**Introduction**

A mentorship refers to “a relationship formed between a mentor and mentee with the goal of sharing knowledge and expertise between the mentor and the mentee. It can be a formal relationship with written goals and scheduled meeting times, or it can be as informal as an occasional chat or email exchange” (Mentor Scout, 2013). You may recall having an older friend who gave you advice about what was right and wrong, or what high school or college courses you should or should not take; it was someone on whom you could rely.

Mentorships are important for retention because when times get tough or if one feels lost, there will always be someone there to support the mentee. Sometimes that mentor is what prevents the mentee from giving up, no matter what the circumstances may be.

**Mentorships and Nursing**

So how are mentorships related to nursing? It’s actually a form of evidence based practice. Current research suggests mentorships reduce stress; provide nurturing environments, reassurance, and mutualistic relationships that foster communication (Hale, 2004), all of which are vital skills needed as a nurse. Below are examples of different ways in which you can implement mentorship programs at your school:

- Underclassman nursing student with an upper classman nursing student
- Pre-nursing student with a nursing student
- Upperclassman nursing student with a nurse currently employed
- Any nursing student with a nursing school faculty member
- Any nursing student with a member of a specific organization of interest (i.e., American Assembly of Men, American Forensic Nurses, Society of Pediatric Nurses, National Black Nurses Association, etc.)

Please keep in mind that mentorships do not only have to be formed with an individual; group mentorships exist as well.

The following pages contain a toolkit that contains information of how to start and maintain a mentorship program.
The following pages contain tools that will help in the planning of the mentorship program that you wish to start.

- Diagnostic Tool
- Informational Overview of Types of Mentorship Programs
- Tips from the experts
Primary questions to determine the type of mentoring program that best meets young people’s needs:

1. What is the population that your program will serve (mentee)?
   
   By Age:
   - Underclassman Nursing Students
   - Pre-nursing Students
   - Younger Students
   - Upperclassman Nursing Students
   - High School Students
   - Other ______________________

   By other characteristics (geography, special needs, etc.):
   - ...

2. What potential sources of mentors will you recruit from (alumni, local businesses, faith communities, students, etc.)?
   
   Type of Mentors:
   - Faculty/Staff
   - Employees
   - College Students
   - High School Students
   - General Public
   - Other ______________________

3. What is the nature of the mentoring sessions? (What is the problem that you are trying to address or the outcome you are trying to achieve?)
   
   - Education/Academic Support
   - Friendship/Socialization
   - Job Placement/Performance
   - Career Exploration
   - Healthy Behaviors
   - Other ______________________

4. Where will the mentoring occur?
   
   Site Based:
   - Workplace
   - School
   - After-school Program
   - Agency-school Program
   
   In the Community:
   - Out in the Community
   - Online:
   - Online (Virtual Community)
   - Other ______________________

5. When will the mentoring sessions take place (e.g., during school, after school, on weekends, via e-mail)?

6. How often will mentors/mentees meet (once per week for an hour, two-hour meetings twice per month, etc.) and how long will the mentoring matches endure (one year, six months, etc.)?

Courtesy of MENTOR/National Mentoring Partnership.
Types of Programs

Select a type of mentoring program you wish to design and implement on the basis of your answers to the diagnostic tool.

One-to-One Mentoring:
Mentee Ages: 8–18+
Prospective Mentors: Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions: Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet: Workplace, Faith-based Organization, Juvenile Corrections Facility, After-school Program, School, In the Community, Agency-based, Online

E-mentoring:
Mentee Ages: 12–18+
Prospective Mentors: Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions: Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet: Online or in combination with face-to-face mentoring

Peer Mentoring:
Mentee Ages: 8–18+
Prospective Mentors: High School Students and College Students
Nature of Sessions: Academic Support and Friendship
Where Matches Meet: School, Agency-based, After-school Program

Team Mentoring:
Mentee Ages: 8–18+
Prospective Mentors: Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions: Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet: Workplace, Faith-based Organization, Juvenile Corrections Facility, After-school Program, School, In the Community, Agency-based, Online

Group Mentoring:
Mentee Ages: 8–18+
Prospective Mentors: Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions: Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet: Workplace, Faith-based Organization, Juvenile Corrections Facility, After-school Program, School, In the Community, Agency-based, Online

Courtesy of MENTOR/National Mentoring Partnership.
# INFORMATIONAL OVERVIEW OF TYPES OF MENTORING PROGRAMS


