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ABSTRACT

Three Pennsylvania universities focused on defining the functional role and identifying the training needs of work-based mentors for Pennsylvania's system of school-to-work transition, in order to design a training protocol. Interviews were conducted with 81 experienced employees concerning their view of the mentoring role and the activities that experienced mentors perceive to be important for proteges to succeed at work. The mentoring expectations of the experienced workers included the provision of the following: (1) technical instruction; (2) broad-based occupational instruction; (3) knowledge of the work-based environment; (4) a training plan that outlines a framework for personal growth; (5) feedback through authentic assessment and conferences; (6) instruction about the organization's policies; (7) information pertaining to the organization's culture; (8) instruction in work-related competencies; (9) information and guidance on career advancement; (10) opportunities for critical reflection; and (11) mentoring through a framework. The verified elements were organized into three content categories aligned with the original definition for mentoring, and content outlines were developed. The initiative is considered to be a working example of the cooperative relationships that the state hopes to establish between educational agencies as it develops and implements its school-to-work system. (Four appendixes are included: a project implementation timeline, the project instrument and rating scale, a summary of interview results, and the content outlines. Contains 23 references.) (KC)

The Center for Vocational Education
Professional Personnel Development

FINAL REPORT

Work-Based Mentor Training for Pennsylvania's School-to-Work System

(Project Number SPC 225600)

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Preface

This report describes a research and development effort undertaken by Pennsylvania's Centers for Vocational Education Professional Personnel Development at Temple University, Pennsylvania State University, and Indiana University of Pennsylvania. The work focused on (a) defining the functional role and identifying the training needs of work-based mentors for PA's system of school-to-work transition, and (b) designing a training protocol for enhancing the mentors expertise. The initiative is a working example of the cooperative relationships PA hopes to engender between educational agencies as it develops and implements its school-to-work system.

We gratefully acknowledge the financial support of the Pennsylvania Departments of Education, Labor and Industry, and Commerce. We are especially grateful to Michael Snyder, PDE, School-to-Work Liaison, who initiated, commissioned, and supported the project.

Acknowledgement is extended to the Directors of the Personnel Development Centers at Indiana University of Pennsylvania and Penn State University -- Thomas W. O'Brien and Dr. Dennis Scanlon, respectively -- for their cooperation, insights, and support throughout the project. Appreciation is also extended to the PA employers and coordinators of school district mentoring programs who accepted our invitation and provided the names of experienced practicing mentors for interviewing.

We sincerely acknowledge the mentors who participated in the interviews and offered their candid opinions on their day-to-day activities. And, appreciation is extended to the specialists and project staff at the three participating institutions (Jane Whisner, Indiana University of Pennsylvania; Dr. Richard Walter, Pennsylvania State University; and Dr. Victor Gbomita, Deborah Kelly, Dr. Edward Kahler, and Dr. Chester Wichowski, Temple University) for their time and sustained efforts in completing this project.

Special recognition is accorded to Dr. Victor Gbomita, Temple University, and Dr. Frank Linnehan, University of Pennsylvania, for their exemplary performance and dedication to the project. Dr. Gbomita coordinated the project and Dr. Linnehan served as the principal consultant.

Thomas J. Walker, Project Director

Temple University

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Work-Based Mentor Training for PA's School-to-Work System

The importance of the connection between schools, workforce development, and the economic future of both the Commonwealth and the U.S. has been recognized in Pennsylvania. In 1993, the State Board of Education adopted new curriculum regulations for public schools that acknowledged the need to create a better educated and more competitive workforce in the Commonwealth. At the same time, legislators and policy makers began fashioning a school-to-work system of education capable of providing all Pennsylvania youth with optimal career pathways to the high-skill, high-wage jobs of the future.

The State school-to-work system is the result of federal legislation (School-to-Work Opportunities Act). The legislation challenges states to organize school-based and work-based learning in an integrated system of education for all students. The challenge is a formidable one because it requires states to address four guiding principles: (a) to integrate the academic and vocational education curriculums; (b) to integrate classroom learning with work-based learning; (c) to provide articulation with a full range of postsecondary education options; and (d) to expand educational and work opportunities for all students, both college bound and career bound (Hoachlander 1994).

PA's strategy for a school-to-work system that adheres to these principles relies on cooperation and collaboration between key stakeholders in the Commonwealth including various State departments, bureaus, and offices; educational institutions like school districts, intermediate units, and post-secondary institutions including colleges

and universities; and parents, employers (public and private), and community agencies. In the Spring of 1995, PA's three Centers for Vocational Education Professional Personnel Development at Temple University, Penn State University, and Indiana University of PA were invited by the Department of Education (PDE) to collaborate on the work-based component of the plan. Specifically, the Centers were asked to develop a training protocol for work-based mentors, the individuals employers designate to guide student learning at the workplace.

At first, the need to train workplace mentors may seem to be incompatible with the definition of the term. Mentoring has been thought of as a process in which more experienced workers train new, inexperienced employees. Accordingly, mentors have traditionally been experts in their field, and are highly skilled and knowledgeable about the workplace, characteristics that are often attributed to work experience. Why then is there a need for a training protocol when successful mentoring has been historically dependent upon the amount of a mentor's experience?

A training protocol is necessary because of the increasing complexity of the mentor role. The research literature has clearly demonstrated that this role is much more than transferring technical expertise to a novice worker. Specifically, the importance of what Kram (1983) called the psycho-social aspects of a mentor-protege relationship has been identified and discussed by numerous scholars (e.g., Caruso, 1992; Kram, 1983; Noe, 1988; Zey, 1984). These psycho-social skills of the mentor role, such as counseling, role-modeling, being a confidant and developing trust,

are not inherently learned through experience. As such, a protocol is now needed that would include learning how to acquire these skills.

In addition, the school-to-work system now being institutionalized by the School-to-Work Opportunities Act essentially redefines the characteristics we typically associate with proteges, which necessitates new mentor skills. That is, the need for mentor training is heightened by the fact that proteges in a school-to-work system are students, not novice workers. Working with proteges who are students and who view the workplace as a context for completing school assignments will in all likelihood be a new experience for mentors. Work-based mentors, like their school-based counterparts (teachers), will have to be adaptive and capable of adjusting their approach and instruction to fit a range of students needs and interests. Consider, for example, that the breadth and depth of learning experiences in a school-to-work system are likely to vary from grade to grade, subject to subject, and student to student. That is, some students may be involved in career exploratory experiences like job shadowing, others in internships or paid work, and still others in structured technical training. Possessing the expertise to be effective in each of these possibilities will be crucial to mentors, and of course to student proteges.

The success of the work-based component of the school-to-work system will, to a considerable extent, depend upon how clearly the functions of the work-based mentor are defined, and how clearly both the mentor and protege understand the activities involved in their work-based interaction. Training that extends the expertise of work-based mentors is viewed as a critical element of the school-to-work system.

But before training materials can be produced and training provided, training needs must be identified and a training protocol must be framed. Both of these needs were addressed by this project. The work is described in this report.

Objectives

The terminal objective of this project was to (a) define the functional role of work-based mentor so training needs could be considered, and (b) develop a protocol appropriate for training work-based mentors in the Pennsylvania School-to-Work System. To realize this objective the following enabling objectives were designed:

1. identify the specific activities that mentors perform for proteges at the workplace during the period of their work-based interaction;
2. identify the activities performed by mentors for proteges in the workplace that are important for the proteges to succeed at work;
3. identify which of the activities performed by mentors for proteges in the workplace are relevant competencies for developing a training program for work-based mentors;
4. develop content outlines for the general categories of competence identified in the research and which, collectively, would provide a protocol for training work-based mentors.

Methodology

Literature Review

A project timeline is presented in Appendix A. The first activity was to review the literature for sources that would enable us to develop a comprehensive definition for work-based mentor. Twenty-two useable sources were identified and resulted in a definition with three discrete components (i.e., general categories of competence), and each component having observable elements and performance indicators that further described it. The components were: (a) transfer of technical content, (b) transfer of non-technical content, and (c) the transfer process (mentoring). The observable elements by component were -- Component one: (a) technical instruction in a specific job; (b) technical instruction in a broad-based occupation; (c) a safe work-based environment; (d) a technical training plan that outlines a framework for personal growth; and (e) feedback through authentic assessment and conferences; Component two: (a) instruction in the organization's policies; (b) information pertaining to the organization's culture; (c) instruction in work-related competencies; (d) information and guidance on career advancement; and (e) opportunities and guidance to critically reflect; Component three: mentoring through a helpful framework.

