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The MASA Regional Mentoring Handbook has been produced
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ABOUT THIS HANDBOOK

Good luck and thanks for your work helping MASA continue to develop great educational leaders for the students of Minnesota!

This handbook is designed to assist Minnesota Association of School Administrators (MASA) members in various regions throughout Minnesota as they set up mentoring relationships between current superintendents and new superintendents. These mentoring relationships are designed to strengthen the superintendency.

In this handbook you will find information specifically pertaining to mentors, mentees and the regional program managers. You will also find best practices, pitfalls to avoid and hands-on resources.

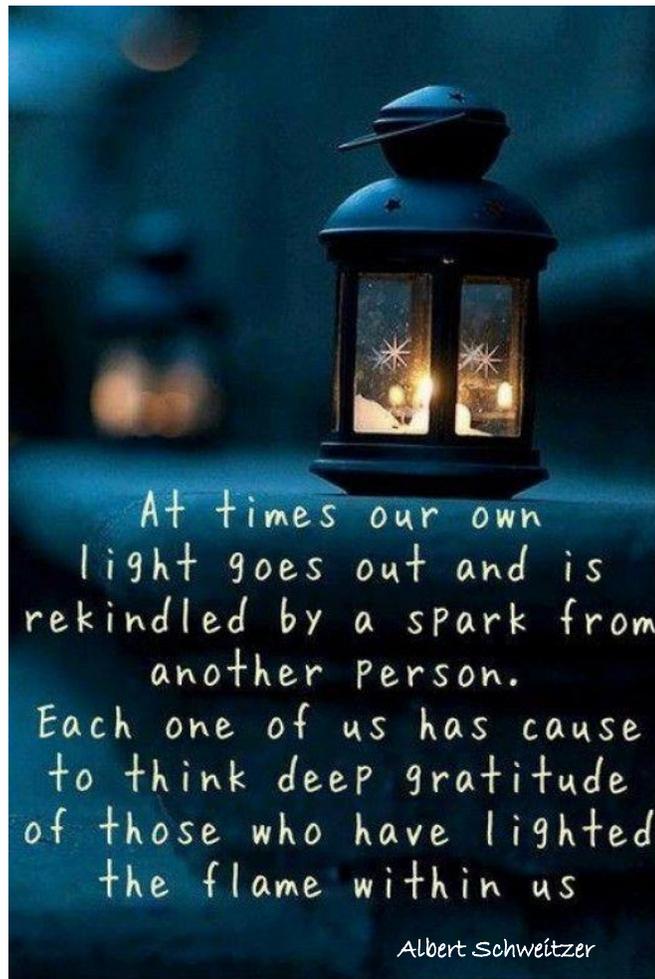
The information provided here will hopefully serve as a starting place for a broader understanding of various mentorship programs and how to make your mentor/ mentee relationships positive and effective.



Source: <https://www.flickr.com>

MENTORING PRINCIPLES

The principles highlighted in this section each have a specific audience. The first set of principles is for the mentor. The second set of principles is for the mentee. Finally, the third set is for the Regional Mentoring Program Manager. Each gives information on the basics of mentoring and specifically how you can succeed in your role.



Source: <https://www.flickr.com>

Mentoring Guide for Mentors

What is Mentoring?

Mentoring is the process by which an experienced person provides advice, support and encouragement to a less experienced person. Mentoring originated from Greece. The original “Mentor” was described by Homer as the “wise and trusted counselor.”

Your Role as a Mentor:

As a mentor, you can provide encouragement, guidance and support to a new superintendent in your region of the state. You can tell her/him what the most important things are s/he can be doing during specific times throughout the school year. One of the most valuable things you can do as a mentor is to be a good listener. Another valuable thing you can offer is your own experiences, both good and bad.

The Benefits of Mentoring:

In various studies across many fields, being mentored has consistently been linked with academic and professional achievement. Mentees receive guidance and advice, report higher levels of confidence, and gain access to networks and resources. It’s not only the mentee that benefits, but also the mentor. Mentors appreciate the opportunities for self-reflection, and for networking with new superintendents.

