal partners in making the relationship work. As ongoing training sessions continue, trainers can cover more in-depth relationship topics, such as resolving conflicts, building trust, and respecting differences.

### ***Strengthening mentees’ developmental assets by building skills and competencies.***

By providing training for youth in such areas as leadership, planning and decision making, goal setting, interpersonal skills, organization and time management, and personal values, mentoring programs can strengthen mentees’ assets and nurture their positive development. Mentees can spend time reflecting with mentors on what they learn in these training sessions, adding value to the training and providing new opportunities to deepen the mentoring relationship.

### ***Building a sense of community within your program.***

Providing group training gives mentees an opportunity to interact with each other in a learning situation, sharing ideas, developing confidence, and making meaningful contributions. Mentees get to hear from their peers about their experience with mentoring and will begin to see themselves as part of a peer group of mentored students. Youth entering adolescence are increasingly interested in being part of a group, and by giving them many opportunities throughout the year to come together with their peers, programs can foster a sense of community and belonging to increase their commitment to the program. If your program includes mentors in some trainings, they will also benefit by interacting with other matches and feeling part of a mentoring community.

### ***Observing mentees and getting to know them better.***

Program staff charged with match support may not spend much time with mentees on a day-to-day

basis. By observing and interacting with mentees during ongoing training sessions, match support staff can better assist mentors who are struggling to connect with mentees or who seek help with behavioral issues. Building trust between staff and mentees is also important to keep lines of communication open so that mentees are comfortable talking to staff if a problem arises.

**Having fun!** Lively and interactive mentee training is critical to your success in engaging youth and getting them back the next time. Give youth a chance to get to know each other and feel good about themselves. Having fun in healthy ways and developing new relationships with peers are also important developmental activities and can go a long way to making youth feel more confident.

## Planning an Ongoing Mentee Training Program: Practical Considerations

**Work out the details first.** As with any new activity, developing an ongoing training program for mentees will require some careful planning. Before getting too far along in developing creative ideas for mentee training, deal with practical considerations such as budget, space and scheduling, staffing, and frequency of sessions. These will vary depending on your program's setting and capacity. For example, programs with multiple locations will have to decide if they will provide training at all sites or find a way to transport youth to a single site for training. Programs with only one or two mentoring staff may need to seek help with training sessions from partnering agencies or volunteers.

At a minimum, you'll need:

- A small budget for training materials and resources, supplies, and snacks
- A meeting space large enough to accommodate physical activity and breakout groups
- A designated staff person in charge of the training program (not necessarily the trainer)

As you work out these details and begin to think about program content, seek input from staff and school site coordinators, school leaders, teachers and counselors, mentors, and even mentees. Getting buy-in from

“ Providing group training gives mentees an opportunity to interact with each other in a learning situation. ”

the school principal and other school staff members will make it easier to obtain needed space and ask for assistance as you set up the program. Ask mentors to provide ideas for training topics based on their experiences, and gather mentee input on when, where, and how often they would like to get together.

**Consider age ranges.** The age of youth you serve will also affect how you set up trainings. For example, if your program serves fourth through eighth graders you may want to have separate sessions for younger and older youth. If you only serve elementary school youth your sessions should be short – no more than one hour – while middle school youth can handle longer sessions. Each activity should be kept to about 15 minutes to keep younger mentees engaged.

**Determine training frequency.** How often to conduct mentee training will depend on your staff capacity, budget, availability of youth, and other factors. If you can only bring mentees together twice a year, consider holding one session early in the year and another about halfway through the year. Holding quarterly sessions will allow more opportunities for youth to build relationships and begin to develop that sense of community. If your program can have more frequent sessions, so much the better, but it's important not to overload youth—or staff—and to focus on quality training over frequency.

**Offer joint mentor-mentee training.** Programs may find it both beneficial and efficient to occasionally bring matches together for joint training sessions. While both mentors and mentees need opportunities to get together separately so they can more freely discuss issues that are coming up for them in the match, joint training also offers numerous benefits. Mentors and mentees will have a shared experience that can be the focus of subsequent meetings; they will get to interact with other matches and learn from them; and

they will see each other in a new situation that will help them learn more about each other's strengths and abilities. In addition, for busy program coordinators, holding a joint session that trains both mentors and mentees is an excellent timesaver.

