Mentoring Toolkit

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Introduction

The Mentoring Toolkit, developed by the National College Transition Network (NCTN), offers program design, tools and resources for the implementation of a Mentoring Network or Mentoring Program. The overall program design is conceptualized as a coordinated network, led by a Mentor Coordinator and supported by the adult education programs' designated staff where well-trained mentors serve as role models and provide information and guidance during adult students' transition to college through their first semester. The program design can also be adopted by an independent adult education program and a designated staff person can serve in the Mentor Coordinator role.

Mentoring has been found to have a positive impact on student outcomes including self-confidence, future aspirations, grade point average, and persistence rates (Crisp, 2010). Mentor recruitment, selection, training, and ongoing support are key for obtaining such positive outcomes. The United States Department of Education Adult Basic Education to Community College Transitions Symposium identified the provision of mentoring as a promising approach to effectively support nontraditional adult education students (MPR Associates, 2007). In designing and implementing this peer mentoring model, the NCTN staff explored the benefits and challenges of peer group and one-on-one mentoring models along with options such as e-mentoring. The efficient nature of group mentoring where one student would mentor up to five other students was considered, but upon meticulous review of research on mentoring, we adopted and implemented one-on-one peer mentoring as the preferable design. The adult education programs participating in the Mentoring Network had designated staff person(s) and the Mentor Coordinator provided training and ongoing support to designated program staff in addition to supporting the mentors and the mentees.

In continuing NCTN's commitment to best meet the needs of adult students, this Toolkit was the core of the *Adult College Engagement* peer mentoring project and changes to the processes and tools have been made based on the lessons learnt from the program implementation and feedback from program staff and participating mentors and mentees. The program details are available at www.collegetransition.org/services.currentprojects.ace.html.

We have adopted and customized existing resources from MENTOR, previous and current World Education projects, and additional mentoring publications to develop distinct yet aligned trainings and support materials for program staff, potential mentors, and mentees in this comprehensive – grounded in research and best practice – Mentoring Toolkit.

This Toolkit is divided into four modules: recruitment and screening, matching and training, monitoring and support, and closure and evaluation. Each of these modules provides an overview of the process to ensure a high quality Mentoring Program. Every module also includes a variety of resources to be utilized in program implementation. The forms provided in the modules are standardized to ensure consistency.

Mentoring: Elements of Effective Practice

Responsible and Effective Mentoring:

- ❖ Is a structured, one-to-one relationship or partnership that focuses on the needs of the mentored participant/mentee.
- ❖ Fosters caring and supportive relationships.
- ❖ Encourages individuals to develop to their fullest potential.
- ❖ Helps an individual to develop his or her own vision of the future.
- ❖ Is a strategy to develop active community partnerships.

~ Adapted from National Mentoring Working Group, United Way of America (2004) and MENTOR's *Elements of Effective Practice for Mentoring* (2009).

Module I: Recruitment and Screening

It is vital to recruit mentors and mentees who have a sense of the project's aims and expected outcomes, and a clear understanding of what their roles and responsibilities are.

The participating adult education programs' designee(s), guided by the Mentor Coordinator, should engage in recruitment strategies for the mentors that realistically portray the benefits, practices, and challenges of mentoring. The staff person(s) should reach out to program alumni to determine their interest in serving as mentors. Designated program staff should also plan to present the details and benefits of the mentoring program to the current students in the high school equivalency and college transition classes. For mentee recruitment, staff should look for students who are getting ready to transition to college and could benefit from a peer mentoring relationship.

Recruitment should be followed by a screening process. The programs' designee(s), with help from the Mentor Coordinator, should screen prospective mentors based on whether they have the time, commitment, and personal qualities to be an effective and committed mentor.

Tools and Resources:
- Considerations for Recruiting College Students as Mentors
- Mentor Recruitment Barriers and Possible Solutions
- Mentor Referral Form (for program staff)
- Mentee Referral Form (for program staff)
- Mentoring Program Application – For Mentors
- Mentoring Program Application – For Mentees
- Job Description: Peer Mentor
- Mentor Interview Form
- Mentee Interview Form
- Selection Considerations (for program staff)

Considerations for Recruiting College Students as Mentors

What are some of the concerns that programs might have about recruiting college students?

- College vacations – including weeklong breaks – which disrupt the continuity of the mentor-mentee relationship especially when the mentee is still enrolled at the adult education program.
- Students' time constraints, which become even more pronounced during exam periods, which might prevent mentors from meeting consistently or interacting with their mentees.
- Transportation issues.

Given these concerns, what are some program features that might address these issues?

- Making the mentoring commitment time-bound and no longer than one school year (about 9 months).
- Holding mentor-mentee meetings at a particular, convenient location, like the college library or cafeteria, and at a regularly scheduled time.
- Providing the mentors ongoing support and structure.
- Considering the possibility of providing incentives such as course credit or extra credit for consistent participation.

What motivates college students to become mentors?

- Making a difference and giving back to the community.
- Strengthening their resume for job applications.
- Fulfilling a college service requirement or earning credit or extra-credit for a course.
- Learning new skills.
- Making new friends among their peers.
- Networking with other mentors from diverse backgrounds.

What are effective recruitment strategies?

- Word-of-mouth (especially one-to-one recruitment by students who are current mentors).
- Connecting with colleges' admissions office to find out about adult education program alumni.
- Tapping into recent graduates who are enrolled in college.

~ Adapted from *Effective Mentor Recruitment: Getting Organized, Getting Results*, National Mentoring Center (2006).

Mentor Recruitment Barriers and Possible Solutions

Barrier: Fear that mentoring is too time-consuming

- Emphasize that the commitment is only one hour a week.
- Equate that amount of time to other tasks ("In the time it takes to watch a movie, you can influence someone else's life as they plan to go to college.")
- Build words like *fun*, *easy*, *simple*, *rewarding*, *time well spent*, into recruitment messages.
- Clarify volunteer training duration/frequency.

Barrier: Worried about working with a stranger

- Emphasize that the program focuses on the student's academic and career guidance needs, not their private lives.
- Emphasize that every mentor gets match support and a staff contact who monitors how the mentorship is going.
- Bring in satisfied mentors and mentees to talk about the positive impact of the program during recruitment presentations once the pilot phase of the program is over.
- Highlight that mentoring a nontraditional adult student is a way of helping a fellow student who can benefit from guidance during their transition to college.
- Present mentoring as an opportunity to learn and grow from other communities and cultures—it can broaden one's view and increase cultural understanding.

Barrier: Mentoring is too emotionally involving

- Emphasize match support and the training provided to help set healthy relationship boundaries (it's the whole program working with the mentee, not just the mentor).
- Clarify mentor roles during presentations/interviews.
- Have current mentors (if applicable) speak about their experience at events.
- Emphasize the benefits to mentors in the job description and during presentations.

