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ABSTRACT

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This information packet provides an overview of one of the best practices models: the Mentor Program in Minnesota. This mentorship model for highly motivated and talented juniors and seniors serves more than 50 high schools in the Twin Cities area. It allows students to learn at their own pace based on their abilities, talents, skills, and interests. These practices are presented in two semester-long courses, Mentor Seminar and Field Experience. Students must enroll in a 60-hour Mentor Seminar that helps them assess their interests and talents and prepares them with skills and knowledge. Once students determine their area of mentorship and complete a final project, the teacher works closely with them and their parents to identify the mentor for the Field Experience course. The information packet includes a description of the program, a book on mentorship (ED 385 732), "Mentorship: The Essential Guide for Schools and Business" (Jill M. Reilly), course outlines, and relevant articles. (CR)

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. The Mentor Program (Minnesota).

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

The National School-to-Work Office has been collaborating with the National Association for Gifted Children, The Council for Exceptional Children, The Association for the Gifted, and the Council of State Directors of Programs for the Gifted on a national effort to identify exemplary Gifted Education/School-to-Work (STW) models. Our purpose has been to forge new relationships between the STW and gifted education communities around common and critical goals: teaching rigorous and relevant academic skills, identifying and developing talent, and guiding career development. We believe sharing these practices will expand learning opportunities for all learners by building an even richer and more inclusive STW system, and by "raising the bar" on learning and teaching for all students.

We use the term "gifted and talented," which is broader than "academically talented" (used in the School-to-Work Opportunities Act), because state definitions of giftedness mostly use some variation of the current federal definition, which is (1988 Jacob K. Javits Gifted and Talented Students Education Act):

> *Children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.*

Last year, letters were sent to state-level STW and gifted education directors and association leaders to help identify gifted education models that also exemplify STW. Submissions were also requested on all gifted education Listservs. We received 23 competitive submissions.

A technical review process was used to ensure that all submissions were thoroughly and impartially evaluated. An outside review panel was assembled which comprised experts in gifted education and STW. Their experience included state gifted education and STW leadership, local STW program evaluation, and post-secondary gifted education research. All submissions were evaluated according to criteria consistent with guidelines made available to all applicants.

Five **Best Practices** and six **Unique Approaches** were selected by the panel. The designation "Best Gifted Education/STW Practice" signifies excellent progress in implementing a comprehensive STW system that challenges high achieving/gifted and talented students. The designation "Unique Gifted Education/STW Approach" recognizes a unique program element. Unique Approaches did not present all key components of a comprehensive STW system (school-based, work-based, and connecting activities), or provide sufficient information about how gifted and talented students are served.

Programs evaluated as very strong:

- specifically serve gifted and talented students;
- demonstrate a school-based learning component that supports and builds on a work-based learning component, and provide students with high level academic and technical skills and opportunities for career exploration and guidance;

• demonstrate a work-based learning component connected to academic classroom learning, and prepare students for the diverse skills needed in today's high-performance workplaces;

• present connecting activities that build and maintain linkages between students, educators, the workplace, parents, and others in the community;

• provide evidence about effectiveness, including indicators that it could be replicated in diverse settings throughout the country; and

• address identified priorities such as strategies to: improve math and science achievement, serve gifted students in rural and urban areas, enhance middle school achievement, and promote linkages with institutions of higher learning.

The following is a brief description of one of the five **Best Practices** selected:

THE MENTOR PROGRAM (MINNESOTA): This mentorship model for highly motivated and talented juniors and seniors (described in Dr. Jill Reilly's book, *Mentorship: The Essential Guide for Schools and Business*) serves more than 50 high schools in the Twin Cities area. It allows students to learn at their own pace based on their abilities, talents, skills, and interests. These practices are presented in two semester-long courses—Mentor Seminar and Field Experience.

In-depth research and experiential learning with a mentor occur at the mentor's workplace. Students must have exhausted their high school resources and demonstrated a passion in their field of interest. Mentoring experiences include physics, biomedical research, engineering, archaeology, theater, health sciences, marketing, law, artificial intelligence, psychology, and journalism.

Participation is not solely based on traditional standardized tests or a school district's process for identifying gifted students. Motivation, commitment, reliability, and self-management are all essential for students to have successful mentoring experiences. Students must enroll in a 60-hour Mentor Seminar that helps them assess their interests and talents, and prepares them with skills and knowledge. The course focuses on three critical competencies: self-awareness, independent learning/research skills, and interpersonal communication skills. Once students determine their area of mentorship and complete a final project, the teacher works closely with them and their parents to identify the mentor as part of the Field Experience course. This flexible course for juniors and seniors requires a minimum of eight hours a week at the field site. Mentors assess students' learning level to be at the first or second year of graduate school.

CONTACT INFORMATION

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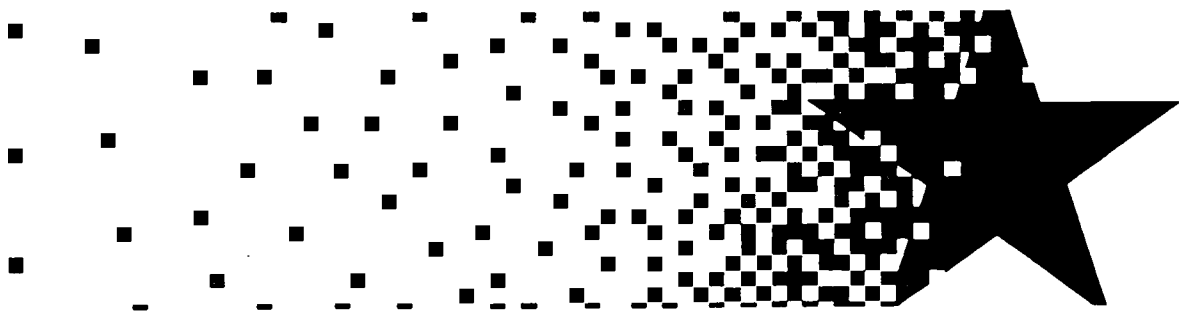
Intermediate School District 917, 1300 145th Street East, Rosemount, MN 55068: Burnsville, Farmington, Henry Sibley Senior, Lakeville, Prior Lake, Simley Senior, and South St. Paul High Schools, Dakota County Secondary Technical Center.

Also adopted at Blue Valley High School District, Kansas City, KS, and in Atlanta, GA.

MENTOR

HANDBOOK



Dakota County Secondary Technical Center ■ 1300 145th Street East ■ Rosemount ■ MN

WELCOME TO THE MENTOR PROGRAM

This handbook is designed to assist you in both your decision to become a mentor and your participation in the program. The Dakota County Secondary Technical Center includes nine member school districts: Burnsville, Farmington, Hastings, Lakeville, Randolph, Rosemount/Apple Valley/Eagan, Henry Sibley, Simley and South St. Paul, and two parochial high schools.

The Mentor Program is an advanced-level learning opportunity offered to qualified students in these districts. Currently, the Mentor Program is taught in the following high schools: Apple Valley, Burnsville, Lakeville, Rosemount, Henry Sibley, Simley, and in the Dakota County Secondary Technical Center.

We sincerely appreciate your interest in becoming a mentor and trust that this handbook will provide the information you need. The Mentor Program staff and I welcome any further questions or comments that you may have.

Sincerely,

Karen O'Brien
Dakota County Secondary Technical Center

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WELCOME TO THE MENTOR PROGRAM

Adults who serve as mentors meet several needs of students who are preparing for a successful future. "For centuries it has been said that almost always, whatever independence and creativity occur and persist and wherever important creative achievements occur, there is some other person who plays the role of mentor, sponsor, patron, or guru." (Torrance, 1984)

The **Mentor Program** draws on the expertise and commitment of professionals to guide and encourage independence, creative expression, and talent development in high school students.

Through mentorships, high school juniors and seniors explore learning beyond the traditional limits of their classrooms. The process also gives students access to leaders in their field of interest and first-hand experience learning about their career and educational options.

Your involvement as a mentor is an investment in the future. Research indicates that the one-to-one relationship between mentor and student is mutually beneficial. As a mentor, you will work with a student who is enthusiastic about a profession. This handbook describes the program in detail and answers some of the questions you may have.

The Mentor Program is an advanced learning experience for students who show potential and who are ready to explore their hopes, dreams, and aspirations for the future. Students seek the guidance and encouragement of a professional who has reached a level of expertise that they someday hope to attain.

To participate in the program, students must complete a rigorous application process. Included is the requirement that the student obtain two recommendations from adults. (One must be a teacher). Applicants who show evidence of perseverance, ability, creativity, and who have identified and pursued an area of advanced learning are selected to participate. Students are often referred to the program through high school teachers and counselors.

To prepare for their mentoring experience, students enroll in **Mentor Seminar.** The course guides students in assessing their interests and talents and prepares them with skills and background knowledge to meet the challenges they will face in a mentorship. Students complete course work designed to improve their self-awareness, interpersonal communication and independent learning skills.

They also gather information about their field of interest. To help prospective mentors assess the student's interests and skills, each student prepares a resume, reading list, and determines personal needs for the mentorship. Students also begin to compile other pertinent records in their individual learning portfolios.

At the end of Mentor Seminar, Mentor Program students and teachers begin the search for suitable mentors. Once a mentor is identified and agrees to participate, the student is assured of the opportunity to apply his or her talents in a "real world" setting that leads to intellectual stimulation, broadening and focusing of talents, and clarification of educational and career aspirations.

MENTORS OBJECTIVES

The mentor has three primary objectives:

- Helping the student learn at an advanced level and assisting with a project which extends the student's knowledge and experience in the field.
- Drawing on his or her experience and professional resources so that the student gains a broad, realistic view of a career and the nature of that career in a professional setting.
- Establishing an advising and supportive relationship with the student who is developing potential career goals and exploring the training, activities, and routines of that career.

STUDENT OBJECTIVES ▲

The student's objectives are to:

▲ Learn all he or she can; prepare questions and discuss them; grasp principles and concepts relevant to the field.

▲ Develop, in conjunction with the mentor, a meaningful learning plan or **Blueprint**, with objectives for the mentorship.

▲ Complete a learning project to demonstrate that the student has met all or a significant number of the Blueprint goals.

▲ Prepare a weekly report to the teacher describing the week's activities, hours spent, learning acquired, and the student's reactions to the week's work. (The teacher forwards these weekly reports to the mentor.)

▲ Live up to the role of protégé by taking advantage of the opportunities provided.

▲ Emulate the qualities and attitudes admired in the mentor while beginning to pursue a dream.

▲ Assist the mentor and be involved in professional activities to the greatest extent the mentor deems legally, ethically, and realistically possible.

In addition, the student:

▲ Gains an awareness of the nature of a specific field.

▲ Explores the training requirements for the field and the application of training in the professional setting.

▲ Acquaints him or herself with approaches to becoming established as a professional in the field.

▲ Develops a concept of the lifestyle of professionals in the field.

STUDENT PREPARATION ▲

Mentor Program students receive 60 hours of preparatory training in a course called **Mentor Seminar.** Students must earn at least a "B" average in Mentor Seminar to be eligible for placement with a mentor.

In the seminar Self-Awareness Unit, students learn about their individual learning styles and the ways of relating to others. They also explore career and educational information about their fields of interest.

The Interpersonal Communications Unit prepares students to function successfully in the workplace. Here, students develop interpersonal skills and explore human relations issues such as appropriate dress and etiquette for the workplace, valuing a diverse society, and effective oral, written, and nonverbal communications and listening skills. Finally, students acquire college-level research skills and a background in the topics and resources essential to their fields.

