



Vitendo 4 Africa Mentoring Program

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Goal of the Program

To establish an informal, trusting relationship between adult volunteers (mentors) and high school or college/university students (mentees) that is mutually beneficial with accountability and responsibility from both parties. Ideally, friendships will develop in such a way that students feel comfortable in approaching their mentors for help with academic, social and personal concerns. This program is aligned with the mission of Vitendo 4 Africa, and specifically for youth empowerment. The considerations for developing this program are in Appendix 1.

Objectives

The focus of the program is to provide mentorship that will increase the academic, personal and social lives of mentors and mentees.

Mentee's Objectives

To gain a greater awareness of opportunities and activities that can broaden their outlook and lead to success.
To develop decision-making skills.
To increase self-efficacy and clarity in defining their goals.
To gain a better understanding of available resources available to assist them
To improve communication skills

Mentor's Objectives

Assess mentees current level of expertise, as well as their strengths and weaknesses
Assist mentee in identifying objectives/goals that will help them meet their academic, social and personal needs.
Provide guidance and support by creating a meaningful communications environment
Assign mentee specific tasks aimed at developing skills
Offer advice and make recommendations that meet the mentee's objectives.
Provide an environment where mentees feel there is someone who cares about their academic and career goals, and to whom they can turn.

Program Administration

Vitendo4 Africa shall select a mentor program coordinator (coordinator) to administer the program. This coordinator shall be responsible for all parts of the program. Some of the coordinators responsibilities are shown in Appendix 2.

Participation in the program is voluntary. Mentors and mentees must submit a brief bio sketch on a Profile Form (See Appendices 3 and 4).

When a match is made, the mentor and mentee should exchange their bio-sketches as a way to introduce themselves to one another. The initial meeting should be face to face to set goals for future meetings. They should have regular communication face to face, electronically, by email etc. Flexibility may be necessary when there are distance or time constraints.

If appointments cannot be kept, the person experiencing a conflict is expected to notify the other in advance of the arranged date. Students who consistently fail to meet with their mentors should be counseled by the program coordinator.

Paperwork for mentors and mentees should be kept to a minimum to encourage participation and make the program as hassle free as possible.

Mentors and Mentees

Mentors and mentees must both contribute to the mentorship relationship. The program will run for one year (August to July) to coincide with the academic calendar.

Mentors and mentees must be willing to meet the objectives of the mentoring program. Their stated reasons for wanting to be in the program will be considered in the matching process.

Some desirable qualities that good mentors should possess include:

Friendly and easily approachable

Good sense of humor

Organized, caring and understanding.

Specific mentor and mentee responsibilities are included in Appendix 5 and 6.

Orientation

All participants will receive orientation from the program coordinator at the beginning of the academic year. One to one orientation will be given to mentors and mentees who join during the year.

When a mentor-mentee match is made, the coordinator will arrange a meeting (face to face, online or conference call) to orient both parties and give a general orientation to the program, outlining goals and expectations. The coordinator shall impress upon everyone that this is an informal program that stresses personal interaction. The coordinator shall emphasize the importance of keeping appointments and showing up on time.

At a minimum, monthly meetings (or communication) are required, but more frequent meetings are encouraged. When a meeting is completed, mentors and mentees should have a set date for their next meeting.

Monitoring the Program

The coordinator should maintain good records of mentoring encounters as reported by participants. The paperwork for participants should be kept to a minimum. Mentors should maintain a journal of each encounter for their records (Appendix 7).

Mentees will be asked to complete a needs assessment sheet at the beginning of the academic year. (Appendix 8). The assessment is designed to help prioritize areas of need that will then be relayed to all mentors. A six month and a twelve-month evaluation will be requested from all participants (Appendix 9)

Through appropriate monitoring, the coordinator can prevent potential trouble spots by for example approaching mentors who repeatedly miss appointments. The coordinator will serve as a support person for both mentor and mentee.

