Nursing Support Program

Mentor/Mentee Guide

Guiding the Journey of the PN & ADN Nursing Students

Grand Rapids Community College
Nursing Support Program
(Revised for Nursing by Jeanette Lochan, 2007)
TABLE OF CONTENTS

PART I  THEORY AND PHILOSOPHY OF MENTORING

I. INTRODUCTION ................................................................. 1
   A. What is Mentoring? ......................................................... 4
      1. Phase of Mentoring .................................................... 5
   B. What Mentoring is not? .................................................... 7

II. OVERVIEW OF THE MENTORING PROGRAM ............................ 8
   A. Mission ........................................................................... 8
   B. Purpose ........................................................................... 8
   C. Values ............................................................................. 8
   D. Goals .............................................................................. 9

PART II  HOW TO MENTOR

MENTORING FACTS ................................................................. 11
   A. Responsibilities of a Mentor .............................................. 12

   B. Responsibilities of a Mentee .............................................. 14

MENTORING RESOURCES ......................................................... 15
   A. The ABC’s of Mentoring: Reminders for Effective Mentoring .......... 15

   B. Check-Up Tips ............................................................... 16
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>Emergency Loan Program</td>
<td>18</td>
</tr>
<tr>
<td>D.</td>
<td>Problem-Solving</td>
<td>19</td>
</tr>
<tr>
<td>E.</td>
<td>Quotes for Mentors</td>
<td>20</td>
</tr>
<tr>
<td>F.</td>
<td>Reference List</td>
<td>22</td>
</tr>
<tr>
<td>G.</td>
<td>Forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mentor/Mentee Agreement</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Mentor/Mentee Agreement</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Mente Assessment</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Mentor/Mentee Session Form</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>TERMINATION POLICY</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>CONFIDENTIALITY</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>EVALUATION</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>POSITION DESCRIPTION FOR MENTORS</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>SURVEYS</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>NOTES</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

An important aspect of a student’s learning experience in the Nursing program is the relationship they have with a mentor. This relationship is rooted in the shared conviction that education is neither simply a market transaction nor a process in which knowledge is transmitted from mentor to student. The mentor role in the program reflects Laurent Daloz’s view that “Education is something we neither ‘give’ nor ‘do’ to our students. Rather, it is a way we stand in relation to them.” Therefore, the mentor/student relationship involves a process in which mentors promote, guide, and nurture adult learners to ask broader and deeper questions about themselves and their role of being a nursing student.
A. WHAT IS MENTORING?

Mentoring is a nurturing process in which a licensed professional nurse, serving as a role model, teaches, encourages, counsels, and advises students for the purpose of promoting their student’s development. Mentoring functions are carried out within the context of an outgoing, caring relationship between the mentor and mentee.

Some general statements about mentoring to help develop a common vocabulary for sharing and collaborating in the program from *Mentoring: New Strategies and Challenges*:

“Mentoring is a one-to-one interactive process of guided development learning based on the premise that the participants will have reasonably frequent contact and sufficient interactive time together. Mentors contribute their knowledge, proficiency, and experience to assist mentees who are working toward the achievement of their own objectives.

“The image of the journey is frequently used to portray the mentor-mentee experience. It is a useful metaphor because the mentee as learner is considered to be a journey of self-development while the mentor is viewed as the wise teacher who accompanies, encourages, instructs, challenges, and even confronts the mentee as the mentee is faced with making decisions and taking actions.”

“For mentees truly to benefit from the help offered by a mentoring relationship, they need mentor participation that is based on mutual trust; accurate and reliable information; realistic exploration of their goals, decisions, and options; challenges to their ideas, beliefs, and actions; holistic support (intellectual, psychological, emotional) of their efforts; and encouragement to pursue their dreams.”

Grand Rapids Community College
The Phases of Mentoring

Taken from “The Mentor’s Guide” by Lois Zachery

Mentoring relationships progress through four predictable phases: preparing, negotiating, enabling, and coming to closure. These phases build on one another to form a developmental sequence, which varies in length from one relationship to another. Preparing, negotiating, enabling, and coming to closure are part of every mentoring relationships, formal and informal. Awareness of the phases is a key factor in successful mentoring relationships. When they are taken for granted or skipped over, they can have a negative impact on the relationship. Simply being aware of them provides significant signposts.