~ Adapted from *Effective Mentor Recruitment*, National Mentoring Center (2006).

Mentor Referral Form (for program staff)

Date: _____

Student Name: _____

Age range: __ under 25 __ 25-35 __ over 35

Sex: __ Male   __ Female

E-mail: _____   Phone: _____

College affiliation: _____

Program of Study: _____

State any information you have on this student's academic performance:

_____

_____

_____

_____

_____

Reason(s) you believe this student will benefit from participating in the mentor program:

_____

_____

_____

_____

_____

_____

_____

Mentee Referral Form (for program staff)

Date: _____

Student Name: _____

Age range: __ under 25 __ 25-35 __ over 35

Sex: __ Male   __ Female

E-mail: _____ Phone: _____

Prior college experience (if any): _____

Currently enrolled in: _____

State any information you have on this student's academic performance:

_____

_____

_____

_____

_____

Reason(s) you believe this student will benefit from participating in the mentor program:

_____

_____

_____

_____

_____

_____

Mentoring Program Application – For Mentors

Date: _____

Name: _____ Year of Birth or Age: Date: _____

Sex: ___ Male   ___ Female

Home address: _____

City: _____ State: _____ Zip Code: _____

Home phone: _____ Mobile Phone: _____

Email: _____

I have completed (check all that apply)

___ One semester ___ Two semesters ___ Two or more semesters of college

I attend classes (check all that apply)

___ Full-time (12 credit hrs. or more) ___ Half-time (6-12 credit hrs.)

___ Less than half-time (less than 6 credit hrs.)

I speak the following languages: _____

_____

My anticipated major/degree/certificate is_____

_____

I would like to be a Peer Mentor because:

_____

_____

_____

_____

Please provide contact information for two references:

1. Name: _____
   Relationship: _____
   Phone number: _____
   Email: _____

2. Name: _____
   Relationship: _____
   Phone number: _____
   Email: _____

Mentoring Program Application – For Mentees

Date: _____

Name: _____ Year of Birth or Age: Date: _____

Sex: ___ Male   ___ Female

Home address: _____

City: _____ State: _____ Zip Code: _____

Home phone: _____ Mobile Phone: _____

Email: _____

I have enrolled in or have completed (check all that apply and specify)

___ High School Diploma Equivalent   ___ ESOL   ___ Transitions program

I speak the following languages: _____

I am interested in going to college because:

_____

_____

What I hope to study and my anticipated program of study:

_____

I would like to work with a Peer Mentor because:

_____

_____

_____

Please provide contact information for two references:

1. Name: _____
   Relationship: _____
   Phone number: _____
   Email: _____

2. Name: _____
   Relationship: _____
   Phone number: _____
   Email: _____

Job Description: Peer Mentor

Duties and Responsibilities:
- ❖ Provide mentoring services to new students to help facilitate their transition to college.
- ❖ Become familiar with available support services and encourage active contact with academic advisor.
- ❖ Give guidance around topics such as time management, organization, study skills and test preparation, and understanding the college environment.
- ❖ Provide peer guidance and make referrals to appropriate campus and off-campus services.
- ❖ Provide a supportive environment of openness and trust.
- ❖ Encourage students to express their academic needs and concerns.
- ❖ Complete paperwork; document the mentee contacts.
- ❖ Alert Mentoring Coordinator of any critical concerns.
- ❖ Participate in the evaluation of the program services and provide feedback designed to encourage mentoring program improvements.

Important skills to demonstrate include, but are not limited to, effective communication skills, a high level of patience, a sincere desire to help others achieve their goals, an ability to relate well with others, knowledge of college resources, good study habits, high motivation, a strong work ethic, and a willingness to learn!

Expectations:
- ❖ Commitment for a period of around 9 months.
- ❖ Attendance at the training and one kickoff event.
- ❖ Meeting with partner in person at least once a month.
- ❖ Checking in weekly with partner through email, phone calls, or social media tools.
- ❖ Checking in monthly with the Mentor Coordinator.
- ❖ Submitting contact logs and complete evaluation forms at the end of the program.

Mentor Interview Form

Date: _____

Name: _____

Home address: _____

City: _____ State: _____ Zip Code: _____

Home phone: _____ Mobile Phone: _____

Email: _____

Mentoring information:

Why do you want to be a mentor?

_____

_____

_____

_____

What are your strengths and weaknesses related to serving as a mentor?

_____

_____

_____

What are your career goals and what is your current program of study?

_____

_____

_____

What was (or is) your own college experience like?

_____

_____

_____

What types of things do you think adult college students today need the most help with?

_____

_____

_____

_____

What would you do if a challenging situation arose with your mentee? How would you deal with it?

_____

_____

_____

_____

Mentoring is a big responsibility and can change the lives of both the mentor and the partner. What do you hope to gain from the experience and what do you hope the partner (mentee) gains from the experience?

_____

_____

_____

_____

What days and times can you meet with your partner (mentee)?

<u>Weekdays</u> (Monday - Friday)   <u>Weekends</u> (Saturday, Sunday)

Mornings: _____   Mornings: _____

Afternoons: _____   Afternoons: _____

Evenings: _____   Evenings: _____

Interviewer Comments

~~~~~~

Overall impression:

_____

_____

_____

_____

_____

Interviewed by_____

Recommendation (yes/no): _____

Reasons:

_____

_____

_____

_____

_____

Match recommendations:

_____

_____

_____

Mentee Interview Form

Date: _____

Name: _____

Home address: _____

City: _____ State: _____ Zip Code: _____

Home phone: _____ Mobile Phone: _____

Email: _____

Mentoring information:

Why do you want to work with a mentor?

_____

_____

_____

_____

_____

What are your career goals and what is your planned program of study?

_____

_____

_____

_____

Which college are you planning on attending?

_____

_____

_____

_____

What would you do if a challenging situation arose with your mentor? How would you deal with it?

_____

_____

_____

_____

What do you hope to gain from this mentoring experience?

_____

_____

_____

_____

What days and times can you meet with your mentor?

Weekdays (Monday - Friday)   Weekends (Saturday, Sunday)

Mornings: _____   Mornings:_____

Afternoons: _____   Afternoons:_____

Evenings: _____   Evenings:_____

Interviewer Comments

~~~~~~

Overall impression:

_____

_____

_____

_____

_____

_____

Interviewed by_____

Recommendation (yes/no): _____

Reasons:

_____

_____

_____

_____

_____

Match recommendations:

_____

_____

_____

_____

~ Adapted from the National Mentoring Center resources at www.nwrel.org/mentoring

Selection Considerations (for program staff)

For Mentors:

- Completed at least one semester at the college.
- Enjoys giving support and encouragement on a one-to-one basis.
- Offers honest and constructive criticism/feedback.
- Is sensitive to the needs of others and understands boundaries.
- Responds to individual circumstances.
- Demonstrates mutual respect.
- Listens to understand and not judge or evaluate.
- Encourages new ideas.
- Respects their mentee's time and resources.
- Believes the process of building a relationship is important.
- Able to talk more about the partner than about themselves.
- Has a sound broad knowledge base about the college and its services.
- Will stay accessible, committed, and engaged during the length of the program.
- Dependable.