## Selecting Training Topics and Developing Content

As you consider topics, keep in mind the purposes of ongoing training and identify your own goals and objectives for training mentees over time. Think about program and youth needs that could be addressed through mentee training, such as matches ending early or poor relationship development. Look at broader school issues, such as student apathy or high incidence of fighting or bullying, and the issues your mentees face at home and in the community. How can you help them develop skills to deal with these issues? Finally, consider ways in which trainings can give mentees new skills and knowledge that will help them set goals for the future and become more actively engaged in school and community.

Training topics may be grouped broadly into categories that reflect these goals and objectives:

- Nurturing the mentoring relationship: understanding roles and responsibilities; communication and working together; appreciating differences and similarities; choosing activities together
- Dealing with issues mentees face in their daily lives: family and peer relationships, bullying, personal safety, anger management, health issues, making healthy and safe choices
- Developing mentees' potential: building confidence, leadership skills, recognizing assets, goal setting, academic success, organizational skills
- Expanding mentees' horizons: community resources, cultural awareness, career and college planning

Don't try to take on too much at the beginning, but rather start with one or two basic topics that you feel comfortable with and that will get youth excited about

## Sample Ongoing Training Calendar

There are literally hundreds of topics to choose from when designing a mentee training program. Here is one example of a calendar of ongoing mentee training sessions.

Month	Topic
October	Getting to know your mentor: tips and activities
November	What do you want? Setting personal goals for tomorrow and for life.
December	Joint training with mentors: Teamwork. Have teams of matches build something together and talk about the experience.
January	Listening and communicating for successful relationships.
February	Making good choices and decisions.
March	Spring break – no session!
April	Expanding horizons: thinking about the future. Use goal setting skills from earlier session.
May	Saying goodbye: Celebrating your relationship. Talk about closure.

the sessions. Training that focuses on mentoring basics may be a good way to get started: what makes a great mentor and a great mentee; getting to know your mentor; effective communication; appreciating different perspectives; setting goals for the relationship. You may have covered some of these during initial mentee orientations, but they are worth revisiting over the course of the relationship. Early sessions should focus on having fun, giving mentees a chance to get to know each other, and offering a few key take-away lessons they can try out with their mentors. As mentees get to know each other better and have met a number

## Principles of youth learning

Many of the principles you use when designing and implementing training for mentors also apply to training youth. All learners appreciate receiving information in a variety of ways, knowing the purpose of what is being covered, feeling that their ideas and opinions matter, and being supported in learning new concepts. The MRC publication *Preparing Participants for Mentoring* has a number of useful training tips and techniques that can apply equally to adult and youth learners (<http://www.edmentoring.org/pubs/training.pdf>).

Youth learners do differ from adult learners in several important ways. When designing mentee training activities, keep the following key principles of youth learning in mind:

- Limit the amount of time spent in training—Limit the amount of new knowledge that you expect your mentees to learn. For youth 11 or younger limit training sessions to one hour or less, for youth 12 or older limit training sessions to no more than two hours. Break longer agenda items into smaller sections using a variety of cumulative activities; for example, an introductory presentation followed by a small-group exercise and ending with a group brainstorm of key points.
- Know the youth you are training—Materials and exercises should be tailored to the characteristics that define your mentees, such as age, culture and ethnicity, gender, academic level, and community in which they live. Use illustrations and examples that your youth can relate to.
- Keep concepts simple and to the point—Provide multiple examples for new words and concepts. Avoid jargon or acronyms unless you plan to clearly explain them. Don't overload youth with multiple concepts and nuances unless you know they are ready to absorb them. Make sure they get to practice each concept through role plays and other activities. Because youth tend to be concrete thinkers, connect concepts to real-life events and experiences.
- Use a variety of activities and techniques—Youthful learners tend to learn best when multiple strategies are used to keep them engaged. Use several different kinds of activities to deliver information, such as guided discussions, role playing, games, artwork, and storytelling. Encourage movement and small-group interaction. Invite youth to tell you what they know, and keep lecturing to a minimum. Bring in guest speakers and show videos to offer alternative voices during the training.
- Allow plenty of time for questions and answers—Some youth may be shy about asking questions; consider having the group write their questions down and put them in a hat or question box or other creative ways to encourage questions.

of times with their mentors, they will be ready for more advanced topics. Be sure to ask for their input as you develop ongoing training sessions.

