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# INTEGRATING ADULT MENTORSHIP MODULE WITHIN YOUTH ORIENTED PROGRAMS

CAPSTONE PROJECT

SHADY ELFAHAM

PIM 79

SCHOOL FOR INTERNATIONAL TRAINING GRADUATE INSTITUTE (SIT)

ADVISOR: DR. SORA FRIEDMAN

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*Shady Elfaham*

**Date:** April 28, 2021

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## LIST OF ABBREVIATIONS

ACIE	Advanced Concepts in International Education
ICT	Information and Communications Technology
IE	International Education
IYLEP	Iraqi Young Leaders Exchange Program
GLEE	WL's Global Leadership, Education and Engagement Framework
LMS	Learning Management System
MBTI	Myers-Briggs Type Indicator
PDO	Pre-Departure Orientation
PTM	Program Team Meeting
PPD	Program Planning and Design
RFA	Request for Applications
SIT	School for International Training Graduate Institute
USG	U.S. Government
Y-APS	Youth – Adult Partnerships
YA	Youth Ambassadors Program
YEX	Youth Exchange Unit
WL	World Learning

## **ABSTRACT**

World Learning (WL) is a non-governmental entity focused on the advancement of leaders around the world through educational exchange programs and sustainable development initiatives. Its Youth Exchange Unit comprises an experienced and inventive team designing and implementing cultural exchange programs centered on capacity and skills building in civic engagement, teambuilding, leadership, youth workforce development, and entrepreneurship. Through such experiential learning initiatives, WL staff have recognized the correlation between mentorship and positive youth development.

Recognizing the short- and long-term benefits that quality mentorship can generate for youth, this capstone project integrates a tailored adult mentorship module within upcoming WL youth-oriented exchanges. The module is founded on the backward design theory, experiential learning theory, a detailed literature review on mentorship models and findings from the Needs Assessment involving WL's adult participants/mentors' alumni and program staff. The adult mentorship module will address a critical gap within WL's youth exchanges while contributing to WL's implementation and pedagogy related to adult participants. The integration of the module within existing programs will contribute to positive youth development, invest in adult participants/mentors' development and enrich the sustainability of the exchange beyond its life. Centered predominately on the pre-program and post-program phases, with program implementation phase addressed as a transitional portion, the module progressively fosters the adult participants' capacities to serve as effective mentors to youth upon returning to their home communities. This framework allows youth exchange program activities to occur alongside the mentor's training module avoiding duplication of efforts on WL's staff and participants' input.

*Keywords:* adult mentors, mentorship, training, youth, positive youth development,

## **INTRODUCTION**

The field of international education is frequently depicted as a “house of 1,000 windows,” with “each of those windows offering its own clarity, uniqueness, scope, and dimensional views of portions of our external world” (Rodman, 2011, p. 50). Subsequently, the field holds many definitions and a world of assumptions, all of which offer “rich and diverse experiences grounded along a spectrum containing “schools” from area studies, comparative education, and development education to education abroad, scholar exchanges and international student services” (Rodman, 2011, p. 50). It is against this background that international education (IE) programs repeatedly reaffirm to stakeholders where they have been, where they think they are going and where they would like to grow. Committed to advance international education prospects, implementers like World Learning, Inc. (WL) position themselves distinctively to provide and expand exchanges, educational and development programs through the lens of international education, particularly towards youth programming.

The interconnection of globalization provides young people with a front seat of ongoing conflicts, economic troubles, and social challenges their counterparts are experiencing in different parts of the world. As a result, the need for support, guidance and empowerment of youth must be greater than before. Consequently, deliberate youth exchanges are designed to purposefully equip youth with the knowledge, skills, and resources necessary to navigate their respective local issues. Further, these programs help young people understand their world, develop leadership skills for civic engagement, build lasting friendships across cultures, and moreover cultivate the ability, confidence, and motivation to make a difference. Youth exchanges are truly an expectational bonding experience that gives globalization a meaning as two families from different points on the planet, share one of their members, and hopefully

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become one big transnational family. Youth programming reiterations of short- and long-term exchanges continue to validate the suite of benefits including greater global awareness, higher cultural sensitivity, increased personal growth and communication skills along with the desire to tackle domestic and international issues.

As a U.S.-based non-governmental organization funded predominantly through U.S. Government (USG) funds as well as private funding, World Learning's programs engage over 19,000 participants from over 160 countries in active programs (Development Aid 2020). The Youth Exchange Unit (YEX) alone brings together over 1,500 participants on an annual basis through its in-person and virtual cultural exchange programs concentrated on building skillsets in civic engagement, youth leadership capacity, community service, intercultural communication, and inclusivity. Among its active youth-oriented programs, there are also several selected adults who undertake a hybrid role of "participants, educators, community leaders and adult mentors" during program implementation in the United States and upon returning to their home countries. However, given that the objectives of such programs are frequently linked with U.S. Department of State's foreign policy goals of youth empowerment and development via exchanges; for youth to become active and responsible members of their communities and global arena while fostering relationships with their American counterparts, youth participants, particularly high school aged ones, are by default identified as the primary audience and beneficiaries. As a result, implementing organizations such as WL focus their programmatic efforts from planning to evaluation on these primary themes and beneficiaries, often unintentionally not adequately supporting other potential stakeholders such as the secondary adult participants consisting of educators, community leaders and adult mentors. Within the context of World Learning, this model is detected within the current series of the Iraqi Young Leaders Exchange Program

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(IYLEP) and the Youth Ambassadors Program (YA) portfolios: both programs include an adult participant component as part of their respective programmatic infrastructure. However, the Request for Applications (RFAs) along with the cost-extension requests issued for each program iteration often lack identification of specific programmatic goals for adult participants/mentors beyond generic statements like “assisting youth to become responsible members of society” or “allow them to serve as adult advocates”.

As a Program Officer within WL’s Youth Exchange Unit leading IYLEP and Youth Ambassadors Program iterations on an annual basis, my position has provided several opportunities where I have witnessed the impactful correlation between high quality mentorship and positive youth development within youth-oriented programs. By referencing the framework and models of IE Program Planning and Design (PPD) and Advanced Concepts in International Education (ACIE) courses, this course linked capstone project develops and delivers a training module designed for adult participants/mentors within World Learning’s youth-oriented programs. The training will be aimed towards maximizing World Learning’s Youth Exchange programs’ Adult Participants/Mentors development and impact through targeted and personalized learning outcomes and training design. The training module will be available to any WL youth-oriented program with a mentorship component and will serve as an organizational resource for program teams during their respective program design and implementation phases.

### **BACKGROUND & CONTEXT**

First established in 2007, through designated funding allocated by the U.S. Department of State’s Bureau of Educational and Cultural Affairs and the U.S. Embassy in Baghdad, the Iraqi Young Leaders Exchange Program, known as IYLEP, is strategically designed to generate “an

investment in global understanding and peace” by developing a cadre of young leaders who inspire and impact each other through mutual understanding, respect and collaboration between the United States and Iraq (IYLEP, 2020). The umbrella of IYLEP consists of three main programs – IYLEP- for High School Arabic, IYLEP- for High School English, and IYLEP- Undergraduate. As IYLEP-Undergraduate does not have an adult mentorship component, IYLEP-Arabic and IYLEP-English are the two programs under the umbrella of IYLEP, that will be addressed as potential avenues to integrate the adult mentorship module generated as part of this capstone project. In the past 13 years of program reiterations, World Learning’s expertise in utilizing mentors within youth-oriented programs has grown to a degree but a standardized training curriculum designated to adult participants/mentors remains on an ad hoc basis.

The IYLEP program is designed to foster the next generation of Iraqi leaders by exposing Iraqi high school students to U.S. society and culture while providing them with skills development in leadership, civic education and social responsibility, diversity awareness and tolerance, and entrepreneurship. On an annual basis, World Learning has contributed to the program goal by identifying and preparing a representative cadre of 100 future Iraqi young leaders and 10 adult mentors through an extensive outreach and recruitment campaign, transparent and rigorous selection process, and comprehensive, goal-oriented pre-departure preparation. The four-week youth-oriented U.S. exchange incorporates intentional leadership development activities based on principles of experiential education to fully equip and empower participants in applying their experience upon returning home. The U.S. exchange begins with a nine-day Leadership Camp in Brattleboro, Vermont, focused on setting program expectations, cohort teambuilding, leadership skills development, and dialogues about intercultural understanding and social cohesion. Youth participants along with adult participants/mentors then

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are divided into smaller groups to spend 11-days in a variety of host communities around the United States. Host Community Institutes include hands-on civic engagement activities, thematic workshops, site visits, interaction with U.S. peers, social and cultural activities, and group reflection. The exchange culminates in Washington, D.C with a seven-day Civic Education and Synthesis Workshop focused on civic activism, reflection and debrief, action planning for community projects, and discussions about how participants will translate the U.S. experience into their daily lives. Following the exchange, participants are expected to collaborate with their respective mentors to implement follow-on community projects.

Similar to IYLEP, the Youth Ambassadors Program is also funded by the Department of State Bureau of Educational and Cultural Affairs and U.S. Embassies across the Latin America and Europe regions to support youth exchanges focused on high school students' development through promotion of youth leadership, mutual understanding and civic engagement (World Learning, 2020). The Youth Ambassadors exchanges follow a similar program cycle as IYLEP and include an adult participant component as part of the positive youth development efforts. Despite the inclusion of adult participants/mentors, the program goals are centered predominantly on developing the capacity of young adults (high school aged youth) to gain a strong civic responsibility and awareness of current and global issues through mutual understanding, respect and collaboration between the United States, Iraq, and the Western Hemisphere. Moreover, Youth Ambassadors (YA) Program is designed to equip youth from 32 participating Western Hemisphere countries (such as Argentina, Brazil, Bolivia, Chile, and Peru) with the knowledge and skills to become active community members and encourage them to cultivate relationships with youth from different ethnic, religious, and national groups.

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Since 2006 on annual basis, World Learning supports the design and implementation of a program involving roughly 460 youth and adult participants/mentors travelling to the U.S for a dynamic and engaging three- week exchange centered on engagement, leadership, and diversity, with other subthemes including the environment, multiculturalism, social justice, social entrepreneurship, and volunteerism. In partnership with trusted universities and local organizations, including members of the Global Ties U.S. Network, students and adult participants/mentors engage in interactive and experiential activities (e.g., workshops, site visits, teambuilding activities, cultural events, homestays, project planning sessions, student presentations, skill-building trainings, and community service) that revolve around the program themes. Exchanges are organized as single or multi-country groups with all participants visiting Washington, D.C and at least one other U.S. community, including time living with host families.

During each program iteration within IYLEP and Youth Ambassadors, the decision falls on the program team, particularly the Program Officer, on whether to integrate adult participants/mentors significantly during pre- and post-program phases and to what degree such involvement should be. As a result, in most instances, the adults are often seen as secondary beneficiaries, and are blended into the activities with the youth without consideration of their unique characteristics or development needs as adults. While the latitude and flexibility has unquestionably allowed some Program Officers to design and implement innovative approaches toward this group of beneficiaries and their respective integration, in several cases it has been identified as a missed opportunity to invest in and amply train adult participants/mentors. There have also been several occasions where the lack of a methodical adult mentorship programming strategy and plan into World Learning's youth exchange programs have served as another lesson

learned during program evaluation assessments. In addition, inadequate and unequitable participation of adult participants/mentors can even be ascertained as an adverse programmatic outcome of both the IYLEP's and Youth Ambassadors Program goals. Given that mentoring of youth by adults has been identified as a promising and advantageous approach to promoting positive youth development and outcomes, it is essential that methodical standards are integrated pre- and post-programs. While there is no doubt that mentored youth frequently experience higher outputs in their own personal growth, schoolwork, and other life skills, the impact of mentorship can be significantly lowered when mentors lack access to "ongoing training and support program" to build their own respective capacity (Smink, 1999, p. 19). In the case of IYLEP and YA Programs reiteration, the correlation between adult mentorship and positive relationships with youth has proven to be contingent on the extent of resources, training, and capacity building efforts. Therefore, it is fundamentally important that a methodical mentoring training is designed and incorporated within WL's youth programming. A standard adult mentorship module will affirm WL's commitment to organically integrate adult participants/mentors within youth-oriented programs and building their mentoring skillsets by developing focused goals/objectives and trainings that put them at the forefront of the design process, rather than secondary.