The Successful Mentor is Someone Who:

- ❖ Volunteers time to take a personal interest in others
- ❖ Listens “actively”
- ❖ Questions and finds out what is important to others, exploring their skills, aptitudes and aspirations
- ❖ Challenges assumptions and acts as a sounding board
- ❖ Creates an open and candid relationship to encourage the growth of trust and confidence, which assists the learning process
- ❖ Regards all that the mentee says is confidential
- ❖ Brings a rigorously professional approach to the mentoring relationship
- ❖ Gains significant personal and career development from mentoring

Getting the Mentoring Relationship off to a Good Start:

It’s important to introduce yourself to your mentee by sharing background information on yourself. Share how long you’ve been in your current position; what other districts you’ve served; degrees you have earned and schools you’ve attended; and information on hobbies, family and interests.

Research has shown that mentoring pairs who maintained regular contact fared best. Not every contact need be lengthy or weighty. Just a simple phone call to check in or establishing a routine to send an email will help. You may find that the frequency of contact varies depending on your/your mentee's needs and schedules. Personal meetings can be scheduled during conferences such as the MDE Back-to-School conference, MASA Fall Conference or the MSBA Winter Convention.

Ending on a Good Note

Be sure to complete an evaluation at the end of the year. It can be formal or informal. This helps MASA in knowing what our mentors and mentees need most. As a “thank you” for participating as a mentor, you will receive a stipend from your Regional Mentoring Program Manager.



**A mentor empowers
a person to see a
possible future, and
believe it can be
obtained.
- Shawn Hitchcock**

Source: Google Images

Mentoring Guide for Mentors is cited, in part from The Mentoring Handbook, Project IBS-CORE & from the Professional Development – How 2: http://www.pd-how2.org/3_4.htm.

Mentoring Guide for Mentees

What is Mentoring?

Mentoring is the process by which an experienced person provides advice, support and encouragement to a less experienced person. Mentoring originated from Greece. The original “Mentor” was described by Homer as the “wise and trusted counselor.”

The Benefits of Mentoring:

In various studies across many fields, being mentored has consistently been linked with academic and professional achievement. Mentees receive guidance and advice, report higher levels of confidence, and gain access to networks and resources. It’s not only the mentee that benefits, but also the mentor. Mentors appreciate the opportunities for self-reflection, and for networking with new superintendents.

The Successful Mentee is Someone Who:

- ❖ Is a positive and committed mentee who values the mentor/mentee relationship
- ❖ Understands the role of the mentor is to challenge and encourage but not to provide answers
- ❖ Guards against being dependent on the mentor
- ❖ Approaches each meeting fully prepared

Developing a Successful Mentoring Relationship:

Mentees may initiate a discussion with their mentor by asking about his/her current position. You may find out about your mentor’s experiences by asking questions that are suggested below:

- ❖ What was your experience like as a new superintendent?
- ❖ What do you know now that would have been useful to know then?
- ❖ What did you do as a new superintendent that helped you to be successful?
- ❖ What would you recommend that I do?
- ❖ How do you spend your time at school?
- ❖ How do you spend your time outside of school?
- ❖ What do you like most about being a superintendent?
- ❖ What skills do you use most as a superintendent?
- ❖ What was the most valuable lesson that a mentor or supervisor taught you as a new superintendent?

Mentee's Responsibilities:

It is important to communicate clearly with your mentor. Be a good listener and communicator. Accept and offer feedback. Non-defensively accept constructive criticism. Feel comfortable initiating contact with your mentor if you have questions or need to discuss something.

Mission
Engagement
Network
Trust
Opportunity
Revision and Renewal

Mentoring Guide for Mentees is cited, in part from The Mentoring Handbook, Project IBS-CORE & from the Professional Development – How 2: http://www.pd-how2.org/3_4.htm.

Mentoring Guide for Regional Mentoring Program Managers

What is Mentoring?

Mentoring is the process by which an experienced person provides advice, support and encouragement to a less experienced person. Mentoring originated from Greece. The original “Mentor” was described by Homer as the “wise and trusted counselor.”