<table>
<thead>
<tr>
<th>TRADITIONAL ONE-TO-ONE</th>
<th>E-MENTORING</th>
<th>PEER MENTORING</th>
<th>TEAM MENTORING</th>
<th>GROUP MENTORING</th>
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<tr>
<td><strong>DESCRIPTION</strong></td>
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<td>One adult to one young person.</td>
<td>Mentoring via e-mail and the Internet.</td>
<td>Caring youth mentoring other youth.</td>
<td>Several adults working with small groups of young people, in which the adult-to-youth ratio is not greater than 1:4.</td>
<td>One adult to up to four young people.</td>
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<td><strong>WHERE MENTORING TAKES PLACE</strong></td>
<td><strong>Agency-based:</strong> At a community agency, typically an after-school program, Boys and Girls Club, etc.</td>
<td><strong>School-based:</strong> At the mentee’s school (elementary, middle, high school), on school grounds, in full view of school officials. Mentors and mentees should have a designated meeting place within the building and/or use of school facilities (open classroom, computer lab, gym, art room, library) if available.</td>
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<td><strong>Community-based:</strong> The mentor and mentee can meet anywhere, including attending events, going to museums, etc. This is typical of the Big Brothers Big Sisters model.</td>
<td><strong>E-mail or Web-based programs need to have technology in place that provides a safe and secure environment for communication exchanges, archives all messages and enables the tracking of communications between mentoring pairs.</strong></td>
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<td><strong>Faith-based:</strong> Mentoring pairs usually meet in a house of worship or adjoining building.</td>
<td><strong>Online:</strong> E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet. <strong>Online:</strong> E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet.</td>
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<td><strong>Workplace-based:</strong> At the mentor’s workplace. Students are typically bussed to the site. Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace.</td>
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<tr>
<td><strong>SELECTION OF MENTEES</strong></td>
<td>School/agency or mentoring program personnel determine criteria for selecting youth to participate in the program.</td>
<td>Same as One-to-One. In addition, young people will need access to a computer that has e-mail or Internet access. The age and literacy level of the young people will need to be considered, as their mentoring relationship will develop through written communication. It is recommended that students take part in an interview to determine their suitability for e-mentoring.</td>
<td>School/agency or mentoring program personnel determine criteria for selecting youth to participate in the program. Criteria should be aligned with goals of the program (e.g., if a goal is to improve academics, selected students would have reading or other academic difficulties). However, it is important to select a cross-section of youth so the program can reach a wide range of students while also reducing any perceived stigma attached to participation in the program.</td>
<td>Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace. (open classroom, computer lab, gym, art room, library) if available.</td>
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<td>Referrals for youth participation should be solicited from teachers, guidance counselors, student guidance team members, youth workers, parents/guardians, etc.</td>
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<td><strong>PARENT/GUARDIAN PERMISSION</strong></td>
<td>Parent/Guardian permission is required for participation in the program.</td>
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<td><strong>RECRUITMENT OF MENTORS</strong></td>
<td>Promote the program via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session is held to provide more information. Application forms and a training schedule are available at this session.</td>
<td>Same as One-to-One. In addition, e-mentoring programs can develop an e-mail or intranet-based recruitment package for prospective mentors. Such a package should include a brief overview of the program, a mentor job description, an application and a statement of confidentiality.</td>
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<td><strong>MENTOR SCREENING</strong></td>
<td>All mentors must undergo a comprehensive screening process. The screening should include completion of an application, personal interview, personal and professional reference checks and criminal background checks. Other checks, such as child abuse and sexual offender registries and motor vehicle records, may also be used.</td>
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<td><strong>MENTOR TRAINING AND SUPPORT</strong></td>
<td>All mentors must complete training to prepare them to work with their mentees. Ongoing training of mentors should be provided throughout the year to assist mentors with issues and concerns that may come up throughout the course of their relationship. Supervision should occur at least monthly and support sessions should be offered every 8–10 weeks.</td>
<td>Same as One-to-One. Online training can be used in conjunction with the face-to-face training. The training should also focus on the program goals and the activities or projects mentors will complete online with mentees.</td>
<td>Same as One-to-One. Mentors may also receive specialized training to assist them in meeting program goals (e.g., training on teaching literacy).</td>
<td>Same as One-to-One. Group mentors may also receive additional training related to working with students in a group and specific career-oriented content.</td>
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<tr>
<td><strong>OVERVIEW OF PROGRAM PROCESSES</strong></td>
<td><strong>TRADITIONAL ONE-TO-ONE</strong></td>
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<tr>
<td><strong>Program Processes to include screening, training and ongoing support</strong></td>
<td>The application, screening and matching are extensive and comprehensive. Training is essential. Matching, support and supervision are essential.</td>
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<td><strong>MENTOR COMMITMENT</strong></td>
<td>At a minimum, mentors and mentees should meet regularly at least four hours per month for at least a year. There are exceptions, such as school-based mentoring, which coincide with the school year, and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly. In school programs, the mentor commits to one school year (ideally October through May). Mentors should be asked at the end of the school year if they would like to continue mentoring during the next school year. Continuity from year to year is desirable wherever possible.</td>
<td>At least six months to a year commitment with regular communication at least once a week.</td>
<td>Varies. Mentor commitment can be short term or long term* (e.g., semester or year-long program).</td>
<td>The relationship is long term and involves frequent contact (at least two to four hours every week).</td>
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<tr>
<td><strong>NATURE OF RELATIONSHIP</strong></td>
<td>Focus can be social, career, employability skills and/or academic.</td>
<td>The relationship varies. Mentors offer support and advice with school- or career-related issues and develop a supportive nurturing relationship with the young person. Mentors work with youth often on skill-building activities on-site. Youth mentors are viewed as positive peer role models.</td>
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<td>Most of the interaction is guided by the session structure, which includes time for personal sharing and team activities.</td>
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<td><strong>MEETING TIMES</strong></td>
<td><strong>School-based, Agency-based:</strong> Mentors meet with mentees for one hour per week throughout the school year. Time may be set by the</td>
<td>Many programs set a minimum of at least once a week for communication.</td>
<td>Mentors and mentees meet at a set time each week.</td>
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<td>school/agency or be variable.</td>
<td>Mentoring pairs can communicate more than once a week if they wish to.</td>
<td>Activities are specified by the program content and may be curriculum based.</td>
<td>Mentors are encouraged to do everyday things with mentees.</td>
<td>Specific activities may or may not be outlined by the program.</td>
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<tr>
<td><strong>MEETING TIMES (CONT.)</strong></td>
<td>Workplace-based: Because of bussing and other logistics, mentees will usually come all at once at a specific day and time each week. The actual mentoring period is 45 minutes to an hour.</td>
<td>Group activities work well under this format to build a sense of community and supervision for mentoring relationships.</td>
<td>Group activities work well under this format to build a sense of community and supervise mentoring relationships.</td>
<td>Group mentoring tends to be more formal and often involves predetermined activities in which the group participates. These activities often have a specific focus such as community service or career development.</td>
</tr>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td>Activities vary. Pairs do everyday things and just hang out together.</td>
<td>Activities are specified by the program content. Programs may be structured around a project or curriculum. Mentor and young person can also determine the topics they want to discuss. Some programs incorporate a face-to-face component to include two to three meetings, including a kick-off event.</td>
<td>Mentors feel satisfaction in doing something worthwhile, building a good friendship, and helping young people feel good about themselves.</td>
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<td>Elementary School: Mentoring typically focuses on activities that promote character development, academic success and reading ability.</td>
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<td>Time with children, team structure, and training are all seen as beneficial and meaningful.</td>
<td>Time with children, group structure, and training are all seen as beneficial and meaningful.</td>
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<td>Middle School: Mentoring activities continue to promote character development and academic success and begin to introduce a career development focus.</td>
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<td>High School: Mentoring activities continue to focus on character development and academic success and emphasize school-to-career preparation.</td>
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<td><strong>EFFECT ON MENTOR</strong></td>
<td>Mentors feel satisfaction in doing something worthwhile, having fun, and building a good friendship.</td>
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<td><strong>SITE OR COMMUNITY BASED</strong></td>
<td>Both</td>
<td>Online and an adjunct to existing face-to-face program.</td>
<td>Site</td>
<td>Both</td>
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<td><strong>STAFFING</strong></td>
<td>Each program should have an assigned coordinator who conducts mentor recruitment, Same as One-to-One. This person is responsible for</td>
<td>Each program should have an assigned coordinator</td>
<td>Each program should have an assigned coordinator who</td>
<td>Each program should have an assigned coordinator</td>
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<td>Staffing (Cont.)</td>
<td>Traditional One-to-One</td>
<td>E-Mentoring</td>
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<td>monitoring the e-mail activity, providing ongoing support and coordinating mentor–mentee get-togethers if applicable.</td>
<td>who conducts mentor recruitment, screening and training. He or she provides ongoing support and supervision to mentors and mentees. Each participating school should have a coordinator to conduct the program evaluation and support and recognize mentors.</td>
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* Long-term mentor commitment = requires at least one year of commitment; Short-term mentor commitment = requires less than one year of commitment
TIPS FROM THE EXPERTS

Many aspects of the design and planning of different types of mentoring programs are similar. Other aspects are unique to a certain type of mentoring. To help you think through the unique aspects of your program, we asked several mentoring program experts to offer tips. Refer to these tips as you plan and design your program.

Traditional (One-to-One) Mentoring:

• **Remember that your overarching goal with traditional mentoring is to achieve a close bond between a young person and an adult.** Thus, socialization and friendship are your primary objectives.

• **Set aside a certain amount of your budget for unexpected materials and activities.** As your program gets under way, you can observe the types of activities your mentoring pairs enjoy most (painting, for example) and use the set-aside funds to buy appropriate materials.

• **Consider the young person’s needs and screen mentees, as well as mentors.** Sometimes, the tendency is to put the most challenging youngsters into a traditional one-to-one mentoring program. However, some of those young people can’t handle an intense relationship with an adult and simply are not ready for traditional mentoring.

• **Ensure that your mentor screening is complete, rigorous, intense and documented.** And make sure all potential mentors understand, at the outset, that they will undergo intensive screening.

• **Arrange for mandatory mentor training six to eight weeks into the mentoring relationship.** And plan to hold regular meetings with mentors; offer additional, more in-depth training about youth development issues; and guide mentors to other resources, such as Mentoring.org.

• **Clearly define and reinforce ground rules.** Because one-to-one relationships are intense, you need to ensure that all participants, including mentors, mentees and parents, understand boundaries in terms of what is allowed and what is not, regarding such things as spending extra time together or giving gifts.

• **Provide ongoing supervision of the match.** Supplementing existing screening of mentors serves as an additional mechanism to mitigate risk in your program. Processes for ongoing monitoring and supervision enhance oversight of mentors and mentees.

Adapted from mentoring program interviews conducted by MENTOR/National Mentoring Partnership.
Group Mentoring:

- **Work with the school (or youth-serving agency where the mentoring takes place) to establish your program goals.** With group mentoring, the goals are often socialization, academic support, building self-esteem, goal setting and bonding with peers.

- **Involve only participants who can benefit from this type of mentoring.** Recruit mentors who can handle the dynamics of working with groups of young people and young people who can benefit from a group setting.

- **Take special care in designing a termination policy.** With group mentoring, if a mentor or young person decides to leave the relationship, that decision will affect everyone else in the group.