MENTOR SITE GUIDELINES ■

Time requirements

Professionals who are interested in serving as mentors receive this handbook which outlines both mentor and student expectations. Mentors are asked to sponsor a student for 12 weeks or more, for a minimum of eight hours of *student* work per week. Student work may be done at the mentor's work site, independently by the student, or a combination—the decision rests with the mentor.

Generally, mentors set aside one to two hours each week to assist students and monitor their progress. Most students progress best with two contacts per week with their mentors. Mentors should try to expose their student to a variety of people and experiences. Colleagues can share the responsibilities to minimize the time mentors must commit to mentoring.

Transportation

Mentor Program students provide their own transportation. Learning time begins when the student arrives. Students are encouraged to arrive on time and to keep traffic and distance obstacles from cutting into mentorship time.

Mentoring Is a Volunteer Opportunity

The mentorship is not a paid work experience. It is an opportunity for a student to learn at an advanced level and to experience a career field in a professional way. Students may be employed by their mentors, but they may not count paid time as hours for academic credit in the Mentor Program.

The Mentor's Role

Mentorship experiences give students a close-up view of the mentor's work and duties. The mentor determines the extent to which the student participates in work activities. Experiences should be participatory when appropriate and include activities that are helpful and productive to both student and mentor. Students should be involved only in activities which are typical of the mentor's activities or the career field at a professional level.

"The mentor and pupil are *'servants of tradition,'* Boston (1976) has observed. They "share commitment to the truth of the tradition being communicated" (p.16). Whether it be the literary tradition, the scientific realm of superconductivity, or the heritage of human psychology, both mentor and student make a moral commitment to the tradition. That commitment is enhanced by the relationship between them.

Because of their greater experience, mentors *shape the circumstances* of the learning and the relationship for their students. Mentors provide the opportunity to learn and the time for instruction to take place.

The environment in which the student learns also is important. Mentors can *shape the environment,* both physical and emotional, to meet the student's need. Mentors set the emotional tone of the relationship through, for example, their willingness to share information or include the student. Emotional tone is also conveyed nonverbally through eye contact, tone of voice, and body language, as well as through conversation.

Mentors offer students access to facilities and equipment that will help them develop. Examples might include a work space, an electron microscope, lab equipment, or a priceless collection of original manuscripts and illustrations.

Mentors *encourage dialogue.* Boston (1976) notes that mentors recapitulate the students' experiences. They "focus on the *appropriate* details of feelings and perceptions [of a situation]. What counts is what happened and what the mentor, because of his greater experience and knowledge, knows to be significant." (p.16).

Mentor and student exchange ideas about how to depict a character in a computer game, the appropriate supplies to create a work of art or to frame it, or how to remove a deeply imbedded brain tumor with minimal damage to the surrounding tissue.

Sometimes these challenges also allow the mentor to structure situations that *generate problems* for the student to think about and offer original solutions.

Mentors provide *regular feedback* to their students in all aspects of the mentorship. They clarify the student's questions and their responses. Selecting the right moment for feedback can result in greater strides for the student, "the teachable moment." Successful mentors also find ways to regularly evaluate the student's progress.

Mentors *serve as role models* in situations such as following courtroom etiquette, buying and selling stocks, restoring an airplane engine, or "sweet-talking" an upset chimpanzee. When mentors share their educational and work backgrounds, they model a path for an eager student to pursue.

Mentors can also model personal traits such as a positive attitude, a strong work ethic, steadfast commitment, empathy, risk taking, flexibility, and communications skills. They can demonstrate how to be aware of what is happening around them and how to take advantage of opportunities. Mentors can also encourage and instruct their students in developing these traits.

Mentors *establish connections between other professionals and their students.* This results in a valuable resource for students—and, perhaps, a well-deserved break for the mentor.

Connections might include introducing the student to other staff members, accompanying a student to a professional conference, allowing the student to observe a meeting with clients, or requesting an appointment with a colleague who might further develop the student's knowledge in an area of mutual interest.

Mentors *advocate for their students,* give advice, and guide their learning. They may give feedback on writing style and content in a newspaper article or how to refine a student's lesson plan or classroom teaching strategies. Mentors may write letters of recommendation or advise students about their future educational or career choices.

APPROACHES TO MENTORSHIP

Mentors are encouraged to use their expertise and creativity to plan student activities. The following list includes activities that previous mentors have used successfully:

Have the student assist you with your daily tasks as well the more exciting aspects of your job.

Help him or her plan a project similar to those done by professionals. (The student is responsible for developing his or her project Blueprint. The form the project takes is determined by the student with guidance from the mentor and the approval of the teacher.)

When possible, give the student a work space so that when not with you, he or she has a place to be.

Talk about your educational background and the colleges and universities that you and your colleagues have attended, where appropriate.

Explain the demands of the field and the ways in which academics contribute to the field. Acquaint your student with the purposes of research and publication if applicable.

Involve him or her in projects which use the library research skills the student developed in Mentor

Seminar.

Assign readings to familiarize your student with the field.

Allow the student to become familiar with the equipment used in the field.

Have the student observe or assist you in your use of a computer.

Arrange visits within your department, firm or other sites so the student is aware of a variety of projects and tasks in progress.

Use after-school or weekend experiences to supplement the mentorship if they are convenient for you and your student and are approved by the student's parents. These may include late afternoon and night labs or classes at a university, buying trips, courtroom trials, or seminars. Introduce the student to people in your field either personally or by a letter of introduction if the student is going to visit another business site or a university.

Take the student to meetings when you feel the experience would contribute to his or her knowledge of the field.

Keep the student informed about speakers or programs that professionals in your field attend. Make arrangements through the Mentor Program teacher for the student to attend these events. (See Special Attention Section on page 9).

Get to know your student. These students are generally involved in a variety of activities and have a wide range of interests. He or she may have interests in other fields in which you have contacts. If possible, arrange a visit with your contacts.

GETTING STARTED

You've met with your student, and you're both ready to get started. Past mentors and students alike describe the first few weeks of the mentorship as the most difficult. This passes when you and your student become more familiar with each other, the student is familiar with the new people and surroundings, and the two of you have a Blueprint for the student's learning in mind. The following section outlines strategies for a successful start.

GETTING ACQUAINTED

Start the mentorship by asking your student to share what they hope to achieve through their experience. Listen carefully, then explain what will be available to the student during the mentorship.

You might offer to teach the student specific concepts or skills which would fit with and enhance his or her current skill level. You might provide access to facilities, equipment, and resources. Can you think of any professional activities in which the student can be involved?

At the first meeting make sure to discuss your and your student's schedules. Students should be available between 1:00 and 2:30 p.m. four days a week, and they should strive to be flexible and to work within your schedule.

Be sure to discuss your expectations of one another and start exploring ways to mesh your needs. Ask the student to take notes of your discussion, particularly the negotiated results. The notes will be helpful when you and the student finalize the student's Blueprint for Learning. You'll also find it helpful to conclude your first meeting and those that follow with a brief plan for when and how to proceed during your next meeting.

TOUR, EQUIPMENT, INFORMATION

If you have time during the first meeting, introduce your student to your work environment with a tour. Tour your facility providing a map if you think it will be helpful. Point out equipment that is significant in the field and explain how each piece is used.

Students benefit from access to your professional library and knowing the best information sources available. You might include those on your tour. Also be sure to show your student the area in which he or she will work and the locations of the lunchroom and restrooms.

PERSONNEL

Introduce your student to the people you deal with regularly. These may include colleagues with whom the student may work directly or interview, as well as support staff who need to know whether the student is in the building or who may communication with the student over the phone.

You may want to introduce your student to your superior and/or the person who approved the mentorship. Safety is a growing concern in many work settings. Will your student need to meet people responsible for safety training?

NOTES AND RESPONSES

You might suggest that the student take notes on all the above including correct spellings of the names of people he or she meets. The student is required to keep both a reading and contact list. After the tour you might ask what impressed the student most on the tour and what areas or people the student wants to visit again. This information can also be included in the student's Blueprint.

DEVELOPING A LEARNING PLAN

Student, mentor, (and perhaps the teacher) will review the information gathered from the initial conversations and tour. As a mentor, you will review the student's work samples, reading list, portfolio and information from initial conversations. Use this information to assess the student's level of learning and whether he or she is ready to continue learning with you.

Ask yourself where the student's skill and knowledge fit into what happens in your daily work. What tasks can the student learn in the time available? Will the student's current skill level allow him or her to assist you with a project?

You can "test" the student through conversations, tasks, or assignments. Through the years, nearly all Mentor Program students have displayed two common characteristics: They all want to help their mentors in some way, and they can surprise you with how rapidly they learn new skills.

As you and your student begin developing a written plan for the mentorship, you can use the sample Blueprint for Mentorship Learning included in this handbook as a guide. While students are responsible for completing this document and sharing it with their Mentor Program teacher, the Blueprint raises some questions to think about when developing a mentoring experience plan.

Besides information about the Blueprint included in the handbook, your student also will receive classroom instruction and advice on developing an individual learning plan with you.

To begin working on the Blueprint, start by thinking about the knowledge, skills, and attitudes the student should gain in your field. Consider the student's current skill level and the skills which are important for a young person to learn. Discuss these questions with your student and ask about the skills, abilities, and attitudes they want to acquire.

Next, you and the student should develop ways to measure whether he or she is meeting the project's goals. You will receive a copy of your student's weekly summaries which document what the student has learned, so that not every skill gained during the mentorship needs to be demonstrated by the project.

However, projects can be a more authentic means of showing what the student has learned. The project should challenge the student academically and creatively.

When considering possible projects, you, as mentor, will want to consider the student's goals and desires. Don't stop there! Ask yourself if the student's goals will maximize the benefits of the experience and how the student's work can support your work and the goals of your organization. You deserve some return on your investment in the student, and students gain tremendously from being able to contribute to your work.

Once you determine the knowledge, skills, and attitudes on which the student will focus and plan a project that demonstrates this learning, the student should write the plan on the Blueprint form.

Finally, ask yourself and your student if there are any other goals the student should have for the mentorship. Additional goals may not be directly related to the project.

For example, does your student need to improve his or her communication skills? Assertiveness? Comfort with adults? Computer skills? Are you concerned about how much commitment the student will have to the mentorship or how the student will manage a full schedule of school, activities, work, and mentorship?

Note your expectations and ask your student to write them on the bottom part of the Blueprint form. Mentors and teachers can stimulate growth by including their expectations in this section.

Once the student completes a draft of the Blueprint, you will want to respond to it. Make corrections or suggestions based on your previous conversations, assessment of the student's skill level, the student's readiness to learn, and the activities available to a Mentor student in your work environment.

When you and your student agree on the project and related goals, develop a timeline for learning and project completion. Break the project down step by step into the individual tasks needed to complete the project. Next, determine the time needed to complete

each step and help your student to assign deadlines for each step. Students should copy their timelines onto Blueprint form, finalize the Blueprint, give a copy to their mentor and teacher, and keep one for their records.

Students are responsible for completing the Blueprint, but they will need your help. The Blueprint is re-negotiable when circumstances change, but the student, mentor, and teacher must all approve changes.

EVALUATION ■

As the experience draws to a close, you will be asked to complete a written evaluation of your student's progress and of the program. These forms will be sent to you during the last few weeks of the term.

The Mentor Program staff wants students to maintain strong work habits, to communicate effectively with mentors, do quality work on their project, and fulfill their Blueprint agreement. You are not responsible for grading students although you may provide input for the grade if you wish.

THE TEACHER'S ROLE ◆

The Mentor Program teacher functions in a support role for both mentors and students. Teachers instruct students in the Mentor Seminar class and guide them as they narrow their fields of interest to a topic that can be studied in depth for 12 weeks.