The Benefits of Mentoring:

In various studies across many fields, being mentored has consistently been linked with academic and professional achievement. Mentees receive guidance and advice, report higher levels of confidence, and gain access to networks and resources. It’s not only the mentee that benefits, but also the mentor. Mentors appreciate the opportunities for self-reflection, and for networking with new superintendents.

The Mentoring Relationship

Mentoring relationships that start with a clear understanding of what is required by both parties are generally the most rewarding. As a Regional Mentoring Program Manager be sure to avoid conflicts of interest between the mentor and mentee. Carefully select your volunteers who have expressed an interest in being a mentor. If you need to ask a member to be a volunteer, it’s more effective to let them know that you appreciate their skills as a leader and that you recognize that they would be a benefit to assisting a new member.

Assist the mentor and mentee in establishing their initial contact. Ensure that they establish ground rules for their relationship.

Towards the end of the year, remind your mentors and mentees to evaluate their experience. This helps MASA to know how it’s working and what mentors and mentees need most. Be sure to also reward your mentors with their stipend that you have received from the MASA offices.

Mentoring Guide for Regional Mentoring Program Managers is cited, in part from The Mentoring Handbook, Project IBS-CORE & from the Professional Development – How 2: http://www.pd-how2.org/3_4.htm.

BEST PRACTICES

This section on Mentoring Best Practices provides information on successful mentoring programs, what types of hints members from regions across the state have shared, and pitfalls to avoid. The information shared here is meant to help both mentor and mentee to have a valuable and successful experience.

The best practice is
to follow the advice posted
on every railroad crossing:

Stop.
Look.
Listen.

Sam Keen

Elements of Effective Mentoring

Every mentoring program is different. Each one has positives and negatives. But there are certain elements that the best ones share. Some of the common features of effective mentoring programs include:

- ❖ **Organizational Support:** The regional leadership is especially critical for ensuring the success of a mentoring program. Mentors are more likely to schedule time with their mentees if they know the organization values the practice.
- ❖ **Screening, Selection, and Pairing:** The selection and screening process for mentors is critical. Mentors must be highly skilled in communicating, listening, analyzing, providing feedback and negotiating.
- ❖ **A Learner-Centered Focus:** Feedback should focus on reflection, address that which the mentee can control and change, and be confidential and be timely.
- ❖ **An Investment of Time and Commitment:** This should be by all three parties: the mentor, the mentee, and the regional mentoring program manager.
- ❖ **A Sharing of Information:** Sharing information goes beyond answering questions that come up when people are trying to survive on the job.
- ❖ **The Creation and Maintenance of a Mutually Enhancing Relationship:** Creating the relationship in which both the mentor and the mentee can attain goals that are related to both personal development and career enhancement.

In 1982, the *Journal of Creative Behavior* shared strategies for effective mentoring. While this research is over twenty years old, what they found remains true today.

1. **Positive Attitude:** Encourage the mentee to approach life and goals with enthusiasm and to be accepting of self and others.
2. **Valuing:** Encourage the mentee to examine beliefs and ideals in an effort to establish personal values and goals.
3. **Open-mindedness:** Encourage the mentee to keep an open mind to ideas.
4. **Interrelations:** The interactions between mentor and mentee should be situations of sharing, caring, and empathizing.
5. **Creative problem-solving:** Encourage the mentee to use a creative problem-solving process.
6. **Effective communication:** Encourage the mentee to be an attentive listener and an assertive questioner.

7. **Strengths and uniqueness:** Encourage your mentee to recognize individual strengths and uniqueness and to build upon them.
8. **Awareness:** Stress that the mentee be aware of his/her environment, be intuitive, be problem sensitive, and be ready to make the most of opportunities.
9. **Flexibility:** Share with the mentee the importance of being flexible and adaptable in attitudes and actions, looking for alternatives, and seeing situations/persons from different perspectives.



Source: Google Images

Elements of Effective Mentoring is cited, in part from Making the Case for Principal Mentoring, from the National Association of Elementary School Principals and from The Mentoring Handbook, Project IBS-CORE

Best Practices for Mentoring Success

A powerful mentoring program can serve to develop Minnesota's new superintendents and attract others to the profession. When a mentoring program is designed properly, it can enhance leadership skills, soften barriers, increase effectiveness and boost morale.

