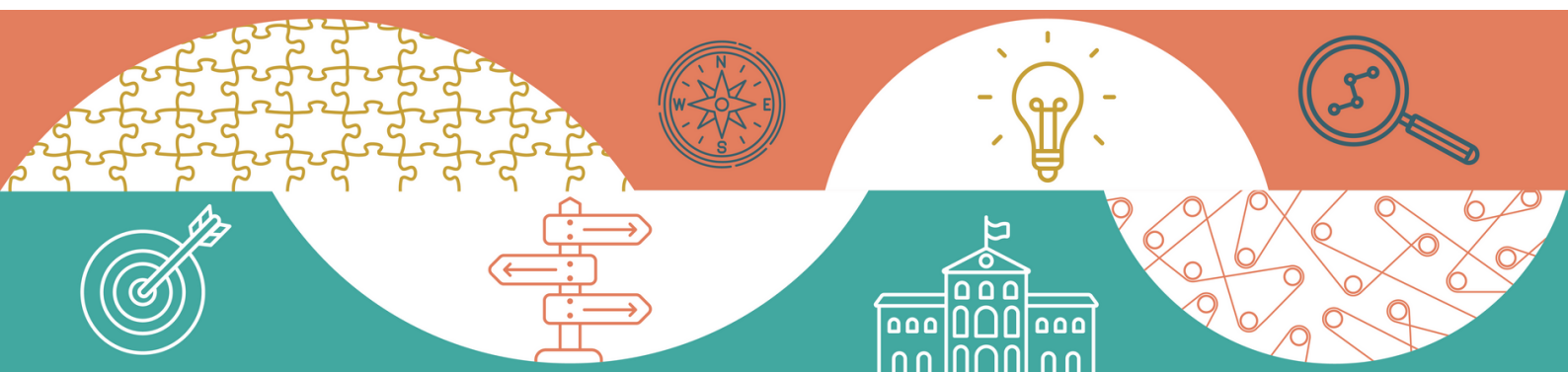# mentorPRO Academy

Course Catalogue

March 2024

Welcome to MentorPRO Academy!

MentorPRO Academy a is a learning management platform that provides Mentors and Mentees with evidence-based training courses designed to make mentoring more effective. MentorPRO Academy was developed to support MentorPRO, an elegant, intuitive, all-in-one success platform that encompasses everything we know about effective mentoring. MentorPRO is the only platform that is built on a solid foundation of rigorous research and a deep understanding of the science of mentoring.

For over 30 years, Dr. Jean Rhodes, Professor of Psychology and Director of The Center for Evidence-Based Mentoring at the University of Massachusetts, Boston, has focused her career on peer-mentoring and student-mentoring and this research is applied in the MentorPRO app and the training courses provided by the MentorPRO Academy.

Whatever your goal is, we are here to help.

The MentorPRO Academy team

✉ *academy@mentorpro.com*

MentorPRO
Academy

Certification from the Center for Evidence-Based Mentoring

MentorPRO Academy is in exclusive partnership with the Center for Evidence-Based Mentoring (CEBM) at the University of Massachusetts, Boston. CEBM was founded by Dr. Jean Rhodes in 2012 through a generous gift from MENTOR: National Mentoring Partnership. Our mission is to drive evidence-based innovation that advances mentoring practice and helps to bridge gaps in mental health care among young people, particularly in marginalized communities.

CENTER for EVIDENCE-BASED MENTORING

MentorPRO Academy

Certificate of Course Completion

THIS CERTIFICATE IS AWARDED TO

Carlos Armador

for successful completion of:

Supportive Accountability: Helping Your Mentee Reach Their Goals

Date: January 9, 2024   Certification number: 12D54BCBB-1330DBC2D-79086

Jean E. Rhodes, PhD
Director of the Center for Evidence-Based Mentoring

Alexandra Werntz, PhD
Associate Director of the Center for Evidence-Based Mentoring

Learners receive a certificate from CEBM for each completed course.

Certifications can be directly shared with LinkedIn for professional development and networking!

CENTER *for* EVIDENCE-BASED MENTORING

P U T T I N G   R E S E A R C H *into* A C T I O N

To learn more about CEBM, visit
www.cebmentoring.org

MentorPRO Academy

MentorPRO customers receive free access to two of our premier courses:

Building Strong Mentoring Relationships teaches mentors the essential skills for being an effective mentor.