Handling Conflict

Occasionally, a situation may arise in which the mentor and student are incompatible. The coordinator should talk to each party separately to find out what caused the conflict. If the situation cannot be reconciled an attempt should be made to find other matches. The reason for the conflict should be recorded (confidentially) for future reference

Year End Activity

The coordinator, under the auspices of Vitendo 4 Africa, shall organize an informal activity during the summer that brings together mentors, mentees, and their families, friends and supporters. The activity should be organized by an ad hoc committee put together by Vitendo 4 Africa and chaired by the coordinator. The activity could be a picnic or similar social gathering. Time will be allotted for mentors and students to talk about the program and its impact on them. The occasion will also be used for the coordinator and Vitendo 4 Africa to thank the volunteers for their service. This is a great way to build good will for the future of the program.

Funding the Program

The program coordinator and all mentors will be volunteers from the community. Upfront time and funds will be needed to set up the program. The volunteers will provide the major need for the program - time.

Money will need to be allocated to the program for office supplies, for the end-year activity and for the one-time background checks that must be conducted for all volunteers.

Program Evaluation

This is an extremely important component of the mentoring program. Participants' comments and feedback will be key to improving the program. Mentors and mentees will provide complete a program evaluation after 6 months and at the end of the program period (Appendix 9). Program evaluations will be reviewed and used to implement improvements, and to modify goals and objectives.

All feedback (written and oral) will be critical in determining if the program was effective.

Self-Evaluation: Coordinator

The coordinator should perform a self-evaluation, noting aspects of the program that worked well, and those aspects which need improvement. The number of student-mentor peers that continued their relationship beyond the academic year should be determined.

Conclusion

The mentoring program should be flexible and open to change to meet the demands of mentors and mentees. The program should be reviewed at least annually by Vitendo 4 Africa, and the goals and objectives evaluated for relevance and applicability. Feedback from participants should play a major role in any changes that are made to the program.

Thanks to Dr. Charles Taylor drcharlestaylor.com/FacultyStudentMentorProgram.pdf

Appendix 1. Starting A Mentoring Program

Design the program – identify potential audience (mentees, mentors and others), set goals and design a format for the program. Key format considerations include enrollment (open to anyone, voluntary), mentoring style (traditional person to person), Connection type (preferably 1:1), Connection duration (One year August to July with the option to continue for multiple years). Prepare documents

Attract participants – Collect information from mentors and mentees. Promote the program benefits. Recognize participants' contributions. Provide training and follow-up (reinforcement).

Connect mentors and mentees – User profiles will be used to match participants. Matching will be by the administrator and will be based on user profiles. All records will be stored electronically.

Guide mentoring relationships– identify help resources (coordinator), have clear checkpoints (mid-year and end year mentor and mentee reports). Information will be used to provide feedback.

Measure outcomes – program successes (ROI) and failures, program impact. Surveys will be used to capture feedback and outcomes. Participants will be asked for ideas to improve the program.

Appendix 2. Summary of Major Coordinator Responsibilities

- Screen volunteer mentor candidates (through V4A).
- Provide mentor and mentee training annually, and orientation training for new mentors.
- Explain and distribute program information sheets and mentor/mentee application forms. Promote the program.
- Oversee mentor/mentee matching, accommodating special requests where possible.
- Monitor mentor/mentee relationships – this includes mentee and mentor reporting and support.
- Intervene when mentor/mentee pairs encounter difficulties such as multiple missed appointments.
- End mentoring relationships that don't work and make new assignments when possible.
- Maintain a mentor/mentee matches spreadsheet.
- Attend selected Vitendo4Africa youth meetings to promote the program and invite youth to enroll and become involved.
- Stay in contact with mentors and mentees using all forms of communication including social media.
- Maintain open communication to address problems and concerns promptly as they occur.
- Hold an annual event for all mentors and mentees, their families and support networks, to further promote the program, and to allow discussion and exchange of ideas and experiences between participants.