- **Offer additional mentor training to help adults understand group dynamics.** Examples of training topics include team building.

- **Have patience in achieving goals.** With group mentoring, it takes time for all members of the group to get to know one another and gain a level of trust. A group will move more slowly, so goals will take more time to achieve.

Team Mentoring:

- **Help participants understand how to work in teams with diverse personalities and styles.** One of the main goals of team mentoring is teaching young people how to work together to achieve goals.

- **Consider setting a wide range of goals,** including building self-esteem and confidence and helping young people understand their commitment to community, learn to set and achieve goals and develop positive peer relationships.

- **Make sure the mentors on a team are as diverse in background as the young people they are mentoring.** With diversity, the chances are greater that young people can find mentors they can relate to.

Peer-to-Peer Mentoring:

- **Work with teachers to develop or adapt training for peer mentors.** The way you train young people to be mentors—as well as what topics you cover—will differ from the way you train adults. Teachers can help you design effective training that takes into account how young people interact with one another and what peer mentors can do to keep the mentoring relationship on track.

- **Ask school district personnel to help you develop a curriculum and activities for your peer-to-peer mentoring effort.** Assess what support participants really need and provide it.

- **Provide structure so that peer mentoring pairs are not tempted to lose focus.** Adolescents are more compliant than adults in attending trainings and in taking part and cooperating, so take advantage of every opportunity to provide supervision and training.

Adapted from mentoring program interviews conducted by MENTOR/National Mentoring Partnership.
• **Make sure you have a diverse group of mentees and mentors according to risk status.** You need to have a balance of kids who are easy to deal with and those who are difficult to deal with. You don’t want negative behaviors to take over.

• **Get parents’ consent to take part in the program.** Make sure the mentee’s parents consent to let their child be mentored by a peer. And get the parents of the peer mentor to consent to let their son or daughter mentor another youngster.

• **Try to recruit freshmen or sophomores as mentors.** While you don’t want to turn down a good mentor of any high school grade, by concentrating on recruiting younger high schoolers, you can help encourage long-term relationships.

**E-mentoring:**

• **Be realistic about what you can achieve.** Because there is no face-to-face component to e-mentoring, many relationships do not evolve into the intense relationships characteristic of one-to-one mentoring. Consequently, set goals that seem achievable, such as making sure e-mentoring pairs connect on a regular basis to share ideas, talk about topics of importance to the mentees and seek guidance.

• **Protect participants’ confidentiality and privacy.** Use tools such as Mentors Online: The E-mentoring Tool Kit to provide a safe, secure e-mentoring environment.

• **Make sure your e-mentoring program is all technology based.** Automate everything from the application to the matching process. Develop a database that works with your e-mentoring software.

• **Make sure you have resources, initially and later on, for Web and technology development.** You will need a lot of program oversight, human resources and time to make your e-mentoring program work.

• **Establish a policy for how often mentors and mentees connect with each other via e-mail.** To build a strong bond, mentor pairs should e-mail each other once a week.

• **Consider serving middle or high school students.** E-mentoring works better with older kids because they can concentrate better and are more apt to keep a relationship going.

• **Offer structured activities that encourage mentees to open up and write more.** Because most e-mentors and e-mentees meet through e-mail, they may find it hard to open up, especially when writing is not a young person’s strong suit.

• **Recruit mentors who are technologically savvy and like to work with computers.** Such people will be more likely to go the distance.

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Adapted from mentoring program interviews conducted by MENTOR/National Mentoring Partnership.
Program Parameters

The following pages contain tools that will help in the organization of the mentorship program that you wish to start.

- Program Implementation Timeline
- 12 Month Activity Calendar
- Writing a Mission Statement
- Establishing Goals and Objectives and Worksheet
- Mentoring Program Outline and Worksheet
- Program Outline, Program Planning and Management Example
**PROGRAM IMPLEMENTATION TIMELINE**

(This timeline is designed to serve as a guide, as many mentoring programs take six to nine months to begin operating.)

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Planning</td>
<td>Conduct Needs Assessment.</td>
<td>Months One to Three</td>
</tr>
<tr>
<td>Pre-Program Development</td>
<td>Review this guide</td>
<td>Varies by Program</td>
</tr>
<tr>
<td>Structure the Mentoring Program</td>
<td>Determine the purpose, type of youth/student needs, goals, mentoring model, and structure of the program.</td>
<td></td>
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<tr>
<td></td>
<td>Assign/hire program coordinator.</td>
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<tr>
<td></td>
<td>Form an advisory committee.</td>
<td></td>
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<tr>
<td></td>
<td>Develop/select forms and determine budget.</td>
<td></td>
</tr>
<tr>
<td><strong>MENTOR/MENTEE RECRUITMENT AND SELECTION:</strong></td>
<td></td>
<td>Month Four</td>
</tr>
<tr>
<td>Mentor Recruitment</td>
<td>Identify potential sources for recruitment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop public relations materials.</td>
<td></td>
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<tr>
<td></td>
<td>Make contacts and mail marketing/public relations information.</td>
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</tr>
<tr>
<td></td>
<td>Follow up on all sources.</td>
<td></td>
</tr>
<tr>
<td>Mentee Recruitment</td>
<td>Develop criteria for mentee selection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine if prospective mentees meet criteria.</td>
<td></td>
</tr>
<tr>
<td>Mentor/Mentee Selection</td>
<td>Select only those who fit the established criteria.</td>
<td></td>
</tr>
<tr>
<td>Document Data about Mentees</td>
<td>Choose data to document on the basis of the outcomes you wish to accomplish. Also, disseminate a pre-mentoring survey to mentees.</td>
<td></td>
</tr>
<tr>
<td><strong>ORIENTATION AND TRAINING:</strong></td>
<td></td>
<td>Months Five and Six</td>
</tr>
<tr>
<td>Pre-Orientation and Training</td>
<td>Identify trainers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct staff training.</td>
<td></td>
</tr>
<tr>
<td>Mentor Orientation</td>
<td>Orient potential mentors to the program. Potential mentors complete application/interest form.</td>
<td></td>
</tr>
<tr>
<td>Mentee Orientation</td>
<td>Orient interested mentees to the program. Expectations should be clearly communicated. Potential mentees complete an application/interest form. Parent permission is granted if under age 18.</td>
<td></td>
</tr>
<tr>
<td>Mentor Training</td>
<td>Train mentors on the expectations</td>
<td></td>
</tr>
<tr>
<td>Mentor Application Review, Screening and Selection</td>
<td>Applications are reviewed and mentor is selected</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATCHING:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Matching</td>
<td>Develop criteria for matching.</td>
<td>Prior to orientation</td>
</tr>
<tr>
<td></td>
<td>Match students and mentors on the basis of information from application (gender, interests, career interest, skills).</td>
<td></td>
</tr>
<tr>
<td>Kick-Off</td>
<td>Formal opening of the program that allows for the first mentor/mentee meeting and “getting to know you” activities. Parents may be invited.</td>
<td>Varies according to program</td>
</tr>
<tr>
<td>Mentor/Mentee Activities</td>
<td>Arrange for group activities on a regular basis.</td>
<td>Could be held monthly, but should be held at least quarterly</td>
</tr>
<tr>
<td></td>
<td>Assist mentors/mentees with activity ideas.</td>
<td>Regularly</td>
</tr>
<tr>
<td><strong>ONGOING MAINTENANCE AND SUPPORT:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback from Mentors and Mentees</td>
<td>Determine a mechanism for getting regular feedback from the mentors and mentees.</td>
<td>Prior to mentor training</td>
</tr>
<tr>
<td>Additional Mentor Training and Support Sessions</td>
<td>Conduct regular mentor support meetings.</td>
<td>Varies according to the program</td>
</tr>
<tr>
<td></td>
<td>Monitor mentor/mentee relationships.</td>
<td>Monthly</td>
</tr>
<tr>
<td><strong>RECOGNITION:</strong></td>
<td>Celebrate and recognize the accomplishments of the program and mentors'/mentees’ contributions. Invite school staff, faculty, and members of VNSA.</td>
<td>Annually at a minimum</td>
</tr>
<tr>
<td><strong>EVALUATION:</strong></td>
<td>Determine what outcomes to measure and evaluate.</td>
<td>During planning phase</td>
</tr>
<tr>
<td></td>
<td>Collect data on participants and mentors related to your outcomes.</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td>Measure outcomes and conduct evaluation.</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Review program progress and refine as needed.</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Reflect on and disseminate findings.</td>
<td>Annually</td>
</tr>
</tbody>
</table>