Once a student completes Mentor Seminar, focuses on a topic and completes preliminary research, the teacher begins the search for a prospective mentor.

Finally, the teacher serves as the link between the student and the mentor. Teachers encourage clear, on-going communication between all participants. They offer mentors expertise in adolescent development and in planning a quality learning experience. In addition, the teacher works closely with students encouraging them to develop as responsible individuals.

The teacher maintains contact with mentors by sending the student's weekly written reports, making periodic telephone calls, and possibly visiting the workplace. Should any questions or issues arise as the mentorship progresses, please do not hesitate to contact your student's teacher, the program coordinator, or program administrator at 423-

SAMPLE BLUEPRINT FOR MENTORSHIP LEARNING

I. FOCUS OF THE MENTORSHIP: What knowledge, skills and abilities within the field will you learn this term? (State as specifically as possible.)

KNOWLEDGE:
- Organization and interaction of airlines flight operations
- Better understand the qualifications I must have for an airline career.
- In-depth knowledge of the B-757 operation.

SKILLS:
- Work with other people individually and as a team member.
- Improve computer skills: word processing, database, spreadsheet.
- Improve communications skills: oral and written.
- Teach a lesson on what I have learned to an aviation class possibly at my high school.

ABILITIES:
- Recognize problems/formulate solutions.
- Help others to learn from my experiences.
- Track a requirement from origination, through development as a procedure, to inclusion in a training program, to delivery to a student.
- Contribute something of value to the airlines and my high school.

II. PROJECT FOR YOUR MENTORSHIP. How will you demonstrate that you have learned the knowledge and skills listed above?

The final output will be a research paper and an oral presentation on the B-757 Flight Procedures and Training program. My tentative plan is to track the functions performed in each of the B-757 sub-sections (Flight Procedures, Flight Training, and the Fleet Captain Director's office). Since the eventual output of the program is the training of airlines pilots', my project will focus on that training.

III. OTHER GOALS FOR YOUR MENTORSHIP: (What else would you like to accomplish or do?)

- I will positively contribute to the airlines by combining the things I learned during the first semester in Performance Engineering with those I learn second semester in Flight Procedures and Training.

- I intend to maximize my learning during the time at the airlines because this is an opportunity not currently available in high school or college.

- I hope to improve my communication skills so that I will be better able to contribute my knowledge, skill and ability in whatever workplace I choose.

- I will observe my mentor function as a leader, teacher, manager, and pilot, and improve myself in some of these areas so I am better prepared to accomplish these tasks in the future.

- I will better apply the "ASSERT" (Attention, Short, Simple, Response, Technique) formula and many of the other interpersonal communications concepts that I have learned in the mentor class at school by working with my mentor in the next few months.

- I will ask pertinent questions in all areas I observe to develop both my knowledge and critical thinking skills.

SAMPLE BLUEPRINT (CONTINUED)
GOALS FOR MENTORSHIP

- To have a positive influence on others in the company, contributing as much as possible.
- To improve my communication skills by writing papers and in conversing with others.
- To improve my flight skills and be better focused on what is the best way to become a successful pilot in today's rough aviation world.
- To learn the mission and methods of operation of the airlines Flight Procedures and Training Division, with emphasis in the B-757 aircraft section.
- To improve my problem solving ability and use it to my advantage in the workforce when I get out of college.
- To improve inter-company communications and help the company as much as possible in their troubling economic times by finding any flaws that I can see and maybe point out to my mentor or others.
- To ask pertinent questions in all areas I observe to develop both my knowledge and critical thinking skills.

SPECIAL ATTENTION ■ ▲

If a mentor wishes to involve a student in a special project requiring mornings or part of a school day, call the Mentor Program teacher to arrange to have the student excused from his or her regular classes. Advance notice must be given for approval. Arrangements are possible barring major exams and other school commitments and are subject to approval by the high school. The teacher and student will make these arrangements.

PROBLEM SOLVING ■

If questions or problems arise, please let the Mentor Program staff assist you. Call the Mentor Program teacher with any questions that arise during the mentorship. Problem solving is welcomed as an opportunity for growth. We want to make your mentor experience a positive one.

REFERENCES

Levinson, D. J. *Growing up with the dream.* Psychology Today. January, 1978, pages 20-28 and 89.

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Sincere thanks to: Elizabeth Jenner, Lynn Blomgren, Frances Potts, and Barb Groth for their outstanding work in developing this program and nurturing mentoring relationships; Spring Independent School District, Houston, Texas, for permission to use portions of their *Handbook for Mentors;* and Ohio Psychology Press, Dayton, Ohio, to use portions of *Mentorship: The Essential Guide for Schools and Business* by Jill Reilly.

APPENDIX

MENTOR MAY HAVE LEARNED MORE THAN STUDENT

(The following article describes a journalist-mentor's experiences with the Mentor Program.)

By Les Suzukamo

The call from Jill Reilly at the Dakota County Secondary Technical Center was as bad as I feared.

Here's the pertinent information, she said:

The student's name is Holly Hillestad, age 17...a Hastings High School senior...Interested in journalism...Wants to be a foreign correspondent...

So happy to have you on board as her mentor this semester, Reilly added cheerfully before hanging up.

"Foreign correspondent," I thought to myself. "Lovely."

I had volunteered to be a "mentor" in the Technical Center's Mentor Program. The program pairs Dakota County high school students with professionals and business folk, and we, the professionals, are supposed to show the kids the ropes.

This was supposed to be fun but I was grumpy. It seems as though every high school kid interested in journalism wants to be a foreign correspondent. Have trench coat, will travel.

But what could I tell a kid about becoming a foreign correspondent?

I cover Dakota County and it's not as if I need a passport to go to Hastings.

I've been to France, but strictly as a tourist. (My wife promised dire things would happen to me if I took notes on vacation.) And I once hitchhiked to Canada when I was 19, but you can't exactly call the Great White North foreign territory.

But the first meeting with Holly wasn't so bad.

She and Reilly, the program's coordinator, came to the newsroom and we sat and chatted for awhile.

Holly impressed me. She was bright and showed initiative. Her resume said she was in honors English and social studies classes and taking her fourth year of French.

It also said she had written a 30,000 word novel at age 14, written and directed skits, worked at an orphanage in Mexico and "read a lot of good books."

She was quick too. So quick that she ended up finishing several of my sentences for me. I guess senility slows you down at 30.

But boy, was she an awful speller. I counted several errors on her resume and in her writing samples.

I set up a study program for Holly.

First of all, every week she would talk with a different reporter or editor about his or her job. I tried to choose a wide range of people to give Holly a flavor for the variety of a newspaper.

I concentrated, however, on loading her schedule with people with overseas experience. I was in luck at this paper.

We had Jacqui Banaszynski, one of our top reporters and a finalist for the Pulitzer Price in international reporting for her powerful section in 1985 on the famine in Ethiopia and Sudan.

We also had Mitchell Pearlstein, an editorial writer. He visited the Soviet Union in 1986 and wrote a series of columns about his experiences, particularly his efforts to talk to "refusniks"—Soviet Jews who have been denied permission to emigrate to Israel.

The second part of the mentorship would consist of reading assignments, stories and exercises. The fun stuff.

Holly didn't always think so, however.

"I...got my two and a half page critique," she wrote Jill Reilly in one of her regular progress reports. "He wasn't thrilled with it and I got my first taste of what it feels like to get a story back from an editor all hacked up. It's not a wonderful feeling."

Well, I had fun anyway.

The weeks did not always run smoothly. Things sometimes fell apart at the last minute. Once, I had three reporters in a row bow out of appointments to talk with Holly.

Ah, well, I told Holly. This is what sometimes happens at a real newspaper. Chaos. Confusion. The best laid plans of mice, men and journalists gone astray.

Secretly, though, I worried. Am I giving this kid what she really needs?

Sometimes the communication broke down, too.

Once, while discussing journalism ethics, I pulled out a golden oldie from my childhood in Los Angeles. It involved a 1969 story involving an allegation that Mayor Tom Bradley, then only a city council member and candidate for mayor, had won the support of the Black Panthers, the black radical group that reached its zenith in the late '60s.

Holly just stared at me, polite but without a clue as to what I was talking about. "What are the Black Panthers?" she finally asked.

I fumbled for words. "Uh, well, you know. The Black Panthers!" Blank look. "The radical group?" More blank looks. "1969? Don't you remember?"

There was a long pause. "I was born in 1969", she said.

The Generation Gap lives.

I dredge all this up because the semester is over and we recently had a graduation ceremony of sorts at the Technical Center in Rosemount.

The participants presented their mentor with certificates of recognition and as each pair was introduced, Reilly told about different projects in which the mentor and student engaged for the semester.

Now that it's over, I occasionally wonder whether I gave Holly enough guidance. Too much? The right kind?

Beats me. I did the best I could, and now it's up to her. Which is as it should be.

As my final act as mentor, I was mailed a form by Jill Reilly asking me to evaluate Holly and the program. I did so, but I am writing now in the hopes that other adults out there will read it and maybe consider volunteering to be a mentor too.

I can remember teachers I admired and tried to emulate, and writers and reporters whose work I poured over, hoping to absorb their wisdom. Or at least a flashy *bon mot* or two.

I say this because I remember another high school kid, big, gawky, but unlike Holly, a bit more of a smart aleck. He too wanted to be a foreign correspondent.

He too didn't know what the job required, except maybe speaking a foreign language.

He nearly flunked all his college French classes but somehow turned out OK.

He still is a horrendous speller.

Yeah. Me.

(Reprinted with permission of Les Suzukamo and the *Saint Paul Pioneer Press*.)

FOR MORE INFORMATION

The Mentor Program staff values your participation as a mentor and wants to ensure that you receive information and support needed to mentor effectively and efficiently. We offer a broad array of information and services to assist you.

Please review the following list, check the information you would like and either call, fax, or write the Mentor Program Coordinator at the address and telephone number listed below.

_____ I would like to view the mentor orientation video, "The Mentor Program: Promise, Preparation, and Performance" (8 minutes). Please send me a copy on loan.

Please send a copy of:

_____ My student's resume.

_____ My student's goal list for the mentoring experience.

_____ My student's preparatory reading list.

_____ Start and end dates for my student's Mentor Field Experience.

_____ Mentor Seminar learning objectives.

_____ Mentor Field Experience evaluation forms.

I would like to:

_____ Schedule an appointment with a teacher or program coordinator to further discuss expectations of me a as mentor.

_____ Schedule an appointment with a teacher to discuss my student's progress.

My business would like to :

_____ Have the Mentor Program coordinator visit to explain the program.

Please:

_____ Contact the following person/people who would like to become a mentor:
Name:_____ Phone:_____

_____ Send the following student an application for the Mentor Program:
Name:_____ School:_____

Mentor Program address: Mentor Program Coordinator ■ Dakota County Secondary Technical Center
1300 East 145th Street ■ Rosemount, MN 55068
Telephone: (612) 423-8479 ■ FAX: (612) 322-1193

Mentor's name and address: _____

_____

_____

Mentor Program
Dakota County Secondary Technical Center
1300 145th Street East
Rosemount ■ MN

(612) 423-8443

Questions and Answers about the Mentor Program

Question: Lorraine Kleinwaks
Reponse: Jill Reilly, Ed.D.

1. How are students identified for the program?

   Information about program in course registration and informational meetings. Students can apply on their own or a teacher or parent may encourage them to apply. They are interviewed and screened for high ability in the mentorship area, motivation, and independent work skills. See *Mentorship*, by Jill Reilly, Chapter 2.

2. Any data on the target population (age, grades, ethnicity, male/female), and the numbers of students who have participated?

