

Chapter 1 : Register to Be a Mentor | Leadership Council on Legal Diversity

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Topic Areas School-Based Mentoring Mentoring at K schools, whether by volunteers or school personnel, has been an increasingly popular choice for bringing caring adult and older peer relationships to the lives of more youth for several decades. The school setting is often seen as an opportunity for reaching larger numbers of youth in a controlled setting that also allows access to educational, recreational, and developmental supports that may enhance the mentoring relationship. School-based programs run the gamut of structures and goals: They can be delivered in one-to-one, group, or team formats, allowing for flexibility in activity offerings based on the number of available mentors and the resources available at the site. They can be run directly by school personnel or through a partnership with a community-based service provider who coordinates the program on-site in collaboration with the school leadership. Regardless of the structure, staffing, and goals of the program, mentoring programs in schools have shown to be a cost-efficient way of increasing the positive relationships students have in their lives, while also having the potential to boost factors that can lead to educational success, such as connectedness to the school environment and peers, improved relationships with teachers and staff, improved feelings of academic competence, and greater access and use of other supports, such as tutoring, credit tracking, counseling, and postsecondary planning. What does the research say about school-based mentoring? There have been many prominent evaluations of school-based mentoring programs that are worth noting: The study of Big Brothers Big Sisters school-based mentoring model found evidence that school-based mentoring programs could produce outcomes that were similar in size to those found in community-based programs, albeit in slightly different areas of emphasis. This study found evidence of statistically significant impacts primarily in school-related attitudes, performance, and behavior such as attendance. Unfortunately, the study also found that programs had a difficult time providing a meaningful volume of mentoring during the school year and that the indicated impacts of the program did not appear to continue into the following year. Subsequent analysis found evidence that older students serving as peer mentors were notably less effective than their adult counterparts, draining some of the broader enthusiasm from a growing peer mentoring movement. A study of the U. However, after correcting for potential capitalization on chance due to testing of effects for numerous outcomes, the authors concluded that there were no impacts on any of the student outcomes measured, either academic or social-emotional outcomes. The study of the SMILE program found statistically significant gains for mentored youth compared to a control group in several outcomes related to self-esteem and peer support, although the strength of these findings varied considerably based on age, gender, and race. Furthermore, no evidence of program impact at the level of the overall sample was found for any of 17 other outcomes tested in this study. More recently, a deeper analysis of Big Brothers Big Sister school-based mentoring data found evidence that relationship closeness i. This study also found evidence suggesting that youth could be effectively rematched within a school year provided that their second match was also close and satisfying to the youth. A meta-analysis by Wood and Mayo in synthesized findings from 6 evaluations of the impact of school-based mentoring for adolescents 11â€”18 years on academic performance, attendance, attitudes, behavior, and self-esteem. The authors concluded that the mentoring programs included in this review did not reliably improve any of the outcomes examined. What does the NMRC offer on school-based mentoring? Reviews of Specific Programs The Achievement Mentoring Program is an intervention for urban freshman at risk of dropping out of high school, with the goal of enhancing school-related cognitions and behaviors. Read the review and insights for practitioners. Brief Instrumental School-Based Mentoring Program is a school-based intervention designed for at-risk middle school students that aims to improve academic performance, promote school connectedness, and life satisfaction and to decrease disciplinary actions. The Cross-Age Peer Mentoring Program is a school-based peer mentoring program in which high school students provide one-on-one mentoring to late elementary and early middle school students. Experience Corps is a tutoring and mentoring program to