Once you have decided on several ongoing mentee training topics, begin to identify specific training content, build agendas, and develop or locate age-appropriate activities that will get your messages across and make your training lively and meaningful for youth. As you work on developing training content, be sure to

consider how youth learners differs from adults and choose appropriate activities (see above).

Follow the same planning steps you use to develop adult mentor training to be sure your sessions run smoothly. Youth audiences can be highly critical and are more likely than adults to lose interest and show their discontent if the session lacks a clear purpose and does not flow smoothly. Develop a written agenda and training script with time limits for each

activity, and be sure you have all needed materials and supplies ready to go before the session starts. Because training youth requires active engagement, high energy, and the ability to “think on your feet,” it’s helpful to have other adults present who can provide extra support with set-up, help lead activities, and assist youth who are experiencing difficulties. As with any training event, ask participants to evaluate the session so you can make improvements.

## Resources for Planning and Implementing Ongoing Mentee Training

Numerous publications and online resources are available that can help stimulate your creative thinking about ongoing mentee training. Also keep in mind that training activities you have developed for mentors may be easily adaptable for mentees. For example, if mentors are trained in goal setting techniques, try adapting the activity for mentees and having them share their newly learned skills with their mentors.

You can also adapt introductory activities you may have used in initial mentee orientation for later use, accompanied by a more in-depth discussion. For example, if you had mentees do an activity about what makes a great mentee during initial orientation, try it again after a few months and ask them to talk about how their idea of the role of a mentee has changed now that they have a mentor. (Note: This activity is available in *Training New Mentees: A Manual for Preparing Youth in Mentoring Programs*, available at [http://www.nwrel.org/mentoring/pdf/training\\_new\\_mentees.pdf](http://www.nwrel.org/mentoring/pdf/training_new_mentees.pdf))

Below are our recommendations for general resources on training mentees as well as adult and peer mentors, and a variety of online and print resources focusing on group activities, games, and topics appropriate for developing training content for youth. All resources listed are either available online or through the MRC Lending Library ([http://www.edmentoring.org/lending\\_library.html](http://www.edmentoring.org/lending_library.html)).

Developing an ongoing training program for mentees can be a truly enriching component of your mentoring program. Ongoing sessions allow you to focus on relationship-building skills and other personal assets

that can help mentees strengthen their relationships with mentors, peers, family, and others in their lives. By offering training over the life of the match, programs can introduce new concepts and build on skills mentees have already acquired, and mentees can practice skills with mentors and bring their questions and reflections to the next session. Mentees will begin to see themselves as part of a larger experience, one they share with other youth in the program, and they will recognize that they are equal partners in the mentoring experience. Although developing ongoing training sessions will require additional staff time and considerable effort, the benefits will be many—not only for mentees and mentors, but for the overall success of your program.

### References

DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology, 30*(2), 157–197.

### General Training Resources for Participant Training

These online resources provide a solid foundation for trainers of all mentoring participants and include a wealth of specific tools, sample agendas, and training activities.

***Preparing Participants for Mentoring: The U.S. Department of Education Mentoring Program’s Guide to Initial Training of Volunteers, Youth, and Parents.*** (2005). Features guidance for trainers, planning tools to develop training sessions, sample agendas, and ready-to-use training activities. <http://www.edmentoring.org/pubs/training.pdf>

***Ongoing Training for Mentors: 12 Interactive Sessions for U.S. Department of Education Mentoring Programs.*** (2006). These ready-to-use activities were designed to teach mentors the nuances of working with their mentees, but some could be easily adapted for a youth audience. [http://www.edmentoring.org/pubs/ongoing\\_training.pdf](http://www.edmentoring.org/pubs/ongoing_training.pdf)

***Training New Mentees: A Manual for Preparing Youth in Mentoring Programs.*** (2003). This resource provides helpful guidance on developing training for a youth

audience. Included are age-appropriate agendas and a number of ready-to-use training activities.