# 12-MONTH ACTIVITY CALENDAR

**SEPTEMBER**
- Volunteer Recruitment
- Lobby Display/Brochures
- Volunteer Orientations
- Student Orientations/Recruitment

**OCTOBER**
- Volunteer Orientations
- Volunteer Applications
- Volunteer Selection
- Student Training
- Mentor/Student Match
- Guest Speakers
- Mentor Support Meeting
- Principal for a Day
- Mentor Training
- Student Support Meeting

**NOVEMBER**
- Mentor Training
- Guest Speakers
- Job/School Shadow
- Student Evaluations
- Student Support Meeting
- Mentor Support Meeting

**DECEMBER**
- Teachers Sign Up for Training
- Mentor/Student Holiday Activity
- Mentor Support Meeting
- Student Support Meeting

**JANUARY**
- Volunteer Recruitment
- Volunteer Orientations
- Volunteer Applications
- Volunteer Selection
- Student Orientations
- Report to School Faculty
- Mentor Evaluations
- Student Graduations
- Tenth Grade Career Preparation
- Second Mentor/Student Match

**FEBRUARY**
- Second Mentor Training
- Student Training
- Report to School Superintendent
- Student Job Shadow Event
- Student Support Meeting
- Mentor Support Meeting

**MARCH**
- Job/School Shadow
- Student Evaluations
- Mentor Support Meeting

**APRIL**
- Mentor Support Meeting
- Student Support Meeting
- Spring Break Activity

**MAY**
- Mentor/Student Surveys
- Teach for a Day
- Employee for a Day
- Mentor Support Meeting
- Student Support Meeting
- Tenth Grade Career Preparation
- Guest Speakers

**JUNE/JULY**
- Awards Ceremony
- Student Evaluations
- Student Graduations

**AUGUST**
- Mentor Support
- Meeting Special Projects
- Mentor Recruitment

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Courtesy of California Governor’s Mentoring Partnership.
WRITING A MISSION STATEMENT

Mission Statement:
A broad, one-sentence statement to the public about the overall purpose of your program.

Example:
The ABC Mentoring Program links vocational school students in Anytown, USA, with corporate executives who provide consistent support, guidance and concrete help on a one-to-one basis to encourage mentees to continue their education and secure good jobs.

Uses for the mission statement:
• Public relations and media outreach;
• Fundraising;
• Communicating with other programs; and
• Internal operations.

Often, the mission statement is developed in a brainstorming session with staff. Collective thinking can generate a variety of creative ideas. One person from the group is then assigned to put it all together.

You mission statement should answer these questions and be stated very simply:
• What do you want to accomplish?
• How do you plan to accomplish these things?
• Who is the target population (by age, gender, geography, income, etc.)?

Evaluate your statement by answering these questions:
• Is it realistic?
• Is it clear and concise?
• Does it reflect your values and beliefs?
• Does it reflect the needs of those you seek to help?
• Is it powerful?
• Would you be proud to see it published in the newspaper?

Once your mission statement is written, make sure it is clear and says what you want it to say.

Other examples of mission statements for mentoring programs:

• The How-to-Succeed Program is a college-business initiative designed to help high school juniors from low-income families strengthen their chances to graduate from high school and obtain a full-time job or gain admission to college.

• The XYZ Mentor Program exposes youth ages 14–17 from single-parent families to positive role models and alternative lifestyles to encourage them to remain in school and set positive goals for their adult lives.

Adapted from The Abell Foundation, Mentoring Manual A Guide to Program Development.
ESTABLISHING GOALS AND OBJECTIVES

A Framework for Program Design
Goals and objectives arise out of the needs assessment. These will determine many of the features of your program design and implementation. Clear goals and objectives are important to the entire process.

What Is a Goal?
A goal is a broad statement of purpose. It arises from the philosophy of your particular organization and its needs. It is not measurable, and it does not play a part in program evaluation. For example, a broad statement may be that you want your youth to remain in school through high school graduation. You may decide that you have more than one goal for your program. For each goal, you will need a series of objectives.

What Are Objectives?
Objectives state the specific intent. There should be a series of objectives for each goal. Objectives must include three elements:

Who: The specific people who will take whatever action is called for
What: The intent of the objective
When: Specific timelines for the who to accomplish the what

The elements listed above can be tracked and easily measured. Your objectives may include, for example, that by October the program director for mentoring will have recruited, screened and trained 12 mentors and will have matched them to work in your organizational environment with 12 youth.

Once you have established and written clear goals and objectives, the program design and implementation phases that follow will be easy to plan. Program design develops a framework for achieving the goals and meeting the objectives. In a sense, this is your program architecture. Here a program director deals with the day-to-day issues: Who will administer the program? How will the operations be organized? Where will the program be housed? What staff will be required to run the program adequately? How will finances be handled?

If yours is a school-based program, school board approval up front and an official, written policy statement will be very important. Top officials should endorse the program in order to avoid difficulties later on. Where will the program appear on the district’s organizational chart? Will the activities be managed at a school, at the district level, or in the community?

ESTABLISHING GOALS AND OBJECTIVES WORKSHEET

It is now time for you to write one goal and two or three objectives for your mentor program:

Goal:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

First Objective:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Second Objective:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Third Objective:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

MENTORING PROGRAM OUTLINE

Mission:
This section should be written by the Advisory Group and should explain the purpose of the mentoring program. What is it trying to accomplish?

Philosophy:
What does the organization believe about youth and the organization’s role in youth development and/or mentoring?

Goals/Purpose:
This is the area where you give an overview of the program. Ideas include
• One-on-one mentoring;
• Group activities;
• Training and development; and
• Awards and recognition.

Objective:
Set specific goals for a period of time (a year, for example):
• How many mentor/mentee pairs in your program?
• How often will they meet? Talk on the phone? E-mail?
• Will you have group activities? If so, how often (monthly, quarterly, etc.)?
• What type of training and orientation will you have?
• How often will you have recognition/awards for your program participants?
• What other special components do you have set for your program?

Program Guidelines:
• How often will the pairs meet? How long will each meeting be?
• How long will the relationship last?
• Where will the meetings take place?

Contact Information:
• Who is the program coordinator?
• How do mentors and mentees sign up?

Describe the benefits of the program for the participants. State what will be accomplished through the program.

You should always include the logo(s) of your mentoring program or organization and any you are in partnership with at the top of your program outline.

**Mission:**
To positively impact the lives of young people by providing adult support and learning opportunities that promote character development and life-enhancing values through the game of golf.

**Philosophy:**
By providing youth with consistent, caring mentors, they will learn life skills and develop core values through exposure to golf and the world of work. Mentors will learn how to use teachable moments to illustrate these values.

**Goals/Purpose:**
To help young people build character and life skills through exposure to the game of golf and the world of work.

Mentors will be part of a team that takes responsibility for a child. Mentors spend time being adult friends to the youth mentees. Mentors invest their time in listening, building trust, establishing a relationship, supporting and guiding the mentees.

**Program Guidelines:**
The pairs will meet for two hours every other week (four hours per month) for 12 months. In addition to the bi-weekly meetings, mentors and mentees must attend a training session, a program kick-off, several group golf and recreational events and supervisory meetings.

The meetings will take place at Chelsea Piers, Moshulu golf course, Royal Bank of Scotland and IMG offices and at recreational and educational locations throughout New York City.