improve the literacy outcomes of elementary school-aged children at risk of academic failure. The Peer Group Connection PGC Program is a high school transition program that targets 9th-grade students in urban high schools who are at-risk of dropping out. The goal is to improve high school graduation rates among participating youths by having junior and senior high school students serve as peer mentors. The Rochester Resilience Project RRP is a school-based intervention to improve the social-emotional and behavioral skills of young children K-3rd grade at risk for mental health disorders and substance abuse. The School-Based Mentoring Program for At-Risk Middle School Youth is a one-to-one mentoring program offered to at-risk students in 7th to 9th grades in an urban middle school setting to reduce their discipline referrals and school absences and to improve their school connectedness. Read the review and the insights for practitioners. Sources of Strength is a school-based suicide prevention program designed to build socioecological-protective influences across a full student population, using youth opinion leaders from diverse social cliques to develop and deliver, with adult mentoring, messaging aimed at changing the norms and behaviors of their peers. Career Academy is a school within a school that uses a multifaceted approach to foster academic success, mental and emotional health, and labor market success. Read the review and our insights for practitioners. Reviews of Relevant Practices School-based mentoring may involve acting on behalf of students to promote positive outcomes. Read the practice review of Support for Mentor Advocacy and insights for practitioners. School-based mentoring programs may provide structured activity curricula or guidance to mentors about activities they can do with mentees. Read the practice review of Mentor-Mentee Activity Guidance and insights for practitioners.

Chapter 2 : Board of Directors - MENTOR

Book Detail. School of Mentoring and Leadership II: and Christian Communications well as the Director of the School of Intensive Training for Leadership Equipment.

Their purpose is to give mentoring professionals additional information and understanding that can help them apply reviews to their own programs. Is it all in the timing? A program, such as this one, targeting youth who are becoming disconnected from school and the accompanying truancy and disciplinary issues might be especially beneficial during the middle school years, when the first signs of eventually dropping out begin to appear. Is short and sweet the answer? This program achieved its outcomes reduced disciplinary referrals; increased school connectedness in an week model, with the average match only meeting about 15 times in that span. Thus, mentoring may be an intervention offered after students have shown signs of disengagement earlier in the school year. Can school personnel be effective mentors? Some practitioners feel that youth often respond better to a community mentor coming into the school environment, especially if the student feels low levels of trust and connectedness to teachers and school personnel. Yet, in this program, teachers and other school staff served as mentors with encouraging results. There are a number of potential advantages of this approach, as school personnel may: This is an important wrinkle as it attempts to sidestep some of the potential complications that might arise when pairing a teacher and a student who would bring a personal history—perhaps negative—to their newly formed mentoring relationship. Furthermore, the program still provided a lot of initial training two and a half days and ongoing match support. It should be kept in mind, too, that there was no comparison in this study with community mentors. It may be that such mentors would have been equally or even more impactful, but that remains unknown. Regardless, practitioners may want to think about whether compensating teachers and other staff who serve as mentors will bolster program participation. To screen or not to screen? The school staff who did mentor all volunteered for the opportunity, with several self-selecting out after an orientation session explaining the nature and activities of the program. Does school-based mentoring need to be rigidly school-focused? One of the most challenging questions that those mounting mentoring programs in schools face is how much if any of an overt focus there should be on academics. Two findings from this study are noteworthy in this regard. First, mentors who viewed their experience positively, when compared to those who questioned the impact of their mentoring relationship, reported more relaxed meetings, more laughter and easy conversation, and tended to do activities like playing games, craft projects, and sharing food. Taken together, these findings suggest that one of the keys to making school-based mentoring relationships work may be to spend time, perhaps especially early in the relationship, building rapport and having some fun, thereby emphasizing that this relationship will be different than the normal interactions students have with staff. Of course, there also may have been influential pre-existing differences in the two groups of youth or their mentors, a consideration which underscores that such findings should not be taken as the last word on what makes for a successful school-based mentoring relationship. Follow us on Twitter:

Chapter 3 : Mentoring with Barry | Leadership Investment Intensives Inc.