### **LITERATURE REVIEW**

Globally, youth comprise roughly 18 percent or 1.8 billion of the global population (UNFPA 2014: Pg. 1). Such a mind-boggling number of people is unquestionably a powerful resource with the ability to be integrated and utilized as a positive force of change. As agents of change, youth can skillfully utilize their voices and actions to bring change to their communities

from the bottom up; however, in order to successfully achieve such outputs, they must have effective and sustainable support networks along the way. Given that youth “must navigate many of life’s crucial transitions in a short time” and the mere fact that they compose many of the world’s population, it is exceptionally important to build effective elements such as adult mentoring initiatives (Naudeau, Cunningham, Lundberg & McGinnis, 2008, p. 76). As the popularity of adult mentoring components on youth exchanges and programs grows, identifying the characteristics of underpinning successful mentoring relationships between adults and youth becomes even more necessary. Within youth-oriented entities like World Learning, investing in perfecting the relationship between mentorship and positive youth development maximizes programmatic innovation, sustains long-term impact, and informs methodology among other implementing organizations. With this background, the following analysis provides an overview, description, and evaluation of the relation between effective adult mentorship and positive youth development which will be used in the development of the training module.

Mentoring refers to the distinctive process involving “a caring and supportive relationship between a youth and a non-parental adult” which generates a series of positive effects, “generally thought to be derived from the support and role modeling these relationships offer” (Rhodes, Spencer, Keller, Liang & Noam, 2006, p. 692). Effective mentoring relationships have the capability to provide youth with opportunities to engage in a suite of social, emotional, cognitive and identity development. Specifically, effective and quality mentoring can serve as an avenue for youth to build their respective cultural and social capital and construct their own sense of self. However, it is important to recognize as Levinson emphasized, “mentoring is not a simple, all-or-none matter” and often without a joint bond, a mentor-mentee relationship may disengage before the seeds of positive impact are planted (Levinson, 1978, p. 100). Thus, it is

fundamentally important that mentors grasp the impact of qualities such as mutual respect, sensitivity, compassion, reliance and genuineness among the strategies and tactics shared during training sessions. Furthermore, it is also just as important to accept that not “every moment in the mentoring relationship needs to be packed with profundity and personal growth” and moreover that “mentoring is perhaps better characterized as a series of small wins that emerge sporadically over time” (Rhodes, Spencer, Keller, Liang & Noam, 2006, p. 697). Donlan, McDermott and Zaff underline that although “not all mentorship models have equal effects on youth development”, “poorly implemented mentorship programs can have adverse effects on youth outcomes” (2017, p. 385). They elaborate further on how “even with strongly implemented programs, the individual characteristics and experiences of youth...can make a successful pairing between a mentor and mentee less likely” (Donlan, McDermott & Zaff, 2017, p. 385). Despite such assertions, the determination that “the youth-mentor relationship is seen as paramount to program effectiveness” remains an important element of program implementation (Donlan, McDermott & Zaff, 2017, p. 386). As a result, it is important to build supportive and effective relationships that contribute to high-quality mentoring and positive youth outcomes in the short- and long-term, specifically, by focusing on the need to design and implement strategies that address mentorship beyond the dyadic level of mentor-mentee interactions and more towards the broader role of youth within a community.

In the context of international education exchanges that focus on youth civic development, “youth-adult partnership (Y-AP) has become a phenomenon of a particular interest to scholars and practitioners” and it is frequently “conceptualized as both a developmental process and as a community practice” (Zeldin, Christens & Powers, 2013, p. 385). Further, the youth-adult partnership concept involves this notion of “natural mentors” under which unlike a

“formal or structured mentoring in which adults take lead in creating the parameters of adult-youth relationship, natural mentoring occurs...by the mutual consent of those involved under conditions of more equal power” (Zeldin, Christens & Powers, 2013, p. 391). Subsequently, it is critical that mentorship modules incorporate the necessary skillsets and capabilities of a “natural mentor” as such components are “elemental to the creation of successful Y-APS in community and organizational settings” (Zeldin, Christens & Powers, 2013, p. 391). As noted by the National Commission on Resources for Youth in 1974, yet still applicable to contemporary programs, “there is a mutuality in teaching and learning, where each age group [youth and adults] see themselves as a resource for the other and offers what it uniquely can provide” (p. 25).

Under this background, the positive ramifications of youth-adult partnerships in community-oriented programs gained momentum in the design stage and continue to do so as it has proven to be an influential strategy on youth development. Thus, it is imperative to identify some of the conceptual frameworks or approaches that may naturally contribute to positive youth development and growth through the lens of adult mentors. For instance, one framework that may promote positive implications between youth and adult mentors is known as “*instrumental scaffolding*”. The model is not based on the premise of adult authority or control but rather on the capability of the mentors to furnish youth with suggestions, cues, clarifications by adjusting themselves to the ability level of their mentees and their respective support needs (Larson, 2006, p.684). The instrumental scaffolding model allows youth to internalize their learning while serving as an effective approach to build the mentoring relationship, especially on a shared activity.

Another model that is worth recognizing in youth-oriented programs is “*motivational scaffolding*”. Through this framework, adult mentors help their youth experience conditions that intentionally model enthusiasm and communicate confidence as a means to sustain motivation and assist them to a desired end (Larson, 2006, p. 685). Subsequently, the motivational scaffolding model can serve as the engine of youths’ intrinsic motivation and their progress towards emotional maturity, social skills, identity development and other life skillsets.

Lastly, another framework to consider on youth-oriented programs with adult mentorship components is the “*asset building*” model. Given that “development occurs within the full set of environments, relationships, and interactions that make up a youth’s daily life”, the asset building model focuses “on altering these daily contexts in ways that increase youths’ opportunities to engage in positive development” (Larson, 2006, p.686-7). The asset building model is quite influential as mentors can perform the function of “advocates” or “sponsors” on behalf of their youth at the community level when dealing with community-oriented projects or initiatives. For example, if a mentee’s proposed initiative within a community does not take cognizance, the adult mentor can serve as an advocate of the mentee, facilitating communications as the need arises and coordinating activities related to the project. While each of the three models may be unique in its approach, all three models serve as different platforms to provide input and guidance to youths’ experience and development.

While there is growing literature on the impacts of successful mentorship programs towards youth, the resources focused on effective training and instructions for mentors themselves remain general and broad. For instance, Sipe notes that “three areas are especially important in fostering the development of successful relationships: screening, orientation and training, and support and supervision (Sipe, 2002, p. 255). Based on a comprehensive review of

mentorship programs, Sipe identifies such best practices as imperative guidelines for program design and implementation. As with most youth programs with a mentorship component, it is common for adults to respond to the needs of youth as part of the program goals. However, it is helpful for the program to refine and focus the desired outcomes of the successful mentoring relationship outcomes. Therefore, it is important to design and integrate an adult mentorship module within active youth programs, such as those currently implemented by World Learning, that will ascertain quality-mentoring relationships as a primary objective.

### **THEORETICAL FRAMEWORK**

To develop a practical and suitable adult mentorship training module within World Learning's youth-oriented programs, the following theories undergird the thinking and rationale applied with regards to the topic, concepts addressed, and relevant definitions, which align with the objective of this project. Taking into considerations the IYLEP and Youth Ambassadors Programs infrastructure along with their respective focus and objectives, the following sections introduce the backward design theory and experiential learning theory to successfully implement an adult mentorship module with an element of train-the-trainer.

#### *The Backward Design Theory*

Before implementing a program, international educators undergo an ongoing process of crafting the curriculum and envisioned learning outcomes to meet the programmatic objectives. Through the lens of backward design theory, the curriculum development process is subjugated through three focal stages: 1- identifying desired results; 2- determining assessment evidence; and 3- planning learning experience and instructions (Wiggins & McTighe, 2005, p. 18). In other words, the backward design process may be determined "as a purposeful task analysis" (Wiggins

& McTighe, 2005, p. 19). Through these three stages, backward design, unlike traditional methods of curriculum and activity planning, allows the educator to build the road map by identifying the goals and desired outcomes from the start and then generating the process that will lead to such results. Through such approach, backward design provides the opportunity for the educator to remain focused on addressing what their participants/students need to learn, what information can be attained to ensure such desired outcomes or learning standards are indeed achieved while certifying that learning will indeed take place.

Within the context of current World Learning youth programs, program teams utilize a very similar process during the design and implementation stage as the objectives identified by the funder, especially in terms of youth as the epicenter. Considering the objectives and desired outcomes of the program description as stated in the cooperative agreement/grant, program teams start to develop the activities – workshops, dialogue sessions, seminars, site visits – along with the themes – leadership, civic community, multiculturalism, entrepreneurship, etc. – to ensure that the participants are indeed becoming a cadre of future leaders and positive agents of change not just within their communities but across the world. In accordance with backward design theory, it is required that adult participants/mentors are integrated as part of the primary desired outcomes within youth programs to ensure they retain the necessary support and capacity upon reintegration in their respective communities.

For instance, the first stage of the backward design theory requires that the desired results be identified clearly from the start. As Wiggins & McTighe emphasized, the need to “consider our goals, examine established standards and review curriculum expectations” while also recognizing that the timeframe must be considered to ensure feasibility (2005, p. 18). During this stage, the following questions need to be taken into consideration, as the needs assessment is

designed and intended approaches are implemented: What should adult participants/mentors know, understand and be able to do? What content is worthy of understanding and should be added as part of the module? What “enduring understanding” is desired by the lifespan of the program? Such questions are fundamentally important as they allow the backward design approach to be utilized effectively while also planting the seeds of high-quality mentorship within World Learning’s adult participants/mentors. Consequently, the second stage of backward design builds on determining assessment evidence and particularly the approach encourages “curriculum planners to first “think like an assessor” prior to designing the lesson or module (Wiggins & McTighe, 2005, p. 18). Thus, from the start there would be the groundwork that would determine if the adult participants/mentors have indeed attained the desired understandings identified under the first stage. As a result, the objective of this stage is not necessarily identifying the format of the assessment but instead the subject of the assessment. Therefore, the needs assessment plan must incorporate approaches that can attain information on specific results that the adult mentorship module will generate and what specifically needs to be utilized to ensure adult participants/mentors have learned the desired enduring understandings related to mentorship. Lastly, the third stage focuses on planning experiences and instructions and specifically thinking through “the most appropriate instructional activities” (Wiggins & McTighe, 2005, p. 18). Through this stage, the goal is to design activities and lesson plans for the module that will align with the goals/desired outcomes identified under stage one and the measurable evidence/indicators attained from stage two. Further, the design of the module’s content will also acclimate with the experiential learning theory as noted below.