Below you will find best practices for creating and maintaining a powerful mentoring program.

- ❖ ***Define Your Success:*** As early as possible, define your program's success factors in measurable ways. Once defined, share your success.
- ❖ ***Blow-up Mentoring Myths:*** Mentoring often conjures up images of it being a guide for your whole life. Being a mentor doesn't mean that a mentor needs to be like Obi-Wan Kenobi from the movie Star Wars. Everyone can benefit from the mentoring process no matter who they are.
- ❖ ***Mentor Around Specific Goals:*** As the participants start creating their relationships, encourage them to work on specific goals that the mentor and mentee can generate together. Having goals will create focus and contribute to the effectiveness of the relationship.
- ❖ ***Track Everyone's Progress:*** Encourage all who participate to track their progress in the program and with their goals. Incorporate a mechanism for participants to provide feedback on their relationship and on the mentoring program.
- ❖ ***Use Formal, Structured Programs:*** Formal mentoring programs help new superintendents adjust and ensures the success of that new superintendent.
- ❖ ***Publicize the Benefits of Mentoring Programs:*** IBM says it best: "Through the mentoring activities, the IBM workplace is deemed one where collaborative and ongoing learning is taking place across the globe." Share your region's success!

Best Practices for Mentoring Success is cited, in part from 9 Best Practices for Creating Powerful Mentoring Programs, from the LifeMoxie! Enterprises and from 5 Mentoring Best Practices: <http://www.diversityinc.com/content/1757/article/5653/>.

Six Common Pitfalls

Research shows that Mentoring can be more successful when you avoid common pitfalls. The six common pitfalls to avoid are below along with ways to turn those pitfalls into success:

1. ***Inadequate personnel and/or resources to run the mentoring program:***
People unfamiliar with mentoring do not understand the time and energy needed to run a successful program. To help make this successful, it is important to recruit and nurture volunteers. Regional Program Managers should show appreciation for them and make them feel special.
2. ***Regional Program Manager has no commitment, passion, or vision:***
Leadership is essential to a good mentoring program. Regional Program Managers need to be committed and accountable. They take the time to learn more about mentoring so that they can help their mentors and mentees to be successful.
3. ***Mission and goals are not integrated into all parts of the program:*** Programs that are not successful have not integrated their mission statements and goals to help to inspire. A positive program philosophy can be conveyed in all stages of the mentoring process. A sample mantra might be “We recruit members who want to develop a relationship of trust and respect.”
4. ***Lack of partnering and/or networking within the community:*** Mentoring programs should not be islands unto themselves. A regional mentoring program should network with other regions either individually or as a part of a coalition to help make the entire state-wide program a success.
5. ***Regional Program Manager has superficial contact with its mentors:***
Surprisingly, many programs make matches and then rarely make contact with the participants again. Develop the kind of relationship with your mentors that you would like them to have with their mentees (consistent, caring, accountable, respectful, etc.).
6. ***Nothing is special or unique about the program:*** Programs that lack committed leadership become “flat.” These programs do not have the energy and resources to bring their programs out of the doldrums. Programs need to consistently strive to move from the ordinary to the extraordinary.

Six Common Pitfalls is cited, in part from Best Practices for Mentoring Programs – The EMT Group.

RESOURCES FOR ALL

We have found various resources for you to take a look at and figure out what could potentially help you with your mentoring experience. Feel free to take an idea and make it your own. Fit it to your situation and be creative.



Source: www:warrenburgr6.org / google images

Goal Development

Mentee Guidelines:

Below are some questions that may assist you when creating your own goal list.

Personal Goals

1. What are your present personal goals?
2. What are your specific plans for meeting your personal goals?
3. Is there a specific timeline you have for achieving your personal goals?

Career Goals

1. What are your present career goals?
2. What are your specific plans for meeting your career goals?
3. Is there a specific timeline you have for achieving your career goals?