For Mentees:

- Assumes responsibility for their own growth and development.
- Assumes responsibility for acquiring or improving skills and knowledge.
- Honestly examines their strengths and weaknesses.
- Interested in building on their strengths.
- Is open and honest on their goals, expectations, challenges, and concerns.
- Seeks advice, opinions, feedback, and direction from their mentor.
- Respects their mentor's time and resources.
- Is receptive to feedback and coaching.
- Comfortably gives feedback to their mentor on what is working or not working in the mentoring relationship.
- Will stay accessible, committed, and engaged during the length of the program.
- Dependable.

Module II: Matching and Training

Mentor training is a vital component of any successful mentoring venture. The training is especially important because it has implications for the mentors' perceptions about the mentor-mentee relationship. It is critical to train the potential mentors in the basic knowledge and skills needed to build an effective mentoring relationship. They also need to know what to do if they or their mentee need support. Mentors should also be able to draw on their own experiences to anticipate the barriers that might prevent their mentees from persisting in college.

The mentees also need to appreciate the importance of mentoring and understand the potential benefits of being in a mentor-mentee relationship. It is essential to provide an orientation/training for them to understand how their mentors can support them as they are transitioning to and enrolled in college. The training covers the details, guidelines, and expectations of the mentoring program and their obligation and role in the mentoring relationship.

All mentoring programs need to have a thoughtful strategy for matching mentors with mentees. Building on the information gathered during the recruitment phase as well as training and/or interview interactions, the Mentor Coordinator should work with program staff to match mentors and mentees based on the interests and abilities of the mentors and the needs and strengths of partners (mentees). The criteria for matches should include some or all of the following: gender, age, language requirements, academic interests (matching majors), career interests, availability, needs, and preferences of mentors and partners. Adult learners should be paired with their mentors during the last month of their adult education program participation. The pairs should be ideally matched based on attending the same college and pursuing the same or similar programs of study but this is not crucial. The matching should also aim for same gender pairs from similar backgrounds based on research in self-efficacy (Bandura, 1997).

Tools and Resources:
- Mentor Orientation and Training Agenda
- Getting to Know You
- Pair Interview Questions
- The Five-Minute Mentor
- Developing a Mentoring Perspective
- Potential Roles for Mentors
- Tips for Mentors
- Mentor Roles and Tasks
- Mentoring Best Practices
- Helpful Hints for Mentors
- Communication Skills
- Mentor/Mentee Scenarios
- Mentor Commitment Form
- Mentor Training Evaluation
- Mentee Orientation and Training Agenda
- Tips for Mentees
- Discussion Points

➢ Mentee Commitment Form
➢ Mentee Training Evaluation

Mentor Orientation and Training Agenda**

❖ Welcome and Introductions   10 minutes

❖ Getting to Know You + Pair Interviews   30 minutes

❖ The Five Minute Mentor   10 minutes

❖ What Does Mentoring Mean to You?   20 minutes

❖ What Mentors Do   20 minutes

❖ Problem-Solving, and Giving Feedback   20 minutes

❖ Goals and Expectations   10 minutes

❖ Q & A   10 minutes

❖ Evaluation   5 minutes

** Approx. three hour training although length may vary according to number of participants

Getting To Know You

Find someone in the room who fits the descriptions listed below. Fill in his or her name and any other information asked. You may only fill in each person's name once.

Find someone who…

1. Wears contact lenses: _____

2. Ate breakfast this morning: _____

    What did he/she eat? _____

3. Was born in the same month as you: _____

4. Is the oldest of their siblings: _____

5. Likes to eat spinach: _____

6. Speaks more than one language: _____

7. Knows how to whistle: _____

    (*Make sure you have them demonstrate their ability)*

8. Has one thing in common with you: _____

    What is it? _____

9. Has had a mentor before: _____

    Who was their mentor? _____

10.   Born in a different country than the United States: _____

    What country? _____

Pair Interview Questions

Please choose a partner for this exercise. Each participant gets an allotted amount of time to interview the other person, record the answers to the following questions, and introduce his/her partner to the group. Particular attention should be given to questions #4 and #5 as this information will be recorded by the trainer to determine what topics require more time and what concerns and expectations can realistically be addressed.

1. Please share with me a little about yourself; particularly anything you feel is relevant to mentoring.

2. Why did you volunteer for this mentor program?

3. What strengths do you feel you bring to this role as a mentor?

4. What concerns do you have about being a mentor? Please record at least one concern to share with the group.

5. What are your expectations for this training session?

The Five-Minute Mentor

This six-step exercise is designed to help participants experience (a) how little time it actually takes to be an effective mentor (thus reducing the often expressed concern about the time required); and (b) how a mentor can be effective without being an "expert" (thus reducing the need to view mentors as "all-knowing").

Step 1: Find a partner. Decide who will be the mentor and who will be the partner.

Step 2 – Develop the Relationship
    Mentor: *Start with a welcoming message (verbal and non-verbal)*
    Partner: *Respond with an appreciation message (verbal and non-verbal)*

Step 3 – Set the Agenda
    Mentor: *Establish an agenda ("Today let's focus on where you can seek tutoring help.")*
    Partner: *Add to the agenda*

Step 4 – Engage in Learning Conversation
    Mentor: *"I'd like to know about your goals for today's session. What is the most important thing you want to learn today?"*
    Partner: *(share learning goals)*

    Mentor: *"What is it about your learning goal that makes it important to you?"*
    Partner: *(share value)*

    Mentor: *"How do you plan to achieve your goal?"*
    Partner: *(share strategy or plan)*

    Mentor: *"What, if anything, might interfere with your plan?"*
    Partner: *(share possible barriers)*

    Mentor: *"What methods do you use to prevent barrier(s) from interfering?"*
    Partner: *(share methods)*

Step 5 – Close the Session
    Mentor: *Summarize what you've learned and discussed, suggest an agenda item for next session, and express appreciation for something you've observed.*
    Partner: *Summarize what you've learned, suggest an agenda item for next session, and express appreciation for something you've observed*

Step 6 – Report back and Group Discussion.

~ Adapted from resources gathered from www.mentors.ca

Developing a Mentoring Perspective

Mentor roles and responsibilities are varied and complex.

A mentor must be prepared to take on a range of roles and responsibilities that may change as the mentor/mentee relationship develops over time.