Building a Strong Relationship with Your Mentor provides your mentees with the basics of connecting with a mentor and emphasizes working towards goals together.

Mentoring relationships require work from both the mentor and the mentee. These courses provide the foundational knowledge for building a strong relationship.

Mentor Training

The research is clear: better training leads to better outcomes.

Our training for mentors distills decades of research and practice into engaging and practical lessons. Mentors will learn best practices in building relationships, the ethics of mentoring, and how to support mentees in reaching their goals.

Asynchronous

- Training bundle
  - SuperReady to Mentor
- À la carte
  - Building Strong Mentoring Relationships
  - Managing Ethical Challenges in Mentoring
  - Building Motivation: Supporting Mentee Behavior Change with Motivational Interviewing
  - Supportive Accountability: Helping Your Mentees Reach Their Goals
  - Mentoring for Youth Mental Health (pre-recorded)

Synchronous

- Mentoring for Youth Mental Health (annual or by contract)

mentorPRO Academy

Bundle:

SuperReady to Mentor: The Science of Effective Relationships

Built on 30+ years of peer-reviewed research and evaluation, as well as practice wisdom, SuperReady to Mentor is the gold standard of evidence-based practice. Through engaging lessons, videos, knowledge checks, and more, this suite of training offers research-backed strategies for building and sustaining ethical, goal-focused relationships. Developed in partnership with the Center for Evidence-Based Mentoring and led by Jean Rhodes, who set the standards in the field through her co-authorship of MENTOR's iconic Elements of Effective Practice and the field's ethical guidelines for mentors.

Included courses:

Building Strong Mentoring Relationships

Managing Ethical Challenges in Mentoring

Building Motivation: Supporting Mentee Behavior Change with Motivational Interviewing

Supportive Accountability: Helping Your Mentee Reach Their Goals

See individual course descriptions on the following pages

MentorPRO Academy

Building Strong Mentoring Relationships

A strong relationship is the bedrock of all successful mentoring and this is the gold standard for training mentors in evidence-based practice. Lessons are grounded in decades of research. Developed in collaboration with leading relationship expert, Professor Marc Karver, PhD, the training covers best practices in building and sustaining relationships, avoiding and repairing missteps, setting goals, mentoring with empathy and cultural humility, and managing relationship closure. This course is perfect for new mentors and seasoned mentors alike.

References for this course:

- Asnaani, A. (2023). A Cultural Humility and Social Justice Approach to Psychotherapy: Seven Applied Guidelines for Evidence-Based Practice. Oxford University Press.
- Karver, M. S., De Nadai, A. S., Monahan, M., & Shirk, S. R. (2018). Meta-analysis of the prospective relation between alliance and outcome in child and adolescent psychotherapy. Psychotherapy, 55(4), 341.
- Safran, J. D., & Kraus, J. (2014). Alliance ruptures, impasses, and enactments: A relational perspective. Psychotherapy, 51(3), 381.
- Sanchez, B. (2022). Practicing cultural humility. Becoming a Better Mentor. MENTOR: https://www.mentoring.org/resource/becoming-a-better-mentor/

mentorPRO
Academy
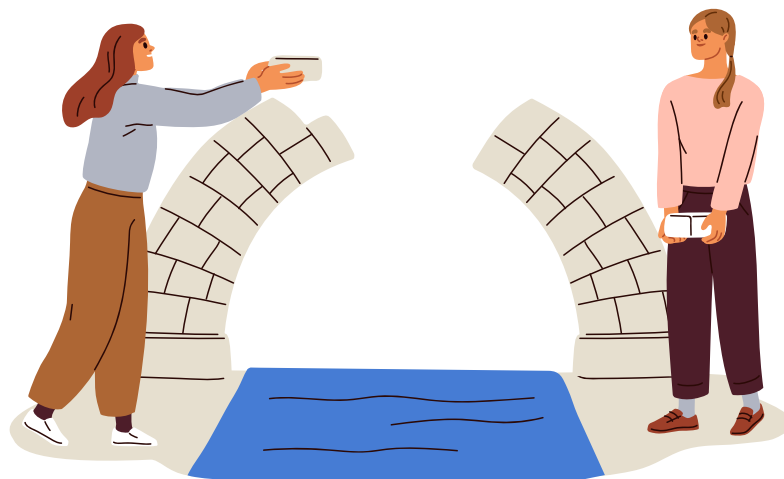
Managing Ethical Challenges in Mentoring

Despite our best intentions, tricky ethical issues can arise in mentoring relationships. Mentors may wonder how to navigate issues around confidentiality, money, appropriate boundaries, when to make a referral, and more. Preparing ahead of time will help them avoid some of the ethical challenges that commonly arise and to know when to ask for support. This course is based on the six ethical guidelines for mentors, which were originally published in an influential APA journal article, "First do no harm: Ethical principles for youth mentoring relationships." (Rhodes et al, 2013). Each module delves into one ethical principle with case studies.

