

Be a Mentor Program

Training Coordinators: Instructions for Trainers

**Eileen Pardini, Designer & Trainer
Students In Business, Inc.
4588 Peralta Blvd., Ste. 17
Fremont, CA 94536
(510) 795-6488
Fax: (510) 795-6498**

www.beamentor.org

Preface

Training Coordinators: Instructions for Trainers has been written to assist program managers and/or trainers in training Site Coordinators. It is based on my own experience coordinating, managing, and supporting scores of volunteer student/mentor matches within the public school setting over the past five years, in addition to training eighty Site Coordinators to implement mentoring programs within their schools and communities.

Implementing and coordinating a mentoring program, whether within the public school setting or other community organization, involves unwavering dedication and perseverance. Compassion and a commitment to youth are also essential. Many tasks must be done simultaneously; thus an organized approach is required. Trainers must give careful attention and importance to the many details and layers of this complex job description.

Support follow-up is a must in order to ensure proper understanding and implementation of the many processes involved. It is highly recommended that trainers have experience serving as Site Coordinators themselves in order to fully understand the complexity and intricate details of managing such a dynamic and profoundly valuable community service.

Ask your trainees to evaluate you and your training at the conclusion of your sessions. Gather your trainees together again three to six months after they begin serving as coordinators and again one year later in order to glean valuable information for future training sessions.

Best wishes to you in your mentoring efforts! We at Students In Business, Inc. wish you every success!

Eileen Pardini
Director of Training

Overview of Training Coordinators: Instructions for Trainers

Training Coordinators: Instructions for Trainers is a step-by-step guide for Program Managers and/or trainers responsible for training Site Coordinators. It includes preparation guidelines, specific language for each module, and guidelines for creating flip charts.

Prepare for Your Training... provides training preparation instructions for one week prior, two days prior, one day prior to, and the day of your training.

Conduct the Training... consists of trainer scripts for each of the following modules as well as instructions for conducting a role play session and mock student recruitment presentations:

- Welcome Your Trainees
- Review Training Agenda
- Review Training Guidelines
- Review Training Objectives
- Introductions
- Responsibilities
- The Mentors
- School Site Coordination
- School Site Steering Committee
- Enlighten School Faculty, Administrators, and Staff
- Interview Mentors
- Practice Interviewing Mentors
- Marketing Program to Students
- Student Recruitment Presentations
- Processing Student Applications
- Interviewing Students
- Making the Match
- Match Support
- Match Intervention
- Match Closure or Renewal
- Mock Student Recruitment Presentation
- Wrap-up and Collection of Miscellaneous Paperwork

Creation of Flip Charts... consists of content for thirteen flip charts that correspond to the training script and agenda.

Table of Contents

Preface.....	ii
Overview of Training Coordinators: Instructions for Trainers.....	iii
Table of Contents.....	iv - v
PREPARE FOR YOUR TRAINING	
One Week Prior to Your Training.....	1
Two Days Before Your Training.....	1
The Day Before Your Training.....	1
On Training Day.....	2
CONDUCT THE TRAINING	
Welcome Your Trainees.....	2
Review Training Agenda.....	2
Review Training Guidelines.....	2
Review Training Objectives.....	3
Introductions.....	3
Responsibilities.....	3
The Mentors.....	3
School Site Coordination.....	4
<i>School Site Steering Committee.....</i>	<i>4</i>
<i>Enlighten School Faculty, Administrators, and Staff.....</i>	<i>4</i>
<i>Interview Mentors.....</i>	<i>4 - 5</i>
<i>Practice Interviewing Mentors.....</i>	<i>5 - 6</i>
<i>Marketing Program to Students.....</i>	<i>6</i>
<i>Student Recruitment Presentations.....</i>	<i>6 - 7</i>
<i>Processing Student Applications.....</i>	<i>7</i>
<i>Interviewing Students.....</i>	<i>7 - 8</i>
<i>Making the Match.....</i>	<i>8 - 9</i>
<i>Match Support.....</i>	<i>9 - 10</i>

Table of Contents (cont.)

School Site Coordination (cont.)

