

## **Mentor training includes the following topics, at a minimum:**

by National Mentoring resource center (USA)

<https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/elements-of-effective-practice-for-mentoring.html>

- Program rules, mentors' goals and expectations
- Mentors' obligations and appropriate roles
- Relationship development and maintenance
- Ethical issues that may arise related to the mentoring relationship
- Effective closure of the mentoring relationship; and sources of assistance available to support mentors.



## **Mentor Training** **– one key factor for good relations**

- spent more time together
- were more engaged in social activities together
- mentors had a closer and supportive role to the child

(DuBois, & M. J. Karcher (Eds.). (2005) *Handbook of youth mentoring* Thousand Oaks, CA: Sage.



## The quality of the relation was measured by:

- in what degree they gave emotional support and help
- in what degree they were available to the child
- in what degree they showed interest and cared about the child

The strongest factor for high degree of satisfaction was being engaged in social activities.



Martin, S. M., & Sifers, S. K.  
(2012) *An evaluation of factors leading to mentor satisfaction with the mentoring relationship*  
[https://  
www.evidencebasedmentori  
ng.org/mentor-satisfaction/](https://www.evidencebasedmentoring.org/mentor-satisfaction/)

Adequate training and supervision  
but ...



- they did not emphasize enough the development of the relation (**relation stages**)

- they had different goals for the relations

Most of them wanted to affect/influence the child's development  
(74 %)

Almost 2/3 had school and academic success as goal

Cynthia L. Sipe & Anne E. Roder (1999) *Mentoring school age children: A classification of programs*

# Short conclusion

- There is a correlation between Mentor Training and time spent and doing activities together and the quality in the relation
- Regular contact gives higher satisfaction for mentors, a feeling of importance & develop the mentors *self efficacy*

# Just in Time training (- JITT)

*On demand*

- Support and help

Mentor Training but shorter segment-spread over time. More effortful than fewer but longer occasions.

**Repeating - mother of all learning**

S. Mcquillin et al. (2019) *Strengthening and Expanding Child Services in Low Resource Communities*