Movement through the four phases follows a fluid yet predictable cycle, and usually has some overlap between phases. Thus, during the enabling phase, when mentoring partners are more likely to face potential obstacles, they may need to renegotiate aspects of their mentoring partnership agreement in order to move forward and maintain the relationship.

Preparing
Each mentoring relationship is unique. So each time a new mentoring relationship begins, both mentor and mentee must prepare individually and in partnership.

Tilling the soil before planting can involve a number of processes: fertilizing, aerating, cultivating, plowing, and so on. Similarly in the preparing phase of a mentoring relationship, a variety of processes take place. Mentors explore personal motivation and their readiness to be a mentor. They assess their mentoring skills to identify areas for their own learning and development. Clarity about both expectation and role is essential for establishing a productive mentoring relationship.

Preparing is also a discovery process. The mentor evaluates the viability of the prospective mentor-mentee relationship. A prospecting conversation with the mentee assists in making that determination. This initial conversation then sets the tone for the relationship.
**Negotiating**
Successfully completing the negotiating phase is like planting the seeds that lead to the fruition of the mentoring relationship. Planting seeds in well-cultivated soil produces growth, negotiating is the business phase of the relationship - the time when mentoring partners come to agreement on learning goals and define the content and process of the relationship.

Negotiating is not as simple as drawing up an agreement. A key part is the conversation that leads up to it, when the ground rules for moving the relationship forward are developed. The negotiating phase has more to do with creating a shared understanding about assumptions, expectations, goals and needs than actually putting a formal agreement in writing. It involves talking about some of the soft issues in a relationship - topics like confidentiality, boundaries, and limits, which often are left out of mentoring conversations because the partners find these issues difficult to talk about. Although some individuals are concerned that such a discussion undermines trust, it actually lays a solid foundation for building trust.

Another way of describing the negotiating phase is “the detail phase.” This is when the details of when and how to meet, responsibilities, criteria for success, accountability, and bringing the relationship to closure are mutually articulated.

**Enabling**
The enabling phase take longer to complete that the other three phases since this phase is the implementation phase of the learning relationship, when most of the contact between mentoring partners takes place. It is complex. Although it offers the greatest opportunity for nurturing learning and development, the mentoring partners are also most vulnerable to myriad obstacles that can contribute to a derailment of the relationship.

Even when goals are clearly articulated, the process well defined, and the milestones identified, every relationship must find its own path. The enabling phase is a process of path building: maintaining a sufficient level of trust to develop the quality of the mentoring relationship and promote learning. Effective communication is the key.
The mentor’s role during this phase is to nurture the mentee’s growth by establishing and maintaining an open and affirming learning climate and providing thoughtful, timely, candid, and constructive feedback. Both the mentor and mentee monitor the learning progress and the learning process to ensure that the mentee’s learning goals are being met.

**Coming to Closure**
Coming to closure is an evolutionary process that has beginning (establishing closure protocols when setting up a mentoring agreement), a middle (anticipating and addressing obstacles along the way), and an end (ensuring that there has been positive learning, no matter what the circumstances). All three components are necessary for satisfactory closure.

A relationship may start out splendidly, with the mentoring partners respecting each other, sharing mutual interests, and developing good rapport. Suddenly the spark goes out. When this happens, mentors often find that working their way back through the phases enables them to evaluate and refashion a stalled relationship into a productive and mutually satisfying experience. Being aware of signals that indicate it is time for closure helps to ensure a timely and positive closure.

Closure involves evaluating, acknowledging, and celebrating achievement of learning outcomes. Mentors, as well as mentees, can benefit from closure. When closure is seen as an opportunity to evaluate personal learning and apply that learning to other relationships and situations, mentors leverage their own learning and growth and reap the full harvest of the relationship.

**B. What Mentoring is Not?**
Mentoring is not …
- A parent/child relationship.
- It does not take the place of professional counseling or social work services.
- It is not a panacea for all the problems and deficiencies facing students.
- It is not a financial/loan service.
- It is not tutorial services.
II. OVERVIEW OF THE MENTORING PROGRAM

A. Mission

The mission of the mentoring program is to assist the licensed professional in developing the skills and knowledge so that they can establish relationships with nursing students that promote intellectual growth, emotional and moral development, and personal transformation.