*The Experiential Learning Theory*

Within the sphere of positive youth development programs such as World Learning's IYLEP and Youth Ambassadors, the process of experiential learning or learning through experience and reflection continues to serve as the central methodology for delivery. Considering David Kolb's learning styles model and how "learning is the process whereby knowledge is created through transformation of experience", educational programs and exchanges often are built on the impetus of youth development through the new experiences (Kolb, 1984, p. 38). It is important to note that the experiential learning theory is "concerned with the learner's internal cognitive processes" and involves "the acquisition of abstract concepts that can be applied flexibly in a range of situations" (McLeod, 2017). While the experiential learning theory recognizes that "knowledge is continuously derived from and tested out by the learner", it is important to note that such process is sustained from learning experiences that include planning, reflections, and analysis (Kolb, 2014, p. 27). The experiential learning theory offers a comprehensive approach to learning by integrating how experiences including but not limited to the environmental factors, emotions and cognition can influence the learning process of an individual. Moreover, Kolb's theory allows for educators to not only witness learners' perspectives "by doing" but also understand their concurrent personal growth and development in the process.

According to Kolb, effective experiential learning is attained when an individual has successfully undergone through the four adaptive learning modes – concrete experience, reflective observation, abstract conceptualization, and active experimentation (2014, p. 66). The four modes highlight the progress experienced by the learner from 1- having a concrete experience based on a new experience followed by 2- the observation and reflection through the

lens of variations which then leads to 3- the formation of abstract analysis and lastly 4- the opportunity to test the newly attained knowledge which at that point results in active experimentation or new experiences. Specifically, the first stage – concrete learning – occurs when a learner encounters a new experience or reexperiences an existing one through a new approach or a lens that was not previously considered. Concrete learning has the potential to serve as a stimulus or motivation for the learner. The next stage – reflective observation – provides the learner the opportunity to reflect on the experience on a personal basis. This stage is in essence a transformation period between the learner’s understanding and the recent experience. Following reflective observation, abstract conceptualization provides the learner with the ability to form new ideas or modify current ideas based on the reflections which occurred in the previous stages. Lastly, active experimentation is the testing of the new or modified ideas in the real or outer world. Essentially, a learner will choose to apply the new idea within his/her surroundings and observe if modification will transpire in the next reiteration of such experience. Subsequently, it is worth recognizing how integrated learning is as a process and each stage is dependent on the predecessor and provides a logical pattern of progress, which is what essentially makes these stages collectively an effective learning tool. Through such an approach, the central idea becomes that “learning, and therefore knowing, requires both a grasp or figurative representation of experience and some transformation of that representation” (Kolb, 2014, p. 68). Therefore, by being acquainted with the four stages above, program staff can design and deliver learning experiences for youth in ways that truly enhance their skillsets and capabilities.

Within the context of World Learning’s youth programs and the need to design and implement an adult mentorship training module, experiential learning theory is extremely

relevant and necessary to consider. Given the hybrid role of the adult participants/mentors, experiential learning identifies the learning path of these participants and how effective learning can be achieved when the learners progress through the program cycles. Specifically, it centers on the internal cognitive process of the learner and concentrates on the development of new concepts through new or modified experiences. Within WL's youth programs, experiential learning theory will fuel the deliberate activities and resources designed towards adult participants/mentors for each stage of the program; pre-, during – and post-program. For these reasons, it is fundamentally important that a module is created in a manner that organically allows for adult participants/mentors to test out their newly attained knowledge and experience as they indirectly build their mentorship toolkit to deal with new situations especially upon their return in their respective communities. Through such a stimulating approach, various degrees of knowledge will be created among adult mentors and the program will be in a strategic position to fully capitalize these experiences, which will impact positive youth development while concurrently building effective adult mentorship training.

### **THE NEEDS ASSESMENT**

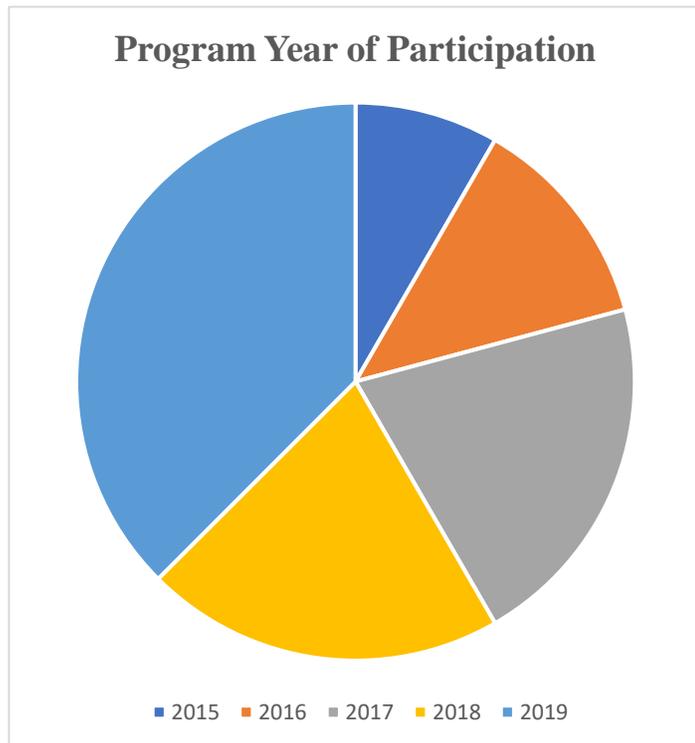
Previous informal feedback from personnel, post-program evaluations from adult and youth alumni, evaluations and industry's best practices related to mentorship and sustainability beyond the lifespan of program already suggested the needs for this module and why its integration is so critical to the future of World Learning program reiterations. Nonetheless, prior to designing the adult mentorship module, a Needs Assessment was conducted to elicit feedback from two sets of stakeholders - adult participants/mentors and WL's personnel. The Needs Assessment confirmed detailed information regarding the current needs and gaps in the realm of

adult participants/mentors and also informed the desired conditions and outcomes from this module. As required by the backward design theory, it provided a backward mapping process to identify discrepancies of World Learning’s current approaches and desired outcomes through a transparent list of the identified needs. Specifically, it facilitated learning about the experiences of adult participants/mentors and WL’s personnel through instructional methods which in return would contribute to clear goals for the mentorship module. The Needs Assessment consisted of two components – a survey administrated to adult participants/mentors’ alumni and a focus group involving World Learning personnel from the Youth Exchange Unit.

***Survey to Adult Participants/Mentors***

The anonymous survey was sent to World Learning adult participants/mentors’ alumni who participated in IYLEP or Youth Ambassadors Programs between 2015 and 2019. From the 167 adult participants/mentors who received a link to the survey, 25 responses were received or roughly a 15 percent response rate.

The goal of the survey was to obtain feedback on the program components, impact and needs through the lens of adult participants/mentors’ experience. Appendix A provides a detailed breakdown of the survey framework and questions asked to adult participants/mentors. Given the lack



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of a standard definition of adult participants/mentors by the funders and their hybrid role nature, referring to their initial roles as adult-participants in pre- and during- program phases and transforming to their roles as mentors in post-program stage, the survey questions attempted to capture the responsibilities that adult mentors identified as important during their own respective experiences. Specifically, the questions focused on the integration of adult mentorship through the lens of the following four categories: 1- mentorship orientation, 2-exploring adult mentors' roles throughout the program phases, 3-youth support pre- and post-program, and 4-ongoing support and resources.

### *Mentorship Orientation Phase Analysis*

Currently, World Learning's Youth Exchange Unit personnel utilize a handbook titled - Adult Mentor Pre-Departure Handbook – developed by a previous Program Manager as part of the resource and training towards adult mentors prior to attending pre-departure orientations. While the handbook is indeed helpful regarding desired programmatic outcomes, general responsibilities for adult mentors, and other logistical tips, its context is limited. To identify gaps and inconsistencies that adult participants/mentors' alumni experienced during their respective program's orientation, and when utilizing WL's resources, this section of the survey focused on the following questions:

- *Based on the information attained from World Learning's Adult Mentor Pre-Departure Handbook, what were some of gaps that you were able to identify once the mentorship phase was initiated?*
- *Beside the dialogue sessions during VT orientation week, what other workshops and/or content do you think would be beneficial to further clarify your role?*

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One mentor from a 2017 Youth Ambassadors Program iteration noted, “the book [referring to the Adult Mentor Pre-Departure Handbook] was a great start; however, it does not necessarily serve as an ample resource” for mentors as the role is inherently ambiguous. An alumna from a 2018 IYLEP program emphasized how “mentoring materials need extra attention to focus on benefiting/developing mentoring skill” and stressed the design of simulation workshops during Vermont orientation week “where the mentor would take the lead of the entire thing [facilitation of the activity] to build the experience”. Another alumna from 2017 IYLEP described her experience as “taking a jump immediately into a big sea without learning how to swim in the first place” and requested that future program iterations dedicate workshops specifically to effective models of adult mentorship in addition to clarity on responsibilities and expectations. Similarly, a mentor from a 2016 Youth Ambassadors Program noted that “the adult mentors had no role at all, their [they] were lost between the staff and the students” and it was difficult to determine the parameters of when they were an adult participant and when they were a mentor. Lastly, the survey responses also highlighted the different approaches that World Learning staff may take from one program to another with another mentor from 2019 IYLEP noting:

I expected [sic] more responsibilities and I thought that we will give presentations not just ice breakers and energizers, but the WL staff were flexible if we wanted to support them with the workshops.

Furthermore, 15 out of 25 participants from both Youth Ambassadors and IYLEP underlined the need to build in thematic trainings related to reintegration process and mentors’ role in their home communities, mental health expertise to support their mentees as needed, active listening approaches, facilitation skillsets as well as learning to utilize mentorship as part of mentors’ own professional developments growth. As presumed above, the survey confirmed that the handbook

and current orientation week failed to deliver a clear framework of what adult mentorship is, effective models to utilize, and how the role of adult participants/mentors is linked to the programs and moreover how such hybrid role can effectively generate positive youth development under our programs.

#### *Adult Mentors' Roles Through Program Phases*

As emphasized under the background section, neither Department of State nor the U.S. Embassies, elaborate how they envision the role of adult participants/mentors. Beyond the broad and “catch-all” instructions like advocates and mentors to youth participants, the role of adult participants/mentors is undeveloped and a program component that falls to World Learning personnel to design, enhance and alter. By illuminating on the role of the adult mentors and empowering them to embrace their role during various programmatic phases, the objectives of the program will not only be addressed successfully but their impact will be greater sustained. Therefore, the second category of the survey attempted to capture how participants define and foresee the role of an adult mentor through their own respective experiences. The second section of the survey centered the conversation on the role of adult mentors through their own experience under IYLEP or YA. The following questions were asked:

- *Based on your own experience as an adult participant/mentor on a WL exchange program, how would you define the role of an adult mentor and the responsibilities of such role?*
- *Which areas do you see the adult mentor role being most helpful/instrumental during the U.S. program?*

The feedback received from the adult participants/mentors' alumni related to their roles and responsibilities varied and seemed that it often correlated with the degree of the involvement

in their communities and professional trajectory. For instance, a 2019 Youth Ambassador alumnus who is also a primary education teacher described the role of the mentor through “the three Cs – counselor, consultant and cheerleader.” In the context of World Learning’s youth programs recognizing the “three Cs” allowed this adult participant/mentor to maneuver through each situation while always “having the ability to bring light and share warmth” towards his mentees. Similarly, a 2019 IYLEP alumna understood her role of an adult mentor “to [be a] teacher, sponsor, advisor, agent, role model, coach and confidante” while “advocating for the emotional and psychological well-being of [the] cohort.” Further, a 2018 Youth Ambassador adult participant/mentor alumnus argued that such role aided “to help participants to push their limits, to help them put themselves out of their comfort zone” through intentional intrinsic motivation.