Mentor Guidelines:

The following are some questions that may assist your mentee in creating his/her goal list.

Personal Goals

1. What are your present personal goals?
2. What are your specific plans for meeting your personal goals?
3. Is there a specific timeline you have for achieving your personal goals?
4. How may I be of assistance in helping you to fulfill your personal goals?

Career Goals

1. What are your present career goals?
2. What are your specific plans for meeting your career goals?
3. Is there a specific timeline you have for achieving your career goals?
4. How may I be of assistance in helping you to fulfill your career goals?

Goal Development is cited, in part from The Mentoring Handbook, Project IBS-CORE.

Nine Ways to Change People Without Giving Offense and Arousing Resentment

The following are some ideas that may assist the mentor when the mentee is struggling, not reaching their potential, or needs some constructive criticism.

Rule 1:

Begin with a praise and honest appreciation.

Rule 2:

Call attention to people's mistakes indirectly.

Rule 3:

Talk about your own mistakes before criticizing others.

Rule 4:

Ask questions instead of giving direct orders.

Rule 5:

Let the other person save face.

Rule 6:

Praise the slightest improvement and praise every improvement. Be "hearty" in your approbation and lavish your praise.

Rule 7:

Give a person a fine reputation to live up to.

Rule 8:

Use encouragement. Make the fault you want to correct seem easy to correct; make the thing you want the other person to do seem easy to do.

Rule 9:

Make the other person happy about doing the thing you suggest.

Nine Ways to Change People is cited, in part from Bits & Pieces on Leadership, by Andrew Carnegie.

Ten Qualities of a Good Leader

1. A leader must be able to take criticism. No one is perfect. Identify constructive comments that you can learn from; and overlook the malicious attacks on your personal character.
2. A leader must be able to endure adversity. Things will not always go well. Failures will happen. A good leader will bounce back.
3. A leader must delegate authority. He or she must be able to give up power, to trust those under them.
4. The leader must make decisions. The person who cannot take a stand does not deserve to lead others.
5. The leader must be free from prejudices.
6. Leaders must learn to praise others, to share the credit, and to give credit where it is due. If they take credit for everything, they will not lead, they will only frustrate those under them.
7. Leaders must be able to concentrate under difficult conditions, to keep the goal constantly in mind, to keep their heads when all about them are losing theirs.
8. True leaders will assume responsibility for their own mistakes.
9. Leaders will not try to avoid responsibility for the mistakes of others.
10. A good leader will grow and learn.

Ten Qualities of a Good Leader is cited, in part from Bits & Pieces on Leadership.

Books & Articles

The following books and articles are a great resource for all members and come highly recommended to either read or subscribe to.

Jentz, B and Murphy, J. (June 2005) **Starting Confused: How Leaders Start When They Don't Know Where to Start.** *Phi Delta Kappan*, 736-744. This article provides a resource for how to use an entry plan and the learning it takes to begin in a new workplace.

Felder, G. (March 3, 2008) **Paynesville's Top School Official Devises New Way to Get to Know His Staff, Students.** *West Central Tribune*, (<http://www.wctrib.com/>). This newspaper article shares how one superintendent reacquainted himself with the people in his district.

Kerrins, J and Cushing, K. (February 2001) **The Classic Mistakes of New Superintendents: Strategies to Help You Avoid Committing the Common Pitfalls of Newcomers.** *School Administrator*, (<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=11192&terms=classic+mistakes+of+new+superintendents>). This article shares the typical mistakes made and how to avoid them.

McCord, B. (Quarterly) **AASA New Superintendent E-Journal.** *Association of School Administrators*, (<http://www.aasa.org/content.aspx?id=158>). These quarterly e-articles are a great resource to subscribe to. They provide a refresher course on issues to keep front and center during the early tenure of your new post. Visit AASA's website to subscribe to these valuable communications.

Kleinz, K. **Communication Matters.** *National School Public Relations Association*, (<http://www.nspr.org/superintendents>). To offer school superintendents and other top school leaders sensible communication ideas and approaches that work which helps you garner respect, gather support and gain approval for the great work your schools do. Visit NSPRA's website to subscribe to this awesome resource.