B. Purpose

The purpose of the mentoring program is to help the licensed professional define for themselves the nature of the relationship they have with nursing students. It is consistent with Laurent A. Daloz’s view of education. In his book, Mentor, he writes, “Education is something we neither 'give' nor 'do' to our students. Rather, it is a way we stand in reflection to them” (p. xvii)

C. Values

- Providing the students with the best possible learning experience,
- Building a relationship with each individual student through respect, understanding, and mutual trust.
- Being ethical.
- Being professional in the relationship at all times
- Keeping promises by always dealing fairly and with integrity.
Goals of the Mentor Program

- To coordinate mentoring related experiences for the students.
- To facilitate a mentoring relationship for the students with officer mentor.
- To help students form a more positive identification with the College by conveying genuine concern and care.
- To motivate, inspire and provide students with moral support.
- To contribute to the development of a strong self-concept and self-esteem in each of the students.
- To provide support to strengthen students’ linkages to college resources, community and contribute to their successful completion of the program.
- To improve the connections between students, faculty, and staff.
- To improve the career networking capabilities between students.
- To assist in the relieving of stress that adult learners face.
PART II

THE “HOW TO MENTOR” SECTION
I. MENTORING FACTS

What resources might be useful?

Library, health education labs, websites, textbooks, organized sharing circles, group study, seeking tutorial assistance, counseling, instructors, role playing and professional associations.

What advising resources would be useful?

Textbook, class schedules, reading assignments, course syllabus, departmental handouts, website aids, lecture notes, audiovisuals, health lab coordinators, tutors, counseling, etc. are all helpful resources for a student success in the nursing program.

What stories might contribute?

Stories of your own personal professional experiences are good tools to use. They help students to relate reality situations in nursing.

II. RESPONSIBILITIES OF MENTORS AND MENTEES

A. Mentor Responsibilities

- Serves as member who is available and accessible on a regular basis to students, and supports in measurable ways.

- Encourage students in the development of successful academic habits and strategies.

- Encourages, through affirmation, a student's identity and potential.

- Recognizes the ability, experience, maturity and cultural diversity of the students by helping to provide a nurturing environment, which considers the total personality of students and assists them in becoming mature and tolerant human beings.
- Participate in recruiting activities of the program by contacting prospective students, attending open houses, and interviewing applicants by working collaboratively with the Director of Nursing.

- Assuming multiple roles: teacher, coach, role model, advisor, and leader.

- In performing these roles, the mentor will help a student assess and evaluate his/her progress toward achieving educational and career goals.

- Specific duties and responsibilities include:

  • Mentor to selected students.
  • Assistance at orientation programs
  • Referral of students for professional assistance, personal and other problems
  • Attendance at development and training sessions
  • Supports mentor orientation and development
  • Professionalism, insightful, non-judgmental
  • Provide leadership, guidance and support to the students
  • Provide personal and academic assistance to aid in the learning experience in the program
  • Meet regularly with assigned students
  • Assist in the development of skills necessary for students to succeed in college
  • Inspiring (by example and words) and challenging the students to be involved in professional development activities
  • Promote College services, programs, and activities beneficial to the mentee’s collegiate experience
  • Expose mentee (s) to the College community and/or to outside professional or civic organizations
  • Monitor academic performance of assigned students
• Evaluate and document experience of assigned students

• Assist assigned students in developing realistic career/academic goals and expectations

• Provide leadership to enhance student’s adaptation and integration to the school environment

• Ensure that assigned students are informed of the college’s support services designed to enhance retention

• Perform other duties as required

• Clarify/communicate information

• Assess student’s strengths and weaknesses

B. Mentee Responsibilities

The mentee responsibilities are based on data collected through research and surveys administered to students in the program.

❖ Pursue academic success

❖ Keep mentor informed of status

❖ Exhibit courteous behavior

❖ Initiate and/or make contact with the mentor on a regular basis

❖ The mentee is committed to spending time with and developing a meaningful and supportive relationship with their Mentor

❖ The mentee will participate in other suggested activities for support such as support groups, tutoring, interpersonal skill building, cultural learning activities, etc
- The mentee will participate in the evaluation of the Nursing Student Mentor Program
- Professionalism
- Receptive to counseling
- Committed to the vision
- Focused on priorities
- A willingness to grow
- Teamwork
- Tolerance
- Accept criticism
- Apply learning
- Trust and respect Mentor
- Assume responsibility for success