The components and associated elements were operationalized as "consequence outcomes" for proteges through the addition of performance indicators for each element. The components, elements, and performance indicators were arranged as a structured interview response instrument with a five point Likert-type scale. The appropriateness and useability of the instrument was determined by

specialists from each Personnel Development Center and then used to gather data from incumbent work-based mentors about their roles. The instrument is included in Appendix B.

Interview

Four graduate students were trained to interview individuals that had been nominated by PA employers and school districts as exemplary mentors. The goal was to validate and verify that the role of mentor developed from the literature and described in our instrument, was consistent with the role as performed by practicing mentors. The mentors were asked to rate the importance of the activities described on the instrument in terms of whether receiving them were necessary for proteges to succeed at work. Prior to the interview date, the mentors received a copy of the instrument and the scaling that would be used for grading the activities. Each interview lasted approximately 30 minutes.

Participants

Eighty-two incumbent work-based mentors were identified to be interviewed. The mentors were nominated by employers and coordinators of school district work-based education programs throughout the State. The employers and coordinators in each region of the Commonwealth received an electronic mail message, via Penn Link, from the Personnel Development Center that served their respective region: Eastern Region, Temple University; Western Region, Indiana University of Pennsylvania; and Central Region, Penn State University. The message invited them to nominate experienced, incumbent work-based mentors to verify a list of mentoring activities on

behalf of the State Departments of Education and Labor and Commerce. Thus, the mentors were drawn from across the Commonwealth and represented the major fields of economic activity in the State (see Table 1).

Table 1.

Mentors and the Area of Their Economic Activity

Area of Economic Activity	Number of Respondents	Percentage of Total	Cumulative Percentage
Agriculture	1	1.2	1.2
Banking	2	2.4	3.6
Business Repair	2	2.4	6.0
Construction	8	9.8	15.8
Education	15	18.3	34.1
Government	1	1.2	35.3
Health	13	15.9	51.2
Heavy Manufacturing	9	11.0	62.2
Insurance	5	6.1	68.3
Light Manufacturing	9	11.0	79.3
Trade	12	14.6	93.9
Other	5	6.1	100.0

Results

The data from the interviews were analyzed using descriptive statistical procedures. There was very little variability in the responses. The mentors rated the components, elements, and performance indicators comprising our role definition as important. The analysis enabled us to verify the activities that experienced mentors perceive to be important for proteges to succeed at work, and, thereby, establish a set of training expectations. The final set of expectations provide a base-line for developing a work-based mentor training program. A summary of the results is presented below, and a complete analysis is provided in Appendix C.

Technical instruction. The overwhelming majority of the incumbent mentors, 98.8%, believe that the transfer of technical content (technical instruction) that a protege receives in a specific job context in a work-based mentoring relationship is important. The specific job context that instruction is focused on includes: specific job skills (98.8%); specific workplace knowledge (98.8%); specific workplace safety practices (98.8%) and specific workplace health behaviors (98.8%).

Broad-based occupational instruction. The vast majority of the respondents, 97.6%, believe that the transfer of technical content (technical instruction) that a protege receives in a general occupational area in a work-based mentoring relationship is important. The specific occupational areas that instruction is focused on include: general occupational skills (98.8%); general occupational knowledge (98.8%); general occupational safety practices (97.6%) and general occupational health behaviors (98.8%).

Work-based environment. Nearly all the mentors responding, 98.8%, believe that the information a protege receives on the conditions of the environment in which mentoring takes place is important. The specific aspects of the environment that are the focus of information transfer include: appropriate equipment, materials and tools (98.8%); appropriate on-the-job health and safety practices (98.8%); and a safe and healthy setting for on-the-job training (98.8%).

Training plan that outlines a framework for personal growth. The vast majority of the mentors interviewed, 97.6%, believe that the information a protege receives on the protege's training plan is important. The specific aspects of the training plan that are the focus of information transfer include: the job skills to be mastered (98.8%); the workplace knowledge to be learned (98.8%); the health and safety practices to be learned (97.6%); and the general occupational information to be learned (98.8%).

Feedback through authentic assessment and conferences. The large majority of the respondents, 95.1%, believe that the feedback a protege receives is important. The specific aspects of the feedback that are focused on include: specific job skills (98.8%); specific job knowledge (98.8%); job-specific safety practices (97.6%); job-specific health behaviors (97.5%); general occupational skills (98.8%); general occupational knowledge (98.7%); general occupational safety practices (96.3%); and general occupational health behaviors (95.1%).

Instruction about the organization's policies. Most of the mentors responding, 96.3%, believe that the transfer of nontechnical content (interpersonal, work-related instruction) regarding the organization's policies (rules and guidelines) to a protege is

important. The specific aspects of the policies that are the focus of instruction include: specific job skills (98.8%); specific job procedures (98.8%); general workplace policies (97.6%); and general workplace procedures (96.3%).

Information pertaining to the organization's culture. Most incumbent mentors, 93.9%, believe that the transfer of nontechnical content (interpersonal, work-related instruction) regarding the organization's culture (how things get done) to the protege is important. The specific aspects of the culture that are the focus of instruction include: general organizational expectations (98.8%); expectations of colleagues (98.8%); employee induction (95.1%); the processes of communicating with colleagues and authority (98.8%); other workplace norms (93.9%).

Instruction in work-related competencies. Most of the mentors responding, 95.1%, believe that the transfer of nontechnical content in work-related, interpersonal competencies to the protege is important. The specific aspects of the interpersonal competencies that are focused on include: communication skills (98.8%); giving feedback (96.3%); receiving feedback (95.1%); and working as a team member (98.8%).

Information and guidance on career advancement. A clear majority of the mentors interviewed, 91.5%, believe that the transfer of nontechnical content in career advancement to the protege is important. The specific aspects of career advancement information that is the focus of instruction include: company career paths (96.3%); occupational career paths (98.8%); occupational trends (97.6%); career goal setting (95.1%); career mobility (vertical and horizontal) (93.9%);

professional qualification requirements (93.9%); incremental levels of responsibility (92.7%) and promoting achievements for recognition (91.5%).

Opportunities and guidance to critically reflect. The majority of the respondents, 90.2%, believe that the transfer of nontechnical content regarding the opportunities and guidance for critical reflection on performance and behaviors that the protege receives from the mentor is important. The specific aspects of the opportunities and guidance in critical reflection that form the basis of instruction include: job performance in relation to industry standards (98.8%); job-related skills (98.8%); workplace knowledge (98.8%); occupational skills (98.8%); occupational knowledge (98.8%); organizational behavior (95.1%); the job performance of colleagues (98.8%); and the workplace behaviors of colleagues (90.2%).

Mentoring through a framework. The vast majority of the mentors, 96.3%, believe that using a framework in the mentoring process is important. The specific aspects of the framework that mentoring focuses on are: assessing proteges' work-related behaviors (98.8%); identifying interpersonal skill needs (98.8%); providing help in areas requiring improvement (96.3%); motivating and inspiring (98.8%); employing exemplary role models (98.8%); using sound educational practices (98.8%); assuring a trusting relationship (98.8%); employing listening and feedback techniques (98.8%); and providing assistance in conflict resolution (97.6%).

The Training Protocol

The verified elements were organized into three content outlines, one for each component (general category of competence) used with the original definition for mentor. The content outlines provide a framework for mentor training. They are seen as a precursor to formal training materials, in that they are not self-contained. Each content outline is arranged as follows: (a) title of the component, (b) a brief narrative describing the component, (c) the observable element(s), criteria associated with the element(s), and related knowledge (what mentors need to know and be able to do to perform the element), and (d) sources of information for training. The content outlines are included in Appendix D.

Conclusions

1. The components, elements, and performance indicators identified in the instrument represent the activities that mentors in PA believe must be performed with student proteges in the workplace.
2. The identified activities (components, elements, and performance indicators) are perceived important by the mentors for proteges to succeed at work.
3. The content outlines with their elements, criteria, related knowledge, and sources of information represent a training protocol and provide substantive frameworks for developing formal training materials.

Discussion

The interviews with the incumbent mentors confirmed that mentoring is essential for the successful integration of a new worker into the jobplace. The findings indicated that certain activities that mentors perform for new workers are perceived as crucial for the success of those workers on the job. The overwhelming importance that mentors attributed to the various mentoring activities (components, elements, performance indicators) suggests that individuals nominated by employers to serve in this role must possess these competencies, if they are to be effective in providing student proteges with the instruction and information deemed essential for success at work.