[http://www.nwrel.org/mentoring/pdf/training\\_new\\_mentees.pdf](http://www.nwrel.org/mentoring/pdf/training_new_mentees.pdf)

***Preparing Mentees for Success: A Program Manager's Guide.*** This in-depth resource covers all aspects of getting youth ready for their mentoring journey. Module Three discusses mentee training and includes sample training content and train-the-trainer information geared to a youth audience. <http://www.emt.org/userfiles/MenteeSeries6.pdf>

### Print Resources for Developing Mentee Training Activities

These resources offer a vast array of tools and activities for training youth on a wide variety of topics. Although some are geared to older youth, many topics are appropriate for younger mentees and can be adapted by simplifying content and language.

***Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults,*** by Kristie Probst, 2006. Published by Search Institute. This resource prepares staff, adult and peer mentors, mentees, and parents for the mentoring experience. Based on the Search Institute's Developmental Assets, the content focuses on strengths and positive outcomes for everyone involved. Easy-to-use, reproducible handouts and training activities are included.

***Teambuilding with Teens: Activities for Leadership, Decision Making, & Group Success,*** by Mariam MacGregor, 2008. Published by Free Spirit Publishing. This is an excellent activity guide for working with teens to develop leadership skills. Included are activities, complete with reproducible handouts, on topics such as the qualities of leadership, social issues, working with others, and creative problem solving.

***An Asset Builder's Guide to Training Peer Helpers: Fifteen Sessions on Communication, Assertiveness, and Decision-Making Skills,*** by Barbara Varenhorst, 2003. Published by Search Institute. This resource was designed for training peer mentors but could easily apply to training mentees as well. It includes such topics as roles and responsibilities, dealing with peer pressure, making good choices, and communicating effectively.

***Make a World of Difference: 50 Asset-Building Activities To Help Teens Explore Diversity,*** by Dawn Oparah, 2006. Published by Search Institute.

This activity book offers 50 ready-to-use sessions on such topics as boundaries, sexism, disability awareness, classism, gender roles, and body image. This is a great resource for teaching young people to value and respect others.

***The Best of Building Assets Together: Favorite Group Activities That Help Youth Succeed,*** by Jolene Roehlkepartain, 2008. Published by Search Institute.

This comprehensive activity guide offers 166 activities that can get groups of youth, including mentor-mentee pairs, sharing, thinking, collaborating, and reflecting together. Built around the 40 Developmental Assets framework, the activities cover topics such as raising self-awareness, strengthening relationships, developing character, and setting goals. Included is a CD with reproducible handouts and other materials.

***The Essential Guide to Talking with Teens: Ready-To-Use Discussions for School and Youth Groups,*** by Jean Sunde Peterson, 2007. Published by Free Spirit Publishing.

The discussion activities in this book are designed to produce thoughtful reflection and conversation in focus areas such as handling stress, forming identity, processing feelings, and creating a positive vision of the future. Reproducible handouts are provided.

***201 Icebreakers, Group Mixers, Warm-Ups, Energizers, and Playful Activities,*** by Edie West, 1997. Published by McGraw Hill.

This book of icebreakers and games is great for trainers and group facilitators. Activities are suitable to be led by adults or kids, require minimal materials, and can be used by small or large groups. The sections include activities for big groups; getting to know you; forming teams; introducing a topic; meeting starters; mental aerobics; outdoor activities; physical energizers; team building; winding down/relaxation, and more. Available from Amazon.com and other online retailers.

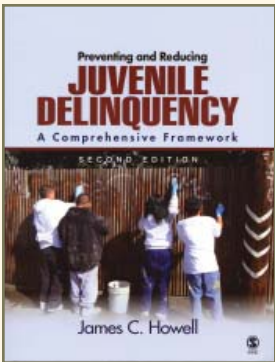
Links to additional online resources for mentor/mentee training are available at the Mentoring Resource Center Web Site: [http://www.edmentoring.org/online\\_res3.html](http://www.edmentoring.org/online_res3.html).

# The Pub Hub

## A Look at Publications and Tools You Can Use!

In this issue of the PubHub we examine several new resources your program can borrow from the MRC Lending Library. These resources cover a wide range of topics, including understanding and preventing juvenile delinquency, motivating students, and engaging parents.