While it was evident through the responses received that each adult participant/mentor was able to give the best of their self to build the best of their mentees, there were an array of perspectives which seemed to be fueled by the adult mentors’ own experience rather than training and resources shared from WL. For example, for the adult participants/mentors who had a background in education or school administration, their respective experience as mentors upon returning to their home communities was gratifying and easy-going as they were able to utilize their previous skillsets and strengths towards their mentees needs. On the other hand, for the adult participants/mentors who had a non-education background, they felt they were not fully equipped to support their mentees and shared the need for standardized resources. The responses captured the innovative approaches of the mentors but also highlighted that a clear definition of the adult mentors’ role along with a manuscript of the qualities would assist mentors channel their strengths and support their mentees comfortably during the post-program stage.

*Youth Support Pre & Post-Program*

World Learning's IYLEP and Youth Ambassadors Programs are public diplomacy instruments created to facilitate dialogue, untangle potential conflicts, build mutual understandings and enable the growth of multiculturalism for generations to come through positive youth development. Often also known as people's diplomacy programs, public diplomacy programs like IYLEP and YA utilize U.S. government resources to build bridges of understanding between people of different countries for generations to come. Therefore, it is important to ensure youth are adequately supported as they build their selves as agents of change through the support of international educators and adult mentors. As a result, the third portion of the survey concentrated on obtaining information regarding what pre- and post-program support adult participants/mentors found to be beneficial and what portion was inadequate during orientation week. The following questions were asked to the adult participants/mentor alumni:

- *What topics or themes should WL's program staff integrate as part of adult participants/mentors' orientation to be better prepared to support the youth participants?*
- *From your own experience, what have been the biggest areas of support needed for youth pre, during and post program?*

A 2019 Youth Ambassadors alumna noted that "a pre-program detailed and practical manual" focused on what effective mentoring looks like and also what capabilities should a mentor channel with their mentees would be a significant resource. Additionally, a 2016 Youth Ambassadors alumnus requested that workshops related to "programmatic goals, overall objective of the project followed by project planning and implementation" would be highly beneficial as without such capacity building "it is quite [a lot] responsibilities for the youth and

for the mentor.” Similarly, a 2019 IYLEP alumna echoed also that one of the biggest areas of support is sharing resources regarding tools, guidelines, and best practices of effective mentorship which in return will assist mentors “to put together a plan for youth to see their projects through and gained from the experience.” Lastly, a unique but quite important perspective was shared from a 2019 Youth Ambassadors alumna who emphasized that “the approach to the themes [referring to training/workshops/resources] should be inclusive and encompassing of U.S and host community culture.” The call for a revised approach to adult participants/mentors function pre- and post-program along with practical resources and feasible mentorship models was emphasized in the responses of 17 of the 25 adult participants/mentors. Of those 17 responses, ten identified potential topics such as a course of psychology, mediation, effective communication, information, and communications technology (ICT) among others as important topics to consider. The preliminary consensus from the data also highlighted the need to dedicate specific materials which detail clear goals and resources adult participants/mentors have at their disposal pending the programmatic phase. Participants noted that frequently in their role as adult participants/mentors they were unsure when they should be empowered, taught, observing, or all of the above.

### *Ongoing Support & Resources*

Beyond the activities and workshops incorporated as part of the program’s calendar for adult participants/mentors, ongoing support, and resources upon their return in their home communities should also be considered. After returning in their own respective communities, adult participants are at that point fully integrated into their envisioned role of the mentor and as a result are expected to be the in-country sounding board of their mentees. Mentors are the folks that youth turn to for reaction and feedback when attempting to try out an idea or practice before

moving forward. Thus, it is important for mentors to channel their unique characteristics and strengths to support their mentees' emotional intelligence, technical expertise, self-development, etc. Thus, the last portion of the survey focused on collecting feedback related to the type of support WL provided under various program reiterations. Also, this section of the survey provided another opportunity for adult participants/mentors' alumni to share ideas regarding any additional resources that WL's Youth Exchange Unit should consider as support for mentors especially upon their return to their home countries. The following questions were posed to participants for the last section of the survey:

- *In your experience, upon returning to your home country, what kind of support was offered by WL?*
- *Are there any additional resources that WL should consider providing to support mentors post the U.S. program component?*

Unfortunately, the input received is consistent with staff's perceptions that adult mentors traditionally relied on one another for support and on ad hoc basis from WL personnel. For instance, a 2019 IYLEP alumna expressed her experience noting "the support I have got was personal, not formal as the staff stayed connected and I [felt] I could always ask for support". Thirteen of the 25 participants noted there was no support at all once they returned to their home communities as they had to step formally into their roles as mentors. Therefore, roughly 52 percent of the responses received were centered on sharing ideas of what additional resources WL should consider for future reiterations of youth-oriented programs. A 2017 Youth Ambassadors alumnus recommended "structured calls and even an online module where WL was tracking the youth involvement and not just the adult mentors" as such approach will build a checkpoint or metric system for positive youth development. Additionally, a 2019 IYLEP

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alumna suggested the inclusion of “periodic virtual sessions with previous mentors to guide new mentors on what to expect upon their return.” Reviewing the feedback received from alumni, the message again reinforced the need for a formal mentorship module in addition to the programmatic activities’ emails and the general handbook. Therefore, a standard post-program approach to support and resources would be beneficial not only to mentors but also to WL’s staff designated to carry out the program objectives on each stage. While personal relationships are indeed an important component between WL’s staff and adult participants/mentors, such approach is not necessarily sustainable as staff may move on to other parts of the organization or depart WL. Specifically, an intentional module designed to coach adult participants/mentors will strategically utilize their knowledge and moreover conceptualize their roles and responsibilities upon their return.

### ***Focus Group with World Learning Personnel***

Whereas the survey put adult participants/mentors at the center of the conversation by capturing their voices, experience and wisdom about their role, the focus group attempted to capture reflections from WL’s Youth Exchange’s Program Officers. The focus group was organized through a virtual platform and lasted roughly 90 minutes. It was based on voluntary commitment from interested World Learning staff who were willing to contribute to the initial development of a formal adult mentorship module. The invitation to participate in the focus group was sent out to six Program Officers/Managers and four were able to participate in the discussion. The facilitated discussion focused on the pre-program skillsets and gaps of adult mentors along with the post-program phase, particularly related to the community development

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projects stage in their respective home. The following questions provide a breakdown of the discussion and themes addressed (Also see Appendix B):

### *Pre-Program Skillsets & Gaps:*

- *Based on your own experience implementing IYLEP and/or Youth Ambassadors, what are some steps that program teams should integrate at the pre-program stage to help adult participants gain a better understanding of their role as adult mentors?*
- *What resources, exclusive of the Adult Mentor Pre-Departure Handbook, should WL personnel develop or share with adult participants before arriving to the United States?*

### *During and Post-Program Support & Community Projects:*

- *During the United States component and upon return to their respective home, what type of support should program staff provide to adult mentors to the selected youth in the program?*
- *How can the adult mentors alumni experience and expertise be utilized to build the capacity of current adult educators/mentors, particularly related to the community development projects stage in their respective home country?*

A Senior Program Officer noted that “within both IYLEP and YA, a historical challenge is to define it [mentorship and mentors’ role] in a way that is “balanced” between World Learning’s vision versus what adult participants/mentors may anticipate.” A Program Officer under IYLEP noted that through his experience, “the fluidity of the mentors’ role has been a blessing and a curse and that generating a scope of work would definitely go a long way as the forever question for youth exchange programs is often – what is the role of the adult participants/mentors this year?” Subsequently, to a comprehensive and clear definition of the role, it is just as important to build and share resources with the capability to support the spectrum of mentors and their

respective interpersonal and technical characteristics. Thus, as another Program Officer noted “generating lists of desirable competencies related to effective mentorship, sharing resources related to strength identification [self-assessment survey], in addition to relevant articles and journals can be some of the resources that will contribute to a strong foundation from the pre-program phase.” More collaborative tactics included “organizing virtual and in-person workshops with WL’s field staff, program alumni and even guest speakers” particularly upon returning to their home communities to sustain the relationships but also build the on-going support resources that are currently impromptu. As adult participants/mentors have historically been an afterthought of the exchanges, the need to formalize a dedicated adult mentorship module is not only a necessity to positively impact the positive development of youth but also a technical requisite within WL’s Youth Exchange Unit. Despite the frequent internal discussions among the program teams year after year, the role of mentors continues to be utilized on ad hoc basis and often even as the last programmatic component. Similar to the survey results, the feedback from the focus group centered around the absence of a formal definition related to mentorship and especially effective mentorship.

### **PROGRAM DESCRIPTION**

Based on the analysis of the Needs Assessment, the adult participants/mentors training module should primarily focus on the pre- and post-program phases of World Learning’s youth exchanges, as these two segments present the biggest gaps. The pre-program phase is essential in setting the expectation and framework of the role while the post program phase brings it all to fruition. While the training module will be centered on the pre- and post-program phases of IYELP and Youth Ambassadors youth exchanges, the program implementation phase will also

be addressed as a transitional portion of the curriculum design. The reasoning behind such framework is to allow the youth exchange programs and activities occur alongside the mentors' training module. Therefore, in addition to the overall respective program goals that both IYLEP and Youth Ambassadors identify, the adult participants/mentors' training module will have its own objectives and goals woven into the respective youth exchange reiterations as noted below:

### ***Programmatic Goals of IYLEP and Youth Ambassadors***

Based on the U.S. Department of State awards issued under IYLEP and Youth Ambassadors Programs, the overall programmatic goals for both exchanges include:

- Cultivating future generations of leaders by training a diverse group of high school students and adult mentors in civic education, leadership, and diversity awareness:
- Equipping youth participants with the knowledge and skills to become active change agents within their communities while concurrently cultivating relationships with youth from different ethnic, religious, and national groups: and
- Harnessing the learning from the exchange experience to provide support, motivation and peer networks (U.S. Department of State, ECA 2020).

Under this background and acknowledging the findings from the Needs Assessment, the adult mentorship training module is designed to address the following new objectives within the respective IYLEP or Youth Ambassadors exchanges:

- *Objective #1:* Attain a clear understanding of the parameters of an adult participant/mentor role in order to effectively contribute to the overall programmatic goals of positive youth development: and
- *Objective #2:* Build healthy and sustainable relationships with designated mentees (high school youth) through best practices and effective mentoring models.

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Based on the two new objectives of the adult mentorship module, the following short- and long-term outcomes are anticipated within the IYLEP and Youth Ambassadors exchanges:

### *Short – Term Outcomes:*

- Adult participants/mentors become more aware of their envisioned roles and responsibilities during the different program phases and activities:
- Adult participants/mentors establish relationships with their mentees, other peer mentors, and program staff: and

Adult participants/mentors channel their respective strengths identified via the Myers-Briggs Type Indicator (MBTI) assessment.

### *Long – Term Outcomes:*

- Adult participants/mentors are confidently and effectively able to utilize their mentorship skillsets in supporting youth’s leadership development, civic engagement, and community projects implementation:
- Adult participants/mentors serve as a support network for future adult participants/mentors’ selection and training within IYLEP and Youth Ambassadors Programs: and
- Adult participants/mentors build their own capacity and knowledge through exploring and practicing different models of mentorship.