Recommendations

Based on the findings and the conclusions reached the following are recommended.

1. Mentoring should be viewed as a critical component of work-based education in PA's school-to-work system and used to facilitate the transition of student proteges into the workplace.
2. The activities identified in this project should serve as a base for mentor training in the PA school-to-work system. Furthermore, the activities should be made public and be discussed by both mentors and proteges as being integral to the mentoring relationship.

Recommendations (Cont.)

3. The training needs of work-based mentors should be assessed relative to the expectations identified in this project and formal training should be required.
4. Training materials suitable for training trainers and work-based mentors should be developed for PA's school-to-work system.

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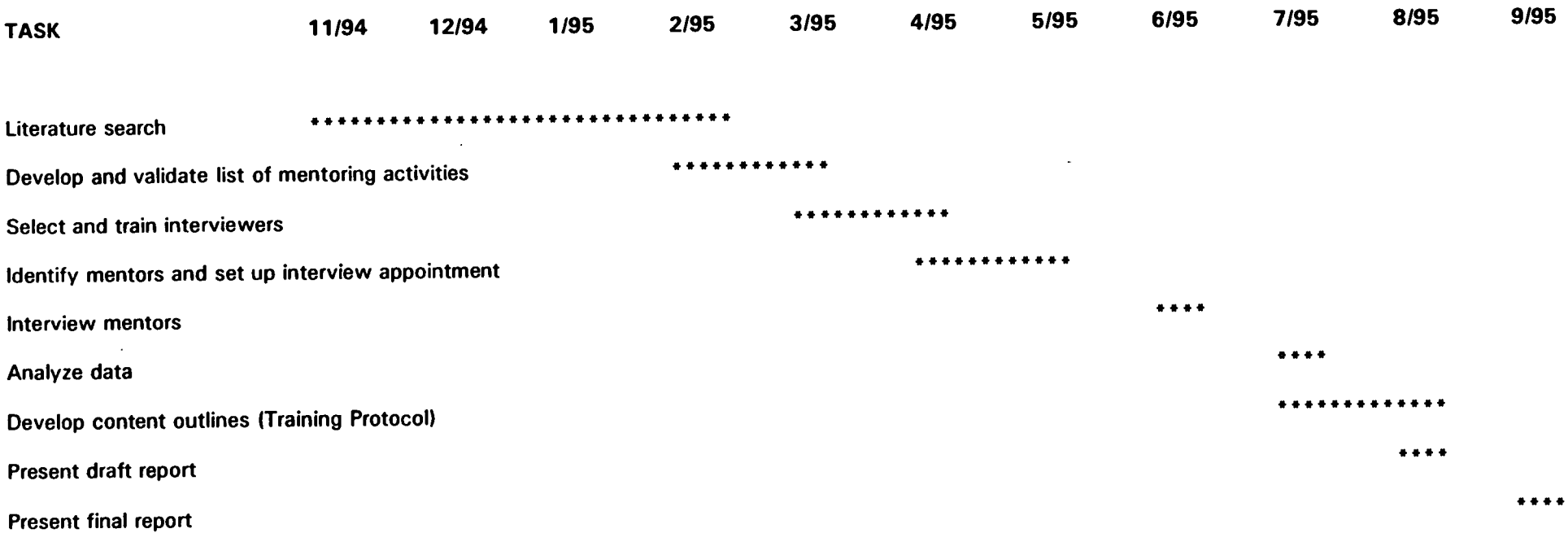
Appendix A

Project Implementation Time Line

Project Implementation Time Line



Appendix B

Instrument and Rating Scale

Work - Based Mentor Training

Part A DEMOGRAPHIC INFORMATION

Please answer the following questions that relate to your organization and your mentoring background.

1. What business does your company perform? (agriculture, construction, etc.)

2. Approximately, how many employees does your company have at your location?

3. What is your present job title?

4. How long have you served in your present job position?

5. Counting this year, how long have you been serving as a mentor?

6. Counting this year, how many persons have you served as a mentor?

7. How many persons are you presently serving as a mentor?

8. What is your age bracket?

   (a) **21-30,** (b) **31-40,** (c) **41-50,** (d) **51-60,** (e) **greater than 60**

9. What is the level of your educational/training background?

   (a) **HS Diploma/GED** (b) **Associate Degree** (c) **Bachelors Degree**
   (d) **Masters Degree** (e) **Doctorate Degree**

10. What professional certificates or licenses do you currently hold?

11. Sex

    Male ____ Female _____

12. For what specific job are you training the protege?

13. Into what other related jobs will the protege be able to grow?

WORK-BASED MENTOR TRAINING
COMPONENTS AND ELEMENTS

Part B:

Please, on a scale of 0 to 4 rate the importance of each element as it relates to a workplace mentor and a protege.

COMPONENT 1: TRANSFER OF TECHNICAL CONTENT (SKILLS AND KNOWLEDGE) NECESSARY FOR A PROTEGE TO SUCCEED AT WORK

OBSERVABLE ELEMENTS	*Importance of Element*				
Proteges receive..	*Absolutely Unimportant 0*	*Unimportant 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
A. technical instruction focused on:					
(1) specific job skills					
(2) specific workplace knowledge					
(3) specific workplace safety practices					
(4) specific workplace health behaviors					
(5)					
(6)					
B. broad-based occupational instruction including:					
(1) general occupational skills					
(2) general occupational knowledge					
(3) general occupational safety practices					
(4) general occupational health behaviors					
(5)					
(6)					

MPONENT: 1 (Contd.)

OBSERVABLE ELEMENTS	*Importance of Element*				
Protege receive..	*Absolutely Unimportant 0*	*Not Important 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
C. instruction in a work-based environment that has:					
(1) appropriate equipment, materials and tools					
(2) appropriate on-the-job health and safety practices					
(3) a safe and healthy setting for on-the-job training					
(4)					
(5)					
D. a technical training plan that outlines a framework for personal growth including					
(1) the job skills to master					
(2) the workplace knowledge to be learned					
(3) health and safety practices to be followed					
(4) general occupational information to be learned					
(5)					
(6)					
E. feedback through authentic assessments and conferences that address					
(1) specific job skills					
(2) specific job knowledge					
(3) job-specific safety practices					

COMPONENT 1: (CONTD.)

OBSERVABLE ELEMENTS	*Importance of Element*				
Proteges receive..	*Absolutely Unimportant 0*	*Not Important 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
E. feedback through authentic... (Contd.)					
(4) job-specific health behaviors					
(5) general occupational skills					
(6) general occupational knowledge					
(7) general occupational safety practices					
(8) general occupational health behaviors					
(9)					
(10)					

PONENT: 2. TRANSFER OF NONTECHNICAL CONTENT HELPFUL TO THE UNDERSTANDING OF AN ORGANIZATION OR TO A PROTEGE'S FUTURE CAREER

OBSERVABLE ELEMENTS	*Importance of Element*				
Proteges receive..	*Absolutely Unimportant 0*	*Not Important 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
A. instruction about the organization's policies including:					
(1) specific job skills					
(2) specific job procedures					
(3) general workplace policies					
(4) general workplace procedures					
(5)					
(6)					
B. information pertaining to the organization's culture including :					
(1) general organizational expectations					
(2) expectations of colleagues					
(3) employee induction					
(4) the processes for communicating with colleagues and authority					
(5) other workplace norms					
(6)					
(7)					

PONENT: 2 (Contd.)

OBSERVABLE ELEMENTS	*Importance of Element*				
Proteges receive..	*Absolutely Unimportant 0*	*Not Important 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
C. instruction in work-related competencies including:					
(1) interpersonal communication skills					
(2) giving feedback					
(3) receiving feedback					
(4) working as a team member					
(5)					
(6)					
D. information and guidance on career advancement that addresses:					
(1) company career paths					
(2) occupational career paths					
(3) occupational trends					
(4) career goal setting					
(5) career mobility (vertical and horizontal)					
(6) professional qualification requirements					

PONENT: 2 (Contd.)

