CCAP PATHWAYS MENTORS AGREEMENT

Qualifications and requirements for CCAP Mentors in the CCAP Pathways Program:

1. Mentors are CCAPs in good standing, i.e. they have not allowed their certification as Community Action Professionals to lapse

2. While any CCAP can serve in an advisory capacity for CCAP candidates, Mentors in the Pathways Program sign an agreement to do the following before initiating a mentoring relationship with a potential CCAP candidate:

   Mentors acquaint themselves with current requirements for CCAP candidacy as posted on the Partnership website and seek guidance from CCAP Administrator or Chair of the CCAP Commission concerning any clarifications they may require in order to appropriately advise CCAP candidates. They engage in this same process of review and clarification in a timely fashion concerning the following before advising CCAP candidates:

   a. The current Body of Knowledge Outlines as posted on the Partnership website
   b. The current Community Action Code of Ethics as posted on the Partnership website.
   c. The current edition of Candidate Data Form as posted on the Partnership website
   d. The current edition of the Executive Skills Portfolio requirements and guidance documents posted on the Partnership website. This includes either service as an ESP evaluator or participation in a webinar on evaluation of ESPs
   e. The current Examination Study Guide as posted on the Partnership website
   f. The options for participation in Study Groups available to CCAP candidates in the current program year.

I _____ understand, and agree to abide by, these requirements for the volunteer position of CCAP Pathways mentor

_____   _____

Signature   Date

CCAP Pathways Mentors sign the CCAP Mentors Agreement Form when taking on the role of mentoring CCAP candidates in the Pathways program.

1. **Determining a model of mentoring**. CCAP mentors assess their own level of availability to assist CCAP candidates and prospective CCAP candidates through the processed addressed below. The mentor makes a commitment at a level of involvement that he/she can put into practice and determines what approach to mentoring is most appropriate. (S*ee attached essay on mentoring by Charles McCann, CCAP Emeritus)*

2. **Assessment of readiness for CCAP candidacy**: Mentors assist potential CCAP candidates in determining whether they currently can meet the requirements for CCAP candidacy.

   a. CCAP candidates must have been employed in Community Action settings for at least 2 full years and be able to obtain a minimum of 300 points on the CDF by the next deadline. If the potential candidate does not meet those requirements, then the mentor assists the potential candidate in setting a personal plan to reach those goals

   b. CCAP candidates need the support of their agency leadership do that they can have the appropriate opportunities for a successful candidacy such as attending training events and participating in activities that demonstrate their leadership skills in the community. The mentor can assist the potential candidate in how best to make the case for their CCAP candidacy within the agency.

   c. Mentor asks potential candidate to review the Community Action Code of Ethics and discuss any concerns/questions that the potential candidate has about the Code.

   d. Mentor assists the potential candidate in assessing what kinds of activities listed on the CDF provide the most opportunities for the potential candidate to expand knowledge about Community Action and experience in carrying out the Vision and Values of Community Action in actual practice settings

3. **CDF Guidance**:
   a. Mentors help candidates do a test run on CDF to see if they can accumulate the required 300 point minimum, making sure that the potential candidate has downloaded the most recent edition of the CDF from the Partnership website
   b. Mentors review CDF before candidate submits with the intent of making sure that the candidate has claimed all appropriate activities that merit points on the CDF.

4. **ESP guidance**
   a. Mentors discuss benefits and drawbacks of projects under consideration by candidate for ESP submission by reviewing the requirements for the ESP with the candidate and matching those requirements to the project proposed for the ESP asking the following questions
      i. Does the project fall within the required timeframe? *(see box below)*
      ii. Is the candidate's role in the proposed project well defined and demonstrable through the documentation that will be submitted ? *(see box below)*
      iii. Does the project have sufficient force and scope to support essay questions in each of the 4 areas required for a complete ESP submission: *Management skills, Leadership skills, Vision and Values of Community Action, Relationship to the Standards of Excellence?*
   b. Mentors review the ESP documentation before it is submitted sufficiently in advance of the due date to enable the candidate to make any adjustment considered necessary.
   c. If a candidate's ESP does not achieve the required minimum score, the mentor assists the candidate in determining how the submission can be enhanced for submission the following year. Or the mentor assists the candidate in identifying a different project for submission in the following year

5. **Examination Preparation**: The best approach to preparation for the examination is participation in a CCAP study group. Mentors encourage candidates to identify options for participation in a study group.