Mentors and mentees should understand that mentors cannot be all things to their mentees.

Often, mentors and mentees encounter problems in their relationships due to different ideas about their roles and responsibilities. There are boundaries in virtually any and all relationships, and the mentor-mentee relationship is no exception. While there are no hard and fast rules, and while there may be rare exceptions, there are guidelines for what a mentor is (or should be) and for what a mentor is not (or should not be).

A mentor is…

- **A knowledgeable and experienced guide who teaches** (and learns) through a commitment to the mutual growth of both mentee and mentor.

- **A caring and thoughtful facilitator** who provides access to people, places, experiences, and resources outside the mentee's routine environment.

- **A trusted ally, or advocate,** who works with (not for) the mentee on behalf of the mentee's best interests and goals.

Potential Roles for Mentors

- Observe the partner's behavior.

- Listen to the partner's analysis of their own situation.

- Ask questions to help the partner learn more about experiences and their significance.

- Challenge the conclusions the partner has reached.

- Help the partner formulate both short-term and long-term vision and set goals.

- Encourage the partner to consider keeping academic, career, family, and personal goals in balance.

- Reinforce the partner's effective behavior and accomplishments.

- Provide partner with constructive feedback.

- Share understanding of college's goals, structures, and cultures.

- Play the role of challenger, examiner, reality tester, teacher, counselor, friend.

~ Adapted from resources gathered from www.mentors.ca

Tips for Mentors

At the core of successful mentoring is a meaningful relationship with another person. Formal mentoring programs may present a challenge to a mentor as to how to initiate and maintain a quality mentoring relationship. The following tips are based on the experience of Rey Carr, President of Peer Resources, who has engaged in dozens of informal and formal mentoring relationships.

Make a list. Preparing for your first meeting: I make a list of things that I would have wanted to know when I was in the position of the person who I will be meeting with. My list might include information about me (as the mentor) about the college, about what it was like to be starting out or about expectations concerning our relationship.

Be clear about purpose and boundaries. Gift-giving, doing the partner's homework, loaning money, or becoming involved in dispute resolution are all out-of-bounds for me in my mentoring relationships. I feel comfortable talking about ethical or moral issues; however, I like to be clear about ground rules.

Create an agenda. When we meet I ask the other person if it is okay if I identify some items for a list. I share two or three and then ask the other person if they have any items they would like to add. Some of my typical items are (1) getting to know each other, (2) logistics, (3) goals and expectations, (4) concerns that might interfere with our meeting together, (5) initial impressions, (6) questions I have about you, and (7) why I think I can be a worthy mentor.

Listen deeply and ask powerful questions. The two skills that I think are essential for successful mentoring are (1) in-depth listening, that is, suspending judgment, listening for understanding and being accepting and supportive; and (2) asking good questions, that is, questions that are challenging in a friendly way and questions that help the other person talk about what is important to that person. I seldom ask "why" questions. Most of my questions can be described as "open-ended" and usually start with "how" or "what", like "what classes are you planning to take…", "how are your classes…"

Plan for the next meeting. When we come to the end of a meeting I usually ask to review our list to determine our progress. I then solicit any ideas about what we might want to discuss at our next meeting. I also usually ask for an impression of how this meeting went and what we might be able to do (or stop doing) next time to make the next meeting as good or better.

Focus on wisdom. I do have experience and I think I have learned from those experiences, but I do not see my mentor role as one in which I "tell" another person what to do or how to do it. I freely share what I have done (or have learned), not as prescription, but more as an example of something from which I gained some wisdom. I also feel comfortable contributing ideas or suggestions, not as a sage, but as a collaborator.

Maintain and respect privacy, honesty, and integrity. I can't offer confidentiality in the legal sense, but I can do the best I can to ensure that "what is said in this room stays in this room."

Mentor Roles and Tasks

Real Life Mentors

In order for people to really understand what a mentor is, it helps to have them think about someone who has been a mentor for them in their own life. This activity is a good lead-in to the "what is a mentor" piece of the training.

Ask if anyone has had a mentor before. (Often, no one will raise their hand because they think mentors have to be people you meet through mentoring programs.)

Explain that a mentor could be anyone older in their life who has offered advice, guidance, a listening ear, etc. (Like a parent, teacher, sibling or neighbor.)

Ask again who has had a mentor (you will find more raised hands this time). Ask these people to share with the group who their mentor was and what qualities made her a good mentor.

Who wants to be a mentor?

Instructions: This is a play on that oh-so-popular millionaire game. This activity can be a fun way to discuss the topic of mentoring. Call on people as contestants and have them sit in the front of the group. You ask them the first question and give them the four options. They have to choose the one they think is the correct answer. Don't forget about the "lifelines". There are three lifelines: the person may poll the audience for their response, call a friend (or pick someone from the audience who can serve as their friend), or narrow the answers down to two choices. They can only use each lifeline once.

A mentor is NOT which of the following:
   A. A caseworker
   B. A friend
   C. A guide
   D. A coach

A mentor's role is primarily which of the following?
   A. A babysitter
   B. A positive role model
   C. A psychologist
   D. A parent/guardian

Which of the following is NOT a characteristic of a good mentor?
   A. Good listener
   B. Patient
   C. Committed
   D. Know-it-all

Which of the following is NOT a primary task of a mentor?
    A. Establish a positive relationship
    B. Help mentee develop life skills
    C. Increase mentee's ability to interact with different college staff
    D. Help mentee get chores/errands done

What is one of the conditions where keeping what a mentee says confidential is NOT recommended?
    A. When a mentee is doing something that may be harmful to her/himself or others
    B. When a mentee did poorly on a test at school
    C. When a mentee breaks up with a boyfriend/girlfriend
    D. When a mentee asks you about how to approach a challenging instructor

If you sense that there may be something seriously wrong in the mentee's family or home, you should:
    A. Try to help the family
    B. Discuss it with your program coordinator
    C. Fix the problem yourself
    D. Tell your mentee she should leave/run away

If your mentee doesn't want to discuss sensitive issues early in your relationship, you should assume that:
    A. Your mentee probably doesn't like you
    B. You are not asking the right questions
    C. You shouldn't assume anything because you're still developing trust together
    D. You don't know enough about the issues and that's why she/he doesn't want to talk about it

What do mentees want more than anything from their mentors?
    A. Someone who will give them gifts
    B. Someone who will give them money
    C. Someone who will give them food
    D. Someone who will listen to them and help with figuring out how college works

If you have a day where things don't go so well with your mentee, you should assume that:
    A. Your relationship is not working out
    B. Everyone has bad days, so it's no big deal
    C. You failed
    D. Your mentee failed