OBSERVABLE ELEMENTS	*Importance of Element*				
Proteges receive..	*Absolutely Unimportant 0*	*Not Important 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
D. information and guidance on career... (Contd.)					
(7) incremental levels of responsibility					
(8) promoting achievements for recognition					
(9)					
(10)					
E. opportunities and guidance to critically reflect on:					
(1) job performance in relation to set job and industry standards					
(2) job-related skills					
(3) workplace knowledge					
(4) occupational skills					
(5) occupational knowledge					
(6) organizational behavior					
(7) the job performance of colleagues					
(8) the workplace behaviors of colleagues					
(9)					
(10)					

IPONENT: 3 *THE TRANSFER PROCESS: MENTORING*

OBSERVABLE ELEMENTS	*Importance of Element*				
Proteges receive..	*Absolutely Unimportant 0*	*Not Important 1*	*Somewhat Important 2*	*Very Important 3*	*Absolutely Important 4*
A. mentoring through a framework that:					
(1) assesses their work-related behaviors					
(2) identifies interpersonal skill needs					
(3) provides help in areas requiring improvement					
(4) motivates and inspires					
(5) employs exemplary role models					
(6) uses sound educational practices					
(7) assures a trusting relationship					
(8) employs listening and feedback skills					
(9) provides assistance in conflict resolution					
(10)					
(11)					

Appendix C

Interview Results

SUMMARY OF INTERVIEW RESULTS

All Data by Institution

Cumulative Frequency	Cumulative Percent	School	Frequency	Percent
30	36.6	Temple	30	36.6
60	73.2	Indiana	30	36.6
82	100.0	Penn State	22	26.8

Business Type

Cumulative Frequency	Cumulative Percent	Business	Frequency	Percent
1	1.2	Agriculture	1	1.2
9	11.0	Construction	8	9.8
24	29.3	Education	15	18.3
26	31.7	Banking	2	2.4
31	37.8	Insurance	5	6.1
40	48.8	Light Mfg	9	11.0
49	59.8	Heavy Mfg	9	11.0
51	62.2	Bus Repair	2	2.4
52	63.4	Government	1	1.2
65	79.3	Health	13	15.9
77	93.9	Trade	12	14.6
82	100.0	Other	5	6.1

Company Size

Cumulative Frequency	Cumulative Percent	Number of Employees	Frequency	Percent
52	63.4	Less than 100	52	63.4
70	85.4	>= 100 and <500	18	22.0
77	93.6	>= 500 and <2000	7	8.5
82	100.0	>= 2000	5	6.1

Summary of Interview Results (Cont.)

Length of Employment

Cumulative Frequency	Cumulative Percent	Years in Present Job	Frequency	Percent
22	26.8	Less than 5	22	26.8
56	68.3	> = 5 and < 10	34	41.5
67	81.7	> = 10 and < 15	11	13.4
82	100.0	> = 15	15	18.3

Mentoring Experience

Cumulative Frequency	Cumulative Percent	Years of Mentor Experience	Frequency	Percent
16	19.5	Less than 2 years	16	19.5
48	58.5	2 to 5 years	32	39.0
73	89.0	6 to 10 years	25	30.5
82	100.0	More than 10 years	9	11.0

Number of Proteges Served

Cumulative Frequency	Cumulative Percent	Total Number of Proteges	Frequency	Percent
13	15.9	One	13	15.9
34	41.5	2 to 5	21	25.6
46	56.1	6 to 10	12	14.6
59	72.0	11 to 25	13	15.9
82	100.0	More than 25	23	28.0

Current Number of Proteges

Cumulative Frequency	Cumulative Percent	Number of Current Proteges	Frequency	Percent
27	32.9	None	27	32.9
46	56.1	One	19	23.2
60	73.2	Two	14	17.1
70	85.4	3 to 10	10	12.2
82	100.0	More than 10	12	14.6

Summary of Interview Results (Cont.)

Age

Cumulative Frequency	Cumulative Percent	Age Group	Frequency*	Percent
3	3.7	21 - 30 years	3	3.7
26	32.1	31 - 40 years	23	28.4
67	82.7	41 - 50 years	41	50.6
78	96.3	51 - 60 years	11	13.6
81	100.0	> 60 years	3	3.7

Frequency missing = 1

Education

Cumulative Frequency	Cumulative Percent	Education	Frequency	Percent
26	31.7	HS Dip-GED	26	31.7
38	46.3	Associate Degree	12	14.6
62	75.6	Bachelors Degree	24	29.3
78	95.1	Masters Degree	16	19.5
82	100.0	Doctorate Degree	4	4.9

Gender

Cumulative Frequency	Cumulative Percent	Gender	Frequency	Percent
26	31.7	Female	26	31.7
82	100.0	Male	56	68.3

Technical Instruction: Specific Job Skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
18	22.0	Somewhat Important	17	20.7
51	62.2	Very Important	33	40.2
82	100.0	Absolutely Important	31	37.8

Summary of Interview Results (Cont.)

Technical Instruction: Specific workplace knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
3	3.7	Unimportant	2	2.4
26	31.7	Somewhat Important	23	28.0
62	75.6	Very Important	36	43.9
82	100.0	Absolutely Important	20	24.4

Technical Instruction: Specific workplace safety practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Unimportant	1	1.2
13	15.9	Somewhat Important	12	14.6
40	48.8	Very Important	27	32.9
82	100.0	Absolutely Important	42	51.2

Technical Instruction: specific workplace health behaviors

Cumulative Frequency	Cumulative Percent	Rating	Frequency*	Percent
1	1.2	Absolutely Unimportant	1	1.2
4	4.9	Unimportant	3	3.7
19	23.5	Somewhat Important	15	18.5
54	66.7	Very Important	35	43.2
81	100.0	Absolutely Important	27	33.3

***Frequency missing = 1**

Broad-based Occupational Instruction: General occupational skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
15	18.3	Somewhat Important	13	15.9
64	78.0	Very Important	49	59.8
82	100.0	Absolutely Important	18	22.0

Summary of Interview Results (Cont.)

Broad-based Occupational Instruction: General occupational knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
15	18.3	Somewhat Important	14	17.1
65	79.3	Very Important	50	61.0
82	100.0	Absolutely Important	17	20.7

Broad-based Occupational Instruction: General occupational safety practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
2	2.4	Unimportant	2	2.4
12	14.6	Somewhat Important	10	12.2
47	57.3	Very Important	35	42.7
82	100.0	Absolutely Important	35	42.7

Broad-based Occupational Instruction: General occupational health behaviors

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
4	4.9	Unimportant	3	3.7
23	28.0	Somewhat Important	19	23.2
60	73.2	Very Important	37	45.1
82	100.0	Absolutely Important	22	26.8

Work-based Environment: Equipment, materials and tools

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
11	13.4	Somewhat Important	10	12.2
49	59.8	Very Important	38	46.3
82	100.0	Absolutely Important	33	40.2

Summary of Interview Results (Cont.)

Work-based Envirnoment: On the job health and safety practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Unimportant	1	1.2
12	14.6	Somewhat Important	11	13.4
46	56.1	Very Important	34	41.5
82	100.0	Absolutely Important	36	43.9

Work-based Environment: Safe and healthy setting

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Unimportant	1	1.2
10	12.2	Somewhat Important	9	11.0
48	58.5	Very Important	38	46.3
82	100.0	Absolutely Important	34	41.5

Technical Training Plan: Job skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
4	4.9	Unimportant	3	3.7
11	13.4	Somewhat Important	7	8.5
52	63.4	Very Important	41	50.0
82	100.0	Absolutely Important	30	36.6

Technical Training Plan: Workplace knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
4	4.9	Unimportant	3	3.7
11	13.4	Somewhat Important	7	8.5
62	75.6	Very Important	51	62.2
82	100.0	Absolutely Important	20	24.4

Summary of Interview Results (Cont.)

Technical Training Plan: Health and safety practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
2	2.4	Unimportant	2	2.4
13	15.9	Somewhat Important	11	13.4
47	57.3	Very Important	34	41.5
82	100.0	Absolutely Important	35	42.7

Technical Training Plan: General occupational information

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Unimportant	1	1.2
19	23.2	Somewhat Important	18	22.0
68	82.9	Very Important	49	59.8
82	100.0	Absolutely Important	14	17.1

Feedback: Specific job skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
3	3.7	Unimportant	2	2.4
11	13.4	Somewhat Important	8	9.8
60	73.2	Very Important	49	59.8
82	100.0	Absolutely Important	22	26.8

Feedback: Specific job knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
3	3.7	Unimportant	2	2.4
11	13.4	Somewhat Important	8	9.8
58	70.7	Very Important	47	57.3
82	100.0	Absolutely Important	24	29.3

Summary of Interview Results (Cont.)