Please contact Michael Garringer ([garringm@nwrel.org](mailto:garringm@nwrel.org)) or Kay Logan ([logank@nwrel.org](mailto:logank@nwrel.org)) if you have questions about searching the collection or borrowing items.



***Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework***, by James C. Howell, Sage Publications, 2009.

The second edition of this resource is recommended reading for mentoring programs interested in understanding mentoring within the context of juvenile justice intervention

and prevention programming for youth. The author, former director of research and development for the federal Office of Juvenile Justice and Delinquency Prevention and senior research associate with the national Youth Gang Center in Tallahassee, Florida, provides a rich historical context for his discussion of how our society views and supports youth. He addresses fundamental questions of how we, as a society, view juvenile delinquency and juvenile justice, the current state of juvenile justice theory and practice, and the need to develop empirical, data-driven approaches to prevention, intervention, and rehabilitation.

The book includes chapters devoted to dispelling myths and inaccuracies that drive much of our current national policy and practice regarding juvenile offenders; a comprehensive review of the research on delinquency and gang activity and promising evidence-based programs and strategies to address these problems; and discussions of the social and political context of America's current policy on juvenile offenders. The author also offers a comprehensive strategic framework to assist program planners in designing and reforming juvenile justice systems and services at the local community level. It is interesting to note that mentoring is included in various meta-analyses of prevention programs as one of the most effective services for youth in specific contexts.

Library Link: <http://www.nwrel.org/resource/singlere-source.asp?id=18073&DB=res>

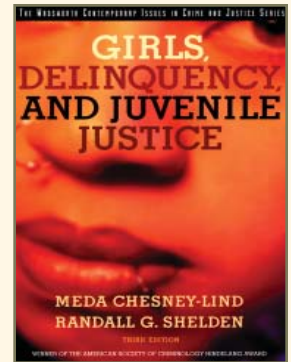
***Girls, Delinquency, and Juvenile Justice, 3rd ed.***, by Meda Chesney-Lind and Randall G. Shelden, Wadsworth Publishing, 2004.

The first edition of this award-winning resource broke new ground as the first book devoted solely to discussing female delinquency and girls in the juvenile justice system. The authors have been strong voices nationally on issues related to girls, and much of the information conveyed is based on their extensive research. They are widely known for deconstructing popular media accounts of the rising criminality of girls and for separating fact from fiction regarding girls' participation in gangs. They present recent trends in female delinquency and discuss such vital issues as how the juvenile justice system responds to the girls who enter it; the disproportionately high arrest and adjudication rates for girls for status offenses; the facts behind apparent increases in violent crime by girls; and involvement by girls in gangs. The present societal and historical perspectives on the topic that reach far beyond the juvenile justice system, and interviews with both girls and boys provide compelling stories from the perspectives of youth on the margins of society. The book concludes with a useful roundup of programming for girls, with policy implications and recommendations to guide future directions.

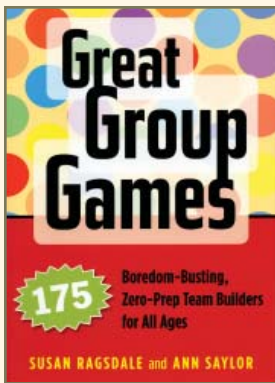
Library Link: <http://www.nwrel.org/resource/singlere-source.asp?id=18075&DB=res>

***Great Group Games: 175 Boredom-Busting, Zero-Prep Team Builders for All Ages***, by Susan Ragsdale and Ann Saylor, Search Institute Press, 2007.

This book from the Search Institute is a fun compendium of group games that would be great to have on hand at your





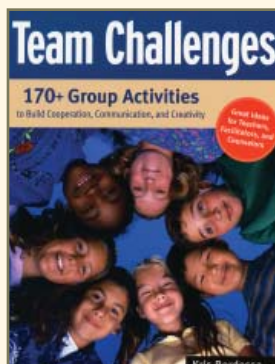


sites, offering a variety of games that can be played by groups of mentors and mentees together or to use as mentor and mentee training activities. Games are included for getting to know each other, building relationships, transforming groups into teams, deepening trust, solving problems, promoting creativity, overcoming challenges, and celebrating successes.

Library Link: <http://www.nwrel.org/resource/singlere-source.asp?id=17929&DB=res>

**Team Challenges: 170+ Group Activities To Build Cooperation, Communication, and Creativity**, by Kris Bordessa, Zephyr Press, 2006.