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She is a financial expert with international experience and Board experience. EY is undergoing a digital and automation transformation and its people and talent systems are at the heart of it. Nancy received a Bachelor of Science degree from Fairfield University. Nancy and her husband Joel divide their time between Greenwich, Connecticut and Boston, Massachusetts. In his role, Anguilla oversees all aspects of communications, brand and public affairs – including media relations, corporate communications, government relations and philanthropy – for the firm and its affiliated business units. Prior to joining Bain Capital, Anguilla worked at Bank of America for more than eight years in a variety of communications roles. Earlier in his career, Anguilla was press secretary to U. Kennedy of Rhode Island. The National Mentoring Partnership, a nonprofit organization focused on improving the quality and quantity of mentoring relationships for American youth. Boisi is chairman and CEO of Roundtable Investment Partners LLC, an independent private investment partnership providing strategic advice and planning, investment management, and merchant banking services for families of substantial wealth as well as select institutions generating high performance wealth creation and social legacy-building opportunities. Prior to joining JPMorgan Chase, Boisi was founding chairman and senior partner of The Beacon Group, a premier merger and acquisition advisory and private investment firm, which was acquired by Chase in July. In addition, Boisi held numerous other positions during his 22 years at Goldman Sachs, including: The National Mentoring Partnership. He is also the recipient of an honorary Doctor of Humane Letters degree from Sacred Heart University as well as the Lewis Hine Distinguished Service Award for outstanding service on behalf of children. A strong believer in the benefits of mentoring, Kooyker is committed to advocating mentoring programs to assist our youth. Beginning his trading career in with Internatio-Muller in Rotterdam, The Netherlands, he was soon transferred to their New York office, and eventually became managing director of the International Trading Group. Kooyker began a new venture, Tricon Holding Company, Ltd. When SVB was bought by Fulton Financial Corporation in , Kooyker became a member of their board of directors, and served on the audit committee and risk committee until Dave Bordeau Berkshire Partners. His most recent board involvement has included Impluse; a designer and distributor of athletic accessories; SRS, a distributor of roofing supplies; and Rockport, a footwear provider. Dave joined Berkshire Partners in . He also serves on the Corporation of Belmont Hill School, and formerly served on the Board of Directors of Giving Opportunities To Others, a nonprofit organization that helps underprivileged youth attend summer arts camp. Kelem is actively involved in Uptown, his neighborhood in Dallas. He is a board member of Uptown Dallas, Inc. He is also actively involved as a volunteer with Wesleyan University, his alma mater. He enjoys spending time with his girlfriend of 22 years, their two bulldogs, reading, and watching football, especially Penn State. The organization provides academic mentoring, social guidance and college scholarships for students from lower-income families throughout the nation. Carr is the founder and was chief executive officer of Heartland Payment Systems, a debit and credit card transaction company recently acquired by Global Payments. To be eligible for a scholarship from Give Back, students must qualify for a federal Pell Grant, typically for households in the lower 40 percent of income. Graduates of the Give Back program are now pursuing careers in medicine, law, business and education, among other fields. She is known there, and in her various communities, as a thoughtful and strategic leader, experienced in leading change and building teams, and a steward for the future. She has served both public and private company clients, in several industries. Throughout her career, Hollister has held leadership roles as both a national and a local Cincinnati client service partner. She is an active volunteer and board member for several organizations and community and professional initiatives. Hollister is a graduate of Duke University B. Most importantly, Hollister and her husband Brad, who is a physician, are proud parents of two boys, Ryan age 23 and Luke age . She says her passion is helping others to reach their potential, lead and make an impact, since so many at Deloitte and elsewhere have done the same