Johnston, G, et al. (2009) **The Superintendent's Planner: A Monthly Guide and Reflective Journal.** This book focuses on the yearlong work of the superintendent in managing the day-to-day operations of the district with actions that create an opportunity for leadership.

Eller, J. and Carlson, H. (2009) **So Now You're the Superintendent!** This book is a practical guide to help superintendents address situations and opportunities that they will face during their first year as a superintendent.

Recommended Reading

***The Advantage** – Why Organizational Health Trumps Everything Else in Business by Patrick Lencioni (2012).

***The Challenge of Change** – Start School Improvement Now! By Michael Fullan

***The Difference** – When Good Enough Isn't Enough by Subir Chowdhury (2017).

***Drive** – The Surprising Truth About What Motivates Us by Daniel H. Pink (2009).

The Dunk Tank – How to Prevail When Others Want to See You Drown by Rebecca Coda & Rick Jetter (2016).

Essential Lessons - For School Leaders by Joseph Murphy (2011).

***Find Your Why** – A Practical Guide for Discovering Purpose For You and Your Team by Simon Sinek (2017).

Flourish - A Visionary New Understanding of Happiness and Well-Being by Martin P. Seligman (2011).

Inside Out Coaching – How Sports Can Transform Lives by Joe Ehrmann (2011).

***Leaders Eat Last** – Why Some Teams Pull Together and Other's Don't by Simon Sinek (2017).

Leadership Matters – To Inspire Extraordinary Results by Lee J. Colan (2012).

The Magic Question – A Simple Question Every Leader Dreams of Answering by David Cottrell (2012).

The Mayo Clinic Guide to Stress-Free Living by Amit Sood (2013).

The Mentor Leader – Secrets to Building People and Teams that Win Consistently by Tony Dungy (2010).

Nice Bike – Making Meaningful Connections on the Road of Life by Mark Scharenbroich (2012).

One Minute Mentoring - How to Find and Work With A Mentor and Why You'll Benefit From Being One by Ken Blanchard (2017).

Reaching Higher – A Simple Strategy to Transform America's K-12 Schools by John Baylor (2015).

***Shift Happens** – How to Live an Inspired Life Starting Right Now by Robert Holden (2011).

***Shift Happens** – No Job, No Money, Now What by James D. Feldman (2011).

Start With Why – How Great Leaders Inspire Everyone To Take Action by Simon Sinek (2011).

***Switch** – How to Change Things When Change is Hard by Chip Heath & Dan Heath (2010).

The Trust Edge – How Leaders Gain Faster Results by David Horsager (2009).

What Spins The Wheel – Leadership Lessons From our Race for Hope by Len Forkas (2014).

***When** – The Scientific Secrets of Perfect Timing by Daniel Pink (2018).

World Class Learners – Educating Creative and Entrepreneurial Students by Yong Zhao (2012).

***5 Voices** – How to Communicate Effectively with Everyone You Lead by Jeremie Kubicek & Steve Cockram (2016).

21 Trends for the 21st Century – Out of the Trenches and Into the Future by Gary Marx (2014).

*Books that are available in the MASA Library

Staff Survey for Entering a New District

The following survey is beneficial for a superintendent to use when they start their position in a new school district. The survey can assist in gathering ideas for future focus areas; it can be used as a good conversation tool; and it can provide insight into the overall culture of the school district. In addition, utilizing the survey lets staff know that the new superintendent is interested in and wants to know their opinions before forming any of their own.

An additional survey that can be used is found at: www.superintendentofschools.com/.../SDP_Entry_Plan_Example_3.pdf. Within this document there is a complete entry plan.

Staff Survey

Please describe three things about the District that you are most proud of and would never want to see change.

- 1.
- 2.
- 3.

Please describe three things about the District that you would change tomorrow if it were in your power.

- 1.
- 2.
- 3.

What could the administrative team provide you that could improve our schools immediately?

- 1.
- 2.
- 3.

What new changes would you like to see ASAP?

1.

2.

3.

