



GROWTH

MINDSET FOR

MENTORS

TOOLKIT

IMPLEMENTATION GUIDE



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Introduction

Mentoring relationships have the potential to inspire young people to set and achieve goals, persist in the face of adversity, and effectively manage emotions and conflict. We know that mentoring relationships can be particularly powerful for the more than 16 million children living in poverty in the United States who experience prolonged stress and adversity that can impede their cognitive, emotional, and social development. While mentors may understand the possible significance of their role, they are not always equipped to effectively support youth in reaching their potential.

One promising strategy for mentors comes from a concept called “growth mindset,” which was pioneered by Stanford University psychologist Carol Dweck. Growth mindset is the belief that attributes, such as intelligence and abilities, can be developed and enhanced over time through hard work and practice, effective strategies, and input from others. When people possess a growth mindset, they are more persistent with their effort and are better equipped to respond positively to adversity in the learning process.

Research has shown that a young person’s mindset influences a host of other behaviors and attitudes, and that having a growth mindset helps young people to retain confidence, perseverance, and resilience and cultivate positive decisions, in addition to performing better in school (Blackwell, Trzesniewski, & Dweck, 2007; Mangels, Butterfield, Lamb, Good, & Dweck, 2006). Growth mindset is also a promising strategy to combat the negative effects of stereotype threat. Studies suggest that girls, kids of color, and low-income students perform better academically when they believe intelligence is malleable (Aronson, Fried, & Good, 2002; Good, Aronson, & Inzlicht, 2003).

Mentors have an opportunity to support young people in adopting a growth mindset because of the unique role they play as advocates, coaches, and supportive adult champions. The [Growth Mindset for Mentors Toolkit](#) explores the topic of growth mindset and provides mentors with specific strategies and language they can use to foster growth mindset in their mentees. The Toolkit offers 17 lessons for mentors that apply the principles of growth mindset to their work with youth, and activities that help show youth that growth and learning is possible.



These lessons cover such topics as:

- ▶ **WHAT** is Growth Mindset?
- ▶ **HOW** Mentors Support Growth Mindset
- ▶ **USING** Growth Mindset Language
- ▶ **REFRAMING** Challenges, Failures, and Mistakes

This Implementation Guide offers topics to consider and recommendations for how mentoring programs can incorporate the Growth Mindset for Mentors Toolkit into organizational procedures and support mentors in employing its strategies. This Guide explores how programs can prepare for and use the Toolkit, particularly in regard to administration (including staff roles and implementation timelines), training, and match support.

Possessing a growth mindset can benefit youth and adults of all ages, so the Implementation Guide is designed to be universally applicable to all mentoring models serving all ages, and contains tips for both local, independent mentoring programs as well as national organizations implementing a growth mindset initiative across multiple sites. The Guide was developed based on feedback from and the experiences of: Citizen Schools, City Year, Take Stock in Children (both national and local sites), Spark, and Mentoring Works Washington.

In this Guide, we provide helpful tips on how to roll out the Toolkit to staff, mentors, and affiliates (for national organizations with local sites). We provide a sample agenda for a kickoff meeting, where mentors can debrief their learnings from the Toolkit and practice applying growth mindset in their mentoring. Lastly, we provide tips and sample discussion questions for ongoing growth mindset match support throughout the year.



Photo courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action



Development and Pilot

As part of the U.S. Department of Education's Mentoring Mindsets Initiative, MENTOR and City Year partnered with Stanford University's Project for Education Research that Scales (PERTS) Lab—an applied research center that develops, tests, and disseminates learning mindset resources—with support from the Raikes Foundation, to develop and pilot the Growth Mindset for Mentors Toolkit. City Year's experiences as a first adopter influenced the development of tools that are now accessible to a myriad of mentoring programs and mentors.