Match Intervention.....10

Match Closure or Renewal.....10 - 11

Break and Preparation for Student Recruitment Presentation.....11

Mock Student Recruitment Presentation.....11

Wrap-up and Collection of Miscellaneous Paperwork.....11

CREATION OF FLIP CHARTS.....12 – 13

Prepare for Your Training

One Week Prior to Your Training

Send a reminder to your coordinators regarding the training date, time, and location. You can do this by phone, hand-written note, email, or fax. Include the address of your training location along with the directions and start time. Be sure to mention any important details regarding parking, meals, etc. Enclose your business card so they can contact you should they have any questions.

Two Days Before Your Training

Prepare a training manual for each coordinator, including a few extras.

The Day Before Your Training

Assemble the following materials for your training:

- *Training Guide for Facilitated Mentoring Programs*
- Sign-in sheet
- Name tags or table tents
- Colored markers
- Ball point pens
- Flip chart and portable easel
- Video (optional)
- Portable CD player and music
- Miscellaneous handouts (news articles, W-9 form, evaluation, non-disclosure agreement, program evaluation instructions, etc.)

It is also essential that you make the necessary arrangements to provide for your trainees' physiological needs (refreshments). By doing so, you will contribute to creating a welcome training environment and help eliminate any unnecessary distractions.

Make arrangements for refreshments to be delivered to your training or prepare refreshments in advance. You may need to make arrangements at least a week in advance if you are having food delivered.

Essentials are coffee, hot water for tea, some sort of pastry, and/or cut fruit. Don't forget your paper items such as napkins, plates, and cups; and cream, sugar, and lemon wedges. It is also good to have bottled water available. Should you decide to provide lunch, be sure to make the necessary advanced preparations. Trainees can also be asked to bring a bag lunch or you can instruct them in advance that they will be on their own for lunch. In the event they are on their own, be sure to provide a list of local eateries.

On Training Day

Arrive to your training site early to prepare the room. Give yourself at least an hour to arrange seating, set-up the refreshment table, set-up flip charts, and place training materials. Place a training manual, nametag or table tent, and any additional training handouts on each chair. Provide relaxing background music to assist in creating a welcoming and relaxed atmosphere. Take measures to ensure that your room, chairs, tables, and restroom facilities are clean.

Conduct the Training

Welcome Your Trainees

Allow fifteen minutes for your trainees to arrive. Greet them warmly at the door and graciously usher them in. Have them complete miscellaneous forms and select refreshments while you are waiting for everyone to arrive. Begin your presentation promptly at fifteen past the start time.

Start by introducing yourself and sharing with them something about your background and history with your organization. Then tell them, “This training is based on actual experience facilitating and supporting mentor/student matches. The different functions of the coordinator can be done by one person, or can be shared. It is up to you to decide how you will staff your program and monitor it.” Tell them the training is primarily presentation format, but additionally, they will practice interviewing mentors and prepare and give a mock Student Recruitment Presentation. Inform them of when the training will end, where the restrooms are, and that you will provide a few breaks.

Review Training Agenda

Walk them through the *Training Agenda* on your flip chart or handout. An agenda provides structure and order for your trainees and supports their need for safety. When finished, ask the group, “Is this agenda okay with everyone?” This gets their buy-in and again supports their need for safety. If anyone should question the agenda order and suggest something different, simply check with the larger group and say, “So and so has just suggested that we do it this way instead, is that okay with everyone?” The point is to remain flexible as the training facilitator and make sure the group is comfortable with the agenda order.

Review Training Guidelines

Walk your trainees through the *Training Guidelines* on your flip chart. Ask them, “Are there any questions regarding the guidelines? Are there any additional guidelines you would like to have?” Attention to this small detail is actually a prevention measure. It assists in developing a supportive and respectful climate for all trainees.

Review Training Objectives

Next, review the *Training Objectives* on your flip chart. The objectives serve to focus the trainees on the purpose and goals of the training.

Introductions

Begin by asking each trainee to share with the group their name; current occupation; school, company, or organization; their reasons for choosing to serve as a coordinator; and what they hope to take away from this training. Ask for a volunteer to start. Record their responses on your *Introductions* Post-It easel pad while they present. After filling a page, post on a visible wall for viewing. Thank each of them after their turn and at the conclusion of this exercise.

Responsibilities

Direct your trainees to the *Program Function Chart* on page 3 of the *Training Guide for Facilitated Mentoring Programs*. Explain the various stakeholders involved in your program and how they function within the overall scheme of things. Keep this brief, but ask them, “What questions do you have regarding this function chart?” Wait eleven seconds before moving on.