## ***Curriculum***

By recognizing the potential of online/virtual training avenues, the mentorship module for adult participants/mentors will be housed on Canvas, a Learning Management System (LMS) that WL currently utilizes for several of its virtual programs. The training curriculum will entail a blend of synchronous and asynchronous activities, sessions, and meetings, employing newly

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created curriculum along with existing curriculum and resources within WL. Considering the abovementioned goals and objectives of the Youth Ambassadors and IYLEP programs, backward design and experiential learning theories will serve as the primary framework of building the adult mentorship training and successfully integrating such component.

Subsequently, a thorough and detailed Scope of Work (Appendix E) related to adult participants/mentors' role has been developed to lay out the role expectations of adult participants/mentors under youth exchanges. Indirectly, the Scope of Work can also be utilized to systematically monitor and address the adult participants/mentors' development through the different programmatic phases. Other curriculum topics will include effective mentorship models, mentorship “dos and don'ts”, facilitating experiential learning programs, managing expectations but also topics like traveling with youth, mental health first aid, etc. The following sections detail the curriculum design and framework of the training module during each programmatic stage.

### *Pre-Departure Phase*

The pre-departure phase marks the start of the educational component of both IYLEP and Youth Ambassador Programs. Currently, the pre-departure segment consists of two to three days of programming in which program finalists who have been confirmed to participate in the exchange are invited to participate in a pre-departure orientation (PDO) that takes place in their home countries, typically one to two months prior to departure to their specific program's country. During the PDO, which is typically facilitated by WL in-country field staff, U.S Embassy personnel, and at times program alumni, adult participants/mentors receive basic information about the program structure and other logistical information regarding their upcoming travel. As detailed under the Needs Assessment section, it is a common feedback

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among programs alumni and staff that the pre-program phase does not provide adult participants/mentors with adequate preparation and training that they require to achieve their maximum potential during program. To address this gap and given the flexibility and feasibility that virtual programming can provide, a Canvas training module will be developed to enrich the pre-program/departure phase and experience. The module will serve as the main platform where all the pre-program synchronous and asynchronous training activities take place. The Canvas training module will last for two weeks. All information regarding the adult participants/mentors' role, synchronous/asynchronous activity instructions and meeting times/platforms, and all other resources will be accessed through this centralized training platform. The Canvas platform will remain active throughout the entire program cycle to allow adult participants/mentors the ability to reference and reflect on the trainings and discussion forums as relevant, keeping the learning process truly iterative.

As part of their welcome and pre-program communication, adult participants/mentors will receive detailed instructions. The first week of the Canvas training will serve as a “getting started” module where adult participants/mentors will conduct the following activities:

- Activity #1 (asynchronous: 90 to 120 minutes): Become familiar with their respective youth program (IYLEP or YA) structure, calendar, activities, along with the role of adult participants/mentors by reviewing the existing World Learning Adult Participant/Mentor Pre-Departure Handbook and the Scope of Work document (Appendix E). The Pre-Departure Handbook will provide a holistic overview of the different program components and how they fit together. This existing WL resource, when combined with the newly created scope of work document, will address the gaps identified in the Needs Assessment and aid adult participants/mentors in visualizing where their role falls

throughout the program segments. Additionally, the SOW serves as a tracking mechanism for the adult participants/mentors to track their responsibilities and benchmarks and bring up concerns or questions to program staff along the way.

- Activity #2 (asynchronous: 60 to 90 minutes): Increase self-awareness level of own personality type and how they fit within the program objectives and peer adult participants/mentors' team. Adult participants/mentors will be asked to conduct an MBTI assessment followed by answering a set of reflection questions via Canvas discussion forum (Appendix F). As a personality assessment, the MBTI will help individuals identify their own patterns of communication, thinking and interactions as well as those of their team-members to avoid misunderstandings and promote a healthy learning environment (MBTI). This assessment instrument is a strategic addition to the YA and IYLEP programs' adult mentorship module as it provides a chance for them to explore and reflect on the experiential learning cycle. This will be accomplished by identifying the adult participants/mentors' communication and collaboration styles, strengths, and areas of growth through the assessment results, reflecting on it via the Canvas discussion questions, then observing the changes and growth that are taking place throughout the different program segments. In addition to the immediate Canvas reflection after taking the assessment, the adult participants/mentors will have a debrief conversation about the results with their respective WL program facilitator that will accompany the group in the host community segment as a way to establish a healthy adult participant – staff relationship.
- Activity #3 (synchronous: 90 minutes): Attend a live meeting with the full adult participants/mentors' team, along with WL program team to a) debrief the SOW

document and Pre-Departure Handbook, and b) start the goal-setting process towards their development and growth as mentors. During this meeting, adult participants/mentors will be able to meet and interact with their peer as well as their respective program staff. The meeting will allow them to conceptualize the SOW document and ask clarifying questions, as well as have a productive dialogue about the role and how they each envision it. By the end of this meeting, each adult participant/mentor will have a list of goals that they have for themselves to accomplish throughout the program. The Program Officer or Coordinator will then use this list as an accountability instrument to use to check in with the adult participants/mentors throughout the program phases.

- Activity #4 (synchronous: 90 minutes): Attend a “Mentorship on WL Youth Exchange Programs” workshop. WL program team/s will deliver a workshop on mentorship models that best align with the IYLEP and YA Program participants profile and programmatic goals. The purpose of this workshop is to inform the adult participants/mentors of effective models of mentorship that exist and how they relate to WL’s YEX programs. The workshop will discuss the different models and discuss some scenarios where they can be utilized appropriately.
- Week 1 Checkout (asynchronous: 30 minutes): Adult participants/mentors will be asked to submit check-out reflections on the below questions about the first week of the pre-departure training:
  - What are three takeaways from this week’s synchronous and asynchronous training activities?
  - Next week, you will join WL staff members for synchronous training sessions centered on topics of experiential learning and facilitation, youth mental and

physical well-being, as well as attending program team meetings (PTMs) with your respective program team. What are you most looking forward to learning about during those meetings and trainings?

- Do you have any questions for your program team at this time?

The second week of the pre-departure Canvas training is strategically scheduled to take place during the annual WL staff training when all youth exchange full time staff and seasonal program facilitators attend a weeklong training on the SIT campus in Vermont in preparation for their assigned youth programs. This overlapping timing allows the adult participants/mentors to virtually join appropriate staff training sessions and interact with program staff and facilitators. In addition to the content, this approach will facilitate further teambuilding between adult participants and their program team/s, whom they will be interacting and collaborating closely with during the exchange phase. Given that adult participants/mentors will be attending the staff training sessions virtually, the facilitators will be asked to acknowledge and announce these attendees at the beginning of each session to ensure their voices are heard and incorporated in the discussions and exercises. Further, facilitators will be instructed to be aware of posted comments from adult participants/mentors to retain their feedback throughout the sessions. Lastly, for hybrid structured sessions, the designated facilitators will utilize the available rooms on SIT's campus with web conferencing capabilities to generate a collaborative and seamless environment among all attendees. Staff training sessions that adult participants/mentors will attend include:

- Program Team Meetings (PTMs) (synchronous: 180 minutes (3 meetings x 60 minutes each)) – these are three recurring meetings for each program team to come together and discuss programmatic aspects such as preparation for orientation week activities and roles, host community logistics and partner roles, and curriculum planning. Attending

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these meetings will allow the adult participants/mentors to have a holistic view of the programmatic goals and how to correspond with the program activities sequence.

Additionally, it will allow them to start conceptualizing their role as mentors and where to best support the youth participants in this critical program phase, orientation week. As suggested in the SOW (Appendix E), program staff may assign duties and pending readiness level of the adult participants/mentors.

- Behavior Management (synchronous: 90 minutes) – this session is designed to equip program facilitators with tools and strategies to manage difficult behaviors that may arise during program in a growth oriented and developmental way. Adult participants/mentors will be exposed to real-life scenarios of managing youth behavior during the different program phases and become equipped with best practices and be ready to support program staff in handling these situations when they arise.
- Facilitating Experiential Learning Programs (synchronous: 60 minutes) – this session introduces WL’s approach and pedagogy as they pertain to facilitating experiential learning youth programs. Adult participants/mentors will gain the skills needed to co/facilitate experiential learning and reflection activities which are at the forefront of WL programming.
- Week 2 check out (asynchronous – 30 minutes) – Adult participants/mentors will be asked to submit check-out reflections on the below questions about week 2 of the pre-departure training:
  - What are three main takeaways that you got from week 2 of pre-departure training?

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- What new skills have you acquired during the pre-departure training these past two weeks? How will they help you succeed in your role on program?
- On a scale from 1-10, how do you rate your current understanding of your role as an adult participant/mentor?
- What additional resources would you like to receive during the program to help you succeed in your role as an adult participant/mentor?

### *Program Implementation Phase*

Within the context of IYLEP and Youth Ambassadors exchanges, the program implementation phase refers to putting the program plan into action through coordination of activities to meet the objectives. The during program phase involves the World Learning personnel carrying out the activities and workshops to produce the deliverables and programmatic outcomes of each exchange. This stage of World Learning's youth exchange reiterations is composed of three main elements: orientation week, host community segment and Washington D.C synthesis as part of the re-entry initiation.

The orientation week also sometimes referred to as the orientation camp serves as the foundation for the exchange program and it is based on WL's Global Leadership, Education and Engagement (GLEE) framework. During this week, youth and adult participants/mentors are exposed to planned activities centered on the notion that youth are best able to own their development and make a positive impact if they are taught the skills to advocate for themselves (Leadership), knowledge required to achieve their goals (Education), and the opportunity to develop networks and support mechanisms within their communities (Engagement) (World Learning, 2020). Specifically, through workshops, discussions, simulations, trainings and team-builders, program participants – inclusive of adult participants/mentors – can grasp project

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management and leadership skills, teamworking and communication skills, community mapping strategies, and ultimately develop action plans that address different issues that impact their respective communities. Further, orientation week sets the expectations and norms/values, along with administrative components such as transportation, logistics, host-community preparation, and cultural awareness.

During this segment, adult participants/mentors take part in a series of dialogue sessions with program staff that start during the orientation week and conclude in the synthesis week. Dialogue topics include mentorship models, needs, and challenges that face their respective program's mentees, and best practices to empower youth. At this point, adult participants/mentors should be equipped with the necessary skills to support their mentees and program facilitators during the host community segment. During the host community segment, the adult participants/mentors conduct site visits to mentoring organizations to continue growing their skills in the different models of mentorship and start practicing them with their mentees in collaboration and coordination with the WL program facilitators/s.

Subsequently, following orientation week, the host community segment is the next step in the program implementation phase. Youth participants and their accompanying adult participants/mentors are divided into cohorts to travel within the host communities, where they develop a strong sense of civic engagement, volunteerism, and community service while strengthening their critical thinking, problem-solving, and leadership skills. Such model allows the designated WL host community partner/s the flexibility to draw on resources unique to their community while ensuring parity and consistency across program locations. As a result, each host organization's programming is comparable in structure and responsive to the program goals. Moreover, meaningful engagement with local American students, host families, and community

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resources provide an opportunity to learn from one another, build empathy and even long-term connections. The host community segment is an opportunity to see the program's goals coming to life and as a result one of the most favored elements of both IYLEP and Youth Ambassadors exchanges. During this segment, adult participants/mentors participate in targeted workshops and site visits that are separate than those of youth participants and geared towards developing their mentorship skills during the exchange. While WL's personnel will emphasize the need to build such activities around effective mentorship strategies, the designated host community partners take lead of these activities. Some of the topics and models related to mentorship will include but not limited to instrumental scaffolding, asset building, motivational scaffolding, youth mental health support, positive youth development and youth empowerment. The coordinated approach related to workshops and site visits will allow adult participants/mentors to build their respective understanding of mentorship and capacities as mentors through effective models' while being exposed to community leaders, university employees and local mentoring organizations staff currently utilizing similar approaches with their own mentees. The combination of technical understanding and conceptualizing such concepts through practical and real-life insights will validate these strategies and motivate adult participants to utilize them upon their return to their home communities when serving as mentors to their own mentees.