In 2015-2016, the Toolkit was piloted in 23 public schools that partner with City Year in Columbus and Miami. Feedback was overwhelmingly positive, with 98 percent of City Year AmeriCorps members agreeing that the Toolkit was valuable to their role as mentors and tutors to students who benefit from additional support. During the 2016-2017 school year, MENTOR and PERTS expanded the pilot with City Year and added partners Take Stock in Children and Citizen Schools to further evaluate the impact of the updated Toolkit.

Photo courtesy of Elliot Haney at City Year

Administration

The Growth Mindset for Mentors Toolkit was designed for mentors to review and learn from independently, but mentoring organizations can do a great deal to not only support mentors in implementing the Toolkit’s recommended activities and strategies, but also support program staff in adopting and modeling growth mindset principles. A comprehensive, ongoing approach to incorporating growth mindset (as opposed to one independent training) can continually reinforce growth mindset’s significance and remind mentors of effective strategies to use in their matches throughout the year.

In order for program staff to successfully implement an organization-wide growth mindset initiative, management should first consider the appropriate staffing, timeline, and supports required. This section offers administrative considerations for implementing a growth mindset initiative and some successful, recommended practices from pilot sites.

Photo courtesy of Citizen Schools



Staff Roles

Though mentors will learn about growth mindset independently by reviewing the Growth Mindset for Mentors Toolkit, program staff are necessary for implementation because of the vital support they offer mentors. Program staff play an imperative role in keeping growth mindset relevant within programs throughout the year, guiding mentors as they learn new ways to respond to mentees, and offering space for mentors to debrief their experiences and learn from each other.

Each mentoring program could benefit from having at least one staff person (trainer and/or match support specialist) who serves as a point-person for implementation. This individual would ideally assume the following responsibilities:

- ▶ **FACILITATE A KICKOFF MEETING.** The kickoff meeting will provide mentors with space to ask questions about the Growth Mindset for Mentors Toolkit and practice applying it to the mentoring relationship.
- ▶ **SUPPORT MENTORS WITH GROWTH MINDSET.** Mentors may have questions about growth mindset throughout the year, so it's important to regularly check in to see how mentors are applying it in their matches.
- ▶ **ELEVATE GROWTH MINDSET.** Mentors will be learning and experiencing a lot during their mentoring relationships, and growth mindset may not always be top-of-mind. Program staff can keep growth mindset relevant within the program by highlighting it in various sources.
- ▶ **COMPLETE DOCUMENTATION AND TRACK DELIVERABLES.** Programs (particularly affiliates of national organizations) may consider completing participation agreements and tracking deliverables, such as the number of growth mindset match support check-ins.
- ▶ **COLLECT FEEDBACK FROM MENTORS.** Mentors can provide invaluable feedback about the implementation process. Programs should consider sending a survey to mentors at the end of the year to explore whether mentors felt equipped to incorporate growth mindset into their matches. Programs can use that feedback to adjust the implementation process the following year.

National organizations that are implementing growth mindset across multiple sites may benefit from having additional staffing at headquarters to:

- ▶ **TRAIN SITE STAFF ON ROLLOUT.** Headquarters should gather site staff once before kickoff to share:
 - Information about the rollout timeline
 - Guidance on the kickoff meeting and ongoing growth mindset match support
 - Expectations around tracking deliverables and completing documentation
- ▶ **SUPPORT SITE STAFF THROUGHOUT THE YEAR.** Headquarters may want to check in with site staff regularly to offer support and suggest strategies for keeping growth mindset relevant throughout the year.
- ▶ **COLLECT FEEDBACK ABOUT IMPLEMENTATION.** Mentors and site staff may have suggestions for how the implementation process could be improved next year. Headquarters should consider sending site staff a survey to collect feedback about their experiences implementing growth mindset, as well as creating template survey questions for site staff to send to mentors so feedback is solicited uniformly across sites.



