

LEARNS

Making & Supporting the Match

LEARNS Webinar

December 13 & 14, 2007

11:00 a.m. Pacific

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LEARNS

Making & Supporting the Match

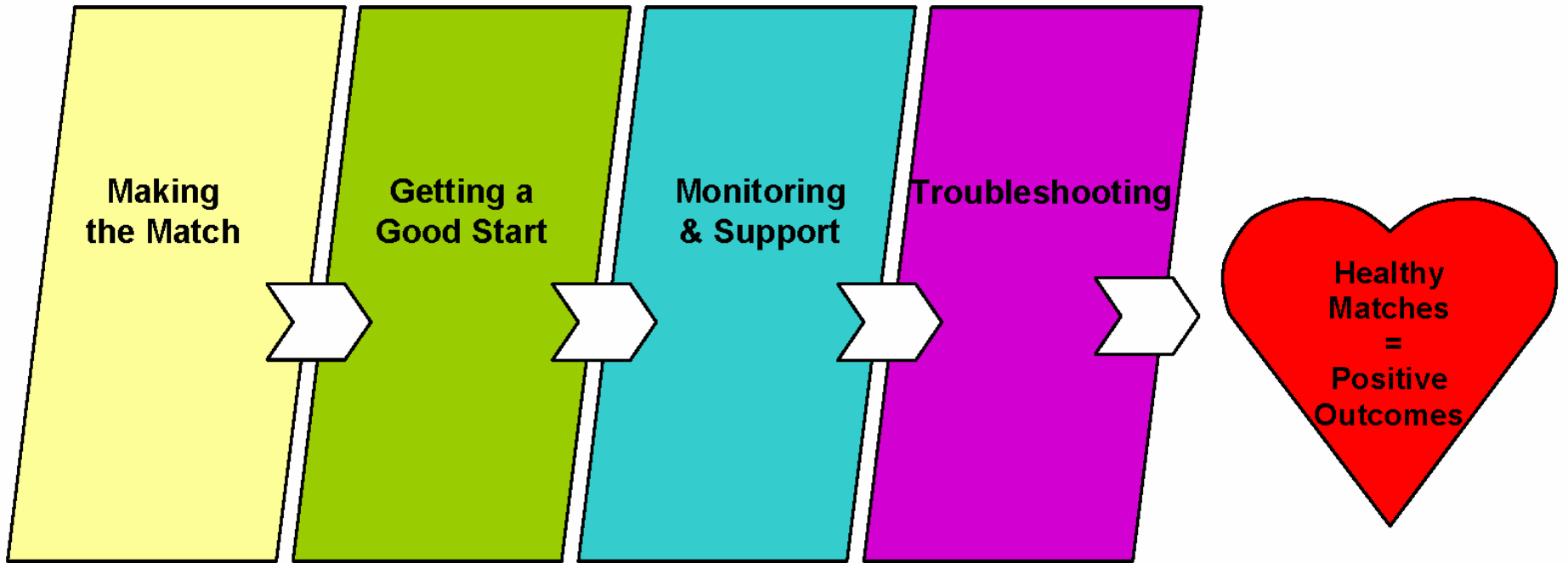
Presented by Amy Cannata



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Objectives



Housekeeping

Please:

- Mute your phones (“Mute”, “Mic”, or *6)
 - But not “Hold” (we can hear your muzak)
 - Remember to un-mute to speak
- Hold comments for designated times
 - You can “raise hand” (🙋) on Console to let us know you have something to share
- Complete post-webinar survey that will be emailed to you

It's all about match retention...

“**E**arly termination of mentor-mentee relationships may have a negative impact on youth.”

(Grossman & Rhodes, 2002)



**Making
the Match**



Making the Match: Matching Criteria

Matching points to consider:

- Gender
- Race/ethnicity
- Shared interests
- Similar background
- Geographic location
- Schedules
- Temperament
- ★ **Supported by parents**
- ★ **Youth-centered!**



Making the Match: Gathering Matching Information

How and where might we gather information to inform the matching process?