Lastly, the final segment of the during program phase reunites all youth and adult participants/mentors to ensure a smooth transition process from their host communities to reintegrating into their respective home communities. WL's personnel focus on providing strategies to overcome the cultural and emotional challenges through role playing scenarios, dialogue groups, and project planning. The synthesis workshop culminates with students' presentations of their community project plans, which they began formulating during the pre-

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program phase, continued during the host community component and will implement with the support of their designated mentors upon their return. The adult participants/mentors will participate in a dialogue session that has been designed by WL where they will reflect on their journey on the program starting from the pre-departure phase. By the end of this dialogue session, they will be asked to formulate a detailed communication plan with their mentees post program in order to establish measurable communication benchmarks, as per the SOW document (Appendix E). Similarly, high school participants will be asked to designate a specific section in their project plans addressing how they plan on utilizing their adult mentors in the planning and implementation of their projects. Adult participants/mentors will also be strengthening their own project planning skills alongside with the participants during this segment. As one of the most challenging parts of the exchange is the return home, the last segment of the during program phase attempts to utilize lessons from alumni, innovative programmatic approach, and adaptive strategies to provide support to youth and adult participants/mentors.

### *Post-Program Phase*

The post-program phase under both IYLEP and Youth Ambassador Programs spans six months after the participants return to their home countries and marks the transition of the adult participants into their roles as mentors. Such segment of the program provides adult participants with the opportunity to utilize and incorporate their newly gained knowledge and mentorship best practices towards their mentees. Nevertheless, the post-program phase as highlighted from the Needs Assessment feedback requires that sufficient resources and support are available for these new mentors. While the completion of the pre-program and during program phases

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provided the technical components to prepare them to serve as mentors, the post-program phase is designed to empower these adult participants as they reentry their home communities.

Under this background, the adult participant/mentor training module for the post-program phase will consist of six separate monthly scheduled touch points with WL program staff, a monthly newsletter with upcoming brown-bags and virtual trainings, relevant publications, staffing opportunities (such as digital program facilitators), as well as alumni programming facilitation involvement (such as regional and national reunion sessions). For example, the WL program team will maintain consistent communication with all mentors for up to six months after the return to their home countries. During these months, the program team will share resources such as publications about best practice strategies on project planning, effective mentor guidelines, mentorship building relationships, tools related to mentoring youth, communication styles for mentor-mentees relations. For example, articles and resources currently featured on National Mentoring Resource Center website, interactive sessions via U.S. Department of Education, content related to mentor's selfcare as the one published by Harvard School of Public Health.

Separately, the monthly newsletter will be organized, and its content will include short synopsis to mentorship-oriented books, collect and feature mentor-mentee alumni spotlight, movies centered on strong mentoring relationships and available tools that might be useful to mentors. For instance, each month, a book will be selected by the WL's personnel and a synopsis will be drafted to grab mentor's attention while also shepherding them indirectly into continues capacity building of their skillsets. Further, popular movies such as the Lion King (Mufasa and Simba's relationship), Karate Kid (Mr. Miyagi and the Karate Kid) and Star Wars (Yoda and Luke Skywalker) will be recommended while highlighting the mentorship relationship between

respective characters. Lastly, the newsletter will also incorporate links to available training resources and also feature a spotlight on a mentor-mentee alumni experience from previous exchanges.

As part of the continues support at the post-program phase, in addition to the above-mentioned efforts, WL's personnel will also organize a series of webinars and brown bags on topics related to workforce, soft skills development, challenges related to mentoring, time management and other relevant areas as applicable. The webinars and brown bags will serve as a platform to share relevant information with adult participants currently serving as mentors while also providing a platform for networking and professional growth among current mentors, alumni, partner organizations contacts and WL's personnel. The virtual webinars and brown bags topics will be structured based on the feedback received from the adult participants/mentors.

On an individual level, the program team will also hold monthly, one-hour long check-in call with each mentor to monitor their respective post-program growth, mentor-mentee relationship development and advise on any challenges. Furthermore, to promote the sustainability of the mentor role beyond the life of the exchange, mentors will be invited to: a) present on incoming panels held by WL personnel regarding their mentorship experience under the exchange; b) facilitate pre-departure orientation sessions for new cohorts of adult participants/mentors; and c) review applications and serve on interview panels for future exchange reiterations. Such strategies align with Kolb's experiential learning cycle as not only will they allow for structured reflections on the adult participants own experiences but also will serve as a capacity building exercise for future mentors while planting the seeds of and constantly testing effective mentorship and ongoing positive youth development beyond the life of the exchange.

### *Staffing*

The annual week-long WL staff training in Vermont is designed to build and share strategies in positive youth development and familiarize staff with the organization's expectation and goals and serves as an important platform to receive buy-in for the adult mentorship training module. Generally, the topics during staff training include but not limited to youth dialogue facilitation, health and safety, lesson planning, program protocols and travel procedures. Given the available platform, the adult mentorship training module will be introduced as part of the Youth Exchange Unit staff development. As a result, there will be natural buy-in from the Program Officers to utilize this resource as it will contribute to a clearer and standardized role of adult participants/mentors, sound mentoring practices and effective strategies to address pre- and post-program challenges. Within the World Learning Youth Exchange Unit, the respective Program Officers with support from Program Coordinators are responsible for the overall management of the exchange, implementation, seasonal staff, and host community partners. In the context of adult participants/mentors, the Program Officer will support the Program Coordinators' efforts to intentionally build activities, simulations and dialogue sessions which clearly contributes to the development of the mentors' function especially during and post-program phase. In addition, to support the Program Officer workload, World Learning also utilizes between five to eight short-term seasonal Program Facilitators for each exchange. The Program Facilitators are envisioned as a support unit during the orientation camp, host community segment and final synthesis stage. As experts in youth programming, Program Facilitators work with World Learning personnel and host community partners to ensure program goals are met and participants are supported. Regarding adult participants/mentors, Program Facilitators will be tasked with continuously assisting in adult mentorship training

specifically in activities related to building their communication skills along with dialogue and facilitation abilities. However, at times and pending on staffing resources available, during some youth exchanges a designated staff member may be dedicated as the lead to facilitate adult participants/mentors programming during the exchange.

The lack of a uniform approach contributes to the mix results of and impacts the sustainability of positive youth development and effective mentoring strategies upon reentry. The dedication of a WL staff member to facilitate adult mentor programming activities during different stages of the exchange is technically possible and within the program's current staffing plan. For instance, as the overall lead of the exchange, the Program Officer can utilize his/her primary role of supervising staff to direct the complete integration of the adult mentorship training module within the exchange. Further, the Program Officer and Program Coordinator are in an ideal situation to facilitate the adult mentorship training module programming as they will provide continuity by being available during all three program phases and post program follow up support. Further, the Program Facilitators can contribute to such efforts through their interactions during dialogue sessions. For instance, during the host community component, Facilitators work with host partners on how to best facilitate reflection and learning which is a critical skill set also for adult participants/mentors. Through strategic approaches that address adult participants' development as mentors, such strategy would reinforce the role of the mentors while providing the necessary support before reentry to their respective home communities.

### ***Marketing & Recruitment***

The interest to serve as an adult participants/mentors has certainly grown under both IYLEP and Youth Ambassadors; however, the marketing and recruitment content geared towards

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candidates has remained limited. During past youth exchange reiterations, World Learning has failed to provide a standardized approach that would help its personnel facilitate the recruitment and selection process for qualified adult participants/mentors' candidates who are not familiar with youth exchange programs. With the development of the adult mentorship module, the marketing and recruitment efforts under both IYLEP and Youth Ambassadors can certainly be revised. For instance, the incorporation of the scope of work will provide a breakdown of the expectations, streamline the recruitment efforts and support WL's personnel identify qualified candidates along the way. Further, the inclusion of a synopsis of the available resources, such as the developed adult mentorship module, would signal to interested candidates that the role is well integrated into the overall youth exchange program and support will be available throughout the program. Based on these assumptions, the marketing and recruitment efforts related to the adult mentorship module will be incorporated as part of the respective and existing strategies and plans related to the IYLEP and Youth Ambassadors Programs. Such an approach is envisioned to appeal to interested candidates beyond the education sector as it will signal that mentors' diversity of experience and backgrounds are desirable and will certainly add to the potential connections that can be developed between mentors and mentees. Further, it will also validate that extensive experience working with youth is not required as the adult mentorship module will provide training, guidance, and support. Lastly, as part of the revised marketing and recruitment efforts and taking into account that the majority of IYLEP and Youth Ambassadors involve youth and adults for whom English is their second language, the concept of mentorship will be explained within their local context to help interested participants conceptualize their role as mentors upon their return to the home communities. As mentorship may not be common within

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the context of the adult participants' home communities, special attention will be paid to conceptualize how such relationship is envisioned.

### ***Budget***

The adult mentorship module is envisioned as a component of World Learning's ongoing youth-oriented programs such as IYLEP and Youth Ambassadors therefore the budget items (Appendix D) will be integrated in the respective overall program budget. The budget related to the module currently includes estimates of the potential additional costs that would have to be built into the respective program to integrate the adult mentorship module built within the three program stages. As detailed under Appendix D, the budget includes labor costs related to the envisioned personnel involved, and other direct costs to utilize the online resources via Canvas and the indirect costs based on current provisional rates of World Learning for fringe benefits and overhead. The labor costs reflect the anticipated additional level of effort of the Program Coordinator, Program Officer and Program Manager that each program team would likely have to expend upon incorporating the module within their respective youth program. Additionally, the other direct costs provided a breakdown of the subscriptions, IT support and other online resources that would likely be charged directly to the IYLEP or Youth Ambassadors awards if such resources are not currently available under the program.

### ***Evaluation Plan***

Generally, under U.S. Government funded programs like IYLEP or Youth Ambassadors, an approved monitoring and evaluation plan is already incorporated into the program as part of World Learning's personnel effort to implement and document the program in accordance with

identified activities, outputs and outcomes (short, intermediate and/or long-term). Within the context of the adult mentorship module, a Logic Model (see Appendix C) is generated to provide a road map of the relationship among the utilization of the adult mentorship module activities during different stages and their intended effects. The proposed Logic Model is intended to serve as a tool for World Learning personnel to invest in the development of the adult participants/mentors by underpinning the role of the mentors during the three stages of youth programs. The evaluation of the adult participants/mentors' outcomes will be based on the appropriate measurable evidence of the desired short-term and long-term results of the program as detailed under the Program Description section above. However, the Logic Model provides the visual of the "if-then" relation by identifying how the integration of the adult mentorship module generated would lead to positive programmatic sustainability and youth outcomes.