Implementation Timeline

Implementing and supporting a growth mindset initiative will likely take place over the course of several months to a year, but the exact timeline will fluctuate across programs due to varying calendars, staffing, models, missions, needs, and other considerations. Although rollout timelines will depend on each program's unique circumstances, the following rollout timeline has been effective for many school-based programs:



Photo courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action



Adopting an Organizational Growth Mindset

Growth mindset may be a challenging concept for some program staff members to grasp, especially when understanding how it applies to everyday situations. This can create a hurdle for staff who train or support mentors, as they may not be equipped to provide helpful feedback to mentors who are learning about growth mindset, or to readjust mentors' behavior when they're modeling a fixed mindset. It is important for program staff, particularly those who work directly with mentors, to be knowledgeable about growth mindset and feel comfortable practicing it so they can support mentors working with youth.

Program staff may be better able to understand and practice growth mindset if its principles are embedded within the organization's culture. When staff, leadership, and mentors all commit to modeling growth mindset on a day-to-day basis within the workplace, it becomes easier for individuals to understand how growth mindset applies to many situations. City Year's leadership, for example, exemplifies having a growth mindset by telling personal stories that illustrate the importance of perseverance and resiliency, so that these concepts are ubiquitous throughout the organization. Having growth mindset embedded in the culture will help match support specialists and trainers recognize how growth mindset applies to their own lives, from working on challenging new projects to their perception of feedback, and can translate those underlying principles to the mentoring context.

Organizations that commit to adopting a growth mindset can employ strategies and use language from the Growth Mindset for Mentors Toolkit. Management can reinforce the idea that people can develop and improve by assigning staff new, challenging opportunities where they can learn different skills and grow professionally. Struggling to complete a difficult project will demonstrate the challenges that many mentees experience academically and can give management a powerful opportunity to model having a growth mindset. Supervisors can praise effort over accomplishments, discuss how mistakes are inevitable and something to learn from, and provide feedback and support throughout the process. Implementing these strategies regularly in the workplace will reinforce growth mindset's underlying concepts and enable staff to more effectively train and support mentors in its application.

Photo courtesy of Midlands Mentoring Partnership

City Year

KRISTOPHER CAPELLO, *National Learning and Design Strategy Director at City Year*



City Year began incorporating growth mindset content into organizational professional development in 2011 and the concept has steadily become a significant component of our understanding of our work to support students in high-need schools. The Growth Mindset for Mentors Toolkit provided an opportunity for City Year AmeriCorps Members to deepen their practice of this critical work and to reflect on their own mindsets as mentors, tutors and role models.

With a 10-month term of service, City Year AmeriCorps members have a lot to learn and accomplish with students in a relatively short amount of time. One organizational reaction to these time constraints may be to share every possible resource and training including something like the Growth Mindset for Mentors Toolkit with our members as soon as possible.

Over years of refining our learning and development approach, however, thoughtful sequencing and contextualizing learning with the service year has surfaced an important element of resource curation and sharing. The Growth Mindset for Mentors Toolkit especially benefited from thoughtful sequencing, with our best results coming from the resource being shared after AmeriCorps members were able to build relationships with the students they were serving. Such relationships helped our corps members put voices and personalities to the scenarios outlined in the Toolkit and to differentiate the strategies as they learned them, rather than attempting to use growth mindset catchphrases or buzzwords before knowing students. It is critical for our adoption of growth mindset practices

to use strategies deeply embedded in trusting, safe and genuine relationships.

Additionally, the modeling of growth mindset in language and approach from multiple levels of City Year's leadership has provided an incredible boost for all practitioners. It is powerful to hear an executive director share personal stories of learning from mistakes and persisting through challenges, and the role mindset has played in her continued success, for example. City Year Columbus, a first-year pilot site, has such a leader—Tasha Booker, who consistently models such a “powerfully vulnerable” approach, reinforcing the value of the Toolkit in her own actions.