   Grades 10--12 for seminar
   Grades 11--12 for Field Experience
   Current data on participants is available from Frances Potts; ISD 196.
   More women than men tended to participate in the first eight years; partly due to a desire to gain experience in non-traditional careers.
   In early years, ethnicity ran proportionately to the percentage of ethnic groups in the area.

3. Any data that shows that what you are doing has raised academic achievement levels?

   See Chapter 8. Students performance in Mentor Program was generally excellent regardless of their grades. After participation in the program, many students achieved better grades overall. Mentors consistently assess the students' level of learning in their Mentor Program focus areas as first or second year of graduate school.

4. What do parents think about the program? How involved are they?

   Parents saw the benefit of this program more rapidly than educators. They expressed concerns about school-to-work transitions in 1985. Parents are strongly encouraged to attend an orientation meeting. We averaged 95% attendance at these meetings. Parents are asked to help identify mentors, if not for their own children then for others in the program. This helped expedite students' placements.

5. What have been the biggest challenges/barriers? What are then most critical factor(s) people should know in setting up this model? How long did it take? Staff qualificatio9ns?

   See Chapters 5 and 6. The biggest barrier to establishing this program is that teachers don't necessarily come prepared to deal with all aspects of the program--teaching the Seminar, finding mentors, placing gifted students. They will need to read through the material or contract for training, then establish any support systems they need to accomplish their goals.

6. What do STW coordinators need to know about this model?

It makes an enormous impact on the lives of the students and mentors who participate. The gifts received through this program can and do last a lifetime.

7. Characteristics of the model that really meet the needs of GT?

   Chapters 1 and 8. Challenging learning at the students own pace in the students "passion"; uniquely addresses multiple intelligence and individual style of learning.

8. Any data on program evaluation?

   See Chapter 7 and ask Frances Potts.

CONTACT INFORMATION

Please provide complete contact information at the other schools where your model has been adopted, and anyone else you feel is appropriate to be contacted. Also, please provide a few sentences describing where your model has been adopted. The submission gives the impression (clearly incorrect) that the model has only been implemented at Dakota County Technical Center.

To: Lorraine Kleinwaks
From: Frances Potts
Date: October 29, 1998
Re: Mentor Program Sites

These Mentor Program sites are in Independent School District 196, 14445 Diamond Path, Rosemount MN 55068 :

Apple Valley High School
14450 Hayes Road
Apple Valley, MN 55124

Frances Potts
431-8709

Eagan High School
4185 Braddock Trail
Eagan, MN 55123
683-6900

East View High School
6200 140th Street W
Apple Valley, MN 55124
431-8900

Rosemount High School
3335 142nd Street W
Rosemount, MN 55068
423-7501

These are the Mentor Program sites for Intermediate School District 917, 1300 145th Street E., Rosemount, MN 55068:

Burnsville High School
600 E Highway 13
Burnsville, MN 55337
707-2100

Dakota County Secondary Technical Center
1300 145th Street E.
Rosemount, MN 55068
423-2281

Farmington High School
800 Denmark Avenue
Farmington, MN 55024
463-6500

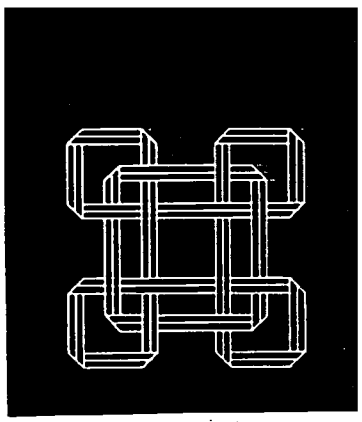
Henry Sibley Senior High School
1897 Delaware Avenue
West St. Paul, MN 55118
681-2351

Lakeville High School
19600 Ipava Avenue
Lakeville MN 55044
469-7352

Prior Lake High School
Box 539
Prior Lake, MN 55372
447-4131

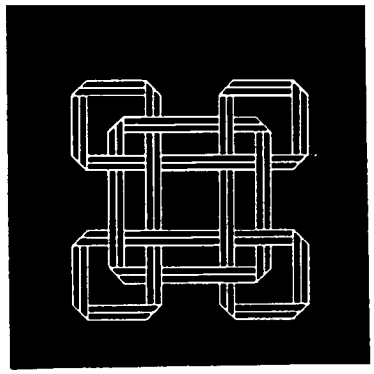
Simley Senior High School
2920 80th Street E
Inver Grove Heights, MN 55076
457-7230

South St. Paul High School
700 North 2nd Street
South St. Paul, MN 55075
450-9966



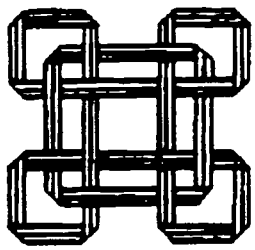
MENTOR PROGRAM 1991-1992

Dinner and Open House
May 19, 1992



Dakota County Mentor Program
students and teachers
welcome you to a
Dinner and Open House
May 19, 1992

Dakota County Secondary Technical Center
Rosemount • MN



Order of Events

5:30 to 6:00 p.m. ..... Informal Social Gathering
6:00 to 7:00 p.m. ..... Dinner
7:00 to 7:30 p.m. ..... Recognition Program

Opening ..... Jill Reilly
Elizabeth Jenner

Welcome ..... Karen O'Brien

Appreciations ..... Elizabeth Jenner

Student Reflections ..... Bob Naumann
Elizabeth Reilly
Mike Malmgren
Lisa Cook

A Mentor's Insights ..... Paul Hagen

Advisory Board Comments ..... Sandra Olson

Students and Mentors ..... Jill Reilly

Adjourn to Open House ..... Jill Reilly

7:30 to 8:30 ..... Open House

Mentor Program

This course is open to any bright, self-motivated junior or senior in Dakota County who has a need to continue advanced level learning in a specific academic area. Students in the course receive instruction, mentor placement, and supervision from their Mentor Program instructor. Students learn advanced content, communication and observation skills as they study with classmates, independently and together with their mentors. The Mentor Program is offered through Intermediate District 917. On-site programs are offered at Apple Valley, Simley and Rosemount High Schools, and Dakota County Technical College. Additional on-site programs are being planned for 1992-1993.

Mentor Appreciation

Student learning in the Mentor Program is encouraged and enhanced by individuals from business, higher education, home high schools and the community who agree to work with a student. The mentors listed in this program have given their time, energy and inspiration to challenge their students. A hearty thank you to these mentors and their employers for opening their work places to Mentor Program students. Our schools work hard to prepare students for successful mentorships. Warmest appreciation to the teachers, administrators and parents who provide support and encouragement for their learning experiences.

Participants

Each section of the Mentor Program is described in this program by student participant, area of focus, home high school, and mentor. These students are ready to share the results of their advanced learning with interested individuals. Congratulations to them for risks taken and successes achieved.

Sponsor

Dakota County Secondary Technical Center is part of Intermediate School District 917. The Secondary Technical Center provides low-incidence educational services and programs complementary and supportive to member school districts.

ANNUAL DINNER
AND OPEN HOUSE 1992 PROGRAM

STUDENT	MENTOR
Anthony Amelse *Sports Broadcasting* Simley	Mike Max *WCCO 4*
Danyel Anderson *Human Resource Management* Apple Valley	Judy Schmidt *Blue Cross & Blue Shield of MN*
Sara Buckner *Counseling/Organizational Psychology* Burnsville	Elizabeth Kautz *Growth Dynamics, Inc.* Bruce Morrissette *Burnsville High School*
Lisa Clayton *Fashion Design* Apple Valley	Laine Sou Weinberg *Kokoon*
Sims Corbett *Counseling Diabetics* Henry Sibley	M.J. Lee-Van Houten *Diabetic Center at United Hospital*
Laura Dadd *Art History of the Greeks and Romans* Burnsville	Reider Dittman *St. Olaf College*
Rob DeMars *Advertising* Apple Valley	Paul Hagen Jon Porter *Rowdy Creative* Bob Geiger *Geiger Report*

STUDENT	MENTOR
Joely Gaida *News Reporting* Burnsville	Debra O'Connor *St. Paul Pioneer Press* Rich Marek *Cable TV North Central*
Gus Granger *Airbrush and Cartoon Art* Apple Valley	Steve Fastner *Independent Artist*
Meredith Gross *News Reporting* Simley	Michael Binkley *KSTP 5*
William Gunckel *Structural Engineering* Apple Valley	Jim Baumiller *Northwest Airlines*
Charlie Hammond *Music Composition* Apple Valley	Scott Malachow *Independent Producer*
David Hanson *Pediatric Blood Cancer Research* Cannon Falls	Peter M. Anderson *University of Minnesota*
Chris Hince *Sportswriting* Eagan High School	Roy Hewitt *St. Paul Pioneer Press* Rich Marek *Cable TV North Central*
Rebecca Hoffman *Behavior of the Amur Leopard* Apple Valley	Kathy Holzer *Minnesota Zoo*

STUDENT	MENTOR
Tera Holst *Learning Styles* Simley	Judy Rasmusson *Lincoln Center*
Rebecca Houliston *Acrobatic Aircraft* Simley	Andy E. Vano *University of Minnesota*
Jill Irish *Family Violence* Simley	Maureen Parkes *B. Robert Lewis House*
April Jensen *TV Production* Cannon Falls	Meighan Maloney Kathy Kraemer *Newton's Apple KTCA*
Dana Jung *Architectural Design* Henry Sibley	Westly Hendrickson Karen Eid *TKDA Architects*
Aimee Leach *Elementary Education and Learning Styles* Henry Sibley	Cornell Pewewardy *Mounds Park American Indian Magnet* Nancy Gaigliardi *St. Joseph School* Jean Wincek *Learning Styles Consultant*
Curtis Lyson *Electrical Engineering* Burnsville	Tom Willkomm *Black Dog Steam Plant* Bob Vesledahl *Dakota Co. Tech. College*

STUDENT	MENTOR
Chad Litkey *Chemical Engineering* South St. Paul	Susan Nestegard *3-M*
Mike Malmgren *Political Office and the Legislative Process* Simley	James Metzen *MN Senate* Faye Sparks *State Capitol*
Jamie Miller *Bird Studies* Apple Valley	Elizabeth Jones *MN Valley Nat'l* *Wildlife Refuge*
Bob Naumann *Metropolitan Planning* Henry Sibley	Bonnie Featherstone *Metropolitan Council* Rebecca Breuer *Humphrey Institute*
Jenni Nelson *Graphic Art Service* Apple Valley	Jodee Kulp *Jodee Kulp Graphic Art*
Sean Nimtz *Fantasy Writing* Apple Valley	Carol Kennedy *Independent Copy Editor*
Courtnay Peifer *Carpal Tunnel Syndrome* Apple Valley	Tom Hense *Assoc. Physical Therapists*
Lisa Peterson *Retail Merchandising* Simley	Mickey Foley *Carson, Pirie , Scott*

STUDENT	MENTOR
Katherine Pike *Feline Liver Diseases* Burnsville	Robert M. Hardy *University of MN* Jennifer Trice *3-M*
Anna Plocher *Studio Art* Apple Valley	Cindy Starkweather Nelson *Independent Artist*
Jodi Preusser *Sexual Harrassment Law* Apple Valley	Sonja Peterson *Horton & Associates*
Elizabeth Reilly *The Federal District Court* Apple Valley	Constance L. Huser *Judge James M. Rosenbaum*
Chris Rowley *Studio Art: Planning an Exhibition-Social Themes* Apple Valley	Sandra Menefee Taylor *Independent Artist*
Amie Soderquist *Public Relations* Simley	Barb Kuklock Kathy Burham Nancy Johnson Matt Kucharski *Padilla, Speer, Beardsley*
Lee Solomonson *Genetic Research with Plants* Apple Valley	David Somers *University of Minnesota*