This is a good resource for team challenge and competition activities that promote creative problem solving. The activities start with quick warm-up activities to get the team members energized and ready for the full-blown challenge. The challenges include communication, building activities (towers, bridges, roads and more), physical activities, and improvisational skits. The challenges have time limits, and there is a simple tally for scoring the teams on how well they cooperate and communicate, and how creative their solutions are. There are also sections on how to work effectively with teams. This is a great book for developing higher order thinking skills and a good fit for educationally driven programs. It is one of our only activity books that have a team challenge framework, which should make it useful for mentoring programs with matches interested in participating in some of the national team challenges such as Odyssey of the Mind. Also, the plentiful building activities could inspire youth to explore future careers in engineering or architecture.

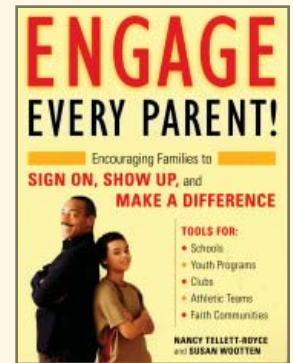


Library Link: <http://www.nwrel.org/resource/singlere-source.asp?id=18076&DB=res>

**Engage Every Parent! Encouraging Families To Sign On, Show Up, and Make a Difference**, by Nancy Tellett-Royce and Susan Wootten, Search Institute Press, 2008.

This resource provides straightforward strategies and tools for teachers and volunteer coordinators to get parents in-

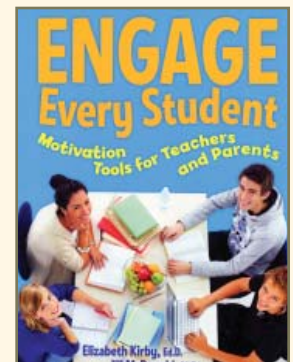
involved in schools. It starts with planning tools for identifying your goals for parent engagement. There is a chapter on communicating effectively with parents, building the relationship, and meeting parents one-on-one, all with reproducible handouts, templates, and worksheets. The second half of the book is devoted to managing parent volunteers. It includes icebreakers for group gatherings, strategies for empowering parents to be successful leaders, and ideas for appreciation and celebration events. All the handouts and templates are included on an accompanying CD-ROM. Mentoring programs interested in increasing their interactions with parents may find valuable ideas and activities here.



Library Link: <http://www.nwrel.org/resource/singlere-source.asp?id=18077&DB=res>

**Engage Every Student: Motivation Tools for Teachers and Parents**, by Elizabeth Kirby and Jill McDonald, Search Institute Press, 2009.

Although the stated audience for this resource is teachers and parents, it is perfectly suited to mentoring programs. Much of the content could be used effectively in training both adult and peer mentors, and some activities would be great for matches to do together, with some initial training for mentors on their use. For example, the chapter on student motivation includes Gardner's Theory of Multiple Intelligences Survey with a scoring sheet and explanation handout, and a learning profile worksheet with questions on interests and study habits. Other chapters cover a range of important issues including school attendance, bullying, fostering self-esteem, dealing with anger, and strengthening social skills, all with questionnaires and handouts.



Library Link: <http://www.nwrel.org/resource/singlere-source.asp?id=18078&DB=res>

## MRC Launches New Online Mentoring Forums!

This past June, the Mentoring Resource Center, in collaboration with the Northwest Regional Educational Laboratory, launched the MRC Mentoring Forums, a new website designed to give mentoring professionals—from both ED-funded mentoring sites and the larger field—a place where they could “talk shop.” This new site is free to join, with over 300 mentoring professionals from around the world already participating. This is *the* place to ask questions of your peers, to disseminate the wisdom gained in working with today’s young people, and to engage in the conversations that will help shape the future of the youth mentoring movement.

The Mentoring Forums are divided into topical discussion areas, covering mentor recruitment, participant training, mentoring relationship tips, program sustainability and evaluation, and more. There is even a dedicated section for ED-funded mentoring programs to discuss grant-related issues.

You can visit the new Forums, and sign up to join the conversation at: <http://mentoringforums.nwrel.org/>.



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