The Mentors

Next, direct your trainees to *The Mentors* page in their training manual. Talk briefly about *Mentor Recruitment* – the various methods and tools that are utilized. Point out the applicable exhibits to show as examples. It is important that you talk about this so that coordinators are aware of how much time and energy goes into recruitment and how challenging it is. It is wise to point out that without volunteers, there can be no program.

Next, discuss *Receiving and Processing Mentor Applications*. Explain the process that takes place once an application has been received. Point out the applicable exhibits to show as examples. It is important that you talk about this so that your coordinators are aware of how much time goes into follow-up with the volunteers in order to get them ready for referral to a coordinator for interviewing. Tell them that it takes an average of forty-five days to get mentor applicants cleared once we receive their application. When coordinators receive ready mentors for interviewing, they need to be mindful of the lengthy process these volunteers have completed and respond to them in a timely manner.

Next, mention that *Training of Mentors* is an essential step in the screening process. Tell your trainees that they will be trained on training mentors in a separate session. Ask your trainees, “What questions do you have regarding mentor recruitment and processing applications?” Wait eleven seconds before moving on.

School Site Coordination

Tell your trainees, “We are going to spend the majority of our time now on *School Site Coordination*. This is your primary role and responsibility.”

School-Site Steering Committee

Tell your trainees, “If you desire, you may organize and facilitate a *School-Site Steering Committee* that serves to assist you in carrying out the goals/objectives and processes of your mentoring program. This committee is optional and should only exist if it truly supports your efforts. The committee can include administrators, counselors, teachers, parents, students, and mentors from your program. This group can serve to support you in all areas of implementing and coordinating your program on campus. Meeting frequency can be monthly or whenever you deem necessary. What questions might you have regarding this *School-Site Steering Committee*?” Wait eleven seconds before moving on.

Enlighten School Faculty, Administrators, and Staff

Tell your trainees, “To begin, there are several functions that need to be carried out simultaneously. The first is educating faculty, administrators, and staff regarding your program and your role within. You will want to schedule meetings with the counselors, administrators, and staff to introduce yourself and share program specifics. All of these people can serve as partners in student enrollment. Be sure to honor the chain of command by starting with the principal or individual at the top. It is critical that the principal supports the program and promotes it amongst his/her staff. All school personnel must be aware of and informed regarding the program, including school secretaries.”

“Next you will want to inform the faculty. This can best be done by getting yourself on the agenda for each department’s faculty meeting. There will be several departments to speak to. Ask for ten to fifteen minutes to introduce yourself and program specifics. Make sure to emphasize the students you are targeting, i.e. freshmen, sophomores, etc. Bring any program literature as a leave-behind. Let them know the best way (process) to refer students to you or counselors for enrollment. Also, let them know how they can refer potential volunteer mentors for enrollment – some of them may want to serve as mentors!”

Interview Mentors

Tell your trainees, “Simultaneously, you want to be mindful of any screened and ready mentors for the interviewing phase. You don’t want to keep ready mentors waiting too long or you will lose them! This is an important program truth! Once a mentor shows up on the website, you want to call them and schedule an interview. Tell them the interview will last approximately one hour. Decide on a mutually agreeable location for conducting the interview. Be sure that you will have some degree of privacy – many of the questions

Interview Mentors (cont.)

you will be asking are highly sensitive and personal. Bring Kleenex. Your job is to gather as much information about the volunteer as possible in a nonjudgmental and gracious manner. You also want to view their body language when responding to your questions and to ultimately make a final judgement as to whether or not this particular volunteer is suitable for matching with a student; suitable in the sense that you determine them to be appropriate, acceptable, and possessing the necessary attributes required to develop a healthy relationship with a student. You will need to take careful notes. It may be necessary to be directive with particularly chatty volunteers.”

“Let’s take a look at the *Mentor Interview Questions* you will be asking.” Review each one and explain its importance. “At the conclusion of your questioning, you must let the volunteer know of your intentions. You have three options:

1. ‘I have a student in mind that I think you would work well with.’ Then tell them a little something about the student’s profile without revealing the student’s identity. ‘How does this student sound to you?’ Discuss any concerns the mentor may have and proceed accordingly. Let the mentor know you will contact the student and discuss their readiness for matching. Ask the mentor to give you three times they are available for meeting their student. Suggest times that would be appropriate for the student – immediately after school, during lunch period, early evening or weekend. Then tell the mentor you will get back to them within three days.
2. ‘I would very much like to match you with a student. I do not have a student that is ready today, but I would like to put some feelers out and get back to you within two weeks.’
3. ‘I do not have an appropriate student for you at this time. I am going to refer your name back to the pool for availability. Thank you for taking this time to meet with me today.’ It is important to document on the website why you rejected a mentor for matching so those inappropriate volunteers can be weeded out if necessary.”