Finally, developing growth mindset is an interactive, iterative process and practicing it is significantly accelerated through opportunities to reflect on mindset both personally and as a practitioner with students. It is not a passive or unidirectional process. When City Year AmeriCorps members were able to deepen their learning in the Toolkit through group dialogue, such as the teams in Detroit experienced, students benefited.

Concretely, when City Year sites rolled out the Toolkit to their school-based teams of AmeriCorps members they made sure that there was time for the team to debrief, discuss and reflect after completing each lesson. This opportunity to discuss implications for adjusting practices with students made a big difference. City Year also slowly rolled out the Toolkit across the network to allow the organization to learn how best to integrate this powerful tool into our existing training for AmeriCorps members. In year one, only two sites leveraged the Toolkit, while 10 did so in year two and all sites will during the 2017-2018 school year. This thoughtful approach to expansion has enabled the organization to understand how to maximize the effectiveness of the tool and the impact the strategies shared in the Growth Mindset for Mentors Toolkit have on student outcomes.

Photo courtesy of Elliot Haney at City Year



Training

The Growth Mindset for Mentors Toolkit was designed for mentors to learn about growth mindset independently, but mentors may still need support as they practice applying it to the mentoring context. Mentors may benefit from having a kickoff meeting after they've reviewed the Toolkit to debrief their learnings, ask lingering questions, and practice applying growth mindset into their mentoring. The kickoff meeting also offers mentors the opportunity to role-play and do practice activities with supportive peers before actually applying it with young people. This firsthand experience demonstrating growth mindset will boost mentors' confidence and make them feel better prepared to respond when real-life situations arise.

The purpose of the kickoff is to practice applying information from the Toolkit, so mentors should review the entire Toolkit before attending the meeting. Mentors will come into the kickoff at varying levels of comprehension, with some finding growth mindset to be intuitive and obvious while others are struggling to understand the concepts. Trainers can acknowledge this upfront and thank mentors who already understand growth mindset for their patience and support as others ask questions—trainers may even want to engage those advanced mentors in answering questions and helping others understand growth mindset and its application.

The kickoff meeting also provides trainers with their first opportunity to frame growth mindset within the context of the organization's mission and model. Trainers can discuss how adopting a growth mindset can help young people achieve the mentoring program's desired outcomes. For example, trainers for career-readiness programs may want to emphasize how young people can improve their interview skills by preparing and doing mock interviews beforehand; trainers for sports-based programs can discuss how young people can improve their free throw percentage by practicing repeatedly; trainers for college-access programs can highlight how young people can improve their SAT scores by studying and taking the practice test. These examples will bring growth mindset to life within the context of the program and will empower mentors to foster growth mindset in concrete ways.



The kickoff meeting agenda will differ across programs based on varying missions, schedules, and models, but the following sample Kickoff Meeting Agenda can provide guidance on a general structure and suggested activities for this meeting. Programs can customize this agenda by focusing examples, scenarios, and information on the intersection of growth mindset and the organization's mission.

KICKOFF MEETING AGENDA TEMPLATE

1. WELCOME (10 MINUTES)



- ▶ Review agenda
- ▶ Have participants partner to answer the following questions:
 - What's one thing you want to be able to do, but think you can't?
 - What would you have to do differently to be good at that?
 - How long do you think you would need to work on it?
 - What kind of help would you want, and how could you get it?
- ▶ Facilitator explains that these questions are intended to personalize growth mindset by using the audience's own experiences and thoughts. They have demonstrated that with effort and the right resources, they can improve. This activity frames the kickoff, and it also gets participants into the practice of having a growth mindset.

2. REVIEW OBJECTIVES (5 MINUTES)



At the end of this session, participants will be able to:

- ▶ Identify at least one strategy mentors can employ to foster growth mindset in their mentees
- ▶ Respond to seven situations that commonly arise in mentoring relationships in a way that promotes growth mindset

3. DEBRIEF THE TOOLKIT (20 MINUTES)



- ▶ Watch the [Carol Dweck TED Talk](#).
- ▶ Ask questions that prompt attendees with greater knowledge of growth mindset (those who have reviewed and understand the Toolkit) to explain the concept to others
 - What information in the Toolkit or the video surprised you the most?