Feedback: Specific safety practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
2	2.4	Unimportant	2	2.4
14	17.1	Somewhat Important	12	14.6
50	61.0	Very Important	36	43.9
82	100.0	Absolutely Important	32	39.0

Feedback: Specific health behaviors

Cumulative Frequency	Cumulative Percent	Rating	Frequency*	Percent
2	2.5	Unimportant	2	2.5
19	23.5	Somewhat Important	17	21.0
63	77.8	Very Important	44	54.3
81	100.0	Absolutely Important	18	22.2

Frequency missing = 1

Feedback: General occupational skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency*	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.5	Unimportant	1	1.2
18	22.2	Somewhat Important	16	19.8
66	81.5	Very Important	48	59.3
81	100.0	Absolutely Important	15	18.5

Frequency missing = 1

Feedback: General occupational knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency*	Percent
1	1.3	Absolutely Unimportant	1	1.3
3	3.9	Unimportant	2	2.6
18	23.4	Somewhat Important	15	19.5
64	83.1	Very Important	46	59.7
77	100.0	Absolutely Important	13	16.9

Frequency missing = 5

Summary of Interview Results (Cont.)

Feedback: General occupational safety practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
3	3.7	Unimportant	3	3.7
17	20.7	Somewhat Important	14	17.1
50	61.0	Very Important	33	40.2
82	100.0	Absolutely Important	32	39.0

Feedback: General occupational health behaviors

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
4	4.9	Unimportant	4	4.9
24	29.3	Somewhat Important	20	24.4
62	75.6	Very Important	38	46.3
82	100.0	Absolutely Important	20	24.4

Organization's Policies: Specific job skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
15	18.3	Somewhat Important	14	17.1
61	74.4	Very Important	46	56.1
82	100.0	Absolutely Important	21	25.6

Organization's Policies: Specifc job procedures

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
14	17.1	Somewhat Important	13	15.9
57	69.5	Very Important	43	52.4
82	100.0	Absolutely Important	25	30.5

Summary of Interview Results (Cont.)

Organization's Policies: General workplace policies

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
2	2.4	Unimportant	2	2.4
12	14.6	Somewhat Important	10	12.2
60	73.2	Very Important	48	58.5
82	100.0	Absolutely Important	22	26.8

Organzation's Policies: General workplace procedures

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
3	3.7	Unimportant	3	3.7
15	18.3	Somewhat Important	12	14.6
66	80.5	Very Important	51	62.2
82	100.0	Absolutely Important	16	19.5

Organization's Culture: General organizational expectations

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
20	24.4	Somewhat Important	18	22.0
72	87.8	Very Important	52	63.4
82	100.0	Absolutely Important	10	12.2

Organization's Culture: Expectations of colleagues

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
6	7.3	Unimportant	5	6.1
24	29.3	Somewhat Important	18	22.0
75	91.5	Very Important	51	62.2
82	100.0	Absolutely Important	7	8.5

Summary of Interview Results (Cont.)

Organization's Culture: Employee induction

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
4	4.9	Unimportant	4	4.9
26	31.7	Somewhat Important	22	26.8
70	85.4	Very Important	44	53.7
82	100.0	Absolutely Important	12	14.6

Organization's Culture: Communication with colleagues and authority

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
4	4.9	Unimportant	3	3.7
11	13.4	Somewhat Important	7	8.5
55	67.1	Very Important	44	53.7
82	100.0	Absolutely Important	27	32.9

Organization's Culture: Workplace norms

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
5	6.1	Unimportant	5	6.1
34	41.5	Somewhat Important	29	35.4
76	92.7	Very Important	42	51.2
82	100.0	Absolutely Important	6	7.3

Work-related Competencies: Interpersonal communication skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
3	3.7	Unimportant	2	2.4
12	14.6	Somewhat Important	9	11.0
55	67.1	Very Important	43	52.4
82	100.0	Absolutely Important	27	32.9

Summary of Interview Results (Cont.)

Work-related competencies: Giving feedback

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
3	3.7	Unimportant	3	3.7
16	19.5	Somewhat Important	13	15.9
58	70.7	Very Important	42	51.2
82	100.0	Absolutely Important	24	29.3

Work-related competencies: Receiving feedback

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
4	4.9	Unimportant	4	4.9
14	17.1	Somewhat Important	10	12.2
54	65.9	Very Important	40	48.8
82	100.0	Absolutely Important	28	34.1

Work-related competencies: Working as a team member

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
8	9.8	Somewhat Important	6	7.3
32	39.0	Very Important	24	29.3
82	100.0	Absolutely Important	50	61.0

Career Advancement: Company career paths

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
3	3.7	Absolutely Unimportant	3	3.7
7	8.5	Unimportant	4	4.9
30	36.6	Somewhat Important	23	28.0
73	89.0	Very Important	43	52.4
82	100.0	Absolutely Important	9	11.0

Summary of Interview Results (Cont.)

Career Advancement: Occupational career paths

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
3	3.7	Unimportant	2	2.4
23	28.0	Somewhat Important	20	24.4
70	85.4	Very Important	47	57.3
82	100.0	Absolutely Important	12	14.6

Career Advancement: Occupational trends

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
2	2.4	Absolutely Unimportant	2	2.4
6	7.3	Unimportant	4	4.9
38	46.3	Somewhat Important	32	39.0
74	90.2	Very Important	36	43.9
82	100.0	Absolutely Important	8	9.8

Career Advancement: Career goal setting

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
4	4.9	Unimportant	4	4.9
25	30.5	Somewhat Important	21	25.6
61	74.4	Very Important	36	43.9
82	100.0	Absolutely Important	21	25.6

Career Advancement: Career mobility

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
5	6.1	Unimportant	5	6.1
27	32.9	Somewhat Important	22	26.8
72	87.8	Very Important	45	54.9
82	100.0	Absolutely Important	10	12.2

Summary of Interview Results (Cont.)

Career Advancement: Professional qualification requirement

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
5	6.1	Unimportant	5	6.1
29	35.4	Somewhat Important	24	29.3
69	84.1	Very Important	40	48.8
82	100.0	Absolutely Important	13	15.9

Career Advancement: Levels of responsibility

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
6	7.3	Unimportant	6	7.3
21	25.6	Somewhat Important	15	18.3
71	86.6	Very Important	50	61.0
82	100.0	Absolutely Important	11	13.4

Career Advancement: Promoting achievement

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
7	8.5	Unimportant	7	8.5
27	32.9	Somewhat Important	20	24.4
67	81.7	Very Important	40	48.8
82	100.0	Absolutely Important	15	18.3

Reflection: Job performance

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
15	18.3	Somewhat Important	14	17.1
60	73.2	Very Important	45	54.9
82	100.0	Absolutely Important	22	26.8

Summary of Interview Results (Cont.)

Reflection: Job-related skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
12	14.6	Somewhat Important	11	13.4
59	72.0	Very Important	47	57.3
82	100.0	Absolutely Important	23	28.0

Reflection: Workplace knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
4	4.9	Unimportant	3	3.7
12	14.6	Somewhat Important	8	9.8
64	78.0	Very Important	52	63.4
82	100.0	Absolutely Important	18	22.0

Reflection: Occupational skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
6	7.3	Somewhat Important	4	4.9
65	79.3	Very Important	59	72.0
82	100.0	Absolutely Important	17	20.7

Reflection: Occupational knowledge

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
8	9.8	Somewhat Important	6	7.3
67	81.7	Very Important	59	72.0
82	100.0	Absolutely Important	15	18.3

Summary of Interview Results (Cont.)

Reflection: Organizational behavior

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
4	4.9	Unimportant	4	4.9
26	31.7	Somewhat Important	22	26.8
69	84.1	Very Important	43	52.4
82	100.0	Absolutely Important	13	15.9

Reflection: Job performance of colleagues

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
10	12.2	Unimportant	9	11.0
40	48.8	Somewhat Important	30	36.6
79	96.3	Very Important	39	47.6
82	100.0	Absolutely Important	3	3.7

Reflection: Workplace behavior of colleagues

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
8	9.8	Unimportant	8	9.8
36	43.9	Somewhat Important	28	34.1
78	95.1	Very Important	42	51.2
82	100.0	Absolutely Important	4	4.9

Mentoring Framework: Assesses work-related behaviors

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
11	13.4	Somewhat Important	10	12.2
57	69.5	Very Important	46	56.1
82	100.0	Absolutely Important	25	30.5

Summary of Interview Results (Cont.)