~ Adapted from resources gathered from www.mentors.ca

Mentoring Best Practices

- Commit to being consistent and dependable.
- Take responsibility for maintaining the relationship and be persistent in seeking to develop it.
- Respect the partner's viewpoint. Respect is essential to building a trusting relationship.
- Be truthful. Honesty is hallmark of a respectful relationship and a key to building trust.
- Listen to your partner/mentee. Ask questions and try to understand his/her viewpoint. Avoid being judgmental.
- Be flexible and open to the partner's point of view but at the same time do not renounce your own judgment and values. Don't try to impose your values — share them and explain them. Consider that the partner's values may be reflective of cultural and other experiences of which you may be unaware.
- Keeping telephone contact with the partner is also positive. Here, again, though, you should allow a bond to develop before exchanging telephone numbers. In the meantime, consider keeping in touch with email or social media.
- Be honest. If the partner asks a question you do not want to answer, don't be evasive or coy. Decline to answer and explain why you feel the question is too personal or otherwise inappropriate. Remember that you are providing a model to the partner, and the behavior you want to share is honest behavior that is respectful of the other person.
- Share with the partner your college experiences. Help to broaden the partner's sense of possibilities, aspirations, and expectations.
- One of the essential goals of mentoring is to enhance the self-confidence and self-esteem of partners whose inner resilience may have been diminished by their life circumstances and the general uncertainty and violence of their communities. Be positive (in a realistic way) about the work, drawings, attitude, accomplishments, progress, or other positive traits of your partner. Reinforce by positive comment behaviors and accomplishments that you would hope to see continued.
- Your expectations of the relationship and of the partner should be realistic. Don't expect that can transform the partner's values, skills, or accomplishments within months. To a virtual certainty the partner does value the connection and over time it will have a positive impact, but don't let your participation or attitude hinge on feedback from the partner. If you question whether you are having an impact, consider talking with the site coordinator.

- You can be an advocate for the partner.
- Work on listening to the partner, using "active listening" techniques. Active listening requires the listener to put aside his/her own thoughts — the shopping list; menu for dinner; calls waiting at the office; your reaction to what the speaker is saying; your response or retort to the speaker — and to listen empathetically to the statements. Try to "walk in [the speaker's] shoes" rather than your own. Hear out the speaker. Don't interrupt with your won war stories. Try to determine how the speaker feels about what (s)he is telling you. Active Listening techniques include:
    - "Body language" cues showing interest: keep eye contact; look at the speaker; lean forward; nod (as opposed to fidgeting; looking around, playing with papers or appearing distracted).
    - Responding with encouragement, by saying things like "tell me more" (as opposed to cutting in or saying "yes, but").
    - Responding in an interaction that shows you've been listening and that allows you to check the accuracy of your understanding, such as by paraphrasing or restating what you've heard (and asking if you've heard correctly what the speaker is saying); asking questions to clarify or amplify a point (such as, asking when, where, or in what circumstances the event occurred or statement was made; the duration of the event; the feelings associated with the event); summarizing what's been said; validating what's been said.

Helpful Hints for Mentors

When you meet the person you will be mentoring, remember that trust is the foundation for your relationship, and trust is what you should begin building first. Trust is built on sharing your experiences and insights, mistakes and successes, and, above all else, being consistent. Consistency is the key to being an effective and trusted mentor. Here are some hints on how to be a great mentor:

- ❖ Be a consistent mentor by attending every mentoring session and by being on time. If you cannot make it to a mentoring session, or if you are running late, it is very important to call in advance and notify the site coordinator. Your partner will be very disappointed if you do not call. Keep your site coordinator's phone number at hand.
- ❖ Respect your partner's privacy. In order to build a trusting relationship, you must give your partner time to get to know you. Being present and prepared will lead to the kind of meaningful interaction conducive to open, sharing dialogue.
- ❖ Maintain your own privacy. Setting appropriate boundaries from the beginning leaves little room for confusion. Giving out phone numbers is a great idea once a solid foundation is established, but initially you and your partner should contact each other through the site coordinator or school. Extend yourself only as far as you are going to be able to fulfill the expectations you create.
- ❖ If you feel that something your partner has told you raises a serious issue about his/her health, safety, or well-being, present it to the site coordinator promptly. He/she will help you find an appropriate solution.
- ❖ If your partner asks you an inappropriate question, tell him or her why it is not an appropriate question to ask, and why you will not answer it. Remember that being honest rather than evasive is important in building a strong relationship.
- ❖ Often, group activities planned at a site are a good variation in the routine of weekly sessions. Speak with your colleagues or site coordinator about group efforts, particularly those which may have educational benefits for the students.
- ❖ Meeting your partner at different sites occasionally can open up wonderful educational and cultural opportunities. If you meet your partner at a new location, make sure you inform the mentor coordinator.

- ❖ Resist the temptation to buy a gift for your partner unless the gift is something small like a book. Remember that other mentors in the same program may be unable to give gifts to their partners.
- ❖ Being a good listener means trying not to pass judgment on what you are told.
- ❖ It is appropriate to have discussions about values. Bear in mind that your job is not to convert your partner to your way of thinking, but rather to help him or her explore ways of thinking and being.
- ❖ A good way to begin your mentoring session is to spend thirty minutes on school-related work.
- ❖ Talk about how to form good study habits and why it is important to find a quiet place to do assignments.
- ❖ Planning your mentoring sessions will make them go more smoothly. For assistance, you can utilize the web site www.mentoringusa.org for a listing of activities. Another way to plan your session is to ask your partner what he/she would like to do. And remember to have a good time!

Communication Skills

Here are some ways to enliven the subject of communications skills

You can either have two volunteers act out each skit, or you can play one role and ask a volunteer to play the other. Perform each skit and then have the rest of the group suggest "what was wrong with this picture". Get feedback on what you could have done differently and then define and demonstrate a better communications skill.

- **Active Listening** - One person tells a story about his weekend, what he did on his birthday… (topic is unimportant). While he talks, the other person squirms in her chair, doesn't make eye contact, doesn't pay attention… (basically acts as rude as possible). Discuss. This is a good time to demonstrate paraphrasing as a way to show that you are actively listening.

- **"I" messages -** Explain the scenario – the mentor and mentee were supposed to meet at 2:00 to go to the registrar's office. The mentor came on time and waited twenty minutes and the mentee never came. This is the first time they have seen each other since. The mentor yells a whole bunch of "you" statements at the mentee: "you should have called me", "you need to think about other people's feelings", "you always do things like this" … Discuss. Demonstrate "I" messages.

- **Open-ended questions -** A mentor and mentee are trying to get to know each other because they just met. The mentor asks the mentee a string of 'yes' or 'no' questions: "Do you like school?", "Are you good at math?"… Discuss. Demonstrate better ways to ask questions.