- What strategies are you most excited to use with your mentee to foster growth mindset?
- Have you ever heard a young person exhibit having a fixed mindset? What did that young person say, and how might you respond to that person now?

4. ACTIVITY (20 MINUTES)



- ▶ Before the meeting, create situations based on the [Seven Common Growth Mindset Scenarios and Responses](#). Break participants into small groups and have them brainstorm how they would react to each situation. Trainers are encouraged to create situations that are applicable to the program's mission and model, but a few examples are provided below:
 - Do the first example together so the facilitator can demonstrate examples of potential responses—**SITUATION 1, FACED WITH A NEW LEARNING CHALLENGE:** Your mentee meets you in the library looking upset. You ask him how he's doing, and he responds by saying that his class is starting to learn geometry and he doesn't understand it at all.
 - **SITUATION 2, EXPRESSING HIGH EXPECTATIONS:** Micah arrives at your mentoring session looking a little anxious. You ask Micah what's on his mind, and he tells you he has a clarinet solo during his band concert next week. You congratulate him on the honor, and he says "I'm not very good at the clarinet. I'm just going to squeak through it by playing really quietly so no one can hear me."
 - **SITUATION 3, SUCCEEDING EASILY WITHOUT EFFORT:** Jacqueline is on the soccer team and scores more goals than any of her teammates. You ask Jacqueline how her practice was after school one day, and she says "I didn't go. I don't need to practice because I'm already the best on my team."
 - **SITUATION 4, SLOW PROGRESS DESPITE STRONG EFFORT**
 - **SITUATION 5, OFFERING HELP WITH STRATEGIES WHEN STRUGGLING**
 - **SITUATION 6, DURING PROGRESS**
 - **SITUATION 7, SUCCEEDING WITH STRONG EFFORT**
- ▶ Bring everyone back together and ask each group to share how they would have responded to one situation

5. CLOSING (5 MINUTES)



This kickoff meeting will not only reinforce the Toolkit and provide mentors with an opportunity to practice what they learned, but it will also establish growth mindset as a top priority for the program. Mentors will perceive the organizational emphasis being placed on growth mindset, which may compel them to be more conscientious about modeling it in their matches. After this kickoff meeting, mentors should understand growth mindset, recognize how growth mindset can support youth outcomes within the context of the organization's mission, and feel prepared to apply it in their own mentoring match.



Match Support

Mentors will be immersed in new experiences as they begin or continue a mentoring relationship. Both mentor and mentee will be excited about getting to know each other, discovering each other's interests, and trying fun new activities. As matches progress throughout the year and other initiatives, policies, and seasonal events arise, mentors may lose track of growth mindset and forget to model and apply it within their matches. Match Support Specialists can play a vital role in ensuring that growth mindset is continually reinforced and remains a top priority throughout the year.

Regular check-ins provide Match Support Specialists with a natural opening to ask mentors about their experiences with growth mindset. These check-ins, which the [*Elements of Effective Practice for Mentoring™*](#) recommends occur “at a minimum frequency of twice per month for the first month of the match and once a month thereafter,” provide Match Support Specialists with a consistent opportunity to ask specific questions about activities, child safety, mentee outcomes, and the overall experience of the mentoring relationship. Programs may consider adding a question to this regular check-in about growth mindset, so mentors can discuss challenges their mentees are experiencing and how both mentor and mentee have responded.

Match Support Specialists may find that mentors sometimes abandon growth mindset when challenges arise because their first instinct is to address the immediate need. For example, when a mentee tells his mentor that he's upset because he failed an exam, the mentor may focus on the immediate emotional need of the mentee by cheering him up and assuring that he'll do better next time; this may encourage the young person, but it misses an opportunity to foster growth mindset at a time when it could be most impactful.