Mentoring Framework: Identifies interpersonal skills needs

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Unimportant	1	1.2
11	13.4	Somewhat Important	10	12.2
58	70.7	Very Important	47	57.3
82	100.0	Absolutely Important	24	29.3

Mentoring Framework: Provides help in areas requiring improvement

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
3	3.7	Somewhat Important	3	3.7
43	52.4	Very Important	40	48.8
82	100.0	Absolutely Important	39	47.6

Mentoring Framework: Motivates and inspires

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
9	11.0	Somewhat Important	7	8.5
44	53.7	Very Important	35	42.7
82	100.0	Absolutely Important	38	46.3

Mentoring Framework: Employs exemplary role models

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
10	12.2	Somewhat Important	8	9.8
52	63.4	Very Important	42	51.2
82	100.0	Absolutely Important	30	36.6

Summary of Interview Results (Cont.)

Mentoring Framework: Uses sound educational practices

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
2	2.4	Unimportant	1	1.2
11	13.4	Somewhat Important	9	11.0
58	70.7	Very Important	47	57.3
82	100.0	Absolutely Important	24	29.3

Mentoring Framework: Assures trusting relationship

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Absolutely Unimportant	1	1.2
6	7.3	Somewhat Important	5	6.1
54	65.9	Very Important	48	58.5
82	100.0	Absolutely Important	28	34.1

Mentoring Framework: Employs listening and feedback skills

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
1	1.2	Unimportant	1	1.2
6	7.3	Somewhat Important	5	6.1
45	54.9	Very Important	39	47.6
82	100.0	Absolutely Important	37	45.1

Mentoring Framework: Provides assistance in conflict resolution

Cumulative Frequency	Cumulative Percent	Rating	Frequency	Percent
2	2.4	Unimportant	2	2.4
9	11.0	Somewhat Important	7	8.5
52	63.4	Very Important	43	52.4
82	100.0	Absolutely Important	30	36.6

Appendix D

Content Outlines: A Framework for Training Work-Based Mentors

Training Component #1

Title: Transfer of technical content (skills and knowledge) necessary for a protege to succeed at work.

Work-based mentoring provides a learning context for the protege, helping the protege understand and learn specific skills and those workplace behaviors that are necessary to succeed in a specific job situation. The mentor-protege relationship involves instruction, received by a protege, in the technical content of a job-specific situation that enables the protege perform successfully at a given workplace. As such, in the relationship, the protege must successfully learn, and ultimately demonstrate the technical skills, workplace knowledge, safety practices and health behaviors that are deemed necessary to succeed at a specific job.

The mentor relationship also aims at helping the protege succeed beyond the protege's present job situation. It aims at providing the protege with the technical content of the skills and workplace knowledge that are necessary to succeed in the protege's occupation. As such, in addition to job-specific skills and behaviors, the mentor relationship must help the protege acquire the knowledge, skills, and behaviors that are deemed necessary to succeed in the protege's occupation. To accomplish this, the protege receives instruction in the technical skills, workplace knowledge, safety practices and health behaviors that enable the protege succeed in a broad occupational area.

A fundamental consideration of work-based mentoring is to insure that a protege receives technical instruction in an environment that assures a conducive learning condition. The mentor transfers to the protege technical content in an

environment that has the characteristics deemed necessary for the protege to succeed at learning, including appropriate facilities, and safe and healthy conditions.

Mentoring involves the transfer of both job-specific and occupational information to a protege by a mentor within a conducive workplace learning environment. Given these conditions of mentoring, a technical training plan that addresses the conditions must be developed and made available to the protege. The plan must contain the technical skills, workplace knowledge, safety practices and health behaviors deemed necessary for the protege to succeed, not only in a specific job situation, but also in a general occupational area. In the relationship the content of the plan must be transferred to the protege by the mentor.

Using the objectives of the technical training plan as the criteria, the protege must receive continuous, constructive feedback on the acquisition and demonstration of the skills, workplace knowledge, safety practices and health behaviors that are deemed necessary to succeed in the protege's job and occupation.

Thus, a successful mentor relationship insures that the protege learns the technical content necessary to succeed in the present job and in the occupation. To achieve this objective, the mentor-protege relationship must focus on five observable elements. These are: (a) technical instruction in a specific job, (b) technical instruction in a broad-based occupation, (c) a safe learning environment, (d) a technical training plan, and (e) feedback on the protege's learning progress.

Observable Element A:

Proteges receive technical instruction, through direct or indirect strategies, in a specific job.

Criteria (Performance Indicators):

The instruction focused on:

1. specific job skills
2. specific workplace knowledge
3. specific workplace safety practices
4. specific workplace health behaviors

Related Knowledge:

- transfer of information regarding all aspects of performing a specific job identified in the protege's personal learning plan, including job specification, task identification, task flow and methods of performing specific tasks, according to industry specification.
- transfer of technical information regarding a specific workplace job performance characteristics, including identification and selection of facilities, equipment, tools, materials, and product/service standards, according to industry specification.
- transfer of technical information regarding industrial safety practices and procedures in a specific workplace identified in the protege's personal learning plan, including equipment and tools handling, use of protective gear and fire safety, according to industry standards and OSHA regulations.

Related Knowlege (Cont.)

- transfer of technical information regarding industrial health issues in a specific work environment identified in the protege's personal learning plan, including awareness of specific hazards, recognition of specific hazards, strategies for addressing specific hazards and personal attitude towards specific hazards, according to industry standards and OSHA regulations.

Sources:

Caruso, R. E. (1992). Mentoring and the Business Environment: Asset or Liability. Dartmouth Publishing Company. Brookfield, Vermont.

Evenson, J. S. (1982). Workplace mentorship. Interviews on workplace mentorship: Background, methodology and data analysis. Far West Laboratory for Educational Research and Development. San Francisco, CA.

Freedman, M. and Baker, R. (1995). Workplace mentoring for youth: Context, issues, strategies. National Institute for Work and Learning. Academy for Educational Development. Washington, D.C. pp 8-10.

Shea, G. F. (1992). Mentoring: A practical guide. Crisp Publications, Inc. Menlo Park.

Taylor, J. (1993). B-West Mentorship Program. Portland Community College, Portland.

Zey, M. G. (1984). The Mentorship Connection. Dow Jones-Irwin. Homewood, IL.

Observable Element B:

Proteges receive technical instruction, through direct or indirect strategies, in a broad-based occupation.

Criteria (Performance Indicators):

The instruction focused on:

1. general occupational skills
2. general occupational knowledge
3. general occupational safety practices
4. general occupational health behaviors

Related Knowledge:

- transfer of technical information regarding the competencies of related jobs in a broad-based occupational area, including job identification, task analysis, tasks specification, task sequencing, tasks flow and task standards.
- transfer of technical information regarding the nature of related jobs in a broad-based occupational area, including occupational analysis, job classification, job relationships, and job standards.
- transfer of technical information regarding industrial safety in a broad-based occupational area, including employee-related safety issues, organizational safety requirements, OSHA regulations, universal precautions and fire safety.
- transfer of technical information regarding industrial health, including personal health factors, job requirements, universal precautions and OSHA regulations.

Sources:

Hamilton, S. F. & Hamilton, M. A. (1992). Mentoring programs: Promise and paradox. Phi Delta Kappan, 73, 546-550.

Hamilton, S. F. & Hamilton, M. A. (1994). Opening Career Paths for Youth: What can be done? Who can do it? American Youth Policy Forum, Jobs for the Future. Washington, D.C.

Taylor, J. (1993). B-West Mentorship Program. Portland Community College, Portland.

Observable Element C:

Proteges receive technical instruction in a conducive work-based environment.

Criteria (Performance Indicators):

The instructional/learning environment provided:

1. appropriate equipment, materials, and tools
2. appropriate on-the-job health and safety practices
3. a safe and healthy setting for on-the-job training

Related Knowledge:

- transfer of technical information regarding the provision, identification and accessibility to equipment, materials, tools, and facilities.
- transfer of technical information regarding on-the-job health and safety practices, including monitoring, enforcement of regulations and penalties for violating procedures.

Related Knowledge (Cont.)

- transfer of technical information regarding the provision, identification and accessibility to a safe and healthy setting for on-the-job training, including facilities, ventilation, lighting and fire precautions.
- practices that support learning and that facilitate instruction.