“Interviewing mentors is one of the most important functions you will do as a coordinator. It requires professionalism and sensitivity. Always thank your volunteers for their time and willingness to serve a student. What questions do you have regarding mentor interviews?” Wait eleven seconds before moving on.

Practice Interviewing Mentors

“We are now going to practice interviewing mentors by interviewing each other. Pretend that you are a volunteer mentor when you are being asked the questions. Please pair off with someone you do not know and divide the Mentor Interview Questions in half. Spend thirty minutes asking each other the questions. Do not skip any questions that make you uncomfortable. All questions are designed to elicit certain important information. I will call time at thirty minutes so that you can switch. Please take notes as

Practice Interviewing Mentors (cont.)

you would in an actual interview. At the conclusion of the hour, we will spend some time reflecting on this exercise. What questions might you have regarding your task?" Wait eleven seconds before asking them to begin.

At the conclusion of the hour, ask your trainees, "What feelings or thoughts did you experience during this exercise?" Give all trainees the opportunity to respond. Allow three minutes per trainee before moving on.

Marketing Program to Students

Tell your trainees, "In addition to marketing the program amongst school faculty, administrators, and staff, you may need to take more aggressive action in actively marketing the program to students. This activity must be tempered based on available mentors. There are several ways to market directly to the students. If you need to recruit large numbers, it is most effective to initiate all of the following methods:

1. Run a weekly announcement in the school bulletin regarding the program.
2. Create visually appealing flyers and post all around school – in the main office, attendance office, counselor's office, administrator offices, inside classroom doors, and in the main hallways.
3. Make classroom presentations to students."

Student Recruitment Presentations

Tell your trainees, "If necessary, you will need to go into classrooms and make presentations to students regarding the program. Most classroom teachers are very protective of their classroom time and will usually allow a maximum of ten to fifteen minutes for you to present your topic. You will need to schedule the presentation in advance and come prepared and well organized. Prepare all your handouts, flip charts, props, and any supplies beforehand. Let's turn to the *Training Guide for Recruiting Students* to view sample handouts for distribution to students.

Keep your presentation simple and confine it to three main points: What is the Mentor Program? How will it benefit the students? How does a student enroll if interested? Leave time for questions and student testimonials, if possible. Include a definition of mentoring, the students' responsibility and commitment, and goals of the relationship. Be creative and enjoy yourself! The challenge is to make the presentation informative and entertaining at the same time. Be flexible and allow yourself to adjust your presentation when necessary.

Before giving a mock presentation to students after lunch, let's brainstorm some of the things that could possibly go wrong while giving a presentation to students." List all

Student Recruitment Presentations (cont.)

thoughts on a flip chart and discuss possible responses to and/or techniques for handling. Emphasize the importance of practicing student presentations because history has shown that recruiting interested students (particularly high school age students) can be one of the most difficult parts of the coordinator's job. Ask your trainees, "What questions do you have regarding student recruitment presentations?" Wait eleven seconds before moving on.

Processing Student Applications

Tell your trainees, "At some point you will begin collecting completed student and parent forms. It is important to keep all paperwork in individual and confidential student files. Make sure to check all forms for signatures and complete answers. Any incomplete parent forms must be returned for signature before interviewing the student! This is an important program truth! No student can participate without a signed Parent Authorization form and completed Parent Questionnaire! Once you have the required paperwork for a student, you can schedule a student interview." Ask your trainees, "What questions do you have regarding the collection and processing of student/parent forms?" Wait eleven seconds before moving on.

Interviewing Students

Tell your trainees, "Just like the mentors, you do not want to keep ready students waiting too long or you will lose them! This is an important program truth! Nothing can kill a program faster than negative publicity spread by students. You will want to prepare students for this brief interview or meeting during the student recruitment presentation. Tell them it will take 30 to 45 minutes. You will be pulling them out of a class for this meeting/interview or you can conduct the meeting after school or during the lunch period. Make sure you have a private space to meet – many of the questions you will be asking are highly sensitive and personal. Bring Kleenex. Your job is to gather as much information as possible in a nonjudgmental and gracious manner. Your objective is to get to know this student better in order to make the best match possible or to screen the student out based on his/her responses to your questions. You must take careful notes. Let's take a look at the *Student Interview Questions* you will be asking." Review each one and explain its importance.