Active Listening

Active listening attempts to truly understand the content and emotion of what the other person is saying. This is done by paying attention to the verbal and non-verbal messages. The task is to focus, hear, respect, and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel.

Active listening is NOT: nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging, or ridiculing.

What skills are used?
- Eye contact

- Body language, for example: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures, etc.

- Verbal cues such as "Um-hmmm", "sure", "ah", "yes", etc.

What are the results of Active Listening?

- Encourages honesty – helps people free themselves of troublesome feelings by expressing them openly

- Reduces fear – helps people become less afraid of negative feelings

- Builds respect and affection

- Increases acceptance – promotes a feeling of understanding

- The first step toward problem solving

When you actively listen, you cooperate in solving the problem – and in preventing future problems.

"I" Messages

The opportunity to keep the focus on you and explain your feelings in response to someone else's behavior. Because "I" messages do not accuse, point fingers at the other person, or place blame, they avoid judging and help keep communication open. At the same time, "I" messages continue to advance a situation to a problem-solving stage.

For example:

"I was disappointed when you didn't show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it."

Avoid:

"You didn't show up, and I waited for one hour. You could have at least called me and let me know that you wouldn't be there. You are irresponsible."

Take care that you don't:

Body Language: slouch, turn away, point finger

Timing: speak too fast or too slow

Facial expression: roll eyes, raise eyebrows, grit teeth

Tone of voice: shout, whisper, sneer, whine

Choice of words: accuse, pretend, disrespect

Results:

"I" messages only present one perspective. Allowing the other person to actually "have" a point of view and hearing it does not mean that he/she is right. "I" messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem-solving stage.

Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes, and how the other person views a situation. Some people tend to answer questions with as few words as possible. In order to maintain an active dialogue without interrogating, try to ask questions which cannot be answered with a "yes", "no", "I don't know", or a grunt.

Examples:
"How do you see this situation?"
"What are your reasons for…?"
"Can you give me an example?"
"How does this affect you?"
"How did you decide that?"
"What would you like to do about it?"
Note: Using the question, "why did you do that?" may sometimes yield a defensive response rather than a clarifying response.

Results:
Since open ended questions require a bit more time to answer than closed ended questions (questions that can be answered by "yes", "no", or a brief phrase), they give the person a chance to explain. Open ended questions yield significant information which can in turn be used to problem-solve.

~ Adapted from resources gathered from www.mentors.ca

Mentor/Mentee Scenarios

1. You're mentee is a new student with three children. She's doing very well in her classes, but her childcare provider has gotten sick and can no longer take care of her children while she's in school. What can she do?

2. Your mentee tells you, "My classes are too hard. I feel overwhelmed and depressed. What can I do?"

3. Your mentee is working very hard and doing all the work for her or his classes. But at mid-semester, your mentee gets an unexpectedly low grade. What would you recommend?

4. Your mentee is having difficulty with one of his classes. He doesn't want to withdraw because he needs the class for his major. What can he do?

Mentor Commitment Form

I, _____, agree to be an active participant in the Mentoring program at _____ (*name of college*) and supported by the NCTN by assuming the following tasks:

- ❖ Participate in the program and meet and interact with my designated mentee for a minimum of 9 months.
- ❖ Meet and/or interact with my mentee for about 4-6 hours a month.
- ❖ Notify my mentee and mentor coordinator if I can't keep an appointment.
- ❖ Attend all scheduled program trainings and meetings.
- ❖ Contact the mentor coordinator if I have any problems or concerns.
- ❖ Attend special events and activities.

Signature   Date

Student Name: _____

Contact information:

Email: _____   Phone: _____

College affiliation: _____

Program of Study: _____

Mentor Training Evaluation

1. Did the workshop help to make your role as a mentor clearer to you?

2. Did the workshop help you increase your confidence in approaching the relationship? Please comment.

3. What could be added to the workshop that you feel would be helpful to you?

4. Were the trainers clear and effective in presenting the materials? Please comment.

Mentee Orientation and Training Agenda**

❖ Welcome and Introductions   15 minutes

❖ Icebreaker + Pair Interviews   15 minutes

❖ What Mentors Do   15 minutes

❖ What Mentees Do   15 minutes

▪ Keep your commitments

▪ Keep continuous contact

▪ Respect the differences

▪ Jointly take responsibility

❖ Problem-Solving, Giving Feedback   15 minutes

❖ Goals and Expectations   15 minutes

❖ Q & A   10 minutes

❖ Evaluation   5 minutes

** Approx. two hour training although length may vary according to number of participants

Tips for Mentees

✓ Prior to your first meeting with your mentor, write down a few things you might want help with. Rank the items in order of importance to you. Also write down things, if any, that concern you most about meeting with your mentor. Rank these things in order of importance.

✓ Write down things you would like your mentor to provide to make the most of the mentoring opportunity.

✓ It is likely that you were matched with your mentor because you went to the same adult education program and you're interested in a similar career area. Your mentor, like you, may have a tight time schedule. Dealing with time is a key aspect of the success of mentoring. Make sure you are clear about your needs.

✓ The focus of most successful mentoring is mutual learning. Feel free to explore what you have to offer the mentor. A sense of humor and a sense of enjoyment of your time together are essential as well. If your needs are not being met, discuss this with your mentor and also with the Mentoring Coordinator. Terminating a mentoring relationship or switching to a different mentor are not signs of failure. Recognizing your changing needs and finding a respectful way to meet your learning goals are two of the keys to successful mentoring.

~ Adapted from resources gathered from www.mentors.ca

Discussion Points

The Mentoring relationship, to be effective, needs to be tailored to meet your unique needs. This checklist has been designed to help you identify the concerns you might want to discuss with your mentor.

Name: Date:

Please put a checkmark (✔) next to each item that you might like to discuss with your mentor.

_ _   Making the transition into college.

_ _   Knowing what is expected of me in college.

_ _   Learning how to balance my commitments (classes, studying, working, family).

_ _   Talking about personal relationships or situations that have me confused.

_ _   Improving my time management skills -finding time for everything I need to do.

_ _   Knowing how to get help if I do poorly on a quiz, test, or paper.

_ _   Improving my study habits.

_ _   Help monitoring my grades.

_ _   Being sure I am meeting all the requirements for my degree.

_ _   Learning how to approach my professors with a question about the class, my participation, grades, and scores on quiz/test questions.

_ _   Learning what to do if I am feeling lost in my classes.

_ _   Help finding out more about campus resources (using email, the library system, financial aid, tutoring, career planning services, etc.)

Mentee Commitment Form

I, _____, agree to be an active participant in the Mentoring program at _____ and supported by the NCTN by assuming the following tasks:

- ❖ Participate in the program and meet and interact with my designated mentor for a minimum of 9 months.
- ❖ Meet and/or interact with my mentor for about 4-6 hours a month.
- ❖ Notify my mentor and Mentor Coordinator if I can't keep an appointment.
- ❖ Attend all scheduled program trainings and meetings
- ❖ Contact the Mentor Coordinator if I have any problems or concerns
- ❖ Attend special events and activities.