Sample Skills:

- Mentors will be able to list the five ethical principles for mentorship relationships.
- Mentors will be able to apply the five ethical principles in their mentorship relationships.
- Mentors will be able to recognize and prevent potentials for harm in their mentorship relationships.
- Mentors will be able to fully support mentees by maintaining consistency and confidentiality in their mentorship relationships.

References for this course:

- Rhodes, J., Liang, B., & Spencer, R. (2013). First do no harm: Ethics in youth mentoring. In D.L. DuBois & M. Karcher (Eds.). The Handbook of Youth Mentoring, Second Edition. Thousand Oaks, CA: Sage.
- Rhodes, J. E., Liang, B., & Spencer, R. (2009). First do no harm: Ethical principles for youth mentoring relationships. Professional Psychology: Research and Practice, 40(5), 452-458.

MentorPRO Academy

# Building Motivation: Supporting Mentee Behavior Change with Motivational Interviewing

Even when mentees set goals for positively changing their behaviors, they may be ambivalent about what change might mean to them. Motivational Interviewing (MI) is a commonly used evidence-based approach to behavior change that trains mentors to be curious and supportive, eliciting and exploring their mentees' reasons for wanting to change certain behaviors. By asking open-ended questions and actively listening mentors can help mentees clarify their values, identify areas where they would like to grow or change, and develop a plan of action to achieve their goals. Through a series of engaging lectures, brief exercises, and example videos, learners will be introduced to the fundamental building blocks for supporting mentees' growth.

Sample skills:

- Building rapport and listening skills
- Recognizing change talk and sustain talk
- Effective questioning techniques
- Handling ambivalence
- Rolling with resistance

References for this course:

- Rollnick, S., & Miller, W. (1995). What is Motivational Interviewing? Behavioural and Cognitive Psychotherapy, 23(4), 325-334. doi:10.1017/S135246580001643X
- Hart, M.J., McQuillin, S.D., Iachini, A. et al. Expanding School-Based Motivational Interviewing Through Delivery by Paraprofessional Providers: A Preliminary Scoping Review. School Mental Health 15, 673–691 (2023). https://doi.org/10.1007/s12310-023-09580-3

MentorPRO Academy
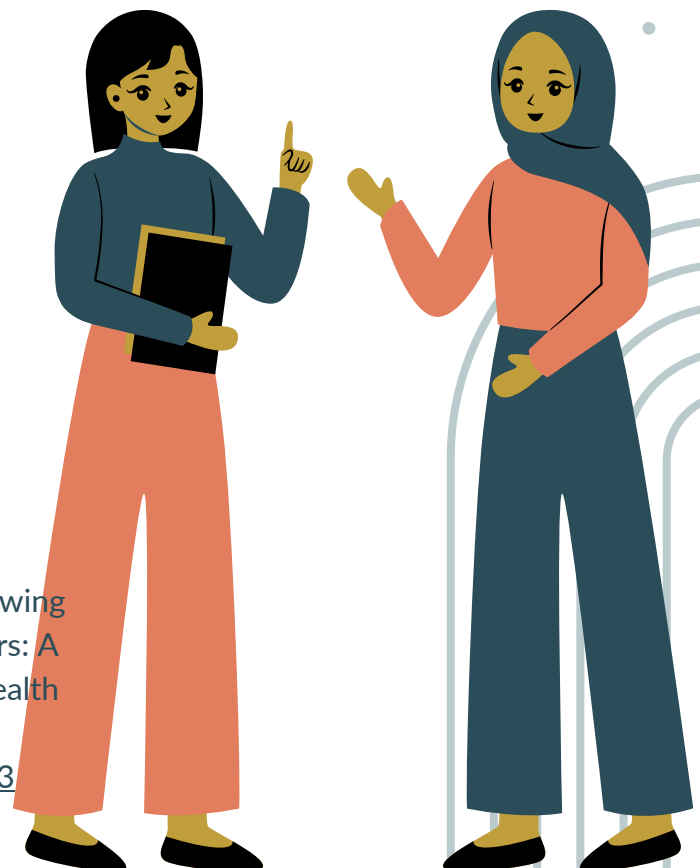
Supportive Accountability: Helping Your Mentee Reach Their Goals