STUDENT	MENTOR
Leah Sundwall *Physical Therapy* Simley	Steve Marti *Divine Redeemer Hospital*
Gretchen Vrieze *Computers in Engineering* Burnsville	K. John Pournoor *3-M*
Niki Williams *Architectural Drafting* Burnsville	Jane L. Ubbelohde *TKDA Architects* Bill & Roseanne McKeag *McKeag Associates*
Matt Zimmerman *Music Production* Burnsville	Paul Merakami *Prince of Peace Lutheran Church*

Intermediate District 917
Mentor Program Administraion

Karen O'Brien	Director, Dakota County Secondary Technical Center
Jill Reilly	Mentor Program Coordinator and Instructor
Elizabeth Jenner	Mentor Program Coordinator and Instructor
Lynn Blomgren	Mentor Program Coordinator and Instructor Rosemount High School
Barb Groth	Mentor Program Coordinator and Instructor Rosemount High School

Mentor Program Advisory Board

Sandy Olson, Chairperson
Chuck Erickson, Past Chairperson
Dan Gilboe
Marsha Besch
John Laliberte
Neil Misegades
Bob Kraftson
Carol Larsen
Barb Gall Nelson
Jerry Greupner
Linda Jokela
Cathy Marquardt
Sue Slater
Pauline Rupprecht
Bruce Halvorson
Verlene Myers
Lynn Opatrny
Vicki Kuster
Ruth Matson
Dave Fritze
John Natwick
Karen O'Brien

Apple Valley High School Steering Team

Kathie Anderson
Marsha Besch
Larry Dombrock
Chuck Erickson
Julia Klatt
Roger McGaughey
Mark Preissing
Bobbie Seelicke-Miller

Simley High School Steering Team

Steve Degenaar
Jan Embretson
Dave Wright
Karen Scheib
Lynn Froiland
Steve Aeilts
Ruth Ann Moore
Don Glassel

Mentor Seminar:
A PREPARATORY COURSE FOR MENTORSHIP

SELF-AWARENESS UNIT

- Assessing personal style through MBTI
- Understanding learning styles and needs
- Creating a resume
- Assessing Strong Campbell career interests
- Researching career options
- Selecting appropriate educational options
- Evaluating a school: Field trip
- Setting goals / Managing time

PROFESSIONAL RESEARCH SKILLS UNIT

Emphasis now on content not context

- Using school & public libraries
- Utilizing community resources
- Conducting advanced-level research
- Researching at a university: Field trip
- Creating a resource list
- Designing & completing a project

INTERPERSONAL SKILLS UNIT

- Expressing yourself assertiveness
- Communicating non-verbally
- Speaking in public
- Learning to listen
- Telephoning like a pro
- Interviewing effectively
- Behaving and dressing professionally
- Respecting each individual

Mentoring ProgramTalent Bank

Help us to identify people who can contribute to building our mentoring program.
Please fill out the following form and pass copies on colleagues and contacts who may also want to help.

NAME _____ TITLE _____

COMPANY _____

STREET ADDRESS _____

CITY _____ STATE _____ ZIP _____

WORK TELEPHONE NUMBER _____ WORK FAX NUMBER _____ HOME TELEPHONE NUMBER (if you wish to provide it) _____

COMPANY'S PRODUCTS OR SERVICES: _____

Your general areas of expertise/responsibility:
(e.g. cancer research, pediatrics or electrical engineering)

_____

_____

_____

Your more specfic areas of interest/responsibility:
(e.g., the effects of liposomes on blood cancer or designing electrical systems for new homes)

_____

_____

_____

Describe the skills, qualities, and attitudes that you would expect from a high school student in order to mentor him or her.

_____

_____

_____

WAYS I CAN HELP

Please check and, if you wish, comment

- ☐ Mentor a student over a term
- ☐ Provide an informational meeting (30-45 minutes)
- ☐ Offer a shadowing experience (2- 4 hours)
- ☐ Serve as a contact or liaison for my company
- ☐ Develop curriculum
- ☐ Serve as an adviser to the program
- ☐ Assist with communicating about the program:
  - ☐ Within the schools
  - ☐ Within the business and professional community
  - ☐ In written materials
  - ☐ With the media
- ☐ Help graphically design materials
- ☐ Be a guest speaker in the classroom:

  Topics

  1. _____
  2. _____
  3. _____
- ☐ Assist with a field trip to _____
- ☐ Help the mentoring program find other mentors

COMMENTS: _____

_____

_____

_____

_____

Mentor Connection
Grading and Evaluation Guidlines

Name _____

School _____

Honestly evaluate yourself on the following criteria. Please comment or explain when necessary. You may use the back of the paper.

Quality or Work/Project

Effort put into focusing or narrowing topic
Effort put into preparation classes
Quantity and quality of research done
Effort put into project
Quality of project
Quality of Open House display
Quantity and qauality of overall learning
Effort put into overall learning

Responsibility/Reliability

Attendance in class
Punctuality for class
Attendance with mentor
Punctuality with mentor
Courtesy: called teacher when absent or tardy
Courtesy: called mentor when absent or tardy
Hours of mentorship work completed weekly
Weekly letters (dates)
Weekly letters in on time
Other assignments/required forms in
Other assignments/required forms in on time
Make-up work for teacher or mentor asked for and completed

Quality of Interpersonal Communications

Weekly letters:
- Effort
- Are the letters clear and precise?
- Have you accounted for 10 hours?
- Have you described what you've been learning, doing, studying, etc.?
- Have you told about your reactions or feelings?

Communication in preparation classes
Quality of communication
Effort in practicing skills learned in preparation classes
Effective communication: do you inform the teacher honestly regarding problems with your mentorship; change of focus, interest or lack of interest in topic, etc.
Growth in effective communication skills and use

Summary

Overall growth in Mentor Connection
How do you feel about yourself in MC?
What has been the most valuable learning for you in MC?
What do/did you need in MC that you aren't getting? How could your teacher help you?

Overall Grade _____ Date _____

Documented Benefits of Mentoring

"By working to improve social conditions, the corporation is working to improve its profitability. Social activities may not immediately translate into profits on the books. But the well-being of the community will eventually improve the well-being of the corporation. If schools and communities deteriorate, for example, the skills of those entering the labor market will also suffer. A corporate citizen of that community can only be harmed by having a lower quality work force at its disposal."

--Jimmy Carter

For Collaborating Organizations

*Self-interest
*Reversing "a tide of mediocrity"
*Altruism
*Shared benefits of collaboration
*Organizational change
*Organization's educational needs become more clearly articulated and defined
*Public relations
*Marketing of products
*Better-prepared workers

Also believed by corporate executives about any social involvement practiced by their firms:

*Strengthened social system
*Strengthened economic system
*Additional government regulation avoided
*Firm's survival chances increased
*Attract better managerial talent
*Long-term profitability

For Mentors

*Increased opportunities in the profession
*New ideas
*Accomplished goals for mentee's work
*Established friendships
*Monitored gate to the profession
*Changed sense of self: Risk or benefit
*Increased job satisfaction

For Students

*Increased self-esteem
*Better developed skills in field of interest
*Honed thinking and creativity skills
*More clearly defined career directions
*Connections between work/everyday living and school
*Increased motivation to achieve
*Friendships made
*Inspiration generated by a role model
*A matured sense of responsibility
*Better understood and developed potentials
*Better defined personal ethic

For Faculty

*Instructor satisfaction
*Speakers and contacts for teachers in the field
*Improved and updated skills
*Satisfaction from more individualized contact with student(s)

For Community

*Interdependent relationships
*Valuing citizens
*Better-educated youth
*"Innoculating" youth from social/emotional difficulties

From: Reilly, J., **Mentorship**, OPP, 1992.

Mentor Program Instructor Training Agenda Continued

Thursday, August 13, 1992

Mentor Field Experience

8:00 - 10:00 a.m.	Field Experience Syllabus
	Finding placements for students - *EJ*
	Developing a beneficial learning plan - *JR*
10:00-10:20	Break
10:20-11:20	Ask the Experts: Student Panel Discussion
11:30-12:30 pm	Luncheon (With experts)
12:30-1:30	Ask the Experts: Mentor Panel Discussion
1:30-1:50	Break
1:50-3:15	Monitoring Students' progress - *EJ* Projects, Exhibits Evaluation
3:15-4:00	Reflection on panel & training overall - *JR*
4:00	Closure

Mentor Program
Instructor Training Session Objectives

Dakota County Secondary Technical Center
August 10-13, 1992
8:00 a.m. - 4:00 p.m.
Room 2-142

Given training in the following units, instructors will:

Mentor Seminar Self-Awareness Unit

1. Become personally acquainted with one another through sharing the I-wheel, responses to "Attracting a Mentor, MBTI, and LSI.
2. Formulate and articulate their own responses to what knowledge, skills, and abilities students need to attract a mentor and maintain a learning relationship with their mentors.
3. Establish a personal rationale for the Mentor Program curriculum.
4. Familiarize themselves with Seminar curriculum, ask pertinent questions, and begin to share teaching ideas for the unit if time allows.

Mentor Seminar Research Unit

1. Identify, describe, and share the research approaches, tools and materials they most frequently use when they research topics for their own learning.
2. Describe additional research tools available to help students pursue advanced learning in a variety of fields of interest.
3. Consider a variety of resources available within the Metro area to assist students in pursuing advanced learning.
4. Discuss the significance of diagnosis in directing students' research.
5. Discuss the role of Bloom's taxonomy in elevating students' learnings to a higher level of thinking.
6. Gain awareness of the Research Unit curriculum.

Mentor Seminar Interpersonal Communications Unit

1. Identify and tentatively prioritize the communications skills students most need to pursue their learning needs and function well in an adult environment.
2. Become aware of business' perspective on how a high school student should appear an behave in a professional setting.
3. Develop methods to build essential professional communication skills with their students.
4. Identify additional instructional resources available to them for teaching the Interpersonal Communications Unit.

Mentor Connection Seminar
Student Competencies

Self Awareness

Preferences

As Class Member

1. The student will share information about him/herself on "I wheel" and listen carefully to other students and instructor. The student will begin to feel comfortable with course requirements, instructor and classmates.

Personality Preferences

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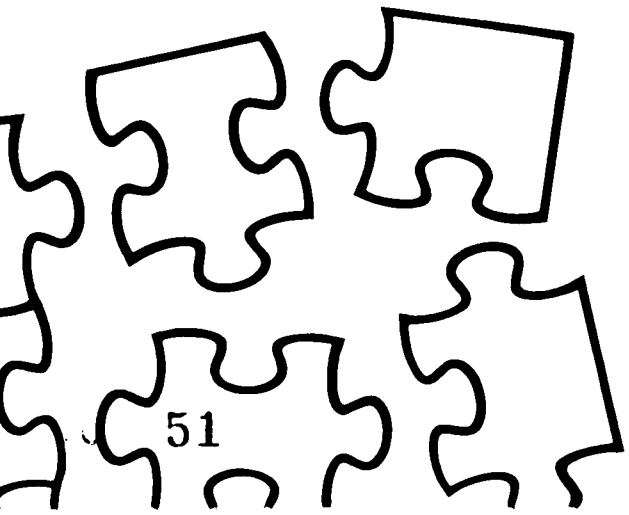
Do you want to...

- Work directly with professionals at their workplace?
- Receive credit for advanced learning?
- Get hands-on experience?
- Complete a meaningful project?

If you are...