Signature   Date

Student Name:

Email: Phone:

Prior college experience (if any):

Currently enrolled in:

Mentee Training Evaluation

1. Did the workshop help to make your role as a mentee clearer to you?

2. Did the workshop help you increase your confidence in approaching the relationship? Please comment.

3. What more could be added to the workshop that you feel would be helpful to you?

4. Were the trainers clear and effective in presenting the materials? Please comment.

Module III: Monitoring and Support

Monitoring and continuing support is critical to the success of the mentoring program. It is important to take time to check-in and get feedback from the mentors and the mentees to help the mentor-mentee relationship develop positively.

The Mentor Coordinator should contact the mentor and mentee twice per month for the first month and monthly thereafter. The mentors will continue to log their interactions with the mentees and submit them or convey them to the Mentor Coordinator.

The feedback forms and the relationship checkup tools should be reviewed to identify and address any problems and to provide encouragement. Any additional training, guidance, and clarifications should be provided on an as needed basis to the mentors and mentees by the Mentor Coordinator, in consultation with the program staff. It is also recommended to update the program staff, about once a month, regarding the mentor-mentee interactions through an email or another social media tool and can consist of some highlights gathered from the mentor check-ins. This communication strategy is effective in maintaining interest of the program staff as well as the mentor-mentee pairs.

Tools and Resources:
- Feedback Worksheet – For Mentors
- Mentor Update Form
- Relationship Checkup – For Mentors
- Relationship Checkup – For Mentees
- Mentor Activity Log

Feedback Worksheet – For Mentors

Step 1: Identify the behavior you want to give feedback on.
I would like to give my mentee some constructive feedback on _____
_____
_____
_____

Describe the focus of your feedback in terms of behavior (what you see and hear the person do).
I've observed / noticed that _____
_____
_____
_____

Step 2: Describe the effect of the behavior.
When you do _____, I _____
_____
_____
_____

Step 3: Describe the change in behavior you're recommending.
_____
_____
_____
_____

Double-check your statements to make sure you are not using judgmental language or making generalizations. Then try it – keeping the following tips in mind.

- Pick your time and place—it is a good idea to give feedback when you are both in a good frame of mind and in a private setting. Do not attempt to give feedback in the heat of the moment if you are upset or angry. Wait until you both have calmed down.

- Give your mentee a "heads up" that you want to give him/her some feedback so s/he's prepared to listen.

- Remember to listen and be empathetic—but don't be derailed by sidetracks, like apologies or excuses. Acknowledge what your mentee is saying, but keep going.

- Get feedback on your feedback! Ask your mentee how s/he feels about the experience—what worked, what you could do better.

Mentor Update Form

Name: _____   Date: _____

1. How many meetings have you had with your mentee since the initial or most recent training workshop?_____

   _____

   _____

2. Where have you met and for how long?_____

   _____

3. Please comment on the content of your meeting. Share what you feel is appropriate. Did you discuss any of the following?

   □ academic subject   □ education
   □ hobbies   □ mentee's difficulties
   □ recreation   □ mentee's goals
   □ personal issues   □ career
   □ other _____

4. Do you have a sense of how you can be most helpful to your mentee at this time and how your mentee would like you to help him/her? Please explain._____

   _____

   _____

   _____

5. Please comment on your communication with your mentee. Is it easy or difficult to get in touch by phone or e-mail to set up meetings? Are there any obstacles to your getting together? Please share._____

   _____

   _____

   _____

6. Does your mentee need tutoring? In what subject(s)?_____

   _____

   _____

7. How can the Mentoring Coordinator be of more help to you in supporting this relationship? _____

_____

_____

Relationship Checkup – For Mentors

How Are We Doing?

Instructions: This worksheet is intended for you to complete and share with your mentee after you have been working together for approximately 3-4 months. It's time to do a "checkup" if you have already done goal-setting, have gotten to know each other reasonably well, and have done a variety of activities together. You can also use this worksheet when things get rocky and you feel some honest mutual feedback might help.

1. My mentee and I have been meeting for _____
   _____ (amount and length of time).

2. I feel we have established enough trust between us that we can work well together.

   _____Yes   _____No   _____Not Sure

3. If s/he is upset or unhappy with me or our relationship, I'm confident my mentee would talk to me about what's going on.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

4. If I were upset or unhappy with my mentee or our relationship, I would feel comfortable talking with my mentee about what's going on.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

5. I feel we've made real headway in helping my mentee set goals and take steps to implement them.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

6. Two things I feel are going great in our mentoring relationship are:

1) _____

2) _____

7. One thing I wish I could change about how we interact with each other is…

_____

_____

_____

_____

8. If I had to guess what my mentee likes best about how we work together it would be…

_____

_____

_____

_____

9. Sometimes I think my mentee wishes I would…

_____

_____

_____

_____

After you've completed this worksheet and your mentee has done the same, consider devoting one of your meetings — or part of one — to sharing your responses. Remember to remind your mentee — and yourself — that no relationship is perfect and constructive feedback is healthy and can help strengthen your connection.

Compare your responses. Be sure to value both where you agree and disagree — it's all good information. After you're done sharing, talk about next steps — what you each can do to strengthen the "good stuff" and overcome any difficulties. Commit to a plan of action together.

Relationship Checkup – For Mentees

How Are We Doing?

Instructions: This worksheet is intended for you to complete and share with your mentor after you have been working together for approximately 3-4 months. It's time to do a "checkup" if you have already done goal-setting, have gotten to know each other reasonably well and have done a variety of activities together. You can also use this worksheet when things get rocky and you feel some honest mutual feedback might help.

1. My mentor and I have been meeting for _____ _____ (amount and length of time).

2. I feel we have established enough trust between us that we can work well together.

_____Yes   _____No   _____Not Sure

3. If s/he is upset or unhappy with me or our relationship, I'm confident my mentor would talk to me about what's going on.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

4. If I were upset or unhappy with my mentor or our relationship, I would feel comfortable talking with my mentor about what's going on.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

5. I feel we've made real headway in helping me set goals and take steps to implement them.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

6. Two things I feel are going great in our mentoring relationship are:

_____

_____

7. One thing I wish I could change about how we interact with each other is…

_____

_____

_____

_____

8. If I had to guess what my mentor likes best about how we work together it would be…

_____

_____

_____

_____

9. Sometimes I think my mentor wishes I would…

_____

_____

_____

_____

After you've completed this worksheet and your mentor has done the same, consider devoting one of your meetings — or part of one — to sharing your responses. Remember to remind your mentor — and yourself — that no relationship is perfect and constructive feedback is healthy and can help strengthen your connection.