Keeping mentees engaged in the relationship and goals is no easy task! Drawing from the growing literature on "supportive accountability," this training assists mentors in working with their mentees to set and monitor goals through regular check-ins and troubleshooting, and by cultivating mentees' intrinsic motivations. The MentorPRO team has also worked with the leading supportive accountability researchers to adapt core principles to the mentoring context. This training, the first of its kind, will provide program staff and mentors with evidence-based skills and activities.

Sample Skills:

- Identifying barriers to mentees' success
- Providing support in reaching goals
- Setting SMART goals

Sources

- Grossman, J. B., Chan, C. S., Schwartz, S. E. O., & Rhodes, J. E. (2012). The test of time in school-based mentoring: The role of relationship duration and re-matching on academic outcomes. American Journal of Community Psychology, 49(1-2), 43-53. [PDF]
- Kupersmidt, J., Stump, K., Stelter, R., & Rhodes, J. (2017). Predictors of premature match closure in youth mentoring relationships. American Journal of Community Psychology, 59, 25-35.
- Mohr, D.C., Cuijpers, P. & Lehman, K. (2011) Supportive accountability: A model for providing human support to enhance adherence to eHealth interventions. Journal of Medical Internet Research, 13(1), e30. https://doi.org/10.2196/jmir.1602.
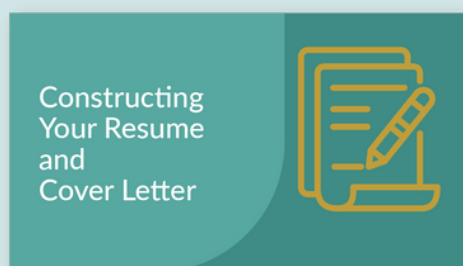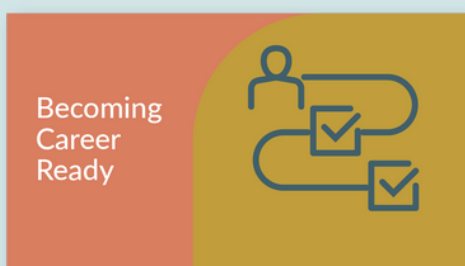
MentorPRO Academy

Bundle:
SuperReady to Work

Designed as either a mentor- or self-guided comprehensive training program, SuperReady to Work offers a complete guide to workforce development. series of dynamic, evidence-based courses that promote students' professional development. Created in collaboration with the Council for Opportunities in Education as well as leading workforce development scholars, these courses align with the National Association of Colleges and Employers (NACE) competencies and proven practices, such as creating a career narrative, developing social capital, and mastering interview skills.

Included courses:

Becoming Career Ready

Constructing Your Resume and Cover Letter

Developing Effective Interview Skills

Setting SMART Goals in College and Beyond

Connected Futures: The Science of Building Social Capital

See individual course descriptions on the following pages

mentorPRO Academy

Becoming Career Ready

Becoming career ready means figuring out what you're good at, what interests you, where you still need to grow, and how to construct a career narrative. This course provides you with proven interactive tools for career exploration as well as training in the eight Career Readiness Competencies that have been identified through extensive research and observations conducted by the National Association of Colleges and Employers (NACE), with input from employers across all industries, as necessary skills for success in today's workforce and other post-collegiate pursuits. It also helps students construct a "career narrative" that weaves together past experiences in ways that align with opportunities.

Sample skills:
- Writing Your Workview and Lifeview
- Identifying Your Interests
- Understanding Your NACE Competencies
- Constructing Your Career Narrative

References for this course:
- Burnett, B., & Evans, D. (2016). Designing Your Life: How to Build a Well-Lived, Joyful Life. Alfred A. Knopf.
- National Association of Colleges and Employers. (n.d.). Career Readiness – NACE Competencies. Retrieved [insert retrieval date here], from https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/
- Savickas, M. L. (2005). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), Career development and counseling: Putting theory and research to work (pp. 42-70). John Wiley & Sons

Constructing Your Resume and Cover Letter

In today's competitive job market, having a standout resume and cover letter is more important than ever. This comprehensive, research-backed training is designed to guide mentees through the process of creating compelling resumes and cover letters that showcase skills and experiences.

