



Urban Institute Mentor Training with Stephen Hamilton
Session 3 – April 27th, 2023

Workbook and Discussion Guide
Resource: [Urban Institute Mentor Guide](#)

Agenda:

- Introduction
- Review
- Importance of Training Mentors – and how Your Organization Approaches it
- Components of Successful Training Program
- Breakout Sessions
- Using Scenarios in Mentor Training

Introductions:

- Urban Institute Senior Policy Associate [John Marotta](#)
- Urban Institute Fellow [Robert Lerman](#)
- Professor Emeritus Cornell University [Stephen Hamilton](#)

Review, Please Refer Back to:

- [Session 1 Video](#)
 - [Session 1 Slides](#)
- [Session 2 Video](#)
 - [Session 2 Slides](#)

Notes: Importance of Training Mentors – and how Your Organization Approaches it

Group Discussion

1. What do you think mentors need to know and be able to do?



Urban Institute Mentor Training with Stephen Hamilton
Session 3 – April 27th, 2023

2. Do your mentors get the orientation, training, and support they need? If not, why not?

Notes: Components of a successful training plan

What is your Organization Already doing? (Breakout Session)

1. What is a good thing your organization does for mentors?

2. What more do you wish you could do?

Notes: Using Scenarios in Mentor Training

Group Discussion



Urban Institute Mentor Training with Stephen Hamilton
Session 3 – April 27th, 2023

Sample Mentor Training Agenda

The purpose of this sample agenda is to provide some ideas about a relatively short session. Every trainer should assess their program's specific needs and adapt to time and other resource constraints.

Welcome and overview of the session

Training goals:

- Apprentices gain expected competencies, remain in the program, and earn certification.
- Mentors understand apprenticeship and their role in it.
- Mentors navigate effectively in their program.
- Mentors teach and advise apprentices confidently and effectively.
- Mentors communicate with others who support their apprentices' progress.
- Mentors acquire and demonstrate new and enhanced competencies.

Introductions:

Participants introduce themselves –

- What is your role in your apprenticeship program?
- Describe an adult outside your family who was important to you when you were a teenager.
- Who were they (e.g., teacher, family friend, etc.)?
- Why were they important?

List:

- What mentors do with young people
- Why they are important

Present:

What mentors do with and for young people

[Refer to list generated by group. Add any of these that weren't mentioned. Comment and elaborate as appropriate.]

- Teach
- Advise
- Spend time
- Care
- Are trusted and respected
- Are role models

Discuss:

How is the kind of mentoring you experienced similar to and how is it different from mentoring a youth apprentice?



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Session 3 – April 27th, 2023

In addition to having been mentored, have you had experience working with young people you can draw on as a mentor? (e.g., parenthood, coaching, leading a youth group, teaching in your faith community, befriending a young person outside your family)
Share a lesson you learned from this experience that you think will help you, and might help others, be a better mentor.

Present:

What is apprenticeship?

In general

In this workplace

Basic information about the program

Purposes

Partners

People

Procedures

Teaching technical competence. [This is easiest for mentors; may not require much time.]

Teaching and advising on personal and social competence

Discuss:

Vignettes presenting dilemmas of practice

Small groups

One situation/dilemma for each group

Discuss how best to deal with your situation.

Choose two people to role play the situation for the whole group.

Whole group

Act out your group's plan

Constructive critique after each skit by participants not in the presenting group (who do #4.)

1. Appreciative comments
2. Questions for clarification. [Don't disguise suggestions as questions.]
3. Comments on how effective you think the mentor's response would be and why.
4. Reflections from small group members.

Situations/Dilemmas of Practice

These samples reflect incidents mentors have reported. Trainers may ask experienced mentors to describe situations they have dealt with. If participants have had experience, they might do that.



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Session 3 – April 27th, 2023

After your apprentice shows up late for the third time, you explain to him that he'll be dismissed if he's late again. He tells you that he has to take the bus from school to work and it's sometimes late, or it arrives early, and he has to wait for the next one.

Your apprentice's school warns that their grades have fallen, and they are at risk of losing their place in the program.

Your apprentice, a nursing assistant, has overcome her shyness and now conveys professional confidence with patients and colleagues, but when a patient urgently needs medication and no one else is around she administers it herself, which she is not trained or certified to do.

Saying they want to be able to let you know if anything happens that will make them late for work, your apprentice invites you to friend them on social media.

Your apprentice confides to you that he is having a very hard time with his step-dad. He feels like nothing he does is ever good enough and anything he says is either dismissed or contradicted. He asks for your advice.

Your apprentice, who is usually upbeat, one day seems unhappy, distracted, and slow. When you ask him about it, he says his girlfriend just broke up with him and he's very sad.

Your apprentice seems very upset about something. When you say it looks like something's bothering her she tells you that she was talking with a male co-worker and thinks he may have said something about her body but it wasn't explicit and she isn't sure.

You notice that your apprentice is using a screwdriver with a two-foot-long flexible shaft to adjust a screw that is easily accessible with a normal screwdriver.

You've noticed that your apprentice seems tired much of the time. When you ask her about that she explains that she has a second job in a fast food restaurant because her parents have broken up and her Mom doesn't earn enough money to support her and her siblings.