"At the conclusion of your questioning, you must let the student know of their status. You have two options:

1. 'I have a mentor in mind that I think you would work well with.' Then tell the student a little something about the mentor's profile without revealing the mentor's identity. 'How does this mentor sound to you?' Discuss any concerns the student may have and proceed accordingly. If the student is receptive to being matched with the mentor you have described, ask the student to give you three times they are

Interviewing Students (cont.)

available for meeting their mentor. Then tell the student you will get back to them within three days to confirm a meeting time.

2. If the student is not receptive to the mentor you have described, ask them if they would be willing to give it a try for sixty days. If they still say no, tell them that they will have to wait until you notify them of a possible new volunteer mentor. Prepare them for the fact that they may be waiting for some time. This is important. Be sure to touch base with this student periodically so as not to leave them hanging. The same procedure is appropriate for times when you do not have a ready and appropriate mentor for a student.”
3. ‘You have not convinced me that you are truly interested and committed to this mentoring opportunity. I would like you to give it some serious thought. If you decide that you want to move forward with this, please drop by my office tomorrow or give me a call and let me know. If you decide that you do not wish to pursue having a mentor at this time, that’s okay. Should you change your mind later on, I’d be happy to work with you.’

Ask your trainees, ‘What questions do you have regarding student interviews?’ Wait eleven seconds before moving on.

Making the Match

“When scheduling the match meeting, it is important to have a pre-match conversation with the parent/guardian and invite them to the first meeting. If they cannot be present, it is important that you spend time explaining to the parent what will be happening at the match, the purpose of the relationship, and that the mentor will be contacting the parent to schedule a meeting to introduce themselves. It is important that parents are communicated to directly beyond the initial parent forms they completed. One of the mentors’ biggest complaints is that parents don’t seem to really know what the purpose of the relationship is. This ignorance can prevent a successful match and create unnecessary barriers.

Once you have your match date set and confirmed with both student, mentor and possibly parent, you want to be sure to adequately prepare everyone for what will take place during the match. Tell them to set aside one hour and to please let you know the day before should they be unable to attend. It is not uncommon for students to no-show out of fear. That is the reason for taking the time to properly prepare them. In advance of the meeting, give your student and mentor a prepared profile of their new friend and the handout titled *Building Relationships*. Let them know that you will begin the meeting by introducing everyone and reviewing the commitment they are each making to each other. Make them aware of the group support meetings and any that are currently scheduled. Then give them a copy of the handout titled *Our Mentoring Agreement*. Tell them you are going to leave them alone for 30 minutes to get to know each other and to complete

Making the Match (cont.)

the agreement. Tell them they must also schedule their next meeting date. You will return in 30 minutes to review their agreement and answer any questions they might have. If present, the parent must leave with you also during those 30 minutes. Upon your return, tell each of them, ‘I will be checking in with each of you periodically, but I expect both of you to call or contact me if you are frustrated or need my help.’

Call your mentor and student the next day and ask them what their initial feelings and/or comments are about the meeting. Offer your encouragement and support for each, but especially those who sound skeptical. Ask the skeptical to give it their best effort for at least 60 days. What questions do you have regarding *Making Matches?*” Wait eleven seconds before moving on.

Match Support

“Once your matches are made, you will need to provide consistent and dependable support to your mentors and students. If you do not, you will lose the match and your volunteer and your student. This is an important program truth! No matter how competent or adversely, needy your mentor may be, you need to stay close and in touch with them. Remember that the student has their mentor and you for support. The mentor only has you. Let’s discuss all the ways you will support your match.

1. At a minimum, you must contact your mentors and students once a month – either by phone, email, or in person. Check in with each and document the status of the match based on their individual perspectives.
2. Encourage your mentors to attend quarterly Mentor Wisdom Circles for matched mentors. These gatherings serve to provide networking and sharing opportunities for your volunteers and provide validation, support, and new insight regarding their match.
3. Conduct three Student Support meetings for your matched students during the school year. These meetings can take place during lunch or after school and serve to provide your students with an opportunity to share their perspectives regarding their mentor without them being present.
4. Conduct four group support meetings for all your matches during the school year. These can take place at the school site or other location, on a weeknight or Saturday morning. These meetings serve to assist your matches in developing their relationship.” Discuss the theme for each of the four meetings (Getting to Know You, Goal Setting, Job Forum Group Discussions, and Job Shadowing) and point out the corresponding handouts.