Compare your responses. Be sure to value both where you agree and disagree — it's all good information. After you're done sharing, talk about next steps — what you each can do to strengthen the "good stuff" and overcome any difficulties. Commit to a plan of action together.

Mentor Activity Log

Mentee: _____   Phone: _____

Mentor: _____   Phone: _____

Contact Date	Time/Location of Activity	What activities did you and your mentee do?

Comments about how the match is going:

_____

_____

_____

_____

Please complete this form and return to the Mentor Coordinator by the first of every month. Include as much detail about your activities as possible. If you

need any assistance with your mentee, please contact the Mentor Coordinator immediately.

Module IV: Closure and Evaluation

Eventually the mentoring partnerships must come to an end. Whether or not the relationship worked, it is important for mentors and partners (mentees) to bring closure to the relationship. In the context of this program design, the closure should happen when the mentee has completed the first semester and successfully registered for classes in the second semester. The tools in this module intend to capture the impact of the mentoring relationship on the mentors and mentees. The feedback provided by them aids in revising the overall program design, processes, trainings, and monitoring procedures of the mentoring program.

The mentors need to be recognized for their commitment and participation. The mentees' achievement of successfully completing their first semester in college and being in a mentoring relationship needs to be affirmed.

Tools and Resources:
- Mentoring Program – Mentor Survey
- Mentoring Program – Mentee Survey
- Mentee/Partner Survey II

Mentoring Program - Mentor Survey

Date: _____

Name: _____

Mark the response that best describes your opinion.

1. I had enough information to initiate and build a relationship with my partner/mentee.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

2. I understood the goals and objectives of the mentoring program.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

3. I chose to participate in the mentoring program because I wanted to be involved in a college activity.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

4. I chose to participate in the mentoring program because of the importance of mentoring in my own development.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

5. I chose to participate in the mentoring program because I want to make a difference in the lives of adult learners.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

6. I chose to participate in the mentoring program because (other, please specify)_____

_____

7. The quality of the match between my partner and myself was good.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

8. I have enjoyed sharing my experiences with my partner.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

9. I feel that my partner has been comfortable sharing her/his concerns and questions with me.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

10. I would recommend the mentoring program to my friends.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

11. Overall, my experience with the mentoring program has been positive.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

12. I communicated with my partner (Mark one)

___ Once a week

___ Twice a week

___ Once a month

___ Twice a month

___ Other, please specify _____

13.   My partner communicated with me (Mark one)

___ Once a week

___ Twice a week

___ Once a month

___ Twice a month

___ Other, please specify _____

14.   Please briefly describe the topics you and your partner discussed. _____

_____

_____

_____

_____

15.   What have you enjoyed the most from your mentoring experience? _____

_____

_____

_____

16.   What additional information should be provided to new mentors to make
       their mentoring relationship a success? _____

_____

_____

_____

_____

17.   What suggestions and comments do you have that will allow us to
       improve the mentoring program? _____

_____

_____

_____

Thanks for your participation!

Mentoring Program – Mentee/Partner Survey

Date: _____

Name: _____

Mark the response that best describes your opinion.

1. I had enough information to initiate and build a relationship with my mentor.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

2. I understood the goals and objectives of the mentoring program.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

3. I chose to participate in the mentoring program because I wanted more academic support.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

4. I chose to participate in the mentoring program because I wanted to learn more about different careers.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

5. I chose to participate in the mentoring program because (other, please specify)_____

_____

6. The quality of the match between my mentor and myself was good.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

7. I have enjoyed sharing my questions with my mentor.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

8. I feel that my mentor provided thoughtful answers to my questions.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

9. I would recommend the mentoring program to my friends.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

10.   Overall, my experience with the mentoring program has been positive.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5	4	3	2	1

11.   I communicated with my mentor (Mark one)

___ Once a week

___ Twice a week

___ Once a month

___ Twice a month

___ Other, please specify _____

12.   My mentor communicated with me (Mark one)

___ Once a week

___ Twice a week

___ Once a month

___ Twice a month

___ Other, please specify _____

13.　What additional information should be provided to new partners/mentees to make their mentoring relationship a success?_____

14.　Please briefly describe the topics you and your mentor discussed._____

15.　What have you enjoyed the most from your mentoring experience?_____

16.　What suggestions and comments do you have that will allow us to improve the mentoring program?_____

Thanks for your participation!

Mentee/Partner Survey II

Date: _____

Name: _____

Mark the response that best describes your opinion.

This questionnaire is designed to obtain your opinion and perceptions about your mentoring related experience during the semester. Your candid responses to these items will assist us in strengthening the Mentoring Program. Please indicate the number which best reflects your opinion on each item – 5 being the highest and 1 being the lowest. Thank you for your assistance.

RESPONSIBILITIES	HIGH				LOW

1. My mentor has helped me be aware of and do what I need to do in college.   5   4   3   2   1

   COMMENTS:

2. My mentor has helped me access and use college services.   5   4   3   2   1

   COMMENTS:

3. My mentor and the mentoring program have helped me to communicate my needs and desires to the college.   5   4   3   2   1

   COMMENTS:

4. My mentor has assisted me in becoming more effective in the classroom.   5   4   3   2   1

   COMMENTS:

PERSONAL INFORMATION

5. How did you do in your first semester? List the classes that you took in the first semester.

_____

_____

_____

6. Have you registered for classes in the second semester? Which classes are you planning to take?

_____

_____

_____

7. Please write any additional comments or suggestions below.

_____

_____

_____

Training Agenda for Participating Programs

Agenda

- Welcome and Introductions — 10 minutes
- Icebreaker — 15 minutes
- Project overview and orientation — 15 minutes
- Discussions about mentor/mentee eligibility, characteristics, and expectations — 30 minutes
- Recruitment, screening, and matching considerations and process — 30 minutes
- Monitoring and Support resources — 20 minutes
- Closure and Evaluation process — 20 minutes
- Reviewing the Mentoring Toolkit — 20 minutes
- Next steps and Q & A — 20 minutes

Sample Project Timeline

Month	Mentoring Network Activities
January	Begin planning with adult education program/s and staff, and provide project overview training, as needed;
February	Identify, screen, and recruit mentors and mentees.
March	Match mentors and mentees; Orient and train mentors; Collect baseline and student demographic data.
April	Conduct mentoring kick-off event; Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
May	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
June	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
July	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
August	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
September	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
October	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
November	Provide ongoing mentoring support; Check-in with mentors and maintain log of mentor-mentee interactions.
December	Provide ongoing mentoring support; Survey mentors and mentees; Survey adult learning program staff; Compile data; Analyze outcome and evaluation data; Make improvements and plans for a sustained mentoring program.

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Acknowledgments