*Mentors and mentees must complete written applications and mentors must complete a background check.*

**Benefits:**
In addition to learning about the game of golf, participants will also benefit from the following:

- **Mentees:** The program will help young people to develop important life skills, learn about the world of work, plan for the future, improve school attitudes and performance and build self-confidence.

- **Mentors:** In addition to providing mentors with the satisfaction of giving back to their community, workplace mentoring can help build company morale, improve employee productivity and contribute to overall job satisfaction.
**Contact Information:**
List name of program coordinator, phone number, and e-mail address.

**Partner Information:**
**The Royal Bank of Scotland Group (RBS)**
RBS has formed a multiyear partnership with The First Tee, a nonprofit organization established to impact the lives of young people and inspire character development through the game of golf by teaching the values inherent to the game and applying such to everyday life.
Website: [www.rbos.co.uk](http://www.rbos.co.uk)

**The First Tee of Metropolitan New York (TFT-NY)**
The First Tee is a World Golf Foundation initiative dedicated to providing young people of all backgrounds an opportunity to develop, through golf and character education, life-enhancing values such as honesty, integrity and sportsmanship. The intent is to offer opportunities for improvement in the quality of life and create a platform where children can increase their potential for success.
Website: [www.thefirstteemetny.org](http://www.thefirstteemetny.org)

**The Mentoring Partnership of New York (MPNY)**
The mission of MPNY is to be an advocate for the expansion of quality mentoring opportunities for New York City youth and a resource for mentors and mentoring initiatives citywide. In fulfillment of that mission, MPNY helps individuals and groups from different sectors to become involved in mentoring opportunities for youth with the goal of closing the mentoring gap that exists between youth with mentors and youth without mentors.
Website: [www.mentoring.org/newyork](http://www.mentoring.org/newyork)

**MENTOR/National Mentoring Partnership**
MENTOR serves as the nation’s premier resource and advocate for direct-service mentoring programs. Since 1990, MENTOR has been working to expand the availability of high-quality mentoring across America with the goal of ensuring that every child who needs or wants a caring adult mentor has one. Over 15 million young people in the United States fall into the mentoring gap: they want a mentor but do not have access to one. MENTOR’s mission is to close that gap.
Website: [www.mentoring.org](http://www.mentoring.org)

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*Courtesy of The Royal Bank of Scotland/The First Tee Mentoring Program (New York).*
The following pages contain tools that will help in the planning and management of the mentorship program that you wish to start.

- Job Descriptions and Duties of Mentoring Program Staff
- Program Coordinator Position Description
- Workplace Mentoring Program Liaison (For community-based mentoring)
- School Liaison Responsibilities
JOB DESCRIPTIONS AND DUTIES OF
MENTORING PROGRAM STAFF

Executive Director

General Statement of Duties
The Executive Director will strategically manage growth according to the organization’s overall vision and goals. This position involves administrative, fundraising, property management and personnel management skills. The Executive Director position requires the experience and ability to manage personnel and collaboration efforts as well as financial and operational aspects of the agency. The Executive Director is responsible for furthering the agency mission of serving at-risk youth through mentoring.

Examples of Duties:
• Manage a staff, development operations, organizational systems and policies;
• Handle fundraising;
• Oversee finances and budget for each fiscal year;
• Oversee Program Director(s);
• Communicate effectively with staff and volunteers and supervise public relations;
• Work in collaboration with the Board of Directors;
• Provide leadership to staff and Board;
• Manage and promote workplace campaigns; and
• Increase awareness in community and among community leaders.

Mentoring Services Program Director

General Statement of Duties
This position entails responsibility for the direct service mentoring operations of the agency. All operations will be managed and implemented according to established best practices in the mentoring field. These operations include training and screening adult volunteers; matching volunteers one-to-one with at-risk youth; interviewing and screening youth; providing follow-up support once each match is made; planning life skills workshops; planning and implementing a community-based activities program; coordinating the implementation of targeted services and programs (including alumni support services, academic support services, and youth community service opportunities); assisting with special college collaborations; planning special activities for youth on the waiting list; and managing other special programs.

The Mentoring Services Director is responsible for not only maintaining a high standard of excellence in mentoring and support services to at-risk youth, but also taking initiative to further this goal. The Mentoring Services Director is responsible for meeting operational goals and objectives, keeping the organization informed of current research and information relevant to the program and working with staff and the Board to maintain an ongoing evaluation protocol. The Mentoring Services Director will represent the agency in the community and will evaluate special community collaboration opportunities.

Courtesy of Friends for Youth; www.friendsforyouth.org.
Examples of Duties:

- Manage and delegate appropriate responsibilities to Mentoring Services staff;
- Hire, supervise, train and evaluate staff progress and providing ongoing supervision;
- Represent agency in the community;
- Communicate with school personnel, families, referral agencies and other organizations on behalf of agency;
- Ensure that Mentoring Services staff meet program operational goals;
- Ensure that program services are carried out, such as activities, follow-up support to matches and life skills workshops;
- Keep agency current on all volunteer screening issues and techniques;
- Work with Board, staff and consultants to develop and implement ongoing evaluation procedures;
- Manage evaluation data collection;
- Compile monthly data into an operational summary;
- Provide reports as needed to Executive Director;
- Support Development Department with program data for reports as needed;
- Assist in other programmatic functions as required, such as special events, to support the program;
- Take a lead role in exploring community collaborations and developing supplemental support services for youth;
- Identify, evaluate and propose solutions to program areas that need special attention;
- Serve as a member of the Staff Management Team; and
- Coordinate mentoring services content for Web page.

Program Coordinator

General Statement of Duties
This position involves recruiting, training and screening adult volunteers and matching them one-to-one with youth. Responsibilities also include interviewing and screening the youth, providing follow-up support once each match is made, planning training workshops and planning and implementing a community-based activities program.

Examples of Duties:

- Manage a caseload of 25-30 youth/adult matches;
- Recruit volunteers from the community to work with the youth that are referred;
- Plan and implement at least one activity per month for pairs;
- Make weekly contact with matched volunteers;
- Plan three training workshops per year for the pairs;
- Attend two volunteer support groups per year;
- Participate in volunteer training sessions;
- Assist in other programmatic functions as required, such as special events, to support the program;
- Maintain ongoing communication about our services to agencies who refer youth to our program;

Courtesy of Friends for Youth; www.friendsforyouth.org.
• Work with other program staff (both paid and volunteer) to coordinate best effort on behalf of each youngster referred and to provide support for other special projects;
• Represent the agency on community youth committees;
• Communicate with volunteers and youngsters regarding activities, workshops, etc.;
• Provide required input to monthly activity newsletter; and
• Develop new community recreation sponsors to provide free/discount passes for the activities program.

**Volunteer Recruitment Coordinator**

**General Statement of Duties**
This position is responsible for recruiting volunteer mentors and generating community awareness for the agency. Duties will also include tracking volunteers and assisting in their training and support. Special emphasis will be on diversifying agency’s volunteer base. Responsibilities will include developing relations with local media contacts to publicize agency and making presentations to community groups, as well as maintaining various ongoing recruitment efforts begun as part of our overall recruitment and marketing plan. The Volunteer Recruitment Coordinator will also be involved in the program’s mentoring activities, including program activities with at-risk youth and their mentors and carrying a small caseload of matched pairs.

**Examples of Duties:**

• Identify, implement and coordinate a variety of volunteer recruitment methods to increase the number of volunteer mentors;
• Contact television and radio stations regarding publicity opportunities;
• Coordinate/write articles for publication in local newspapers;
• Set up and make presentations to service clubs, corporations and community groups;
• Participate in volunteer orientation and training sessions;
• Maintain Volunteer Recruitment Advisory Committee;
• Assist in special events, such as annual fundraising projects;
• Develop new relationships with groups that are potential sources of volunteers;
• Develop new relationships with companies, individuals, schools, etc., that are potential sources of public relations volunteers (graphic artists, poster designers, writers, media professionals, marketing experts, etc.);
• Design and implement strategies to recruit culturally diverse and Spanish-speaking volunteers;
• Manage a caseload of five youth/adult matches;
• Coordinate community volunteers interested in one-time activities for youth on waiting list;
• Participate in or plan and implement one recreational activity per month for pairs;
• Provide information regarding the above activities for publication in bimonthly newsletter; and
• Represent agency on community youth committees.