- Interviews
- Interest inventories/applications
- Observations
- Motivations
- Input from parents, school staff, and other providers
- Establishing personal relationships

**Making
the Match**

**Getting a
Good Start**



Getting A Good Start: Informing & Involving

- Youth orientation (30-60 minutes)
- Parent orientation (60 minutes)
- Parent handbook
- Match contract
- Formal first meeting

Getting a Good Start: Building Strong Relationships

“Closer, more supportive relationships are more likely to make positive changes in youth’s lives.”



(Grossman, 1999)

Getting a Good Start: Building Strong Relationships

*“**D**evelopmental relationships are focused around the **bond** between mentor and youth, rather than around “fixing” the youth or solving problems”*

- *“Activities are grounded in creating a friendship first”*

(Morrow & Styles, 1995)

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graph LR; A[Making the Match] --> B[Getting a Good Start]; B --> C[Monitoring & Support]; C --> D[ ];
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**Making
the Match**

**Getting a
Good Start**

**Monitoring
& Support**

Monitoring & Support:

Monitoring & Supervision

- Consistent scheduled meetings with staff, mentors and mentees
- A tracking system for ongoing assessment
- Written records
- Input from family, community partners, and significant others
- A process for managing grievances, praise, re-matching, interpersonal problem-solving, and premature relationship closure

Monitoring & Support:

Support

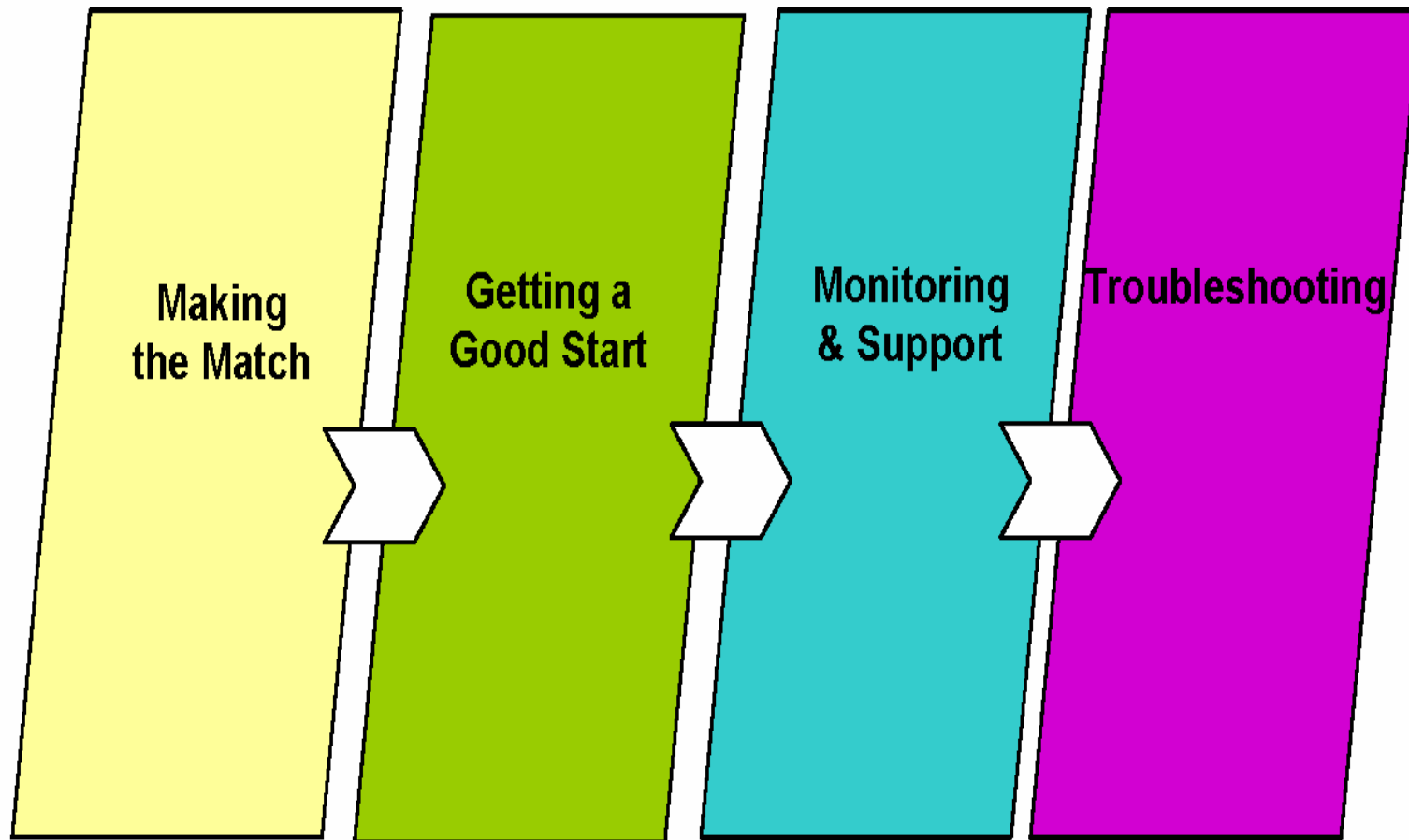
- Ongoing peer support groups for volunteers, participants, and others
- Ongoing training and development
- Relevant issue discussion and information dissemination
- Networking with appropriate organizations
- Recognition and appreciation