Match Support Specialists can help mentors recognize these opportunities and navigate through challenges within the context of growth mindset. In this situation, the Match Support Specialist could encourage the mentor to help the mentee identify strategies and connect with resources that would help bring up his next score. They could pinpoint where the mentee struggled and take time to learn more about the topic, discuss effective study strategies, schedule study time, and connect with other supports, resources, and people who could help the mentee improve. Match Support

Specialists are more likely to surface these types of situations and are better able to coach mentors on how to address them when the Match Support Specialists ask prompting questions about growth mindset during regular check-ins.

Match Support Specialists may also want to provide mentors with occasional opportunities throughout the year to reflect on their growth mindset experiences as a group and problem-solve specific situations together. Mentors may be better equipped to demonstrate having a growth mindset with their own mentee if they hear real-life examples about how other mentors have utilized strategies and responded to situations with a growth mindset. Mentors may share a variety of different experiences, which will highlight how universally and commonly applicable growth mindset can be—from explaining how hard work can lead to higher achievement on the basketball court, to praising the effort a young person puts into band practice over the actual recital, to reframing a mistake made on a test into an opportunity to learn. Mentors will hear these everyday experiences and discover other areas they could apply growth mindset into their own matches.

It may be helpful for Match Support Specialists to lead these group discussions by asking mentors prompting questions. Below are some examples that can begin the conversation:

1. What situations or challenges have you recently encountered that prompted you to use a growth mindset? Were you able to convey these examples to your mentee, and how did he or she react?
2. What challenges has your mentee recently experienced? How were you able to model a growth mindset in talking through these challenges with him or her?
3. When has your mentee exhibited having a fixed mindset or a growth mindset? How did you respond?
4. Have you encountered any situations where your mentee expressed either very high or very low expectations for his or her abilities? How did you help your mentee set realistic, attainable goals?
5. How have you reframed mistakes so that they're seen as positive learning opportunities rather than something to be ashamed of or embarrassed about?

Volunteers at **Take Stock in Children of Brevard County** were encouraged to attend one of two “Growth Mindset Chat Sessions” hosted every month, from December–February. During these sessions, volunteers discussed their mentoring experiences with growth mindset and reviewed common growth mindset scenarios.



Courtesy of Allison Shelley/The Verbatim Agency for American Education:
Images of Teachers and Students in Action.

These discussion questions will provide mentors with the opportunity to share their experiences, learn from others, and problem-solve together. If hosting additional group meetings proves to be impractical due to scheduling, however, these questions can also be incorporated into the individual check-ins conducted over the phone or through email.

Mentors may be more apt to demonstrate having a growth mindset if they're continually reminded of this organization-wide priority at events, meetings, and through communications. Program staff may want to consider providing mentors with a folder where they can contain their growth mindset material, and then offer supplemental material to illustrate growth mindset at each team meeting throughout the year, such as news articles about how a young person has overcome obstacles by working hard, or stories about musicians and athletes who practice constantly before a big event. Sites can review this new material together so growth mindset is top-of-mind when mentors next see their mentees.

Finally, programs can reinforce growth mindset as an organizational priority by highlighting it in both internal and external communications. Programs can write newsletter articles, blog posts, and social media stories about young people who've improved their test scores, who've practiced diligently at a skill, or who've learned from mistakes. These stories will illustrate how having a growth mindset can help young people strive to achieve more, be more resilient in the face of challenges, and retain their confidence when there's a setback. Mentors will remember the important impact growth mindset can have and may be more apt to model it in their matches.

Take Stock in Children of Brevard County provided volunteers with a poem about the word “Yet” and a laminated cheat-sheet of growth mindset phrases during their monthly group discussions.

Photo courtesy of Midlands Mentoring Partnership.