Sample skills:

- Highlighting accomplishments
- Choosing which employment experiences, achievements, and skills to include.
- Quantifying success
- Feedback and revision: Seeking and using input
- Creating a Complementary LinkedIn Profile

References for this course:

- Hirsch, B. (2018). Job Skills and Minority Youth: New Program Directions. London, Cambridge University Press
- Cook, Sarah (2009-01-01). Coaching for High Performance: How to Develop Exceptional Results Through Coaching. IT Governance Ltd. ISBN 9781849280037.

MentorPRO Academy

Developing Effective Interview Skills

When you receive an offer for an interview, it is crucial to prepare ahead of time.

The content in this lesson will help guide you through preparing for an interview. The course draws from an evidence-based interview training approach (Hirsch, 2009) and the STAR (situation, task, action, result) technique. These methods focus learners on identifying the most promising interview tactics. The course takes learners through "backward mapping," through which learners pinpoint their personal skills and experiences that are pertinent to the job they seek. The STAR method guides learners through gathering the relevant information about a specific capabilities that the job requires, reminding them to include key details and to maintain a competency-focused approach. Marketable job skills are assessed through proven mock job interview exercises. In a series of studies, Hirsch (2016) has shown that employers who conducted mock interviews with students who had completed this course were 2.5 times more likely to report that they would consider hiring the candidate (Hirsch, 2016).

Sample skills:

- The Interview Experience
- The STAR Method
- Practice Interview

References for this course:

- Hirsch, B. (2018). Job Skills and Minority Youth: New Program Directions. London, Cambridge University Press
- Cook, Sarah (2009-01-01). Coaching for High Performance: How to Develop Exceptional Results Through Coaching. IT Governance Ltd. ISBN 9781849280037.

MentorPRO Academy

Setting SMART Goals in College and Beyond

This training takes students through the process of setting and achieving goals using the SMART framework. SMART goals, a concept widely recognized in both personal development and professional settings, are Specific, Measurable, Achievable, Relevant, and Time-bound. This evidence-based framework helps in creating clear, attainable, and meaningful goals, enhancing the likelihood of success. For instance, studies have found that providing employees with specific, measurable goals increased their performance by 15-25% compared to when they were given no goals or vague, non-quantifiable goals (Locke, 1990).

Sample skills:

- Developing performance and outcome measures
- Developing an action plan
- Common goal-setting errors

References for this course:

- Locke, E. A. (1990). Toward a theory of task motivation and incentives. Organizational Behavior and Human Performance, 3(2), 157-189. https://doi.org/10.1016/0030-5073(68)90004-4
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum. https://doi.org/10.1007/978-1-4899-2271-7
- Journal of Occupational and Organizational Psychology. (Various Issues). British Psychological Society. https://bpspsychub.onlinelibrary.wiley.com/journal/20448325

MentorPRO Academy

Connected Futures: The Science of Building Social Capital for College Students

This course is designed to help you learn and practice skills to identify and reach out mentors, professors, employers, and other people who can help you on your journey. We'll give you some information, ask for your input, and encourage you to do some practice activities based on what you learn.

For this course to be helpful, it's really important to go beyond just reading the content. Please try out the strategies we suggest in real life. You might even want to choose a family member or friend who can help keep you accountable and help you practice new skills as you move through the activities.

Sample skills:
- Understanding how mentors can support college students
- Learn about the importance of different types of social capital relationships
- Develop skills for talking to and interviewing mentors

References for this course:

- Schwartz, S., Parnes, M., Browne, R., Austin, L., Carreiro, M., Rhodes, J., Kupersmidt, J., & Kanchewa, S. (2023). Teaching to Fish: Impacts of a Social Capital Intervention for College Students. American Educational Research Journal, 60(5), 986-1022. https://doi.org/10.3102/00028312231181096
- Schwartz S. E. O., Kanchewa S. S., Rhodes J. E., Cutler E., Cunningham J. (2016). "I didn't know you could just ask": Empowering underrepresented college-bound students to recruit academic and career mentors. Children and Youth Services Review, 64, 51–59.
- Schwartz S. E. O., Kanchewa S., Rhodes J., Gowdy G., Stark A., Horn J. P., Parnes M., Spencer R. (2018). "I'm having a little struggle with this, can you help me out?": Examining impacts and processes of a social capital intervention for first-generation college students. American Journal of Community Psychology, 61, 166–178.
- Schwartz S. E., Rhodes J. E., Spencer R., Grossman J. B. (2013). Youth initiated mentoring: Investigating a new approach to working with vulnerable adolescents. American Journal of Community Psychology, 52(1), 155–169. https://doi.org/10.1007/s10464-013-9585-3

mentorPRO Academy

Mentoring for Youth Mental Health

Mentors, mental health providers, and program staff can all benefit from our most popular course!