- Motivated
- Academically capable
- Able to find time in your high school schedule
- Able to provide your own transportation

Then enter The Mentor Program



You may choose to focus upon a topic of your choice. Some past experiences include:

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human services
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computer science
archeology
theatre arts
pharmacology
health science
marketing
engineering
economics
design
criminal law
ecology
applied math
artificial intelligence
biomedical research
psychology
journalism
public relations
medicine
architecture
geology
business
physics
genetics
tax law
veterinary medicine
...and many more!

For more information contact
- Your guidance counselor
- A Mentor Program instructor at:

Intermediate District 917
1300 East 145th Street
Rosemount, MN 55068
(612) 423-8479
(612) 423-8415

Real Life. Real People.

Advanced Learning for Juniors and Seniors

THE MENTOR PROGRAM

Students who have made The Mentor Program say:

"It really opened my eyes about what to expect in the future."

"I found it interesting that I actually knew something that the University students didn't catch on to."

"You are encouraged to go beyond the limits of the classroom to meet your own goals and test your interests."

"Just sitting on the bench with the judge was the most exciting part of my mentorship. The slice of life I saw was 'too cool'!"

"It gave me new insights into the workings of the field."

"I worked one-on-one with my mentor which is something that I needed."

"I've grown a new faith in myself."

"The Mentor Program is the light at the end of the tunnel."

Connect with your future!

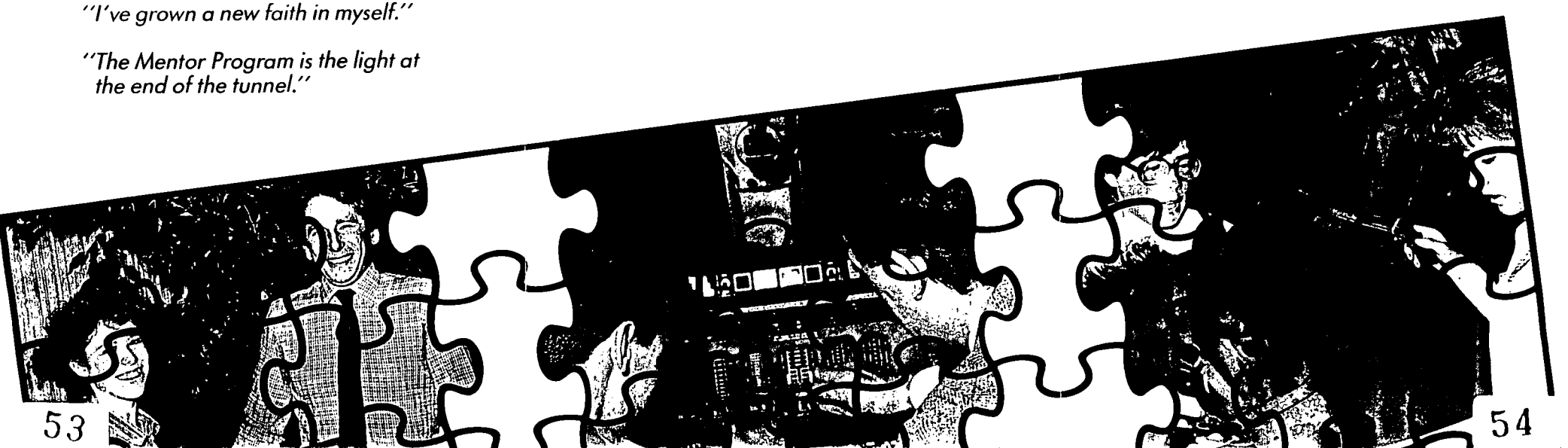
The Mentor Program will immerse you into the real world of advanced learning in a field you select. This course provides an opportunity for in-depth research and experiential learning.

You will observe, converse with, and work with a professor and/or business professional in your field. This person will be located for you by The Mentor Program staff.

You will learn new and challenging technical concepts. You can define and produce a meaningful project under the guidance of your mentor. You and your mentor will assess your learning experience. Your Mentor Program instructor will guide your progress and assign a grade for the credits you earn.

But before you get into a one-on-one situation, The Mentor Program will prepare you for meeting your mentor and will help you explore opportunities in your field of interest. You will attend classes in effective research and communication and you will develop a personalized educational plan. You will also explore your chosen field through advanced-level readings.

Students who have an identified and documented need for advanced learning may apply. There is no tuition charge to you, the student, but you must provide your own transportation.



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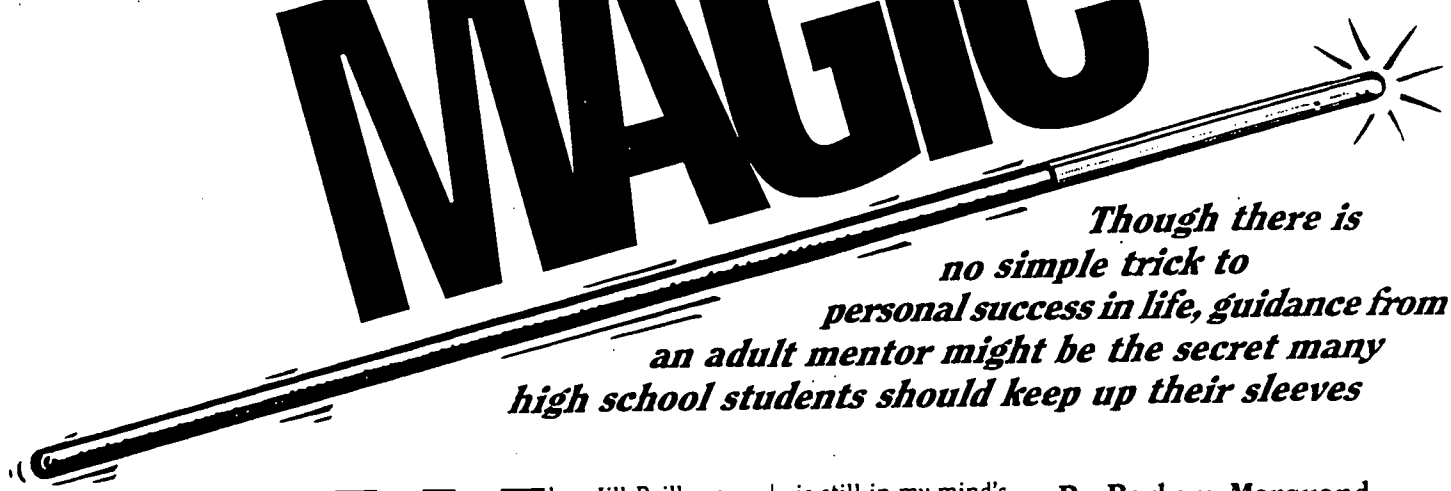
Mentoring MAGIC



Though there is no simple trick to personal success in life, guidance from an adult mentor might be the secret many high school students should keep up their sleeves

By Barbara Marquand

When Jill Reilly confronted a thorny problem in her early teaching years, she often thought of her favorite high school teacher. "What would he do?" she'd ask herself. For Reilly, that teacher held the honored title of mentor, yet he never knew it. In fact, he and Reilly never spoke to one another for more than a few minutes at a time.

Mentors — prime role models — don't have to be people with whom others share deep relationships. They can be casual acquaintances, famous people never met, even fictional characters.

"Kids can find mentors even from something as simple as books," says Reilly, principal at the Academy of Holy Angels in Richfield, Minnesota, and author of *Mentorship: The Essential Guide for Schools And Business.*

Reilly's other early mentors included Jo, the feisty daughter in Louisa May Alcott's *Little Women*, and Ann Sullivan, Helen Keller's pioneering teacher. Both inspired her to tackle challenges.

Mentors may know their understudies only briefly — or perhaps never at all — but their influence can last a lifetime. "He is still in my mind's eye today," Reilly says of her former high school teacher.

Mentors are important because they provide inspiration, guidance, and wisdom. They can help teens — as well as younger and older individuals — sort out right from wrong, learn a new skill, or stake out a successful career path.

"The way people learn to do things best is through stories," says Pete Stursberg, a business training professional in Columbia, South Carolina, and author of *Your Dream Mentor: How Role Models Can Help*. "You relate and see yourself as a part of it."

In other words, teens may learn more from someone else's success story than from instructions on how to succeed. That's where mentors come into play.

Most teen-agers already have several mentors. Who is most admired? Who serves as role models? Those individuals are mentors. Stursberg instructs people to list their mentors as a helpful exercise in defining their values and goals.

"For most people, mentors are woven right into the fabric of their lives," Reilly says. Parents, grandparents, and teachers often serve as mentors, but adding others can broaden teens' horizons.

Studies show that students' school performance tends to improve when they are matched with professionals who serve as role models.

In a mentoring program Reilly oversaw, for example, one girl who wanted to work with animals was paired with an expert at a raptor center, which cared for birds of prey. The girl had hated algebra and couldn't see how she'd ever use it after high school. But at the raptor center, she saw workers using logarithms to help determine the sex of eagles. Afterward, she got "A"s in math.

"Be on the lookout for mentors," Reilly advises. But first, set goals. "If you think how you want to grow and know where you want to go, you're better able to identify the kind of mentor you need."

Keep in mind that no one person can be a mentor for everything. "It's highly unlikely you can find one perfect person for you," Stursberg says. While a parent may serve as a role model in making moral decisions, another mentor may serve as a role model for breaking into a career field.

Teen-agers looking for a mentor to help in pursuing a career should read about the field and take some courses, if possible, before seeking out a mentor. They will benefit more from someone's guidance if they already have some knowledge. Then, teens should find a knowledgeable person they admire and with whom they feel comfortable.

Amanda Chavez, who this past year served as president of the Key Club at Nevada Union High School in Grass Valley, California, was required to find a mentor as part of a senior class project. She wanted to study children's rights, so she volunteered at a local nonprofit children's services agency and asked a supervisor to be her mentor.

"It really opened my eyes to the world ahead of me," Amanda explains. "The experiences I had were invaluable because I was able to experience what an agency like that can do for even a small community like ours."

In college, Chavez plans to study psychology and government with an emphasis on children's issues and perhaps pursue a law degree.

To find mentors, Stursberg suggests, teens should look for people outside their own realm of experience. And, he says, "get associated with people who are more successful."

Mentor relationships can vary from brief, casual acquaintances to lifelong friendships. Some students, for instance, may want to begin by seeking someone who can answer specific questions about a career. Or, like Amanda, others prefer to look for a more long-term relationship by volunteering or working for someone who can serve as a mentor.

The important point is for teens to decide what they want and what they can offer. Then, they can approach those adults they believe might help them. Keep in mind, though, that asking an individual to become an "instant mentor" isn't necessary. Teens simply need to ask for whatever help they're seeking, whether it be a half-hour to answer some questions or a summer internship.

Perhaps best of all, mentoring relationships can be a mutually beneficial partnership.