Courtesy of Friends for Youth; www.friendsforyouth.org.
PROGRAM COORDINATOR POSITION DESCRIPTION

Can be the school’s student nurse association president or the school’s student nurse association breakthrough to nursing director.

Title: Mentoring Coordinator

Responsibilities: Coordinator’s duties include but are not limited to the following:

- Oversees and manages program on-site;
- Forms a strong collaboration with the partner organizations, which includes signing written agreements that outline the program parameters and expectations among the partners and appropriate officials representing each of them;
- Acts as liaison between organizations supplying the mentors and the mentees;
- Provides guidance to mentors and children to ensure that both have an enriching mentoring experience;
- Organizes orientation sessions that outline goals, procedures and current events for both parents and children;
- Oversees and assists with participant screening, training, matching, support, supervision, recognition and closure activities for mentors and children;
- Secures all parent consent forms and mentee applications;
- Plans and promotes the kickoff event and ensures that mentors, parents and children are aware of event particulars;
- Maintains records of attendance and outcomes for mentors and mentees. Notifies mentors when mentees will not be present during sessions or vice versa;
- Organizes initial and ongoing support and training sessions for mentors and mentees;
- Creates and oversees implementation of ongoing marketing and mentor recruitment plans;
- Take note on a weekly basis concerning site or individual issues or new projects;

Courtesy of MENTOR/National Mentoring Partnership.
• Creates development strategies and cultivation of philanthropic partnerships (if needed);

• Prepares and provides training materials for mentor training events;

• Distributes all activity packets and fliers for program events to mentors;

• Plans trips and group activities, including a culminating event at the end of the school year; and

• Contributes to program evaluation efforts.
WORKPLACE MENTORING PROGRAM LIAISON

(For community-based mentoring)

Workplace Mentoring Program Liaison
The primary role of the Workplace Liaison is to serve as the main contact for the mentoring program at the workplace and to communicate business and employee needs with the Mentoring Program Coordinator. It’s imperative that the Liaison be fully informed about the parameters of the mentoring program to effectively advocate on its behalf. It is recommended that the Liaison serve as a mentor, but not required.

Primary Duties:
- Serves as chief liaison between Program Coordinator and mentors;
- Serves as main resource and contact for mentor-related questions and needs;
- Distributes program-related information to mentors at the direction of Program Coordinator;
- Oversees mentor application process (ensures timely submission and completion of forms);
- Helps with program design, scheduling, and logistics;
- Helps Program Coordinator monitor matches, including scheduling meetings;
- Notifies Program Coordinator of any mentor scheduling or participation issues;
- Attends all mentor trainings;
- Attends kickoff event;
- Attends specific program functions as needed; and
- Assists with end-of-year evaluation.

Courtesy of MENTOR/National Mentoring Partnership.
SCHOOL LIAISON RESPONSIBILITIES

The School Liaison performs the following duties:

- Coordinates the Mentor Welcome Breakfast in September;
- Orients new mentors to the school (policies, sign-in procedures, location for weekly meetings with mentees, introduces staff, etc.);
- Maintains and monitors weekly attendance sign-in lists;
- Updates lists of mentors/mentees;
- Communicates with mentors on a regular basis to answer their questions and concerns;
- Arranges for transfers of mentees to other schools when applicable;
- Serves as liaison to school social workers, guidance counselors and other individuals providing support to the program;
- Serves as liaison to each company liaison associated with the school;
- Arranges Brown Bag Lunches and/or meetings between mentors and teachers to maintain regular communication;
- Schedules move of student mentor records from one grade level to the next;
- Works with company liaisons regarding mentors who may need to terminate their relationship;
- Introduces parents to mentors through conferences, PTA events at the school, or other means;
- Prepares accurate lists of mentors and mentees;
- Coordinates the Year-End Mentor Thank You Event; and
- Accompanies students on year-end field trip to parties at the companies.

Courtesy of Mentor Program: Keeping Kids in School, Dr. Susan G. Weinberger; Norwalk, CT Public Schools.
The following pages contain tools that will help in the policy and procedure aspect of the mentorship program that you wish to start.

• Program Liability and Risk Management

Policies and Procedures
PROGRAM LIABILITY AND RISK MANAGEMENT

Note: These guidelines are geared toward workplace mentoring programs and can be used as a guide in designing other types of mentoring programs.

The Nonprofit Risk Management Center (www.nonprofitrisk.org) defines risk management as a “discipline for dealing with uncertainty.” The area of greatest uncertainty, or risk, in a mentoring program involves the potential for harm to the young person being mentored. A growing body of research and information on mentoring best practices provides a framework for designing a prudent risk management system.

None of the following information is intended to provide, nor should it be construed as, legal advice. Mentoring programs and businesses should always involve their own legal counsel as they take on a youth mentoring role.

Businesses involved in youth mentoring need to be particularly concerned about two aspects of risk management: (1) program structure, policies, and practices of the school or community organization where their employees will mentor and (2) appropriate screening, training and supervision/support of employees who volunteer as mentors.

Program Design, Parameters, and Policies and Practices

Before agreeing to involve their employees in a youth mentoring program, businesses should consider, and ask their legal department to review, each of the following factors. The business should also ask about the school or community organization’s liability insurance as well as examine its own liability insurance and review all applicable local and state laws and regulations (e.g., tuberculin tests required for school volunteers). Some larger programs establish a risk management committee involving legal and insurance expertise.

Program Design

The school or community organization should be clear about its definition of mentoring and its program design (i.e., school-based vs. community-based; one-to-one vs. group mentoring, etc.) Because the term mentoring is often used loosely to describe youth–adult contacts such as tutoring and job shadowing, which usually do not involve any volunteer screening, supervision, or observance of effective mentoring practices, businesses should make sure that the program actually is a mentoring program and, as such, meets the Elements of Effective Practice as defined.

The program design should also reflect special needs and circumstances of the youth being mentored. For example, the program design would be quite different for youth who just need extra attention and support at school vs. youth with disabilities vs. youth who are involved in the juvenile justice system vs. youth who are interested in pursuing a technology career and so on.

Partnership/Collaboration Parameters
Businesses should make sure that the conditions and expectations for their involvement with a school or community organization are clearly defined. This includes issues such as where and when mentoring will occur; who is responsible for transportation if applicable; who will keep program records; who will screen, select and supervise the mentors; and who will enforce program policies. A process to respond to and resolve conflicts should also be defined. Roles and responsibilities of the school or community organization and its mentoring coordinator, and the roles and responsibilities of the business, its coordinator and employees who volunteer as mentors, should be clearly defined.

Program Policies and Practices
Program policies and practices should be defined in writing. In addition to reflecting an appropriate program design and core quality standards, these policies and procedures should take into consideration special needs and circumstances of the youth being mentored. These policies and procedures should also explicitly address issues such as the following:

- **The mentoring site should be clearly defined.** Site-based mentoring occurs only at a specified location or at off-site locations (such as a field trip) and involves all the children in the program. Site-based programs always have program staff at the site. Community-based programs occur anywhere the mentor and mentee choose and require more intensive screening and supervision.

- **Contact between the mentor and mentee** outside the program should be prohibited in school-based or other site-based programs. Prohibited outside contact includes, especially, overnight stays at the mentor’s home.

- **Safety measures** should be clearly defined, and all mentors should receive appropriate training to understand them. Training should address basic information about site safety and emergency evacuation procedures, use of seatbelts if mentors will be transporting youth, guidelines for bringing health or mental health issues to the program coordinator’s attention, reporting of suspected child abuse to the program coordinator and so on.