It is becoming increasingly common for youth referred to mentoring programs to be struggling with a wide variety of mental health concerns, such as depression, anxiety, posttraumatic stress, aggression, or attention difficulties. This course covers evidence-based techniques that can be infused into mentoring practices to more effectively address these kinds of mental health concerns. Course participants will learn about cutting-edge techniques proven by research to be effective in clinical settings, and will discuss how to implement these strategies in diverse mentoring program settings. Participants will also discuss the ways that youth identity may intersect with mentoring techniques, and consider how to apply techniques in a culturally humble way with youth from diverse, marginalized backgrounds. Learners gain access to exclusive mentoring resources.

This course is offered live (via Zoom) each spring, and is taught by licensed clinical psychologists passionate about youth mental health and scaling access to evidence-based mental health resources. The course is 1.5 hrs per week for 6 weeks.

Don't want to wait or want a section of the course for your program? We can work with you! If you would like us to teach a for your program, please reach out to learn more about availability, pricing, and options.

Recent instructors include Dr. Liz Raposa of Fordham University and Dr. Alex Werntz of the Center for Evidence-Based Mentoring.

Building a Strong Relationship with Your Mentor

This course is an essential course for every mentee. A strong relationship is the bedrock of all successful mentoring, and a strong relationship is built on effective communication, clear expectations, and mutual goals. This course provides mentees with information about what it means to have a mentor, how a mentor can provide effective support, and how to get the most out of having a mentor. This training is an adaptation of the Building Strong Mentoring Relationships course, developed in collaboration with leading relationship expert, Professor Marc Karver, PhD.

References for this course:

- Lyons, M. D., McQuillin, S. D., & Henderson, L. J. (2019). Finding the Sweet Spot: Investigating the Effects of Relationship Closeness and Instrumental Activities in School-based Mentoring. American journal of community psychology, 63(1-2), 88–98. https://doi.org/10.1002/ajcp.12283
- Karver, M. S., De Nadai, A. S., Monahan, M., & Shirk, S. R. (2018). Meta-analysis of the prospective relation between alliance and outcome in child and adolescent psychotherapy. Psychotherapy, 55(4), 341.
- Safran, J. D., & Kraus, J. (2014). Alliance ruptures, impasses, and enactments: A relational perspective. Psychotherapy, 51(3), 381.
- Werntz, A., Poon, C. Y., & Rhodes, J. E. (2023). Striking the balance: The relative benefits of goal- and youth-focused approaches to youth mentoring relationships. Journal of Youth and Adolescence, 52, 1448-1458. https://doi.org/10.1007/s10964-023-01751-4

GOALS!

mentorPRO Academy

SuperReady to Thrive: The Science of Resilience and Stress Management

SuperReady to Thrive is a groundbreaking four-session stress management and resilience boot camp for students in transition. Developed by clinical psychologists and built on decades of research and best practice, the training uses engaging exercises, quizzes, and videos to equip students with the necessary skills and mindsets to tackle whatever challenges they may face.

Sample skills:

- Values-based decision-making
- Managing emotions and stress
- Resilient mindsets
- Self-care
- Learning that you belong at college

References for this course:

- Verplanken, B., & Holland, R. W. (2002). Motivated decision making: Effects of activation and self-centrality of values on choices and behavior. Journal of Personality and Social Psychology, 82(3), 434–447. https://doi.org/10.1037/0022-3514.82.3.434
- Gregory M. Walton, Geoffrey L. Cohen, A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students.Science**331**,1447-1451(2011). DOI:10.1126/science.1198364
- Crum, A. J., Salovey, P., & Achor, S. (2013). Rethinking stress: The role of mindsets in determining the stress response. Journal of Personality and Social Psychology, 104(4), 716-733.

mentorPRO Academy

SuperReady to Learn: The Science of Academic Planning and Success

This self-paced course will equip college students with the essential skills for academic achievement. Discover organizational strategies and planner mastery to efficiently manage your study schedule and deadlines. Gain insights on the critical role of attending classes and best practices for effective note-taking. Master the art of studying for exams. Overcome negative thinking patterns and learn common thinking traps that stand in the way of effective learning. This course sets the stage for a successful college experience.