The desired outcomes as noted in the Logic Model will be evaluated through the utilization of the following three methods:

- *Check-Out Activities During Pre-Program Phase:* As elaborated on the Program Description section above, the adult mentorship module is designed to include two check-out activities during the Pre-Program Phase. The asynchronous checkout activities under each week of Pre-Program Phase will capture the adult participants/mentors understanding, attitudes and perspective to date as they transition into the subsequent stage of the youth exchange. The check-out activities are the initial step for the World Learning personnel to understand on the success and/or challenges of the adult mentorship module framework and whether the level of support received was sufficient.
- *Regional or National Reunion Conferences:* Under both IYLEP and Youth Ambassadors, regional and/or national reunions with youth and adults from the participating

country(ies) are organized by World Learning as part of the sustainability efforts of the programs. Depending on the exchange, the reunions are virtual or in-person and provide an opportunity for participants from that annual cohort to gather together. Such an approach has been successful and often served as a networking event for both youth and adult participants/mentors. In order to document the participants' feedback upon their return to their home communities and initiation of the youth lead projects; a survey is issued. Given that this stage is the transition of the adult participants into their role as mentors, the survey can incorporate questions focused on the experience thus far and if they feel ready to take on this function given their completion of pre-program and implementation program phases of the adult mentorship module. Given that the reunion also marks the closeout process of the full program, the additional resources that can be incorporated to support adult participants will be limited to one workshop with alumni during the reunion, along with additional literature on effective mentorship.

- *Youth Exchange Participant Post-Program Survey:* As part of WL's evaluation efforts under IYLEP and Youth Ambassadors exchanges, a post-program survey is issued to youth and adults six months after returning in their home communities. Given the existing framework of the survey, an additional section will be added. For the adult participants/mentors, this section will focus on their respective experience and specifically the support received as part of the Post-Program Phase of the adult mentorship module. Concurrently, for the youth participants, this section will attempt to capture their experiences with their respective mentors and if such mentoring relationships were indeed effective.

- *World Learning Personnel Observation:* From the recruitment efforts to the post-program survey, World Learning personnel is involved in various degrees with adult participants/mentors and is able to successfully monitor behaviors, approaches and challenges. Further, given the relationship that personnel will build with mentors as part of the adult mentorship module activities related to the Post-Program Phase, their feedback is valuable and very much necessary for the next program reiteration. The observation of the personnel will likely be captured during the technical meetings as part of lesson learned and reflections of program outcomes.

In conjunction with each other, the above mentioned written, performance-based, behavioral and oral evaluation measures will be helpful in understanding, expanding, and improving the adult mentorship module under future IYLEP and Youth Ambassadors exchanges.

### **CONCLUSION**

The new adult mentorship module is designed based on the critical programmatic gaps within youth exchange programs and grounded in the theories of backward design and experiential learning, and also mentorship related literature. Through intentional synchronous and asynchronous activities designed to build the capacity of adult participants to serve as mentors, the module is able to positively impact mentoring relationship by strengthening youth's growth and building their impact within their communities. The integration of the module within IYLEP or YA youth exchanges will serve as part of the pedagogy and curriculum starting from the Pre-Program Phase through the end of the exchange and return in the home communities. Further, if the adult mentorship module receives positive feedback after a few program reiterations, it will likely be adopted by other programs of the World Learning Youth

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Development Unit. While other programs may have different time and budget constraints, adult/youth ratios, and cross-cultural considerations, these nuances can be considered.

The adult mentorship module can be swiftly utilized within the youth exchange framework by first discussing the developed program description and scope of work with the program team and then presenting its integration during staff training week in Vermont. The adult mentorship module will likely be welcomed by the program teams as it will certainly streamline the adult participants/mentors' function in the upcoming exchanges. Due to the large size of IYLEP and Youth Ambassadors, on annual basis, the exchanges are frequently separated in different groups that at times run consecutively; therefore, program teams will be able to serve as a support to each other as they integrate the module within the framework of the exchange. Lastly, the largest contribution of the adult mentorship module is the mere facts that it comprehensively defines the role of the mentors, builds the capacity of adult participants/mentors gradually and ultimately enhances the positive youth development of mentees. As a result, the module will be able to not only achieve desired outcomes during the pre-, implementation and post-program phase but also beyond the life of the grant as it builds the foundation to strengthen real support for youth and mentors through these mentoring models and strategies.

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## APPENDIX A

### ***ADULT PARTICIPANT/MENTOR ALUMNI SURVEY & INVITATION EMAIL***

Dear WL's Alumni,

My name is Shady Elfaham and I am a program officer with WL's Youth Exchange unit. In efforts to further enhance the adult mentorship component on WL's exchange programs, I am reaching out in efforts to put you at the center of the conversation by reaching out to hear your voice, experience, and wisdom about your role as mentors for the youth participants. This communication is regarding a capstone project that I am conducting as a student with the SIT Master of Arts in International Education program. I would like to invite you to participate in a study I am conducting as part of my Capstone Project for the partial fulfillment of my degree. Your participation is completely anonymous and voluntary.

**This survey is completely anonymous and voluntary so your honest and candid feedback would be greatly welcomed and appreciated.**

*Biographical Data:*

- Which Youth Exchange Program did you participate in?
  - IYLEP
  - Youth Ambassadors
  
- What year did you participate in the program?
  - 2015
  - 2016
  - 2017
  - 2018
  - 2019

*1- Mentorship Orientation Category:*

- Based on the information attained from World Learning's Adult Mentor Pre-Departure Handbook, what were some of gaps that you were able to identify once the mentorship phase was initiated?
  
- Beside the dialogue sessions during VT orientation week, what other workshops and/or content do you think would be beneficial to further clarify your role?

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### *2- Adult Mentors' Role(s) Category:*

- Based on your own experience as an adult participant/mentor on a WL exchange program, how would you define the role of an adult mentor and the responsibilities of such role?
- Which areas do you see the adult mentor role being most helpful/instrumental during the U.S. program?

### *3-Youth Support Pre- & Post-Program Category:*

- What topics or themes should WL's program staff integrate as part of adult participants/mentors' orientation to be better prepared to support the youth participants?
- From your own experience, what have been the biggest areas of support needed for youth pre, during and post program?

### *4-Ongoing Support & Resources Category:*

- In your experience, upon returning to your home country, what kind of support was offered by WL?
- Are there any additional resources that WL should consider providing to support mentors post the U.S. program component?

## APPENDIX B

### *FOCUS GROUP EXERCISE & INVITATION EMAIL*

Dear Youth Exchange Unit Program Officers,

In efforts to further define and enhance the adult mentorship component on our youth exchange programs, I am inviting you to voluntarily participate in the upcoming Focus Group Exercise designed to capture feedback about the role of adult mentors/educators and discuss ways for effective utilization of such component within our programs. The Focus Group Exercise will be scheduled via WebEx and will roughly run no more than 2 hours. The Exercise will focus on two major programmatic elements as underscored below.

**NOTE: The exercise is part of my Capstone Research at SIT and is completely voluntary. Your participation will be greatly appreciated as it will provide an opportunity to discuss a programmatic gap that we have often touched on during staff meetings.**

#### *1- Pre-Program Skillsets & Gaps:*

- Based on your own experience implementing IYLEP and/or Youth Ambassadors, what are some steps that program teams should integrate at the pre-program stage to help adult participants gain a better understanding of their role as adult mentors?
- What resources, exclusive of the Adult Mentor Pre-Departure Handbook, should WL personnel develop or share with adult participants before arriving to the United States?

#### *2- During and Post-Program Support & Community Projects:*

- During the United States component and upon return to their respective home, what type of support should program staff provide to adult mentors to the selected youth in the program?
- How can the adult mentors alumni experience and expertise be utilized to build the capacity of current adult educators/mentors, particularly related to the community development projects stage in their respective home country?

**APPENDIX C**

***LOGIC MODEL***

**Program Name:** Integrating Adult Mentorship Module Within Youth Oriented Programs

**Problem Statement:** Within U.S Government funded projects, there has been a common theme of funding youth exchange programs that involve a component of adult mentors/educators given the positive relationship youth development received specifically towards work and school, personal growth, and further development of social and life skills. However, programmatic outcomes have shown that the impact of mentorship is significantly lowered when mentors lack appropriate training and support themselves.

**Program Goal:** To integrate a pre-, during- and post-program adult mentorship module for IYLEP and Youth Ambassadors youth exchange programs within World Learning’s active programs.

<b>Resources</b> <i>What resources do we have to work with or need.</i>	
<u>Need</u>	<u>Have</u>
<p><b>Human resources:</b> Not applicable.  <b>Financial Resources:</b> labor, other direct costs and indirect costs from the awards.  <b>Space:</b> Not applicable.  <b>Technology:</b> Zoom, self-assessment - MBTI, Canvas subscription, internet support,</p>	<p><b>Human resources:</b> WL’s Program Team and Seasonal Program Facilitators.  <b>Space:</b> Space for group gatherings for reflection activities and in-country trainings.  <b>Other Equipment:</b> Laptop and conferencing software subscription through World Learning.</p>

<p><b>Rationale(s):</b>  <i>The explanation of a set of beliefs on a body of knowledge, about how change occurs in your field and with your specific clients (or audience).</i></p>	<p><b>Assumptions:</b>  <i>Facts or conditions you assume to be true</i></p>
<p>As the popularity of adult mentoring component of youth exchanges and programs grow, identifying the characteristics of underpinning successful mentoring relationships between adults and youth becomes even more necessary. The need to invest in such relationship contributes to programmatic sustainability and positive youth outcomes.</p>	<p>The integration of an adult mentor training module with WL’s youth exchange programs will be accepted by leadership as it addresses a current programmatic gap. High school age participants have shared repeatedly that having adult support to advocate for their community change project ideas is essential. Adult mentors will be committed to the pre/post program training completion.</p>

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<b>Activities</b> <i>What happens in our program?</i>	<b>Outputs</b> <i>What are the tangible products of the activities?</i>	<b>Short-term Outcomes</b> <i>What changes do we expect to occur within the short term?</i>	<b>Long-term Outcomes</b> <i>What changes do we hope to see over time?</i>
Promote and introduce self-assessment test as a crucial and first step of assessing one's different leadership and communication styles, strengths, and weaknesses.	Administer a MBTI self-assessment and receive the assessment results.	Beginning the process to learn about one's own personality strengths and needs.	Adult participants/mentors developed skills and increased confidence in their ability to mentor youth after the exchange and within their communities.
Implement the Adult Mentorship Module – Pre-Program Phase, Activity #3 (synchronous).	Debrief on the Scope of Work (SOW) (Appendix E) document and Pre-Departure Handbook.	Start the goal-setting process towards their development and growth as mentors.	Adult participants/mentors use their goal setting exercise and SOW as accountability tools during their return in their home communities.
Implement the Adult Mentorship Module – Pre-Program Phase, Activity #4 (synchronous).	Workshop on Effective Mentorship Models and Strategies on youth exchange programs.	Adult participants/mentors understand the program goals and their role as mentors	Adult participants/mentors use the workshop resources as part of their capacity building as mentors towards their mentees in their home countries.
Implement the Adult Mentorship Module – Pre-Program Phase, Week #1 Checkout (asynchronous).	Submit check-out Reflections.	WL's personnel are able to make inform decisions related to the content for the subsequent week.	The checkout activity can serve as an evaluation method for the module.
Implement the Adult Mentorship Module – Pre-Program Phase, Program Team Meetings (PTMs) (synchronous).	Adult participants/mentors attend the PTMs meetings.	Adult participants/mentors feel part of the team and integrated into the framework of the exchange.	Adult participants/mentors will be able to conceptualize the programmatic goals and will be able to support youth participants effectively.

