

MENTORSHIP AGREEMENT

provided by the
Country Dance and Song Society

CDSS supports mentorship relationships between experienced leaders and motivated students as a way to promote leadership development in the English and American dance, music and song communities. We provide this sample agreement to help you create a successful mentorship relationship by discussing your expectations ahead of time. Feel free to use it as-is, or tailor it to fit your situation. If you wish to apply for financial support from CDSS, submit this agreement along with an outreach grant application.

For more info and to download forms visit www.cdss.org/mentorship. Good luck, and have fun!

WHO IS INVOLVED

Mentor name(s):

What experience or knowledge makes the mentor qualified?

Student name(s):

What experience or knowledge does the student already possess?

GOALS

Student's goals: What specific skills, knowledge or experience does the student hope to gain? What does the student hope to be able to do at the end of the mentorship program? *Examples: learn to call squares, learn music theory, expand repertoire in a morris tradition, improve booking/promotional skills, etc.*

Mentor's goals: What specific skills does the mentor hope to teach? What does the mentor hope the student will be able to do by the end of the mentorship process?

STRUCTURE

Use this section to decide how you will work together to meet your goals, and to outline your expectations of each other. Think about your mentorship process in light of the student's learning style (how he/she best internalizes new ideas) and the mentor's instructional style (how he/she is most comfortable conveying information).

How will you work together? Consider the settings, the types of activities, the materials or repertoire involved, etc. *Examples: private lessons, discussion in person or via phone/email/online, doing performances or gigs together, observing each other's performances, study of other materials, etc.*

How often will you work together? For how long, or how many sessions?

What will each party do outside of the mentorship sessions? For example, how much and what kind of practice is expected of the student? What sort of preparation is expected of the mentor?

Other parameters?

FEEDBACK & ASSESSMENT

Discuss how you will communicate about and assess the student's progress towards their goals and the mentor's effectiveness as a teacher. For one approach to feedback take a look at this article from the CDSS Newsletter: www.cdss.org/newsletter/articles/feedbacktool.pdf

How will the mentor provide feedback to the student about their development? How will the student provide feedback to the mentor about their teaching? *Consider the means of communication (in person, phone, email, etc.) and topics (improvement, things needing more work, areas of confusion, etc.)*

How will the mentor assess the student's progress? How will the student assess the mentor's teaching? What about self-assessment? *Assessment implies a means of measuring progress or effectiveness. Ask "How will you know if the student is reaching their goals?"*

What procedure will you follow if one of you is not meeting the expectations outlined in this agreement?

BUDGET

This section will help you create a simple budget. Your mentorship program doesn't need to involve any money; that's up to you. If it does, think about making the process self-sustaining by finding a variety of sources of funding.

Expenses

Does the mentor need to be paid? If so, at what rate per hour or per session?

Will there be other costs, such as travel, equipment or materials, etc?

What is the total cost for the length of the mentorship relationship?

Income

What is the student able to contribute (might include income from gigs)?

Can you find support from other sources, such as a local organization or a local/regional/state arts council?

Mentorship grants are available from CDSS. To apply, submit this form along with an outreach grant application, available at www.cdss.org/mentorship.

EVALUATION

Completing an evaluation at the end of your mentorship will help you reflect on your accomplishments and think about next steps. It will also help other people learn from your experience and facilitate better mentorship relationships in the future. If you request a grant from CDSS we require that you complete an evaluation to help us document the impact of our grants and improve our support for mentorship. Here are a few questions to consider.

Student: Did the mentorship process meet your goals? What new skills, knowledge or repertoire did you gain, and what will you be able to do with it? What would you still like to know?

Mentor: Did the mentorship process meet your goals? What did you learn? Would you be interested to do this again in the future?

What would either party do differently in the future? What advice would you offer to other people doing similar projects?

Was support from CDSS (web resources, this form, grants) helpful? In what way?

SIGNATURES

I agree to participate in the mentorship process and to do my best to meet the expectations of me that are outlined in this agreement.

Student signature(s)

Mentor signature(s)