Sample skills:
- Getting organized
- Overcoming obstacles
- Studying and test-taking

References for this course:

- Willingham, D. T., (2023). *Outsmart your brain: Why learning is hard and how you can make it easy*. Simon & Schuster.
- Milkman, K., (2021). *How to change: The science of getting from where you are to where you want to be*. Portfolio.

mentorPRO Academy

SuperReady to Apply to College

This course is designed to guide students through the journey of applying to college. This includes understanding the importance of higher education, selecting the right college, navigating the application process, and exploring financial options to fund their education. Through a series of engaging modules, interactive resources, and expert advice, learners will gain valuable insights into making informed decisions about their future. The course covers everything from evaluating the benefits of a college education and matching personal goals with the right institutions, to mastering college applications and essays, and demystifying the complex landscape of scholarships, grants, and loans. This flexible learning experience empowers students to take charge of their educational journey at their own pace, providing them with the tools and knowledge to take the next step in their education journey.

Sample skills:

- Understanding the benefits of going to college
- Understanding how to select a college
- Learn how to apply to college
- Understand the different ways to pay for college

References for this course:

- Carrell, S., & Sacerdote, B. (2017). Why Do College-Going Interventions Work? American Economic Journal: Applied Economics, 9(3), 124–151. http://www.jstor.org/stable/26598058

MentorPRO Academy

Connected Futures: The Science of Building Social Capital for High School Students

This course is designed to help you learn and practice skills to identify and reach out mentors, professors, employers, and other people who can help you on your journey. We'll give you some information, ask for your input, and encourage you to do some practice activities based on what you learn.

For this course to be helpful, it's really important to go beyond just reading the content. Please try out the strategies we suggest in real life. You might even want to choose a family member or friend who can help keep you accountable and help you practice new skills as you move through the activities.

Sample skills:
- Understanding how mentors can support high school students
- Learn about the importance of different types of social capital relationships
- Develop skills for talking to and interviewing mentors

References for this course:

- Schwartz, S., Parnes, M., Browne, R., Austin, L., Carreiro, M., Rhodes, J., Kupersmidt, J., & Kanchewa, S. (2023). Teaching to Fish: Impacts of a Social Capital Intervention for College Students. American Educational Research Journal, 60(5), 986-1022. https://doi.org/10.3102/00028312231181096
- Schwartz S. E. O., Kanchewa S. S., Rhodes J. E., Cutler E., Cunningham J. (2016). "I didn't know you could just ask": Empowering underrepresented college-bound students to recruit academic and career mentors. Children and Youth Services Review, 64, 51–59.
- Schwartz S. E. O., Kanchewa S., Rhodes J., Gowdy G., Stark A., Horn J. P., Parnes M., Spencer R. (2018). "I'm having a little struggle with this, can you help me out?": Examining impacts and processes of a social capital intervention for first-generation college students. American Journal of Community Psychology, 61, 166–178.
- Schwartz S. E., Rhodes J. E., Spencer R., Grossman J. B. (2013). Youth initiated mentoring: Investigating a new approach to working with vulnerable adolescents. American Journal of Community Psychology, 52(1), 155–169. https://doi.org/10.1007/s10464-013-9585-3

mentorPRO Academy

Pricing

Course Bundles
$150 per learner

- SuperReady to Mentor
- SuperReady to Work

SuperReady Courses
$50 per learner

- SuperReady to Thrive
- SuperReady to Learn
- SuperReady to Apply to College

Connected Futures
$125 per learner

- For college students
- For high school students

À la carte
$25 per learner

- Becoming Career Ready
- Building Motivation: Supporting Mentee Behavior Change with Motivational Interviewing
- Building Strong Mentoring Relationships
- Building Strong Relationships: Mentee Edition
- Constructing Your Resume and Cover Letter
- Developing Effective Interview Skills
- Managing Ethical Challenges in Mentoring
- Setting SMART Goals in College and Beyond
- Supportive Accountability: Helping Your Mentee Reach Their Goals

Synchronous online courses
vary per course - check our website!

mentorPRO Academy