- **The time commitment** should be clear up front to all volunteers. A minimum time commitment of one year or school year is recommended; premature relationship termination may be harmful to the youth. Most programs involve an hour-per-week commitment.

- **Conflict resolution, grievance, and relationship termination** policies and practices should be defined and agreed to by both the business and program site and should be explained to all mentors.

- **Mentoring activities** should reflect the goals of the program and special needs of the youth. The program may be prescriptive in defining activities or leave them up to the discretion of the mentors.

• **Transportation** needs of the program and mentors’ roles should be defined. For example, a business might transport youth to its site, a school may include field trips in its program, or a church-based program for children of prisoners may want to take youth and mentors to visit the incarcerated parent. The program site and the business should determine in advance who will provide, pay for and be responsible for transportation liability issues. If the mentor will be expected to help provide transportation, the screening procedures should address this and include additional motor vehicle and insurance checks. Parent or guardian permission must also be obtained.

• **Participation of family members** should be decided as part of the program design, and parent permission should always be secured for youth participation. Some level of parent involvement is encouraged though special events during the program year; however, if siblings are going to be involved, they should be enrolled in the program.

• **Gifts** between the mentor and mentee are discouraged, especially in site-based programs where youth can readily see what others are getting. The business and program may decide to provide a gift from the program to each young person for a holiday or at the end of the year. A related area is the expectations regarding mentors’ use of their own money for activity-related costs. Generally this is strongly discouraged, but in some cases mentors are provided a small stipend to cover such costs.

**Volunteer Screening, Training, and Supervision and Support**

This is the area of greatest potential liability for all involved in a youth mentoring program. Following are issues the business should particularly pay attention to.

**Volunteer Screening**
Businesses can use the application and screening processes outlined in the Tool Kit with their potential school or community partner to ensure that appropriate screening practices are used. The screening should be appropriate to the program design. From a risk management perspective, it is always better to err on the side of more rather than less screening, and background checks are strongly recommended. The business should take into consideration the fact that employees do not always observe program policies. More than one business has learned that its employees are taking youth to their homes against program policies.

Most programs refuse to accept volunteers who have a history of child sexual abuse, convictions for a crime involving children or a history of violent or sexually exploitive behavior, even though they may now be rehabilitated. Other volunteer opportunities not involving direct contact with youth may be offered if available. It should be noted that there are no studies documenting a relationship between sexual orientation and child molestation.

**Mentor Orientation and Training**
Adequate mentor preparation is an important risk management issue to ensure that safe, appropriate mentoring relationships develop. The minimum recommended initial training is two hours.

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After the initial training that covers the role and responsibilities of the program and the mentor, basics of effective mentoring, program policies and logistics, statutory requirements, confidentiality and accident/emergency procedures and special needs of the children, additional training should be available on topics of mentor concern such as cultural competency, conflict resolution, understanding child development and career mentoring strategies. Given the constraints of releasing employees to attend training, businesses may negotiate with the program site to develop a training schedule that fits their needs.

**Mentor Supervision and Support**
The primary responsibility for this function lies with the program site coordinator; however, it is recommended that the business coordinator inquire about and monitor how employees are being supervised and supported. The Nonprofit Risk Management Center cautions that the standard of care is defined by the activity, so supervision should be appropriate to the level of activity involved. Being a reading mentor to a third grader requires less supervision than mentoring an at-risk high school student.

Following are some supervision practices recommended by the Nonprofit Risk Management Center:

- **General supervision** should include sign-in/out procedures, monitoring drop-off and pick-up activities, monitoring the program facilities and parking lots and oversight of mentoring activities.

- **Specific supervision** involves oversight of specific mentoring activities and monitoring of mentoring relationships. Such supervision should include the site coordinator being present during mentoring activities, weekly check-ins, and minimum monthly meetings during the first few months of the relationship. If the relationship is going well, monthly check-ins should occur and may be by telephone if meetings are not feasible. Monitoring the relationship during the early stages is particularly important so any problems can be detected and resolved and termination processes, if necessary, can be initiated earlier rather than later to minimize harm to the young person. Each supervision contact, any mentor or coordinator concerns and follow-up action should be documented.

Employees should also be told to contact their company program coordinator in case of concerns, conflicts, or questions that are not being addressed. The company coordinator can then address them with the program site coordinator. As noted earlier, the business and program site should have defined conflict resolution and grievance procedures that include steps to terminate a relationship if necessary.

Finally, businesses should inquire about the supervision process for the site coordinator to ensure that he or she is performing effectively.

---

Evaluating the Program

The following pages contain tools that will help in evaluating the mentorship program that you wish to create.

- Program Coordinator, Mentor, and Mentee Program Evaluations
- Gauging the Effectiveness of Mentoring Questionnaire (for the mentee)
- Mentor Evaluation Form (Mentee Impact)
- Mentor Evaluation Form (Mentor Impact)
PROGRAM COORDINATOR, MENTOR, AND MENTEE
PROGRAM EVALUATIONS

For Program Coordinators

1. Did the mentor program run as you planned? Why or why not?

2. What are the strengths of your program?

3. What areas of your program need improvement?

4. What aspects of your mentor program would you like to improve?

5. How could your school/business/community partner further assist you in coordinating the mentor program?

6. Did you feel overwhelmed or burdened by coordinating the mentor program? If yes, explain why.

Courtesy of Mass Mentoring Partnership, Mentoring A-Z Training Manual
For Mentors

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?
   - excellent
   - very good
   - good
   - poor

2. How would you describe the quality of your experience as a participant in the program?
   - excellent
   - very good
   - good
   - poor

3. Would you volunteer to serve as a mentor again next year or in the future?
   - yes
   - possibly
   - not sure
   - no

4. Did the mentor training session help you prepare for your mentoring experience?
   - yes
   - somewhat
   - not sure
   - no

5. Would you have liked additional training for mentors?
   - yes
   - maybe
   - probably not
   - no

6. How clearly defined were your mentor responsibilities?
   - very clear
   - moderately clear
   - a little unclear
   - very unclear

7. The mentor program coordinators were accessible and easy to talk to and seek advice from when necessary.
   - always
   - somewhat
   - not much
   - never

8. How would you describe your relationship with your mentee?
   - very good
   - good
   - fair
   - poor

9. Do you think that the time you spent with your mentee was sufficient?
   - yes
   - almost
   - not really
   - no

10. Do you think that the time you spent together was helpful for your mentee?
    - yes
    - somewhat
    - not really
    - no

11. Did you gain personally from this relationship?
    - yes
    - somewhat
    - not much
    - no

12. I would have preferred to meet less often with my mentee.
    - yes
    - sometimes
    - rarely
    - no

13. I would have preferred to meet more often with my mentee.
    - Yes
    - sometimes
    - rarely
    - no

14. What was most satisfying about the mentor program?

15. What was least satisfying about the mentor program?

16. What would you suggest to improve the mentor program?

For Mentees

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?
   - excellent
   - very good
   - good
   - poor

2. Did you enjoy being part of this program?
   - yes
   - somewhat
   - not much
   - no

3. Would you want a mentor next year?
   - yes
   - probably
   - not really
   - no

4. Did you like your mentor?
   - yes
   - somewhat
   - not much
   - no

5. Did you think meeting with a mentor was fun?
   - yes
   - somewhat
   - not really
   - no

6. Would you have liked to meet with your mentor more often?
   - yes
   - a bit more
   - not much more
   - no

7. Did having a mentor help you do better in school?
   - yes
   - somewhat
   - not much
   - no

8. Did you learn new things from your mentor?
   - yes
   - somewhat
   - not much
   - no

9. Did you feel comfortable talking to your mentor about things, either good or bad?
   - yes
   - somewhat
   - not really
   - no

10. Did you feel comfortable talking to your mentor program coordinator about your experiences, either good or bad?
    - yes
    - somewhat
    - not really
    - no