Sources:

Taylor, J. (1993). B-West Mentorship Program. Portland Community College, Portland.

Observable Element D:

Proteges receive a written technical training plan that provides a framework for personal growth.

Criteria (Performance Indicators):

The training plan focused on:

1. the job skills to master
2. the workplace knowledge to be learned
3. health and safety practices to be followed
4. general occupational information to be learned

Related Knowledge:

- transfer of technical information regarding a specific job that must be learned, including job specification, task analysis, task sequencing and flow, and product or service quality, according to industry specification.

Related Knowledge (Cont.)

- transfer of technical information regarding general workplace competencies and practices that must be understood, including identification and selection of facilities, equipment and tools, as well as product or service standards.
- transfer of technical information regarding industrial health and safety practices that must be demonstrated at all times, including proper tools and equipment handling procedures, and personal hygiene.
- transfer of technical information regarding aspects of related jobs in a broad-based occupational area that must be understood including occupational classification, occupational analysis, job classification and industry standards.
- instructional design and back-to-front planning methodologies.

Sources:

Caruso, R. E. (1992). Mentoring and the Business Environment: Asset or Liability. Dartmouth Publishing Company. Brookfield, Vermont.

Freedman, M. and Baker, R. (1995). Workplace mentoring for youth: Context, issues, strategies. National Institute for Work and Learning. Academy for Educational Development. Washington, D.C. pp 8-10.

Kaye, B. & Johnson, B. (1995). Mentoring: A Group Guide. Training and Development. pp. 23-27.

Sources (Cont.)

Morrow, K. V. & Styles, M. B. (1995). Building relationships with youth in program setting: A study of Big Brothers/Big Sisters. Public/Private Ventures. Philadelphia.

Observable Element E:

Proteges receive feedback on their learning progress, concerning the acquisition of technical content, through authentic assessments.

Criteria (Performance Indicators):

The feedback on performance addressed:

1. specific job skills
2. specific job knowledge
3. job-specific safety practices
4. job-specific health behaviors
5. general occupational skills
6. general occupational knowledge
7. general occupational safety practices
8. general occupational health behaviors

Related Knowledge:

- transfer of technical information regarding the protege's progress in the job-specific skills identified in the protege's learning plan.
- transfer of technical information regarding the protege's progress in the job-specific knowledge learned.

Related Knowledge (Cont.)

- transfer of technical information regarding the protege's progress in demonstrating job-specific safety procedures and attitudes.
- transfer of technical information regarding the protege's progress in demonstrating job-specific health behaviors and attitudes.
- transfer of technical information regarding the protege's progress in demonstrating job skills in a broad-based occupational area.
- transfer of technical information regarding the protege's progress in demonstrating understanding of the traits of the related jobs in a broad-based occupational area.
- transfer of technical information regarding protege's progress in demonstrating understanding of industrial safety, including employee-related issues, organizational safety requirements, OSHA regulations, universal precautions and fire safety, in a broad-based occupational area.
- transfer of technical information regarding protege's progress in demonstrating understanding of industrial health behaviors and attitudes, including personal health factors, job requirements, OSHA regulations, and universal precautions in a broad-based occupational area.
- planning and conducting helping conferences with proteges.
- constructing and administering alternative assessments.

Sources:

Kaye, B. & Johnson, B. (1995). Mentoring: A Group Guide. Training and Development. pp. 23-27.

Shea, G. F. (1992). Mentoring: A practical guide. Crisp Publications, Inc. Menlo Park.

Training Component #2

Title: **Transfer of nontechnical content helpful to the understanding of an organization and a protege's future career.**

Work-based mentoring provides a learning environment for a protege to learn the nontechnical, interpersonal and work-related competencies necessary to succeed in today's work place. The mentor-protege relationship helps the protege understand and learn specific workplace skills and behaviors that are deemed necessary for success in an organization. Thus, in the mentoring relationship the protege learns from the mentor those organizational rules and regulations (policies), including how things should be done, in order to facilitate the protege's success at work.

The mentor-protege relationship also involves instructing a protege in the formal and informal ways of doing things (procedures), as well as the values expected in an organization, that inevitably bear on the performance and success of the protege in the organization. In the mentoring relationship the protege learns and understands how things get done in the organization in order to integrate successfully into the organization. As such, in the mentoring relationship the protege must learn and understand the culture of the organization.

Work-based mentoring provides a protege the learning opportunity to acquire the interpersonal skills so vital for success in today's organizations. The protege learns and understands the work-related skills and behaviors that enhance the protege's communication skills and personal interaction with other workers. Thus, mentoring must provide the protege those essential interpersonal competencies necessary to work with other people in the organization.

In addition to helping the mentor learn the policies and culture of the organization, as well as communication skills, the mentor-protege relationship provides the protege instruction in career-related issues, including planning and mobility. The protege learns and understands the skills and behaviors necessary for career development and personal growth. As such, the mentor must provide instruction necessary for the protege to acquire the skills and behaviors relevant for career development and personal growth.

Mentoring provides the protege an opportunity to learn the skills of reflection and evaluation needed to succeed at work. In a mentor relationship the mentor provides the protege guidance in the skills of job performance evaluation, as well as behavior assessment. The protege learns and understands self-evaluation and the evaluation of other people. Hence, in a mentor-protege relationship, the mentor must provide the protege the opportunities to acquire and demonstrate the skills and behaviors of reflection deemed necessary for the workplace.

The conditions of work-based mentoring require that instruction in the nontechnical activities of mentoring that a protege receives must focus on five elements. These are: (a) instruction in the organization's policies; (b) information pertaining to the organization's culture; (c) instruction in work-related competencies; (d) information and guidance on career advancement; and (e) opportunities and guidance for reflection.

Observable Element A:

Proteges receive nontechnical instruction, through direct or indirect strategies, in the organization's policies.

Criteria (Performance Indicators):

The instruction focused on:

1. specific job policies
2. specific job procedures
3. general workplace policies
4. general workplace procedures

Related Knowledge:

- transfer of information regarding the organization's policies, including rules, guidelines and competencies required to perform the specific job identified in the protege's personal learning plan.
- transfer of information regarding the organizational procedures that outline the steps and directions for performing the specific job identified in the protege's learning plan.
- transfer of information regarding general workplace policies that outline the guidelines of behaviors (rules) that must be observed at the work place, such as customer relations and personal attitudes.
- transfer of information regarding the general workplace procedures that outline the practices (regulations) to follow at the work place, such as punctuality.

Sources:

Blake, S. D. (1995). At the Crossroads of Race and gender: Lessons from the mentoring experiences of professional blackwomen. Women in Management Division, 1995 National Academy of Management Meeting. Vancouver, British Columbia.

Evenson, J. S. (1982). Workplace mentorship. Interviews on workplace mentorship: Background, methodology and data analysis. Far West Laboratory for Educational Research and Development. San Francisco, CA.

Freedman, M. & Baker, R. (1995). Workplace mentoring for youth: Context, issues, strategies. National Institute for Work and Learning. Academy for Educational Development. Washington, D.C. pp 8-10.

Kaye, B. & Jacobson, B. (1995). Mentoring: A group guide. Training & Development, April. pp. 23-27.

McNeil, P. W. & Kulick, C. D. (1995). Employers role in the School-to-Work opportunities. Education Reform and School-to-Work Transition Series. Academy for Educational Development. Washington, D.C. pp. 14-19.

Shea, G. F. (1992). Mentoring: A practical guide. Crisp Publications, Inc.Menlo Park. pp. 10.

Observable Element B:

Proteges receive nontechnical instruction, through direct or indirect strategies, in the organization's culture.

Criteria (Performance Indicators):

The instruction focused on:

1. general organizational expectations
2. expectations of colleagues
3. employee induction
4. the processes of communicating with employees and authority
5. other workplace norms

Related Knowledge:

- transfer of information that specified the standards to be attained.
- transfer of information regarding the expectations of colleagues that outlined the cooperation required from the protege at the workplace.
- transfer of information regarding the employee's induction outlining the procedures used for integrating new employees into the organization.
- transfer of information regarding the processes used for communicating with colleagues and authority at work.
- transfer of information regarding other workplace norms, including values, mores and precedents.

Sources:

Evenson, J. S. (1982). Workplace mentorship. Interviews on workplace mentorship: Background, methodology and data analysis. Far West Laboratory for Educational Research and Development. San Francisco, CA.