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Implement the Adult Mentorship Module – Pre-Program Phase, Behavior Management (synchronous).	Adult participants/mentors attend the Behavior Management training.	Adult participants/mentors’ capacity will be increased based on the real-life scenarios of managing youth behavior.	Adult participants/mentors will be able in handling complex situations especially on the During-Program Phase.
Implement the Adult Mentorship Module – Pre-Program Phase, Facilitating Experiential Learning Programs (synchronous).	Adult participants/mentors attend the workshop.	Adult participants/mentors are exposed to WL’s approach and pedagogy.	Adult participants/mentors gain the skills needed to co/facilitate experiential learning and reflection activities.
Implement the Adult Mentorship Module – Pre-Program Phase, Week #2 Checkout (asynchronous ).	Submit check-out Reflections.	WL’s personnel are able to make inform decisions related to the During-Program Stage activities.	The checkout activity can serve as an evaluation method for the module.
Implement the Adult Mentorship Module – During-Program Phase, Dialogue Session Activities	Adult participants/mentors attend the workshop and require to showcase their understandings.	Adult participants/mentors are able to formulate their own respective communication plan.	Adult participants/mentors will be able to use their communication plan towards their mentees and indirectly built their own communication abilities.
Implement the Adult Mentorship Module – During-Program Phase	Establish post-program regular follow-on touchpoints or checkpoints with adult participants/mentors.	Continued engagement and maintained network/community of support/practice.	Adult participants/mentors increased capacity as mentors, supporters, advocates, and educators in his/her community along with positive relationships with youth which empowers them in return and lead to positive youth development.

**APPENDIX D**

***BUDGET & BUDGET NARRATIVE***

The integration of the adult mentorship module within ongoing World Learning youth- oriented program is a component that may be integrated within the overall youth exchange either under Youth Ambassadors or IYLEP. Therefore, the detailed line-item budget and budget narrative below provide a breakdown and estimate of the additional costs that the program team would have to build into their respective program.

<b>Integrating Adult Mentorship Module Within WL's Youth Oriented Programs Budget</b>					
<i>Program Expenses</i>		<i>Units Cost</i>	<i>Unit(s) No. (Persons, Months, number of units)</i>	<i>Percent</i>	<i>Cost</i>
<i>Personnel Costs</i>					
A.1	Salary of Program Officer	\$65,000.00	1	25.00%	\$16,250.00
A.2	Salary of Program Coordinator	\$49,000.00	1	15.00%	\$7,350.00
A.3	Salary of Program Manager	\$75,000.00	1	5.00%	\$3,750.00
Total Personnel Costs					\$27,350.00
<i>Fringe Benefits Costs</i>					
B.1	WL's Fringe Benefits for Home Office Staff			22.00%	\$6,017.00
Total Fringe Benefits Costs					\$6,017.00
<i>Other Direct Costs</i>					
C.1	Zoom Pro Meetings Accounts ( 5 Accounts)	\$75.00	3	100.00%	\$225.00
C.2	Canvas Subscriptions	\$760.00	1	100.00%	\$760.00
C.3	Internet Support	\$450.00	3	100.00%	\$1,350.00
C.4	Self-Assessment Service - MBTI Subscription	\$40.00	10	100.00%	\$400.00
Total Other Direct Costs					\$2,735.00
<i>Indirect Costs</i>					
D.1	WL's Overhead for Home Office			36.30%	\$13,105.03
Total Indirect Costs					\$13,105.03
<b>Total Estimated Costs</b>					<b>\$49,207.03</b>

- **Personnel:** Personnel costs refers to program staff that will more likely contribute to the program design estimating their level of effort (LOE) for this component to add roughly one (1) month to the personnel costs.

**A.** Staff Salary:

*A.1 Program Officer (25%)* – Responsible for overall youth exchange program design and implementation including but not limited to programmatic activities, operations, milestones, budget, etc. For the adult mentorship module, the Program Officer will first design and facilitate all of the asynchronous activities and in some cases the synchronous meetings. Additionally, he/she will provide technical support on effective mentorship module and lead all of the checkpoints and activities debriefs.

*A.2 Program Coordinator (15%)* – Responsible for providing support to the Program Officer, facilitators and other staff during program design and implementation. For the adult mentorship module, the Program Coordinator will support the Program

Officer during the pre-program phase activities while leading the post program phase activities. Specifically, the Program Coordinator will organize the brown bags and share resources which would support mentors' relationships with their respective mentees.

*A.3 Program Manager (5%)* – Responsible for ensuring that the programmatic goals as detailed in the grant/cooperative agreement are being met through the activities, workshops and seminars. For the adult mentorship module, the Program Manager will provide the final concurrence on the proposed activities and lead all correspondences with the funder on program updates. Lastly, he/she will provide final clearance on the program report(s) and evaluation outcomes.

- **Fringe Benefits:** Fringe Benefits refers to employee benefits and benefits in kind include various types of non-wage compensation provided to employees in addition to their normal wages or salaries such as health insurance, vacation/sick day, etc.

**B.** Fringe Benefits:

*B.1 World Learning Fringe Benefits for Home Staff (22%)* is based on the current provisional rate of the organization's Negotiated Indirect Cost Rate Agreement (NICRA) with their cognizant U.S Government entity – U.S Agency for International Development (USAID).

- **Other Direct Costs:** Other Direct Costs refer to any other direct cost that can be identified specifically with a final cost objective that cannot be treated does not treat as a direct material cost or a direct labor cost. The following costs are budgeted and envisioned to be charged directly to the youth exchange program as per WL's practices.

**C.** Other Direct Costs:

*C.1 Zoom Pro Meetings Account* – additional Zoom Pro accounts would have to be purchased to adequately support the adult participants/mentors during the pre-program and post-program phase activities.

*C.2 Canvas Subscription* – the estimated cost of purchasing a canvas subscription that can handle up to 500 users and offer up to 1 GB of file upload storage.

*C.3 Internet Support* – the historical costs based on previous World Learning's youth-oriented programs which required additional IT related support for three months.

*C.4 Self-Assessment Service* – MBTI Subscription costs associated with ten mentors (the average on WL's youth exchange programs) to take the Myers-Briggs assessment which is designed to provide the depth of strengths and weaknesses of each adult participant/mentor.

- **Indirect Costs:** Indirect costs are costs that are not directly accountable to a cost object. Indirect costs may be either fixed or variable. Indirect costs include administration, office rent, finance, etc.

**D.** Indirect Costs:

*D.1 World Learning Overhead for Home Office (36.30 %) is based on the current provisional rate of the organization's Negotiated Indirect Cost Rate Agreement (NICRA) with their cognizant U.S. Government entity – U.S. Agency for International Development (USAID).*

## APPENDIX E

### ***SCOPE OF WORK FOR WORLD LEARNING'S YEX ADULT PARTICIPANTS/MENTORS***

Generally, a mentor should support and encourage the personal growth and development of the mentee through active guidance and reinforcement of their goals. Moreover, a mentor channels their own educational, personal, and professional experience as a fresh perspective and independent point of view to their mentees. However, within the context of WL's programs, before a mentor starts fully wearing their hat of a mentor, they are adult participants on the program. As an adult participant, they are expected to favorably undergo the application process and subsequently successfully complete the pre- and during program activities in their entirety before fully transitioning to the role of a mentor.

Exchanges like Iraqi Young Leaders Exchange Program (IYLEP) and Youth Ambassadors (YA) are intentionally designed to build positive youth development through impactful designs including facilitated exchanges and adult mentors supports. The impactful correlation between high quality mentorship and sustainable positive youth development within these programs requires a clear definition of the role of the mentor, identify the desired qualities, time commitment, requirements to participate and benefits.

#### *Role of a Mentor throughout the Different Program Phases:*

- (During and post program): Utilizes the knowledge and experience from the exchange along with the experiential learning cycle to process and debrief personal and structured learning experiences with students/mentees upon their return.
- (During and post program): Organizes activities to allow for the evolution of ideas, building upon prior knowledge and expanding mentees understanding.
- (During program) Promotes and models principals of and uses of active listening and listening to understand to build the communication and critical thinking skills of mentees.
- (During program): Adapts communication styles for differing cultural contexts (linear/circular, direct/indirect, low-context/high-context).
- (During program): Creates comfortable and supportive learning environments for mentees as a means to support their respective academic, emotional and professional growth.
- (During program): Maintains a sense of order and inclusiveness by managing disruptive behaviors, conflict and encouraging an environment of respect among the mentees.
- (During and post program): Teaches and models effective problem-solving approaches, project design and management.

#### *Time Commitment:*

- Make at least a one-year commitment or full program cycle (pre, during, post).
- Spend three to four consecutive weeks in the United States or other outbound countries.
- Attend all of the workshops and sessions during pre, during and post program phases.
- Spend at least five hours a month with mentee/s or weekly check-ins.

#### *Requirements for Participation:*

- Adheres to all program policies and procedures.

## Integrating Adult Mentorship Module Within Youth Oriented Programs

- Fluctuates and supports appropriately between varying staff-to-student relationships; act as friend, mentor, peer, teacher, coach, learner, chaperone, disciplinarian, teammate, housemate, and travel companion.
- Demonstrates appreciation of and sensitivity to diversity of student populations and individuals.
- Fosters and encourages positive relationships among students and peer adult participants/mentors; identifies and addresses issues that lead to exclusion including bullying, cliques, perceived or actualized differences, and gossip.
- Knows and follows organizational health and safety procedures.

### *Desirable Qualities:*

- Familiarity with trainer-learner relationship; creates opportunities for increasing independent learning in students.
- Exhibits belief in the skills and ability of youth as creators of change and boosts confidence in students.
- Develops and articulates personal guidelines or “vision” of working with youth.
- Familiarity with trends in youth culture including technology, social pressures, language/slang, emotional growth, etc.
- Understands the importance of “identity formation” in high-school youth and systematically encourages youth expression through community-oriented programs or opportunities that allow youth to “find their voice”.
- Exhibits respect for and appreciation of varying youth opinions; actively engages youth in conversations on academic, personal, and social issues; encourages curiosity and stimulates learning while serving as an ally for youth whenever necessary.
- Demonstrates the ability to take on leadership roles when assigned and can respond to and work under leadership program staff.
- Knowledgeable of “isms”, dynamics of power/privilege and internalized oppression.

### *Benefits to Mentoring:*

- Introduction to different world views, cultures, traditions, and languages.
- Deeper understanding of different generational and societal problems.
- Improved interpersonal and communication skills.
- Supporting mentees’ local change projects and community-oriented initiatives.

## **APPENDIX F**

### ***MBTI ASSESSMENT REFLECTION CANVAS PAGE***

For us to best support and address your learning and developmental needs on World Learning's programs, we need to have a better understanding of your skills, learning styles, strengths, and weaknesses. One of the ways that we can achieve that is by administering personality assessment instruments, such as The Myers-Briggs Type Indicator (MBTI). We believe that this exercise will greatly assist you with identifying the ideal approaches to the ways you may handle different aspects on program in your role as a mentor, such as time management, problem-solving, decision making, and dealing with stress. A true pillar of leadership is self-awareness, so it is essential that you take some time to reflect on how your respective working and communication styles affect the group around you.

#### **Activity Instructions:**

1. Please check your email for sign up and login instructions from MBTI and World Learning so that you can start your assessment.
2. Once you log in to your account, please follow the instructions on how, where and when you can conduct the assessment. It is very important that you follow those instructions precisely to get the most accurate results.
3. Please note that while your results will only be shared with the World Learning program team and peer adult mentors, never with high school participants.
4. Once you have completed your assessment and received the results, please take some time to reflect on your assessment results by answering the reflection questions below within no longer than 48 hours.

#### **Reflection Questions:**

1. Do you agree with your Type result? Why or why not?
2. Did you discover anything new about your personality type that you were not aware of?
3. Share three strengths that you believe will be instrumental to your role as an adult mentor on a World Learning program.
4. Share three weaknesses that you think may hinder your ability to perform fully as an adult mentor on a World Learning program.