for her. During his nearly 10 years working in HIV Commercial Development and Marketing, Sean led teams that introduced 5 new HIV treatments, as well as patient education and advocacy programs that helped to shift HIV from to a chronically manageable disease. Sean lends his time, skills and resources to a number of social, cultural and academic organizations. However, few things give Sean a greater sense of purpose than mentoring. Sean serves as a sponsor for two high potential colleague development programs at Pfizer. He is an Executive Mentor for the Morehouse College Division of Economics and Business Administration, and actively mentors college-bound high school students, current college students and recent college graduates. She lives in Miami, Florida with her family. Lang is a tireless advocate and fundraiser for education. She has also held positions at Technometrics, Inc in New York City, where she sold global shareholder databases of institutional investors and brokers to public companies, and Manufacturers Hanover Trust, also in New York City, where she sourced and managed lending relationships with large and middle market companies in the Mid-Atlantic states. Lang currently lives in Morristown, NJ with her husband Wes. They have four daughters. Mendell is a Private Investor and on the boards of directors of several private companies. Mendell is a graduate of Harvard University M. GAA is a leading private real estate investment and advisory firm. Prior to founding GAA, Pemberton served as Managing Director of a regional boutique real estate investment firm, where he oversaw research, portfolio management and capital raising activities. SCG , a global investment and research organization. There he held several positions of increasing responsibility including: Pemberton has served on the Board of several organizations including: The National Mentoring Partnership, the unifying champion for expanding quality youth mentoring relationships in the United States. Since then, the number of mentoring relationships has grown from , to more than four million. In addition, the U. The organization advances quality mentoring by bridging research to practice, and developing and delivering standards, training and state-of-the-art tools. MENTOR carries out this work in collaboration with its national network of affiliate Mentoring Partnerships and more than 5, mentoring programs and volunteer centers in all 50 states. MENTOR works extensively across the private, public and nonprofit sectors to ensure that young people have the support they need through mentoring relationships to succeed at home, school and, ultimately, work. The number of young people matched increased by almost 50 percent during Mr. He was selected for the Barr Foundation Fellowship. Shapiro is a husband, father of two sons, and mentor. Before joining NCR, Mr. Sobel joined Symbol following 6 years at Net2Phone, Inc. The Foundation assists entities that encourage mentoring relationships, are creating unique entrepreneurial opportunities, and promoting national and local participation in voluntary community programs and services. It has recently expanded into the international arena and engages in work to promote the Millennium Development Goals and halve the number of people living in extreme poverty by , with a particular focus on ending deaths from malaria. She is co-founder of Jersey Cares, which organizes teams of socially-minded individuals for community service projects. She resides in Chatham, NJ with her husband and two children. Sullivan manages strategic relationships with philanthropic partners addressing pressing issues of workforce and education, community development, and basic needs. With more than 25 years of experience, Sullivan is recognized as an expert in the field of charitable giving. Under her leadership, the Lloyd G. She resides in Sudbury, MA with her husband and has two daughters. The two organizations formed a partnership to provide girls and young women both in-school and out-of-school opportunities to develop, practice and improve relationship skills, responsibility, social accountability, self-awareness and self-confidence. Penny Golden Rule Award. Williamson is the founder of The Gift Box, LLC a 23 year old company that provides recognition gifts for both small businesses and large corporations. Along with her husband, she is an active supporter of international amateur golf, hosting teams from Great Britain and Ireland for many competitions over the past decade. She is the mother of four. Board of Directors Emeritus.

Chapter 4 : Mentoring Impact - MENTOR

She is the president of Pauline Walley Evangelistic Ministries and Christian Communications, as well as the director of the School of Intensive Training for Leadership equipment, which includes the School of Deliverance in New York. Dr.

Pauline is affiliated with Christian International Ministries Network and is the vice president of North.

Chapter 5 : School-Based Mentoring Program for At-Risk Middle School Youth

school-based mentoring programs to find out what techniques they were using to produce successful results, while also examining the challenges and barriers they faced in implementing services and fully achieving program goals.

Chapter 6 : Leadership Education Mentoring Institute | Quest I & II

Transformational leadership is the theoretical framework of this study. It is a bottom up leadership approach that emphasizes collaboration, harmonious relationships, and the ability of all community stakeholders to.

Chapter 7 : Success in Law School Mentoring | Leadership Council on Legal Diversity

The Illinois Principals Association offers training for individuals who wish to improve their leadership mentoring and/or coaching skills. Anyone interested in increasing their mentoring and coaching knowledge and skills, or in becoming an IPA mentor or coach (see detailed Qualifications section) for the school year, should consider enrolling in this program.

Chapter 8 : School-Based Mentoring

Mentoring Handbook for School Leaders - Introduction Page 1 share instructional leadership with some of the classroom teachers who took part in the discussion.