"I had so many doors open to me because I said, 'I'm ready and willing,'" Amanda says. "It's not just them giving to you. You're giving something back to them." □

Priming for a successful partnership

Here are some tips on how to make a relationship with a mentor work:

- **Dress and act appropriately, advises Bonnie Taylor, resource and referral supervisor at Sierra Nevada Children's Services in Grass Valley, California. Taylor served as a mentor for Amanda Chavez, immediate past president of the Nevada Union High School Key Club in Grass Valley. Wear business attire, for example, if you plan to meet with a company chief. If you're not sure what is appropriate, don't hesitate to ask questions.**
- **Be sure you know what the mentor expects from you. Be a good listener. Ask people to talk about themselves, advises Pete Stursberg, author of *Your Dream Mentor: How Role Models Can Help.***
- **Approach a project with a mentor by showing enthusiasm and energy.**
- **Don't be afraid to ask adults for help; most are flattered when asked for help or advice. When you ask, be specific about what you want and how much time it will involve. And be sure to tell the individual what you have to offer.**
- **Be polite and always follow up with a thank-you letter. Let mentors know how much they helped you.**

A guide to finding mentors

You've picked a career to pursue. Now you want to find a mentor to help pave the path toward your goal. But where do you look? Here are a few places to begin:

- **Ask your parents, relatives, and other adults if they know anyone who specializes in your chosen field.**
- **Talk to your school guidance counselor.**
- **After you've been accepted by a university, check to see if it offers mentoring programs in your field of study. Some colleges, for example, offer mentoring programs for women majoring in male-dominated professions — such as engineering — and for minorities.**
- **Contact local businesses that specialize in your chosen field. Write first to introduce yourself, then follow up with a telephone call. For example, if you're interested in journalism, call the editors of the local newspapers and ask if you can spend an afternoon with a reporter.**
- **Contact local organizations. Most professions have trade groups. See if there are any chapters in your area. Your local chamber of commerce also may be able to refer you to professionals in your chosen field.**
- **Volunteer your services. If you want to be a veterinarian, for example, volunteer to work a few hours a week at a veterinary clinic or animal shelter.**
- **Apply for a job at a business specializing in your field. Interested in accounting? You won't be able to get a job as an accountant yet, but you might be able to get a clerical job at an accounting firm. When you apply, be sure to explain your interest in the field and mention any applicable courses you've taken. Enthusiasm and interest in a profession will impress an employer.**

Mentorships: Benefits and Effects on Career Development

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Abstract

The personal and academic benefits of a mentorship program, the Mentor Connection, and its effects on career development were investigated. The results indicated that the program had significant personal, academic, and career-choice effects on participants. A program which includes both classroom and mentorship experiences should be an integral part of gifted programs, and there is a critical need for female mentors.

Introduction

The term mentor dates back to Homer's *Odyssey*. Before embarking on his 10-year journey, Ulysses entrusted the education of his son, Telemachus, to his wise and faithful friend Mentor. As a guardian, teacher, and surrogate father to Telemachus, Mentor defined the concept that characterizes similar relationships today. However, in her review of the literature, Merriam (1983) discovered that there is no one precise definition of mentoring. Instead, the meaning of the word "appears to be defined by the scope of a research investigation or by a particular setting where it occurs" (162).

In his extensive study based on interviews with 40 men, Levinson (1978) described mentoring as a form of love relationship. Functioning as guides, counselors, and sponsors, mentors open doors and expose protégés to a new occupational and social world with its values, customs, resources, and characters. Levinson argued that mentors help protégés realize their goals and dreams. Other researchers concur with Levinson's opinion that mentoring is essential to normal adult development (for example, Burton, 1977; Sheehy, 1976).

This view of mentoring from the perspective of adult growth and development differs from the concept of mentoring in the business world. The studies done in this field focus primarily on career development and advancement (Collins & Scott, 1978; Roche, 1979). Dalton, Thompson, & Price (1977) have even proposed a model of career development that consists of four successive stages: *apprentice, colleague, mentor,* and *sponsor*. Some writers and researchers have stressed the importance of career development of women (Dalton, 1980; Halcomb, 1980). The purpose of all these various studies has been to determine the extent of mentoring in business, its importance in terms of career development, and whether it is related to the employee's sex (Merriam, 1983).

In the field of education, the main focus of the mentor-protégé relationship is experiential learning. Mentors in education facilitate the learning of protégés by acting as teachers, guides, counselors, role models, and friends. The literature on mentoring in education reveals that this type of relationship is particularly beneficial to gifted students because they are independent, highly motivated learners. For this reason, many educators have recommended mentorships as an integral part of gifted programs (Boston, 1976; Runions, 1980; Mosely & Todd, 1983; Ellingson, Haeger, & Feldhusen, 1986). Boston (1976) argued that mentorship programs provide gifted students with an opportunity to learn and experiment, develop their potential skills, and gain competencies (Boston, 1976). These benefits and learner outcomes are what make mentorships a valuable part of gifted education.

Although there is considerable evidence that gifted males benefit from mentor relationships, the impact on gifted females has only recently been investigated and reported (Moore, 1982; Bolton, 1980; Shamanoff, 1985). According to Grau (1985), gifted females often fail to reach their full potential because they face many psychosocial barriers to career achievement. One guidance strategy that helps gifted girls overcome these barriers is to expose them to female mentors. Women who have attained high-level positions can be extremely effective mentors for gifted girls. In addition to providing them with the benefits normally gained from male mentors, women serve as role models. By observing and imitating successful females, gifted girls not only gain knowledge,

Putting the Research to Use

Mentor relationships benefit students personally and academically and affect their career development. These relationships are particularly beneficial to gifted students because they are independent, highly motivated learners. Mentorship programs provide gifted students with opportunities to learn and experiment, develop their potential skills, and gain competencies. They also give gifted students a chance to learn about areas not offered in the high school curriculum, work with professionals in the community, and learn about educational and career options. Therefore, the curriculum for high school gifted programs should include classroom and mentorship experiences and career development and guidance. In addition, teachers and coordinators should try to recruit more female mentors since they have such positive effects on gifted female students.

skills, attitudes, and values, but learn appropriate social behavior as well.

In spite of these benefits, most gifted girls have male mentors. Sexual attraction and rumors of romantic involvement are frequently mentioned as risks of cross gender mentoring (Bolton, 1980; Halcomb, 1980; Fitt & Newton, 1981; Merriam). However, Alleman et al. (1984) discovered that mentors in cross gender pairs did not behave differently from mentors in same sex pairs. These findings suggest that differences which do exist are more often attributable to personality and situation than to sex.

The literature on mentoring in education discusses the benefits gifted students gain from mentors and the importance of mentors to females. In addition, Alleman et al. (1984) compared mentoring behavior in cross gender and same gender pairs. The research has not explored whether or not there are any differences between the benefits gained by gifted students in same gender and cross gender mentoring pairs. Furthermore, the effects of time away from the mentorship and the project area pursued during the program have not been examined.

This study investigated the benefits participants gained from a particular mentorship program, the "Mentor Connection." It focused on three specific areas: (1) the personal benefits of the program; (2) the academic benefits of the program; and (3) the effects of the program on the participants' career development. Although some of these benefits are not mutually exclusive, the distinction made for this study was based on research done on benefits gained from mentorships. The study was also designed to investigate the importance of mentors to gifted students and females and to compare the benefits gained from two types of mentoring experiences: supplemental classroom support and the mentorship itself.

In order to compare these two types of mentoring experiences, it is necessary to understand the nature of each one. The 18 week Mentor Connection course is divided into four integrated phases. After being accepted into the program, students participate in an Orientation Phase to formulate a plan for investigating their interest area, select and meet with an appropriate mentor, and discuss possible projects. During the Preparation Lab, students meet for three weeks as a class with the Mentor Connection Instructor to prepare for their interaction with mentors. This class helps students improve their communication and independent learning skills.

During the Mentorship Phase, which lasts about 14 weeks, students implement their learning plan with the mentors. Each student spends eight hours per week working on a project, observing the mentor in work situations, and exploring special interests within the field and two hours per week participating in group discussions. These weekly discussions are essential to the program because they provide a forum for the exchange of ideas and perspectives and a check-in and group-building time for the class as a unit. In this study, the benefits gained from the two group experiences—the Preparation Lab and weekly discussions—and the actual mentorship experience are compared.

Method

Participants

The participants in this study were all students from the seven-county metropolitan Twin Cities area who participated in the Mentor Connection program during their junior or senior year in high school. The students selected for this program excelled in the areas of ability, motivation, and creativity and had identified a specific area of interest to pursue through a mentorship. The selection process for the Mentor Connection included a student application, two recommendations from adults (one had to be a teacher), and an interview.

In addition to filling out an application form, the students had to prepare a resumé which described their background, special activities, interests, abilities, and any special programs in which they had participated. The students also sent in a high school transcript, including any PSAT scores, class rank, and grade point average. Then the applications were reviewed by a screening committee who evaluated all applicants on the following criteria:

1. *Background* (preparation for the experience)
2. *Ability* (learning ability—grades, achievement)
3. *Clarity of intent, expectations, and motivation*
4. *Recommendations* submitted by two adults

In evaluating the applicants, the committee looked for evidence of perserverance, high motivation, good background and ability, and creativity. After the initial screening, the students were interviewed by a member of the screening committee. Since the Mentor Connection began in 1984, 188 high school students have participated in the program.

Instrumentation

This study was designed to assess the personal and academic benefits of the Mentor Connection program to participants and determine the effects of the program on the students' career development. A questionnaire, the Mentorship Inventory (MI), was sent to all who participated in the Mentor Connection over its three-year history to determine how the Mentor Connection program benefited them. The following information was requested: sex, age, project area(s) for the mentorship, number of mentors, and sex of mentor(s). Then, it asked participants to rate the benefits they gained related to the Mentor Connection classroom and mentorship experiences. These benefits were divided into three categories: personal benefits, academic benefits, and effects on career development. (The full *Mentorship Inventory* is available from the author upon request.)

The MI was developed from the literature on mentorships. It was evaluated and revised based on the judgments of experts in inventory design and mentoring processes. The three areas were divided into classroom work and mentorship so that the benefits gained from the two types of experiences could be compared. The MI was then validated by two experts in the field of gifted education. The final version of the

MI was designed to determine the benefits derived by those who participated in the mentorship, to compare the two aspects of the program, and to establish whether the independent variables (age, sex, number of semesters in the mentorship, number of years since in the mentorship, project area, number of mentors, and sex of mentors) had a significant impact on the responses.

Procedure

The MI was sent by mail to 187 mentorship students. A follow-up postcard was sent one week after the requested return date. A total of 103 questionnaires were returned for a 55% response rate. Follow-up on nonrespondents indicated no significant differences in general responses to the MI itself.

Analysis and Results

The demographic characteristics of the study sample include the number of years out of the program, the sex of the respondents, the number in each age group, and the sex of the mentors. Of the 103 respondents, 51 were out of the mentorship program less than one year, 35 were out one year, and 17 were out two years. The sex of the sample was almost equally divided between male and female students; 95 of the respondents were 17, 18, or 19 years old; 8 of them were 16, 20, or 21 years old. The majority, or 74 of the students, had only male mentors; 16 had female mentors, and 12 had both female and male mentors; one respondent did not indicate the sex of the mentor.

The data were analyzed using t-tests and ANOVAS. The t-tests were used to determine the differences between the benefits derived from the classroom and mentorship experiences. ANOVAS were computed to determine whether the independent variables (age, sex, number of semesters in the mentorship, number of years since in the mentorship, project area, number of mentors, and sex of mentors) affected the responses to the MI. Correlations were used to determine relationships among responses on the MI.

The results of the t-tests showed significant differences between benefits gained from the classroom and mentorship experiences. Significant differences ($p < .05$) are summarized in Table 1. The mentorship was significantly more effective in helping participants take risks, develop talents, learn about advanced subject matter, work independently, utilize technical skills, utilize research skills, investigate job routines and responsibilities, find out about career entrance requirements, examine lifestyles and characteristics of professionals, see how professionals interact, and make contacts and network. On the other hand, the classroom experience was significantly more effective in helping participants explore ways to find jobs.

The results of the ANOVA (Table 2) showed some relationships between the independent variables and the responses to the MI. The number of years out of the program had a significant effect on respondents' perceived values of the mentorship experience. Students just out of the program or out only one year felt the most strongly that the mentorship had helped them develop long-term friendships, achieve high goals and standards, solve problems, and learn advanced subject matter. The same group felt the most strongly that the classroom work had helped them develop long-term friendships and make decisions. Students just out or out two years felt the most strongly that the mentorship had helped them examine career entrance requirements.