IV. MENTORING RESOURCES

A. The ABC's of Mentoring: *Thirty Reminders for Effective Mentoring*

1. Be available; have office hours and appointments.
2. Be a good listener.
3. Care about the mentees.
4. Do not refer too hastily; on the other hand; do not attempt to handle situations for which you are not qualified.
5. Establish a warm, genuine, and open relationship.
6. Follow up on commitments made to mentees.
7. Establish a rapport by remembering personal information about mentees.
8. Have students contact referral resources if necessary.
9. Evidence interest, helpful intent, and involvement.
10. Keep in frequent contact with mentees.
11. Focus on mentee’s strengths and potentials rather than limitations.
12. Monitor mentee’s progress toward educational goals.
13. Provide accurate information
14. Encourage mentees to talk by asking open-ended questions.
15. Be realistic with mentees
16. Seek out mentee in informal meetings such as the seminars, etc.
17. Be yourself and allow mentee to be themselves.
18. When in doubt, refer to catalog, Mentor’s Guide, etc.
19. Know how and when to make referrals and be familiar with referral resources.
20. Don’t make decisions for mentees; help them make their own decisions.
21. Determine reasons for poor academic performance and direct mentee to the appropriate support services.
22. Use all available sources.
23. Know and recognize mentee by name.
24. Clearly outline mentee’s responsibilities.
25. Encourage mentees to consider and develop career.
26. Keep and anecdotal record of significant conversations for future references.
27. Evaluate the effectiveness of your mentoring.
28. Don’t be too critical of other faculty or staff to mentees.
29. Be knowledgeable about career opportunities and job outlook for the major.
30. Don’t betray confidential information.
31. Categorize mentee’s questions to determine if they are seeking action, information or involvement and understanding.
B. Check-Up Tips

Mentors are required to “check” the status of their mentee (s) at least ______ times during a semester to monitor the student's progression to academic success. The Check-Ups also serve as an early warning system to determine potential academic or personal problems that may impede academic achievement. Early intervention results in timely resolution to academic or personal issues.

√ _____ Session/Semester

√ _____ Session/Semester

√ _____ Session/Semester

Check-Up Questions:

Are students properly registered for classes?

Sometime students are not registered for classes because of holds i.e financial aid, books. Mentors should make sure that their mentees have a completed schedule that is balanced so that there are no problems.

Do students have syllabi for each class and do they understand the class expectations?

Mentors should review with the mentees class syllabi to highlight important dates for papers, test, quizzes, assignments, and exams. Mentors should highlight the importance of the mentees talking with the professor to discuss course issues/concerns and gain more personalized attention.
Have you received your financial aid award?

The financial aid process is probably the most confusing to students. There are a series of activities that need to be completed before financial aid is awarded:

Financial aid forms need to be correctly completed and submitted to Financial Aid sources.

If students have not applied for financial aid in advance, they will need to make alternate plans to pay tuition and book fees. The Budget Payment Plan (FACTS) is one alternative that breaks the tuition fee into monthly payments. There is a fee to participate in this plan. Students should consult with a financial aid counselor to resolve financial aid concerns.

Please note that a student will be “dropped” from classes if tuition fees are not paid by the designated date.

Do you have ALL of your books for classes?

Many times students have not appropriately budgeted for the cost of books. In recent years, the prices have skyrocketed. Students should set aside $250 to $400 for books. If the mentees are experiencing problems buying books, they should explore the following:

1. Check with the Program Director to see if the book could be purchased through the Emergency Loan program;
2. Check with the program office to see if they have a desk copy that the student can borrow until they are able to purchase the book;
3. Check to see if there is a copy of the book on Reserve in the College Library;
4. Check with the financial aid office to determine if there are emergency resources available to the student.

In other cases, the bookstore may have run out of stock or the book has not arrived. If this occurs, the student should alert the professor immediately.
Are you attending classes regularly?

This question is especially important for adult students that are balancing work and family with school. Stress the importance of attending class and informing the professor in advance when the student has a valid excuse to miss class. If the student needs to miss a class, remind them to make alternate arrangements with the professor or another classmate to obtain the lecture notes and any missed material.

Have you joined/formed study groups for your classes?

Encourage the student to seek out other serious-minded classmates to examine course content. Study groups can be very successful when conducted appropriately.