Match Support (cont.)

5. If possible create and distribute a quarterly program newsletter for distribution to all mentors, students, and school staff. This newsletter can contain success stories, tips on communicating and giving feedback, recommended activities and events, and testimonials from students and mentors.
6. Organize a recognition event for your matches at the close of the school year. Use this event to recognize the unique contributions of your volunteers, and to encourage your matches to continue meeting during the summer break. Invite your mentors to share their personal reflections regarding their experience and student strengths thus far. Invite your students to do the same. This event can be a potluck or simple catered breakfast or lunch. If you have matches that have been together for a year – distribute certificates to mark the occasion.

What questions do you have regarding Match Support?” Wait eleven seconds before moving on.

Match Intervention

“It may be necessary to intervene during a match if things appear to be falling apart. This usually occurs within the first 90 days, but can occur at anytime during the course of the match. You may need to call and/or meet with your student or mentor if:

1. Either one are having difficulties reaching the other by phone.
2. Either one are rarely available to meet with the other.
3. Either one expresses disinterest in the program or a dislike for their partner.
4. Either one disappears and cannot be reached for comment.

As coordinator, you may need to facilitate a graceful closure to the relationship when necessary. This is oftentimes for the best and if done properly and in a timely manner, can salvage your volunteer or student for a rematch if appropriate. What questions do you have regarding Match Intervention?” Wait eleven seconds before moving on.

Match Closure or Renewal

“At the beginning of the next school year, you will need to check in with your matches and question each student and mentor regarding their intentions. Do they want to continue working together for another year? Do they want to terminate their match? Would they like a rematch? Regardless of what they choose, you will need to send either a Letter of Closure or a Letter of Renewal to the parent informing them of the match status. Be sure to copy the Principal and the mentor with this letter. This is an important

Match Closure or Renewal (cont.)

function with respect to program liability.” Point out examples of these letters in the exhibits. “What questions do you have regarding Match Closure or Renewal?” Wait eleven seconds before moving on.

Break and Preparation for Student Recruitment Presentation

“We have covered a lot of information. Before we break, what questions do you have regarding anything we have covered so far?” Wait eleven seconds before moving on. Then tell your trainees, “When you come back, you will each have an opportunity to prepare and give a ten to fifteen minute mock Student Recruitment Presentation. You can use the flip chart or markers if you wish. The rest of us will observe and ask questions as if we were curious students. We will smile and give you feedback when you have finished. Let’s meet back here at _____.”

Mock Student Recruitment Presentation

Ask your trainees, “Who would like to volunteer to go first?” Allow fifteen minutes per presentation. Applaud the efforts of each and provide positive feedback. Allow time at the conclusion of the last presentation for reflection and sharing.

Wrap-up and Collection of Miscellaneous Paperwork

“We have reached the end of our training. I recommend that you take time to review this manual and all of the processes and steps involved in Site Coordination. You will need to develop a plan for getting started. What will you do first? What will you do second, and so on? I will be supporting your efforts and monitoring your progress. I will also be setting up individual meetings to go over other program specifics such as the program evaluation, reporting to _____, and use of the Be a Mentor Program website. Before concluding and collecting the paperwork I have asked you to complete, what questions do you have regarding anything we have gone over today?” Wait eleven seconds before moving on.

“I want to thank you for your time, interest, and enthusiasm. I look forward to working with all of you and helping to make a difference for the young people, their families, and volunteers in our community. Best wishes to all of you and have fun!”

Creation of Flip Charts

Quality visuals are essential in any training. Studies have shown that visuals influence an audience more than your voice and even more than the actual content. Prepare your flip charts in advance. Take the necessary time to create quality flip charts by using bright, alternating colors and neat, legible printing.

Create the *Training Agenda* and *Training Guidelines* on Post-it Easel Pad paper so that you can post these on a wall separate from your flip chart pages. Your volunteers should be able to see and refer to the agenda throughout the training.

Create all other flip chart pages on one easel pad (not Post-it Easel paper) and take special care to maintain the quality of these pages when not training so you don't have to redo them too often.