Appendix 3. Mentee Profile Form

Name:	
Gender:	Contact Phone:
Email contact:	
School/University you currently attend:	
What are your career and academic interests?	
Is it important to have a mentor.	
List any specific needs that you would like a mentor to expand on.....	
List some of your Hobbies and interests:	

Adapted from AABE Mentoring Program handbook

<https://www.aabe.org/docs/pages/1224/file/AABE%20Mentoring%20Program%20Booklet.pdf>

Appendix 4. Mentor Profile Form

Mentor Name:	
Gender:	Contact Phone:
Email contact:	
Work position title:	
Work Position Description (what do you do?).	
List at least three (3) reasons why you want to mentor in the Vitendo4Africa Program	
How many times do you intend to contact your mentee each month?	
Please list some of your Hobbies and interests:	

Adapted from AABE Mentoring Program handbook

<https://www.aabe.org/docs/pages/1224/file/AABE%20Mentoring%20Program%20Booklet.pdf>

Appendix 5. Mentor's Responsibilities

- Initiate contact with the mentee.
- Jointly set and meet at scheduled times.
- Be good listeners. Set a good example and act as a role model.
- Maintain confidentiality.
- Assist in all aspects of the Mentee's development.
- Provide honest, constructive feedback.
- Maintain a positive attitude.
- Encourage creativity and skill development.
- Counsel mentees regarding challenges and problem solving.
- Assist the mentee to develop goals, access resources, and build a professional network.
- Encourage independence; not dependence.
- Foster career development and professional growth; share professional experiences and knowledge.
- Provide access to networks that may help develop the mentee's social, personal and career development.

Mentor Do Nots

- Assume responsibility for mentee's issues/problems.
- Dismiss the mentee's concerns and feelings.
- Complain about your own problems.
- Provide so much feedback that the mentee is overwhelmed.
- Have distractions (phone, interruptions etc.) when meeting with your mentee.
- Cancel meetings at the last minute.

Appendix 6. Mentee's Responsibilities

At a minimum, the mentee should:

Be responsible for your own growth and development. Develop clear goals with your mentor.

Be respectful of your mentor's time; come prepared for your meetings.

Show initiative and desire. Take responsibility for your personal growth

Follow up on feedback/advice given and report back to mentor at next meeting

Notify your mentor of problems and difficulties

Remain open to new ideas and try things out.

Maintain confidentiality

Accept feedback willingly

Work as a team member

Mentee Do Nots:

Have unrealistic expectations of your mentor.

Expect your mentor to have all the answers – you should actively participate in problem solving.

Get defensive when receiving critical feedback.

Expect your mentor to do all the work for you.

Miss scheduled meetings without contacting the mentor ahead of time.

Appendix 7 Mentoring Journal

To be completed by the Mentor after each session.

Mentee:
Date of Meeting:
Key items discussed
Summary of Discussion
Lesson(s) Learned
Next Scheduled Meeting

Appendix 8. Mentee Needs Assessment Form

This form will help us prioritize areas in the program to facilitate effective mentoring. Check the items you are of interest to you in a mentoring relationship.

Name _____

I am in _____ College/University _____ High School Other _____

- ☐ Communication Skills (written, presentation, interpersonal etc.)
- ☐ Leadership
- ☐ Seeking scholarships and other resources
- ☐ Selecting a College/graduate program
- ☐ Navigating college admissions/college fairs
- ☐ Career ambition: Do you know what you want and how to achieve it?
- ☐ Goal setting – achieving goals
- ☐ Academic, including selecting a major
- ☐ Shadowing in the workplace
- ☐ Resume writing and other activities for career development

In the box below, write in any other topics you would like discussed in mentoring meetings:

Appendix 9. Six and Twelve-Month Program Evaluation Form

Date:

Name

I am a mentor/mentee (choose one)

Has the mentoring program met your initial expectations? Please explain in what ways.

What was the greatest benefit you received from this program.

What were the greatest challenges of the program

Provide specifics about the mentoring program

Strengths

Weaknesses

Recommendations

Provide specifics about the mentoring relationship

Strengths

Weaknesses

Recommendations

Answer questions below with the scale provided where 1 means strongly disagree, 5 is Strongly agree and 3 is neutral.

This program has made me

More aware about career/academic opportunities	1	2	3	4	5
--	---	---	---	---	---

More concerned about my career/academic	1	2	3	4	5
---	---	---	---	---	---

More confident in social situations	1	2	3	4	5
-------------------------------------	---	---	---	---	---

More satisfied with my personal	1	2	3	4	5
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This program has made me more aware of the rules for success 1 2 3 4 5

This program enabled me to become more independent 1 2 3 4 5