The sex and age of the participants also had an impact on the responses. Females felt much more strongly than males that the mentorship helped them look at ways to integrate career and family. The youngest participants, 16-year-olds, felt the most strongly that the classroom experience had helped them develop long-term friendships and achieve high goals and standards. The 18-year-olds felt strongly that the classroom experience helped them develop long-term friendships. The 20-year-old participants felt strongly that the class-

Table 1
Comparison of MI Responses to Classroom and Mentorship Aspects of the Mentor Connection

MI Responses	Classroom Work Mean	Mentorship Mean	t
Taking risks	3.47	3.99	3.64**
Developing talents	3.63	4.02	2.70*
Learning about advanced subject matter	3.28	4.22	5.48**
Working independently	3.94	4.24	2.01*
Utilizing research skills	3.61	4.23	3.74**
Utilizing technical skills	3.15	4.23	5.80**
Investigating job routines and responsibilities	3.11	4.12	5.94**
Exploring ways to find jobs	3.38	2.60	3.96**
Finding out about career entrance requirements	3.04	3.55	2.73**
Examining lifestyles and characteristics of professionals	2.92	3.95	5.00**
Seeing how professionals interact	3.18	4.25	5.80**
Making contacts and networking	3.56	3.96	2.40*

*$p < .05$
**$p < .001$

room work helped them achieve high goals and standards and that the mentorship helped them explore ways to find a job.

The project area for the mentorship influenced some MI responses. Participants in the fine arts, education and psychology, and business and finance areas felt strongly that the classroom experience helped them develop interpersonal skills. Participants in the architecture, environmental sciences, and engineering areas also reported that the mentorship helped them develop these same skills. Participants in the creative writing and journalism, education and psychology, and business and finance areas felt strongly that the classroom experience helped them look at educational and career options. Finally, participants in environmental sciences, fine arts, creative writing and journalism, and business and finance felt the mentorship helped them develop communication skills.

Although the number of mentors an individual student worked with did not have any effect on responses to the MI, the sex of the mentors did influence some responses. Participants who had female mentors felt strongly that the classroom experience helped them take risks and the mentorship

Table 2
Comparative Effect of Years Out of Program upon Perceptions of the Mentorship Experience

Perceived values of mentorship program	Mean	F
Developing long-term friendships (M)		4.93*
Less than 1 year	3.30	
1 year	3.42	
2 years	2.13	
Developing long-term friendships (C)		4.95*
Less than 1 year	3.55	
1 year	3.20	
2 years	2.20	
Achieving high goals and standards (M)		3.33*
Less than 1 year	4.06	
1 year	3.97	
2 years	3.29	
Making decisions (C)		3.17*
Less than 1 year	4.09	
1 year	3.81	
2 years	3.40	
Problem solving (M)		4.11*
Less than 1 year	4.31	
1 year	4.13	
2 years	3.59	
Learning about advanced subject matter (M)		4.27*
Less than 1 year	4.52	
1 year	4.02	
2 years	3.71	
Finding out about career entrance requirements (M)		4.50*
Less than 1 year	3.86	
1 year	3.03	
2 years	3.67	

Note. (C) = Classroom work
(M) = Mentorship
*$p < .05$

Table 3
Correlations Among MI Responses

	Achieving high goals and standards	Thinking critically
Raising career aspirations	.62 (M)	
Working creatively	.62 (M)	.71 (M)
Making decisions	.62 (M)	.65 (M)
Thinking critically	.66 (M)	
Solving problems	.65 (M)	.75 (C)
Learning about advanced subject matter	.63 (M)	
Working independently	.73 (M)	.66 (M)
Utilizing research skills		.64 (M)
Taking risks	.66 (M)	
Taking charge	.64 (M)	
Developing talents	.64 (M)	
Discovering talents	.66 (M)	
	Communicating well with others	
Working well with others	.63 (C) .67 (M)	
	Developing talents	
Discovering talents	.63 (C)	
	Taking risks	
Working creatively	.62 (M)	
	Utilizing research skills	
Learning about advanced subject matter	.63 (C)	
	Examining ways to keep a job	
Exploring ways to find a job	.70 (C) .69 (M)	

Table 3 (cont.)

	Working independently	Utilizing technical skills
Taking charge	.60 (M)	
Working creatively	.63 (M)	
Learning about advanced subject matter	.61 (M)	
Utilizing research skills	.64 (M)	.61 (C)
Developing talents		.66 (M)
Discovering talents		.61 (M)
Solving problems		.62 (M)

Note. (C) = Classroom work
(M) = Mentorship

helped them work independently. Participants who had female mentors or both male and female mentors felt strongly that the mentorship helped them examine lifestyles and characteristics of professionals.

The results of the correlation analysis, as shown in Table 3, revealed that there was a strong relationship among certain responses. For example, a significant number of participants who felt the Mentor Connection helped them achieve high goals and standards, think critically, work independently, or utilize technical skills also stated that the program benefited them in a number of other ways. Other significant correlations were between communicating and working well with others, developing and discovering talents, taking risks and working creatively, utilizing research skills and learning about advanced subject matter, and exploring ways to find a job and examining ways to keep a job.

Discussion

The findings of this study reinforce previous research done on mentoring in gifted education. Programs such as the Mentor Connection provide students with the opportunity to learn about areas of interest not offered in the high school curriculum, to work with professionals in the community, and to learn about educational and career options and make decisions regarding these options. Mentorship programs also benefit them personally and academically.

According to the MI, career development was the area most affected by the mentorship. Participants felt the experience was extremely valuable because it helped them explore career options and make decisions about these options. It also gave them the opportunity to examine lifestyles and characteristics of professionals, see how they interact, and make contacts which helped them obtain a job. Without the mentor relationship, the students would not have had this guidance and direction.

Along with these benefits, the mentorship gave students a realistic idea of what a career involves. It helped participants decide whether or not to enter a particular field. For some students, the mentorship convinced them to enter a field of study. For others, it made them decide to pursue another career. This type of career guidance is one reason mentorships are such an important part of gifted education.

The classroom experience also provided participants with career guidance. Although it did not give them specific information about careers, students felt the classroom aspect of the program helped them explore ways to find a job. It did this by teaching them interpersonal communication skills such as asking quality questions and using nonverbal communication and written communication skills such as writing a resumé and curriculum.

There are two main reasons why students just out of the program or out only one year might have felt the mentorship and classroom experiences affected them more than those out two years. First, they had a more vivid recollection of the program and how it influenced them. Second, the Mentor Connection changed after the pilot year to address the concerns identified in the first year evaluation. An Orientation Phase, during which the student, instructor, and mentor came to a common understanding of preparation, goals, expectations, and responsibilities, was added; some forms were revised; and the evaluation process was modified.

These two factors, however, do not explain why students just out or out two years felt strongly that the mentorship helped them examine career entrance requirements. This is probably because students just out have recently become aware of the requirements and those out two years are beginning to think about entering a career and so are applying what they learned during their mentorship.

The sex of the participants also influenced the MI responses. It is not surprising that females felt more strongly than males that the mentorship helped them look at ways to integrate career and family. One of the main barriers to the career achievement of gifted females has been the conflict between marital and career aspirations. Gifted women, in particular, may feel this conflict even more because of contradictory perceptions and expectations of their female roles. Society sends gifted females mixed messages about their roles as women and intellectuals. They are simultaneously reinforced for their abilities and taught that traditional female roles are more acceptable.

One guidance strategy that helps dispel this myth is to provide gifted girls with female role models who successfully integrate career and family. Although not all the female participants in this study had female mentors, the fact that the mentorship helped them look at this issue was a positive step toward overcoming this psychosocial barrier to career development. In today's society of two income families, males should also look at ways to integrate career and family.

The age as well as the sex of the participants had an effect on the MI responses. The 16- and 18-year-olds mentioned long-term friendships with mentors as an important benefit of the classroom experience. It is impossible to tell why this sample of the population felt this way without interviewing the participants in each age group. It is easier to draw con-

clusions about the responses of the 20-year-olds. Because they are thinking of entering a career soon, they are more aware of how the mentorship helped them explore ways to find a job. In addition, they may realize, in retrospect, that the classroom experience was instrumental in helping them achieve high goals and standards.

It is logical that students in the creative writing and journalism, education and psychology, and business and finance areas would feel the classroom experience helped them look at educational and career options. Since opportunities in fields such as creative writing and psychology are not always clearly defined or abundant, students in these fields might require more specific career guidance. On the other hand, careers in business and finance are so numerous and diverse that students might need career guidance to help them focus on a specific project area. The students in the fine arts, creative writing and journalism, and business and finance areas felt the mentorship helped them develop their communication skills. This makes sense since good communication skills are essential to success in these fields.

As with other independent variables, the sex of the mentors did influence some of the MI responses. According to the data, respondents were almost equally divided between males and females. However, many more students had male mentors than female or both male and female mentors. Furthermore, all but three of the sixteen students who had female mentors were females. In spite of the shortage of female mentors, the female and combination of male and female mentors had the most effect on the responses.

It is also significant that the participants felt strongly that the female mentors helped them take risks and work independently. Generally females evaluate themselves as having a lower status than men. Some even accept society's stereotypes about women and internalize these self-destructive values. The socialized need for affiliation—the need for security, love, affection, and approval—can cause women to be dependent and lack initiative (Grau, 1985). Gifted females also have the tendency to rely on external sources of control and praise. Instead of using skills or ability to explain their success, women attribute it to external sources such as luck. These attitudes can prevent gifted girls from achieving academic success and can influence their career choices.

To surmount internal barriers to achievement, gifted girls need to overcome these psychological tendencies by learning to deal with negative attitudes, recognizing and valuing their abilites and potential, and becoming more independent and assertive. Female mentors are a particularly valuable resource for gifted girls because they are role models who have achieved success by overcoming many of these internal barriers. As the study confirmed, female participants who had female mentors felt they learned more risk-taking behavior from their mentors. This is probably because women, who have had to overcome psychosocial barriers to career achievements, may be more independent, self-confident, and willing to take risks than successful men.

It is also interesting that participants who had female or both male and female mentors found the mentorship helped them examine lifestyles and characteristics of professionals. Again, the female mentors, although in the minority, had more influence than the male mentors on this response.

Finally, the relationships indicated by the correlational analysis are significant. There was a positive relationship among several personal and academic benefits and one positive relationship between two career development responses. Although the majority of correlations were between responses to the mentorship aspect of the program, some were between responses to the classroom work or to both types of experiences. The results show that many personal and academic benefits are interrelated but do not have a significant relationship to the career development benefits.

The lack of correlation between personal and academic benefits and career development benefits may be partly due to the nature of the MI itself. The benefits listed in the first two categories are closely related and the respondents are asked to rate the benefits gained from both the mentorship and classroom experiences. The third category asks the respondents to determine what they learned about careers from the Mentor Connection. These benefits, then, are not the same as those in the other two categories. Another reason for the lack of correlation may be that more respondents left the responses blank and rated the information lower in the third category than in the other two. Since the Mentor Connection is not a career exploration course, it is logical that the respondents gained more personal and academic benefits than information regarding career development.

The results of the study indicated that the students derived numerous benefits from the mentorship program. For this reason, a program such as the Mentor Connection, with both classroom and mentorship experiences, should be included in high school gifted education programs. However, since the career development benefits were greater than originally anticipated, a career guidance component might be more systematically included in the curriculum. Also, an effort should be made to recruit more female mentors so that there is not such a discrepancy between the number of male and female mentors. These changes might make mentorship programs even more beneficial to all those involved.

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