Creation of Flip Charts

Post-It 1: Training Agenda.....	14
Post-It 2: Training Agenda (cont.).....	15
Post-It 3: Training Agenda (cont.).....	16
Post-It 4: Training Guidelines.....	17
Flip Chart 1: Welcome.....	18
Flip Chart 2: Training Objectives.....	19
Flip Chart 3: Introductions.....	20
Flip Chart 4: Mentor Recruitment.....	21
Flip Chart 5: Interviewing Mentors.....	22
Flip Chart 6: Student Recruitment Presentation.....	23
Flip Chart 7: Interviewing Students.....	24
Flip Chart 8: Making Matches.....	25
Flip Chart 9: Match Support.....	26

Post-It 1

Training Agenda

- Review Agenda
- Review Training Guidelines
- Review Training Objectives
- Introductions
- Responsibilities
- Mentor Recruitment
- Receiving/Processing Mentor Applications

Post-It 2

Training Agenda (cont.)

- School-Site Coordination
 - Steering Committee
 - Inform Administrators, Staff, and Faculty
 - Interviewing Mentors
 - Practice Interviewing
 - Marketing Program to Students
 - Student Recruitment Presentation
 - Processing Student/Parent Forms
 - Interviewing Students

Post-It 3

Training Agenda (cont.)

- School-Site Coordination (cont.)
 - Making Matches
 - Match Support
 - Match Intervention
 - Match Closure/Renewal
- Mock Student Recruitment Presentation
- Wrap-up and Adjourn

Post-It 4

Training Guidelines

- Be Here Now
- Speak from the Heart
- Listen from the Heart
- Respect Differences
- Maintain Confidentiality
- Have Fun
- No Cell Phones/Pagers

Flip Chart 1

Program Name

Coordinator Training

Welcome!

Trainer's Name

Title

Organization Name

Web Address

Flip Chart 2

Training Objectives

- To understand the process mentors undergo before they have contact with Site Coordinators
- To understand the responsibilities of and processes coordinated by the Site Coordinator
- To understand and demonstrate:
 - Mentor interviewing skills
 - Developing and conducting student recruitment presentations

Flip Chart 3

Introductions

- Name
- Occupation
- School/Company/Organization
- What do you want to leave here with today?

Flip Chart 4

Mentor Recruitment

- Network
 - Establish relationships with key community/business stakeholders
 - Establish Community Oversight Committee
 - List your program on volunteer websites (www.volunteermatch.org, www.impactonline.org, www.volunteersolutions.org)
 - Presentations to businesses, service organizations
 - Send press releases to local newspapers
 - Send PSA's to local radio and television
 - Conduct periodic email/fax campaigns

Flip Chart 5

Interviewing Mentors

- Call to schedule one-hour interview in a timely manner
- Conduct interview in private location
- Remain professional, nonjudgmental, and gracious
- Take careful notes
- Confirm status with mentor at the conclusion of the interview

Flip Chart 6

Student Recruitment Presentation

- Schedule a 15 minute maximum presentation with the teacher in advance
- Prepare any handouts, flip charts, props, and supplies in advance
- Confine presentation to three main points
- Be flexible and willing to improvise
- Your purpose is to inform and entertain

Flip Chart 7

Interviewing Students

- Call to schedule 30-minute interview in a timely manner
- Conduct interview in private location
- Remain, professional, nonjudgmental, and gracious
- Take careful notes
- Confirm status with student at the conclusion of the interview

Flip Chart 8

Making Matches

- Have a pre-match conversation with student, mentor, and parent beforehand to prepare them for match process.
- Confirm match date and location with everyone the day before.
- Prepare a student and mentor profile for the mentor and student in advance. Send prior to the match or distribute on match day.
- Introduce and review commitments. Leave student and mentor to complete *Our Mentoring Agreement*.
- Return, answer questions, and wish well.
- Check in with student and mentor the following day for initial feelings regarding match. Provide encouragement.

Flip Chart 9

Match Support

- Minimally, contact students and mentors once a month. Diary their match perspectives and keep in file.
- Encourage mentors to attend quarterly wisdom circles for validation, support, and discovery.
- Conduct a minimum of three student support meetings during the school year.
- Conduct a minimum of four group support meetings for all matches during the school year.
- Create and distribute a program newsletter containing success stories, communication tips, calendar of events, recommended activities, and testimonials.
- Organize an annual recognition event for your matches. Distribute certificates.