Are there any other concerns you may have?

Ask this question to solicit other concerns that the student may be experiencing such as feeling overwhelmed, or unable to manage time effectively, etc. There is a wealth of resources on campus to address student issues.

Are you in need of tutoring or extra guidance?

Students know if they need academic assistance. Encourage them to take advantage of tutoring.

Are you progressing along in class and keeping up with lecture notes, assignments, readings, etc?

1. Emergency Book Loan Program

The Minority Student Loan Program offers assistance to students who are experiencing financial difficulty and are unable to pay fees, purchase textbooks, etc. for the session. The program’s policy is to purchase one new book per emergency need or if the books are already in the Mentoring library, the student can borrow as many that are available.
Students sign a loan form and are required to return the book in good condition at the end of the session.

C. Problem Solving

This section is designed to help mentees and mentors know when to ask for help and where to get it. A mentor is not expected to know all the answers.

The following is a list of situations in which mentees should ask for help IMMEDIATELY:

- If they begin to feel that, “it is not worthwhile.”
- If they feel depressed (are sad, lack energy, cry easily, etc.).
- If they are being physically, sexually, or verbally abused or are abusing someone else including faculty, or other students.
- If they are at any time feeling “overwhelmed.”

OR

If they are having difficulty with academics, financial aid, fee payments, career guidance, etc
D. Quotes for Mentors:

ON ACHIEVEMENT, GOALS, AND DREAMS
(YOU MIGHT WANT TO SHARE THESE WITH YOUR MENTEE)

If your expectations are based on what you’ve already done, you’ll have trouble seeing your many possibilities. So raise your expectations to match your incredible potential.

Challenge is one of the very best things you can ever experience. When you face challenges, you learn, you grow, you reach, you discover truths, and you discover yourself.

When the goal is in sight, so is the path, which will get you there. The more precisely you can visualize your ultimate goal, the more clearly you will understand how to achieve it.

From the time you begin until the goal is achieved, there is always a next step waiting to be taken. Keep taking that next step, step after step, and you will surely reach the goal.

There is abundant energy in frustration. It is yours to use for any purpose you desire. You’ve paid dearly for that frustration, so funnel it in a positive direction and make the very most of it.

It’s all too easy to give in to the seemingly overwhelming circumstances. Yet you have another path. Choose the quality and the outcome of this day by the actions you decide to take.

To enjoy the most success, take the actions, which have the most positive consequences over the longest amount of time. What is your thought, your idea, your desire? Follow it and keep nurturing it until it is real. It may be small now, but you can make it big.

Quotes from Ralph Marston
ANYTHING IS POSSIBLE

If there was ever a time to dare,
to make a difference, to embark on something worth doing,

IT IS NOW
Not for any grand cause, necessarily...
but for something that tugs at your heart, something that’s your inspiration,
something that’s your dream.

You owe it to yourself to make your days here count.

HAVE FUN.

DIG DEEP.

STRETCH.

DREAM BIG.

Know, though, that things worth doing seldom come easy.

There will be good days.
There will be bad days.

There will be times when you want to turn around, pack it up, and call it quits.

Those times tell yourself that you are pushing yourself,
that you are not afraid to learn by trying.

PERSIST.

Because with an idea, determination, and the right tools, you can do great things.

Let your instincts, your intellect, and your heart, guide you.

TRUST.
Believe in the incredible power of the human mind. Of doing something that makes a difference.
Of all the things that will cross your path this year.

The start of something new brings the hope of something great,

ANYTHING IS POSSIBLE
Written By: Unknown

Reference List

Brown, Scott Courtney. Learning Across the Campus: How College Facilitates the Development of Wisdom. Ph.D. dissertation, University of Maryland, College Park, 1999 (see especially pp. 110-114, on “being influenced by others.”)


**Inspirational Books**

Lanterns: A Memoir of Mentors by Marion Wright Edelman

The Kindness of Strangers: Adult Mentors, Urban Youth, and New Voluntarism by Mark Friedman

The Person Who Changed My Life by Mathilda Cuomo

Mentoring Heroes - 3E Press

The Cathedral Within: Transforming Your Life By Giving Something Back by Bill Stone

Reference List con’t

To Honor a Teacher: Stories and Poems about Mentors Who Have Made a Difference by Jeff Spoden (Editor), Jeff Spoden (Compiler)

Lessons For Lifeguards: Working with Teens When the Topic is Hope by Michael Carrera
Daughters of the Moon, Sisters of the Sun: Young Women and Mentors on The transition to Womanhood—Includes essays written by “unknown” teens and women as well as memoirs of the Indigo Girls, Bella Abzug, Lindsay Wagner, Riane Eisler, and Angela Davis.