Monitoring the Match: How Often?

Check in with mentors,
youth, parents,
teachers:

- Within the first **2 weeks**
- First few months every **2 weeks**
- For the first year, **monthly**





Troubleshooting

- What problems might arise in first few months of the match?
- What problems might arise after 6 months?
- How might we address these issues?



Troubleshooting : Additional Tools & Techniques

- Screening
- Initial and ongoing training
- Observation at group events
- Asking for accountability
- Re-matching

"My mentor has helped me to become a better person and to have a little more fun in my life"

-Jamie, mentee
from the Mentoring Answer Book



Thank You!

Please contact me with any questions...

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Web Resources

Creating and Sustaining A Winning Match

<http://emt.org/userfiles/MatchSeries2.pdf>

Going the Distance: A Guide to Building Lasting Relationships in Mentoring Programs

http://www.edmentoring.org/pubs/going_the_distance.pdf

National Mentoring Center Technical Assistance Packet #4: Building Relationships: a Guide for New Mentors

<http://www.nwrel.org/mentoring/pdf/packfour.pdf>

National Mentoring Center Technical Assistance Packet #6: Supporting Mentors

<http://www.nwrel.org/mentoring/pdf/packsix.pdf>

The Tutor (Winter 2007) Connecting With Kids: Effective Communication Strategies for Volunteers Who Work with Youth

http://nationalserviceresources.org/filemanager/download/learns/winter07_tutor_updated.pdf

U.S. Department of Education Mentoring Program Guide to Mentoring for Parents and Guardians

How to use the template guide: http://www.edmentoring.org/pubs/about_handbook.pdf

Customizable word template: <http://www.edmentoring.org/publications.html>

U.S. Department of Education Mentoring Program Fact Sheet 2: Keeping Mentoring Relationships Going Through the Summer Months

<http://www.edmentoring.org/pubs/factsheet2.pdf>

U.S. Department of Education Mentoring Program Fact Sheet 10: Overcoming Relationship Pitfalls

<http://www.edmentoring.org/pubs/factsheet10.pdf>

U.S. Department of Education Mentoring Program Fact Sheet 11: Managing Risk After the Match Is Made

<http://www.edmentoring.org/pubs/factsheet11.pdf>

References

Grossman, J. B., & Rhodes, J. E. (2002). The test of time: Predictors and effects of duration in youth mentoring relationships. *American Journal of Community Psychology*, 30(2), 199-219.

Grossman, J.B. (1999). *Contemporary Issues in Mentoring*, Philadelphia: Public/Private Ventures.

Kapperich, C. (2002). *Mentoring Answer Book*. McHenry County: Big Brothers Big Sisters of McHenry County.

Tierny, Joseph P., Grossman, Jean Baldwin, and Resch, Nancy L. (1995). *Making a Difference: An Impact Study of Big Brothers Big Sisters*. Philadelphia: Public/Private Ventures, Inc.

Morrow, K.V. & Styles, M.B. (1995). *Building relationships with youth in program settings: A study of Big Brothers/Big Sisters*. Philadelphia: Public/Private Ventures.