11. List some of the activities you did with your mentor:

12. List something (if anything) that you learned from your mentor.

13. What did you like best about the mentor program?

14. What did you not like about the mentor program?

15. What do you think we should change or do differently next year?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When something is bugging me, my mentor listens to me.</td>
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<tr>
<td>2. My mentor has lots of good ideas about how to solve a problem.</td>
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<tr>
<td>3. My mentor helps me take my mind off things.</td>
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<td>4. Sometimes my mentor promises that we will do something and then we</td>
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<tr>
<td>don’t do it.</td>
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<tr>
<td>5. My mentor makes fun of me in ways that I don’t like.</td>
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<tr>
<td>6. I wish my mentor were different.</td>
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<tr>
<td>7. When I am with my mentor, I feel disappointed.</td>
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<tr>
<td>8. When I am with my mentor, I feel ignored.</td>
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<tr>
<td>9. When I am with my mentor, I feel bored.</td>
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<tr>
<td>10. When I am with my mentor, I feel mad.</td>
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<tr>
<td>11. I feel that I can’t trust my mentor with secrets because I am afraid</td>
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<tr>
<td>that he or she would tell my parent/guardian.</td>
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<tr>
<td>12. When my mentor gives me advice, he or she makes me feel stupid.</td>
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<tr>
<td>13. I wish my mentor asked me more about what I think.</td>
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<tr>
<td>14. I wish my mentor knew me better.</td>
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<tr>
<td>15. I wish my mentor spent more time with me.</td>
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</table>

Courtesy of Jean Rhodes, Ph.D., Professor of Psychology, University of Massachusetts, Boston, cited in “Gauging the Effectiveness of Youth Mentoring,” Research Corner Mentoring.org.
MENTOR EVALUATION FORM
(MENTEE IMPACT)

A. Background Information

How long have you been matched with your mentee (years or months)? _______________

On average, how many hours per week do you spend with your mentee? _______________

B. Perceptions of the Effects of Mentoring Relationship on the Mentee

We are interested in your perceptions of the impact your mentoring relationship had on your mentee in the following areas. Please check one response for each item. The Search Institute has identified these items as markers of positive youth development through extensive research.

<table>
<thead>
<tr>
<th>Because of our relationship, I think my mentee . . .</th>
<th>True</th>
<th>False</th>
<th>Did Not Need Changing (Fine to Begin With)</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support:</strong></td>
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<tr>
<td>• Feels that there are more adults who care about him or her</td>
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<tr>
<td>• Feels that there are more people who will help him or her</td>
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<td><strong>Empowerment:</strong></td>
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<tr>
<td>• Feels he or she has more future options</td>
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<tr>
<td>• Believes he or she is a better leader</td>
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<tr>
<td><strong>Boundaries and Expectations:</strong></td>
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<tr>
<td>• Feels others see him or her as more responsible</td>
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<tr>
<td>• Has higher expectations of him- or herself</td>
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<tr>
<td><strong>Constructive Use of Time:</strong></td>
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<tr>
<td>• Has more interests and hobbies</td>
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<tr>
<td>• Is involved in more youth programs or activities (such as sports, music, religious)</td>
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<tr>
<td><strong>Commitment to Learning:</strong></td>
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<tr>
<td>• Has a better attitude toward school</td>
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<tr>
<td>• Has better grades and test scores</td>
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<tr>
<td>• Comes to school better prepared (such as having homework done)</td>
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<tr>
<td>• Has better classroom behavior (such as paying attention and not being disruptive)</td>
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</tbody>
</table>

### Positive Values
- Thinks it’s important to help others
- Is more honest

### Social Competencies
- Is better able to resist using alcohol and other drugs
- Is better able to express his or her feelings
- Gets along better with his or her family
- Gets along better with others (such as friends, teachers)

### Positive Identity
- Has a more positive view of his or her future
- Feels more sure of him- or herself
- Thinks he or she is a better person

What do you think your mentee has gained or learned from your relationship?

______________________________________________________________________________

What have you gained or learned through your relationship?

______________________________________________________________________________

______________________________________________________________________________

C. Perceptions of the Quality of the Mentoring Relationship

Has your relationship changed your attitudes, values and understanding of young people today and the realities facing them? If so, in what ways?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What is easy about having a mentee? What worked well?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What is hard about having a mentee? What didn’t work?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

MENTOR EVALUATION FORM
(MENTOR IMPACT)

Thank you very much for taking a few minutes to provide this information. It will help us strengthen our program and provide data to demonstrate the effects of mentoring on mentors and mentees. All the individual data from this survey will be kept anonymous.

Date: _________________   Name of Mentor: ____________________________________________
Company/Organization/Independent: _______________________________________________
School: _______________________________________________________________________
Name of Mentee: ___________________________________________ Entering Grade: __________

A. Program Assessment

What is your general assessment of the Mentor Program?

___ Very Successful   ___ Successful   ___ Moderately Successful   ___ Unsuccessful

How satisfied were you with your mentee match?

___ Very Satisfied   ___ Satisfied   ___ Dissatisfied

Did you receive adequate assistance from staff at your mentee’s school or sponsoring organization?

___Yes   ___ No   Please Explain: __________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

<table>
<thead>
<tr>
<th>Please rate each of the following program components:</th>
<th>Not Enough</th>
<th>Just Right</th>
<th>Too Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about the program at the recruitment session</td>
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<tr>
<td>Information about the mentee</td>
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<tr>
<td>Mentor training</td>
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<tr>
<td>Regular mentor support</td>
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<tr>
<td>Interaction with the program coordinator</td>
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<tr>
<td>Networking with other mentors</td>
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</tbody>
</table>

What advice do you have for your company regarding the program?

B. Mentoring Experience Assessment

How satisfied were you with your experience as a mentor?
___ Very Satisfied     ___ Satisfied     ___ Slightly Satisfied     ___ Dissatisfied

How effective do you feel as a mentor?
___ Very Effective     ___ Effective     ___ Not Very Effective     ___ Not at All Effective

Please indicate the reasons for your feelings: ________________________________________________________________
________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>How did mentoring affect you personally?</th>
<th>To a Great Extent</th>
<th>Somewhat</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>(please check all applicable responses)</td>
<td></td>
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<tr>
<td>I learned new things about myself.</td>
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<tr>
<td>I found it easy to be a mentor.</td>
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<tr>
<td>I have a better understanding of the education system.</td>
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<tr>
<td>I felt more motivated at work.</td>
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<tr>
<td>I was able to keep up with my work.</td>
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<tr>
<td>I feel more productive at work after mentoring.</td>
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<tr>
<td>I have a better understanding of diversity issues.</td>
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</tbody>
</table>

What is the single most important thing you got out of the program? ______________________
______________________________________________________________________________

C. Company Involvement Assessment

Please check the applicable response. | Agree | Disagree |
--------------------------------------|-------|----------|
My company cares about the community. |       |          |
My company should invest in youth—its future workforce. | | |
My company cares about its employees. |       |          |
Without time off from work, I could not be a mentor. | | |
This program made me proud to work for my company. | | |
I would encourage my company to get more employees involved. | | |
My company adequately supports volunteer and charitable activities. | | |

What advice do you have for your company regarding the program?
______________________________________________________________________________

Conclusion

With this guide you have received the evidence behind the use of mentorship programs within nursing. You have received ideas of how you can tailor your mentorship programs, and you also have the tools to help you get started in creating your program. Once again, please do not let the tools overwhelm you; they’re optional for use and are there for your ease. Please remember that the way you would like to set up your mentorship is completely open and up to you. This guide was created to help get ideas flowing and to help you get started. If you have any questions or concerns please do not hesitate to contact the Virginia Nursing Students’ Association Breakthrough to Nursing Director at vnsabtnursing@gmail.edu or you may go to http://www.vnsa.us/breakthrough-to-nursing.html for more information about the BTN Director and program, as well as the other resources that are created for your Breakthrough to Nursing efforts.
References