**How to Books**

Intensive Caring Practical Ways to Mentor Youth by Amy Simpson

*Mentoring High Risk Kids* by James M. Becker

*Successful Youth Mentoring: 24 Practical Sessions to Impact Kids Lives* by Keith W. Drury

*Successful Youth Mentoring 2* by Emerging Young Leaders

*At Risk: Bringing Hope to Hurting Teenagers* by Scott Larson

*Leader’s Guide for Talks My Father Never Had with Me: Helping the Young Black Male Make It to Adulthood* by Harold Davis

*How to Handle Giants: Sermons to African American Youth and Their Mentors* by Warren H. Stewart

*Mentoring Youth for Success* by William W. Gray
FORMS
The Nursing Student Program

Mentor – Mentee Agreement

The mentor and student agree to make every effort to meet the program expectations listed below. (You may write in other agreed-upon expectations developed by both parties).

1. To maintain regular contact through telephone calls, email, meetings, and academic activities.

2. To participate in the Mentor-Mentee Activities. TBA

3. To participate in an evaluation of the Mentoring Program during and at the end of each semester.

4. To make a concerted effort at fostering a relationship with my Mentor/Mentee.

5. To notify my Mentor of any changes, which I believe, may preclude my participation in this program.

6. To notify my mentee of any changes in my schedule that may lead to difficulty in making contact.

__________________________  _____________________________
Student (Mentee)    (Mentor)

__________________________  _____________________________
Date      Date
MENTOR/MENTEE INFORMATION

Mentor’s Name

Telephone Number(s):

E-Mail Address:

Mentee’s Name

Telephone Number: Home    Work    Cell

E-Mail Address:

Other helpful information

Mentor:

Mentee:

Student’s Signature: ________________________ Date: __________

Mentor’s Signature: ________________________ Date: __________
MENTOR/MENTEE INFORMATION

Mentor’s Name

Telephone Number (s):

E-Mail Address:

Mentee’s Name

Telephone Number: Home Work Cell

E-Mail Address:

Other helpful information

Mentor:

Mentee:

Student’s Signature: ___________________________ Date: ____________

Mentor’s Signature: ___________________________ Date: ____________
MENTEE ASSESSMENT

NAME OF MENTEE

PROGRAM OF STUDY:

DATE:

1. What are the Mentee’s career goals?

2. Has there been a change in the Mentee’s course of studies since the initial meeting with you?

3. Does the Mentee deal well with the responsibilities of the program?

4. What kind of assistance did you provide your mentee?
   a. Academic
   b. Referral to college services/resources
   c. Clarification of goals
   d. Other

5. How often on the average did you meet with your mentee?
   a. Once a week
   b. Once a month
   c. More than once a month
   d. Never

6. How effective do you feel the mentoring process was for promoting student learning? (Very effective 5 4 3 2 1 Not effective)

Comments:

____________________________
Mentor’s Signature
<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TERMINATION POLICY

(Needs to be developed)

The following are reasons for a mentee/mentor relationship to be terminated:

• If repeated efforts have been exhausted by both the Mentor and the Program Director of the Nursing Mentor Support Program to contact the mentee, and the mentee remains unresponsive.

• If the mentor fails to contact and/or meet with the mentee after repeated requests.

• If the mentor/mentee continually exhibits abusive and/or inappropriate behavior that disrupts the mentoring relationship.

• If the mentor/mentee discontinues their employment and/or academic career at the University.

• If personal conflicts between the mentor/mentee cannot be successfully resolved.

• If unexpected personal circumstance impede your ability to function effectively in your mentee/mentor role.

• An individual mentee maybe assigned to another full-time faculty mentor.

Questions: Who is being terminated? What happens when a mentor/mentee relationship is terminated?
CONFIDENTIALITY

There are two considerations when discussing the issue of confidentiality in the mentoring partnership:

1) Personal

2) Academic

The mentoring partnership between the mentor and mentee is based on trust, honesty, and truthfulness. It is therefore understood that all information shared within the relationship remain confidential. Mentors may however, divulge personal information to the Program Director or the appropriate office as needed.