Take Stock in Children of Brevard County

KRISTEN PRIMERANO, *Mentor Coordinator and Database Specialist at Take Stock in Children of Brevard County*

Take Stock in Children of Brevard County

implemented a 3-month Growth Mindset Pilot Program with mentors who volunteered to participate. Mentors were provided with the Growth Mindset for Mentors Toolkit and then invited to participate in discussion groups once or twice a month. The county is large, so program staff offered at least one session at each end of the county every month so sessions were accessible to mentors.

All discussion groups were held at a restaurant, either for breakfast or lunch. This made everyone more comfortable and the meeting a more casual atmosphere where mentors could talk freely. Getting together as a group allowed mentors to get to know one another and gather feedback and tips from each other. At the first discussion group, the Mentor Coordinator and Program Manager reviewed what Growth Mindset was, how Take Stock in Children was implementing it, and the program's goals.



Photo courtesy of Take Stock in Children of Florida.

Mentors all received a Growth Mindset binder and were given new material each month that they could add to it. By the end of the pilot program, their binders consisted of many resources, including:

1. A printed copy of the **Growth Mindset Toolkit transcript**
2. **Articles on Growth Mindset**—how it started, various experiments, and examples of organizations that had previously implemented growth mindset and how it affected their students.
3. **Growth Mindset Task Cards**—Program staff researched and found 20 printable Growth and Fixed Mindset scenario and response cards. Program staff laminated the cards and gave every mentor a set. The group went through the cards together, and mentors discussed possible verbal responses to each scenario. This engaging activity got every mentor talking, thinking outside the box, and explaining their thought processes. Mentors received their own set of cards so they could use them at school with students.
4. **Growth Mindset Assessment**—Every mentor took a survey and then had an additional copy for their mentee to complete during the next match session. Matches discussed the results after students finished the survey.

The mentors and students enjoyed doing these activities together and by the end of month 3, mentors could already see a difference in how students were thinking.

What's Next

We know that having a growth mindset is linked to a myriad of positive youth outcomes. Youth with a growth mindset perform better in the classroom and beyond. Mentors are in an ideal position to support young people in adopting a growth mindset, but they need guidance in order to do so effectively. We hope this Guide gives you the tools, structures, and support needed to create a flourishing growth mindset initiative that can leave a lasting impact on the youth you serve.

MENTOR aims to increase the quantity and quality of mentoring relationships through advocacy, public awareness, and the development and delivery of research, standards, and resources, such as this Implementation Guide. There are many ways in which you can continue to connect with **MENTOR** and access our resources:

CONNECT ON SOCIAL MEDIA: Follow us on [Twitter](#), [Instagram](#) and [LinkedIn](#) and like our page on [Facebook](#) to engage with the mentoring movement and receive real-time updates on news and current events related to mentoring.

STAY CONNECTED VIA EMAIL: Signing up for [MENTOR emails](#) is an excellent way to stay connected and engaged with the mentoring field. From mentoring news to local training opportunities and policy updates, be sure to sign up for all of our lists to stay in the loop.

LIST YOUR PROGRAM IN THE MENTORING CONNECTOR: The [Mentoring Connector](#) is a free volunteer referral service and the only database of its kind designed to help quality youth mentoring programs across the US recruit volunteer mentors. Programs meeting baseline quality standards as outlined in the [Elements of Effective Practice for Mentoring™](#) will be added to the publicly searchable referral database. Don't miss out on this opportunity to recruit new mentors by adding your mentoring program to the new Mentoring Connector.

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THE NATIONAL MENTORING PARTNERSHIP

MENTOR: THE NATIONAL MENTORING PARTNERSHIP is the unifying champion for quality youth mentoring in the United States. MENTOR's mission is to close the mentoring gap and ensure our nation's young people have the support they need through quality mentoring relationships to succeed at home, school, and ultimately, work. To achieve this, MENTOR collaborates with its Affiliates and works to drive the investment of time and money into high-impact mentoring programs and advance quality mentoring through the development and delivery of standards, cutting-edge research, and state-of-the-art tools.

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