6. **Guidance for mentors who serve in the role of Study Group Leadership**. The following is a list of items that need to be addressed in setting the content/agenda for group meetings. Content for the meetings is determined by the materials made available to candidates in the annual study guide, i.e. the resources for each of the sections of the Body of Knowledge addressed in the examination for that year

   It is important to determine ways for candidates to have ownership of the whole group process. This is their group assisting them to prepare for their exam. Hence the group should be structured so that there is

   a. Clarity about the what is in the Study Guide and how it relates to the Body of Knowledge Outline
   b. Clarity about the Code of Ethics and its application to leadership roles in Community Action
   c. Clarity about group expectations for membership in the group
   d. Clear group decision making about study tasks/reports undertaken by group members
   e. Clarity on number of meetings via face to face or digital technologies are needed
   f. Clarity about the examination regulations
   g. Opportunities for group participants to explore New Hope in substantial detail

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CCAP Mentor's Guide

A Reflection by CCAP Commissioner Charles McCann

Mentor was a character in Homer's The Odyssey, who served as teacher and overseer of Odysseus' son, Telemachus. Later, Athena, a goddess disguised as Mentor, guides Telemachus. In time, the word "mentor" became synonymous with "trusted advisor," "friend," "counselor," and "teacher." Mentors are those people who through their deeds and words help others to reach their full potential.

Mentors take initiative; they do not identify themselves as "mentors," and then wait for questions. Mentors are accessible; they do not identify themselves as "mentors," and then become hard to find. Mentorship is personal; a mentor's approach is how they personally define and implement one or more mentor roles using their own unique style and using their own individual life experiences, Community Action background, academic background, family background, and other unique experiences.

CCAP mentoring pairs CCAP candidates with CCAPs. There will be variations in approaches to assist candidates because mentoring will take different forms as individual mentors uniquely combine and uniquely implement mentor roles. The availability of multiple mentoring alternatives or approaches in support of candidates is valuable because specific needs of individual candidates can then more often and more effectively be met.

Mentor Roles

1 Role Model. A mentor must be a living example of the vision, values, and ethics of Community Action. CCAP candidates must have the opportunity to observe highest standards of professionalism, solid work ethic, and positive attitude. CCAP candidates must have an opportunity to learn positive qualities from an experienced professional.

2. Guide. A mentor can help CCAP candidates navigate through the inner workings of the CCAP process and decipher rules.

3. Teacher. A mentor can teach CCAP candidates fundamental knowledge about Community Action history and theory which is necessary to do our work well, and can provide nuggets of knowledge that one only acquires over time.

4. Counselor. A mentor can help CCAP candidates sort things out for themselves so they can decide on actions best for them, particularly as they prepare the Candidate Data Form and Executive Skills Portfolio.

5. Referral Agent. A mentor can direct CCAP candidates to other knowledgeable sources.

6. Motivator. A mentor can inspire CCAP candidates to the extent that they are transformed from seeing Community Action as a job to seeing Community Action as the calling it is.

7. Coach. A mentor can support CCAP candidates by holding hands, calming nerves, emphasizing abilities, providing encouragement, reinforcing strengths, and cheering spirits.

8. Door Opener. A mentor can open doors of opportunity by helping establish networks of contacts for CCAP candidates, and by introducing CCAP candidates to as many of the mentor's own contacts as possible.

Noting the last of the Community Action Code of Ethics, please make your mentoring availability and approach known by sending an e-mail to CCAPContact@aol.com. Jim Lopresti will facilitate the process of connecting candidates with mentors on a case by case basis as the need arises. This will be especially true for candidates who live in areas where there are fewer options for study groups.