The primary relationship is between the mentor and the mentee and should remain so at all times.

It should be noted, that in addition to the above confidentiality between the mentor and mentee, the College is required to comply with regulations of FERPA (Family Educational Right to Privacy Act). The College and its employees, will not, without prior consent of the student, disclose personally identifiable information from educational records.

Mentees are asked to sign a Mentoring Program Agreement form.
EVALUATION

As an evaluation tool, the Program Director will periodically send out surveys and questionnaires to assess the performance of Mentors and student needs. This feedback from both mentors and mentees is vital to the success of the mentoring program. There will be scheduled evaluation periods: you will be informed when the evaluations will take place.
TITLE: Mentor

FUNCTION: Provide personal and academic assistance to aid in the learning experience of the Organization Nursing program.

DUTIES AND RESPONSIBILITIES:

Meet regularly with assigned students.
Assist in the development of skills necessary for students to succeed in college.

Monitor academic performance of assigned students.

Evaluate and document experience of assigned students.

Assist assigned students in developing realistic career/academic goals and expectations.

Provide leadership to enhance student’s adaptation and integration to the school environment.

Ensure that assigned students are informed of the college’s support services designed to enhance retention.

Perform other duties as required.
Beginning Mentoring Survey

We are interested in finding out about your expectations for the mentoring relationship you will have with your mentor, other faculty members, or administrative staff. Please respond to the questions below. In this study, the mentees are those who are mentored. This information will be kept confidential. If you are willing to share more information with us about your thoughts on mentoring, please write your name at the bottom of the form, tear it off, and submit it to the designated person, along with your survey. If you do not wish to be interviewed at a later date, simply hand in the completed survey without your signature. Thanks.

1. How do you define mentoring?

2. What do you perceive are the responsibilities of the mentor?

3. What do you perceive as the responsibilities of the mentee?

__________________________
I would be willing to be interviewed about my perceptions of mentoring and how that process might be improved at GRCC.

__________________________
Signature

Grand Rapids Community College
Mid-point Mentoring Survey

GRCC Nursing Mentor Support Program is providing a mentoring relationship to enhance your educational experience; we are interested in improving that experience for you and future students. The mentees are those who are mentored. Please complete the following survey questions and return it to the appointed student designee. If you would be willing to be interviewed in more depth about your experience with GRCC, please write your name at the bottom of this form, tear off that portion, and return it to your Mentor or his/her designee separately from survey. Thanks. Your help is appreciated. All information will be kept confidential.

1. How do you define mentoring?

2. What do you perceive are the responsibilities of the mentor?

3. What do you perceive as the responsibilities of the mentee?

4. Prior to beginning this program, what did you expect from the mentoring relationship?

5. Please share with us your experience with mentoring in the B program? (That is, how is the mentoring relationship working for or against you?)

6. How can we improve our mentoring program to better meet students' needs?

I would be willing to be interviewed about my perceptions of mentoring and how that process might be improved at GRCC.

__________________________________________________________
Signature              Cohort#
Exit Mentoring Survey

We are interested in finding out about your experiences in the mentoring relationship you had with your mentor. Please respond to the questions below. In this survey, the mentor is who served as your. This information will be kept confidential. Your input will be valuable to the continued success of the program and will give the administration an opportunity to make improvements in weak areas and stay focused on the strengths.

1. Describe your mentoring relationship with your nursing mentor.

2. What were the positive aspects of the mentoring process?

3. What were the negative aspects of the mentoring process?

4. What suggestions do you have for GRCC in selecting mentors?

5. How can we improve the mentoring relationship between mentors and members?

6. What do you think should be the roles, responsibilities, or duties of mentors?

7. How satisfied were you with your mentoring relationship with your mentor? Did your mentor meet your expectations/needs? Why or why not? Give an example of a need not met.

8. As a student in the nursing program, from what aspect of the mentor/mentee relationship have your received the most value?

9. Did you feel that you had sufficient access to your mentor?

10. In what way(s) did your mentor enhance your learning experience?

Reflecting on your role in the mentoring relationship, answer the following questions.

11. What could you have done to improve the relationship with your mentor?

12. Did you fulfill your responsibilities in the mentor-mentee (student) relationship?