Name an employee in our district that is “an unsung hero”; someone who goes over and above the call of duty but doesn’t get much recognition. In only five words describe the qualities that person exhibits.

Name: _____

Five words: _____

Finally, take this opportunity to complete this statement. “All the time I have been in this district I wish someone would have asked me my advice about....._____

I would have told them:

Staff Survey for Entering a New District has been shared by Kevin Wellen, Superintendent, NRHEG Schools.

Mentoring Program Feedback for Mentors and Mentees

It is recommended that this form be completed twice during the year. The first completion should be about mid-year (around the winter holidays) and the second completion should occur at the end of the school year.

1. How would you describe your mentoring relationship?

_____ positive _____ somewhat positive _____ negative

Please briefly explain your response:

2. If you had a positive relationship with your Mentor/Mentee, list three reasons why the relationship worked.

3. What benefits have you received from the mentoring relationship?

4. What are some strategies that worked well that you experienced in establishing the mentoring relationship with your Mentor/ Mentee during this past year?

5. What recommendations do you suggest that would enable you to become an even better Mentor/Mentee?

Mentor Survey

We would like to have your opinion of the mentor/mentee program so that we may evaluate and strengthen our program for the future. Please complete this survey via Google Forms by clicking here.

1. How would you rate the mentor/mentee 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 like 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. How would you describe your relationship with your mentee?
 very good good fair poor
8. Do you think that the time you spend with your mentee was sufficient?
 yes almost not really no
9. Do you think that the time you spent together was helpful for your mentee?
 yes somewhat not really no
10. Did you gain personally from this relationship?
 yes somewhat not much
 no
11. I would have preferred to meet less often with my mentee.
 yes sometimes rarely
 no
12. I would have preferred to meet more often with my mentee.
 yes sometimes rarely no
13. What was the most satisfying about the mentor program?
14. What was the least satisfying about the mentor program?
15. What would you suggest to improve the mentor program?

Mentee Survey

We would like to have your opinion of the mentor/mentee program so that we may evaluate and strengthen our program for the future. Please complete this survey via Google Forms by clicking [here](#).

1. How would you rate the mentor/mentee program?
 excellent very good good poor
2. Did you enjoy being a 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 useful?
 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 assist you in your new role?
 yes somewhat not much no
8. Did you feel comfortable talking to your mentor about things, positive or negative?
 yes somewhat not really no
9. Did you learn things from your mentor?
 Yes somewhat not much no
10. List some of the things you did with your mentor.
11. List one of the things you learned from your mentor.
12. What was the most satisfying about the mentor program?
13. What was the least satisfying about the mentor program?
14. What would you suggest to improve the mentor program?

References:

5 Mentoring Best Practices. (<http://www.diversityinc.com/content/1757/article/5653/>). This website shares five best practices for mentoring success.

The ABCs of School-Based Mentoring: Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities. The Hamilton Fish Institute on School and Community Violence & the National Mentoring Center at Northwest Regional Educational Laboratory (Revised 2007). This study is designed to give practitioners a set of tools and ideas that they can use to build quality mentoring programs.

Best Practices: Mentoring. The United States Office of Personnel Management (2008). This guide was developed as a tool to assist agencies in creating a business case for mentoring and as an outline of the critical steps in developing and implementing a formal mentoring program.

Best Practices for Mentoring Programs. The EMT Group. This guide contains the results of 50 mentor program interviews that uncover the practical wisdom those programs had gained working on the front lines of mentoring.

Bits & Pieces on Leadership. Motivate and Inspire (2010). This pocket handbook is a great resource full of quotes and advice on leadership.

Making the Case for Principal Mentoring. The Education Alliance at Brown University and the National Association of Elementary School Principals (2003). This study contains useful information for school districts and other educational groups that are designing and refining their own mentoring programs.

Mills, A., Wyrick, A. **The Mentoring Handbook.** Project IBS-CORE, University of Montana 3-8, 19, 23, 33. This handbook is a resource for students and mentors and outlines how to implement a formal mentoring program.

Professional Development – How 2. (http://www.pd-how2.org/3_4.htm). This website provides an overview of best practices in mentoring.

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