Feiman-Newser, S. & Parker, M. B. (1992). Mentoring in Context: A comparison of two US programs for beginning teachers. National Center for Research on Teacher Learning. East Lansing, MI.

Freedman, M. & Baker, R. (1995). Workplace mentoring for youth: Context, issues, strategies. National Institute for Work and Learning. Academy for Educational Development. Washington, D.C. pp 8-10.

Kaye, B. & Johnson, B. (1995). Mentoring: A Group Guide. Training and Development. pp. 23-27.

Observable Element C:

Proteges receive nontechnical instruction, through direct or indirect strategies, in work-related competencies.

Criteria (Performance Indicators):

Instruction focused on:

1. interpersonal communication skills
2. giving feedback
3. receiving feedback
4. working as a team member

Related Knowledge:

- transfer of information that provides communication skills, including listening skills.
- transfer of information that provides feedback that utilizes objectivity and sensitivity.
- transfer of information that provides skills in receiving feedback that demonstrates patience and tolerance.
- transfer of information that provides skills necessary for working as a team member with intentionality and a sense of purpose (mission) to realize collective goal.

Sources:

Rodgers C. R. et al. (1993). Mentoring each other: Teacher educators as learners of teaching. Paper presented at the International Teachers of English to Speakers of Other Languages Conference. Atlanta, GA.

Sullivan, C. G. (1992). How to mentor in the midst of Change. Association for Supervision and Curriculum Development. Alexandria, VA.

Observable Element D:

Proteges receive nontechnical instruction, through direct or indirect strategies, that includes information and guidance on career advancement.

Criteria (Performance Indicators):

Instruction focussed on:

1. company career paths
2. occupational career paths
3. occupational trends
4. career goal setting
5. career mobility (vertical and horizontal)
6. professional qualification requirements
7. incremental levels of responsibility
8. promoting achievements for recognition

Related Knowledge:

- transfer of information on company career paths outlining the alternative opportunities for the individual's advancement in the organization.
- transfer of information on occupational career paths outlining the opportunities for the protege to use related jobs to advance one's career.
- transfer of information on occupational trends that identified the changing pattern in related jobs and the attendant need for new skills.
- transfer of information on career goal setting that helps protege set realistic future goals.
- transfer of information on career mobility (vertical and horizontal), identifying the opportunities for lateral and vertical growth.

Related Knowledge (Cont.)

- transfer of information on professional qualification requirements necessary to practice in a profession.
- transfer of information on incremental levels of responsibility that provided the protege with the opportunities to exercise and demonstrate one's skill and knowledge.
- transfer of information on promoting achievements for recognition that provided the protege with the skills to presenting abilities and capabilities for promotion and advancement.

Sources:

Blake, S. D. (1995). At the Crossroads of Race and gender: Lessons from the mentoring experiences of professional blackwomen. Women in Management Division, 1995 National Academy of Management Meeting. Vancouver, British Columbia.

Caruso, R. E. (1992). Mentoring and the Business Environment: Asset or Liability. Dartmouth Publishing Company. Brookfield, Vermont.

Kram, K. E. (1983). Phases of the mentor relationship. Academy of Management Journal, 26, 608-625.

Noe, R. A. (1988). An investigation of the determinants of successful assigned mentoring relationships. Personnel Psychology, 41, 457-479.

Observable Element E:

Proteges receive nontechnical instruction that provides opportunities to critically reflect on content helpful to understanding an organization and career.

Criteria (Performance Indicators):

Instruction facilitated reflection on:

1. job performance in relation to set job and industry standards
2. job-related skills
3. workplace knowledge
4. occupational skills
5. occupational knowledge
6. organizational behavior
7. job performance of colleagues
8. workplace behavior of colleagues

Related Knowledge:

- transfer of information to enable protege critically reflect on job performance in relation to set standards.
- transfer of information to enable protege critically reflect on job-related skills, including communication skills and interaction with colleagues to achieve set goals.
- transfer of information to enable protege critically reflect on workplace knowledge, including one's understanding of organizational policies, procedures and goals.
- transfer of information to enable protege critically reflect on occupational skills, including one's understanding of the skills required for performing related jobs.

Related Knowledge (Cont.)

- transfer of information to enable protege critically reflect on occupational knowledge, including one's understanding of the relationships between related job.
- transfer of information to enable protege critically reflect on organizational behavior, such as the changing skills and performance requirements of the organization.
- transfer of information to enable protege critically reflect on the job performance of colleagues relative to set standards.
- transfer of information to enable protege critically reflect on the workplace behaviors of colleagues relative to organizational goals, policies and procedures.

Sources:

Rodgers C. R. et al. (1993). Mentoring each other: Teacher educators as learners of teaching. Paper presented at the International Teachers of English to Speakers of Other Languages Conference. Atlanta, GA.

Sullivan, C. G. (1992). How to mentor in the midst of Change. Association for Supervision and Curriculum Development. Alexandria, VA.

Training Component # 3

Title: The transfer process: mentoring

The transfer of both technical and nontechnical information constitutes two important components of the mentor relationship. The mentor-protege relationship itself provides benefits to the protege through the role that the mentor performs for the protege. This role is defined by the processes the mentor uses to fulfil his responsibilities in the mentoring relationship for the protege. Thus, a third essential component of the mentor practice is evident. That component is the mentor's role or the mentoring process itself.

The mentor process is a helping or guiding relationship in which the mentor, through a structured framework, helps the protege, not only to acquire skills, learn and understand behaviors, but also to receive support and encouragement that are necessary for success at work. To achieve this objective the mentor acts as a guide, role model, colleague and friend to the protege. The mentor provides the protege with the necessary information and personal demonstration and examples that the protege needs to be successful. As such, the mentor relationship must focus on nine observable elements. These are: (a) assesses protege's work-related behaviors; (b) identifies protege's interpersonal skill needs; (c) provides protege help in areas requiring improvement; (d) motivates and inspires; (e) employs exemplary role models; (f) uses sound educational practices; (g) assures a trusting relationship; (h) employs listening and feedback skills; (i) provides assistance in conflict resolution.

Observable Element:

Proteges receive helpful mentoring.

Criteria (Performance Indicators):

The mentoring process:

1. assesses protege's work-related behaviors
2. identifies protege's interpersonal skill needs
3. provides protege help in areas requiring improvement
4. motivates and inspires
5. employs exemplary role models
6. uses sound educational practices
7. assures a trusting relationship
8. employs listening and feedback skills
9. provides assistance in conflict resolution

Related Knowledge:

- assessed protege's work-related behaviors through dialogue and provided feedback in a nonthreatening way.
- identified protege's interpersonal skill needs, including listening, sensitivity and objectivity skills, and provided assistance in acquiring those skills.
- provided protege help in personal competencies that required improvement, such as job skills, occupational knowledge, career goal setting and critical reflection.

Related Knowledge (Cont.)

- motivated and inspired protege to become a self-directed learner and worker.
- employed exemplary role models in the organization to facilitate the socialization and development of protege.
- used sound educational practices, including intentionality, outcome definition, and challenging assignments to facilitate protege's learning process.
- assured a trusting relationship between mentor and protege through a congenial and supportive environment for interaction.
- employed listening and feedback skills that assured sensitivity, objectivity and purposiveness.
- provided assistance in conflict resolution.

Sources:

Ackley, B. & Gall, M. D. (1992). Skills, strategies and outcomes of successful mentor teachers. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

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Cunningham, J. B. & Eberle, T. (1993). Characteristics of the mentoring experience: A qualitative study. Personnel Review, 22, p. 54.

Sources (Cont.)

Fennimore, T. F. (1988). The helping process booklet for mentors. National Center for Research in Vocational Education. Columbus, OH.

Freedman, M. & Baker, R. (1995). Workplace mentoring for youth: Context, issues, strategies. National Institute for Work and Learning. Academy for Educational Development. Washington, D.C.

Hamilton, S. F. & Hamilton, M. A. (1992). Mentoring programs: Promise and paradox. Phi Delta Kappan, 73, 546-550.

Kaye, B. & Jacobson, B. (1995). Mentoring: A group guide. Training & Development, April. pp. 23-27.

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Rodgers, C. R. et al. (1993). Mentoring each other: Teacher educators as learners of teaching. Paper presented at the International Teachers of English to Speakers of Other Languages Conference. Atlanta, GA.

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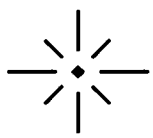

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