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Mentoring Tools Available at:

http://sp.nys4h.cce.cornell.edu/staff/Pages/NYSACCE4-HE
INTRODUCTION

NYSACCE4-HE Mentoring Committee

The NYSACCE4-HE Mentoring Committee is comprised of at least one representative from each NYSACCE4-HE District. The committee’s purpose is to provide mentoring for colleagues. Committee representatives will identify new 4-H educators and potential mentors in their district, help establish mentoring relationships, and facilitate the mentoring process. Representatives will begin the process by contacting new educators about their specific mentoring needs and help him/her find an appropriate mentor. Feel free to contact your district representative with questions and to begin the mentoring process.

NYSACCE4-HE Mentoring Program

The purpose of the NYSACCE4-HE Mentoring Program is to provide a network of support and guidance to new 4-H educators in helping them to meet the objectives of their position descriptions. The mentee (new 4-H educator) will:

- Achieve excellence in performance and programming.
- Demonstrate creativity, innovation, and risk-taking.
- Acquire excellence and recognition on a state and national level.

NYSACCE4-HE Mentoring Program Guide

The NYSACCE4-HE Mentoring Program Guide is designed to serve as a staff development method for 4-H educators. Mentors and mentees are encouraged to use this guide together throughout the mentoring relationship. The extent to which this guide and its tools are used will be determined together by the mentor and mentee. Mentoring tools are included in the last section of this guide, as well as on the NYSACCE4-HE website.
THE MENTORING PROCESS

Mentoring is a dynamic process, during which the roles of the mentor change with the growth and experience of the protégé. The following model (Friedman, 1986) illustrates the transition which occurs as the relationship progresses.

On Becoming a Mentor… The Mentoring Process

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
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<tbody>
<tr>
<td>Mentor as Authority</td>
<td>Mentor as Guide</td>
<td>Mentor as Facilitator</td>
<td>Mentor as Companion</td>
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<td><strong>TEACHING</strong></td>
<td><strong>COACHING</strong></td>
<td><strong>SUPPORTING</strong></td>
<td><strong>EMPOWERMENT</strong></td>
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<tr>
<td>Mentor initiates meeting and tells mentor about 4-H and Extension</td>
<td>Mentor coaches mentee with job performance skills.</td>
<td>Mentor encourages mentor’s risk-taking and creativity.</td>
<td>Mentor as advocate.</td>
</tr>
<tr>
<td>Mentor provides mentee with instruction</td>
<td>Mentor suggests new information and methods and encourages program expansion.</td>
<td>Mentor provides factual information when requested and supports mentee’s own creative decision-making.</td>
<td>Mentee is given complete responsibility for program.</td>
</tr>
</tbody>
</table>

What Mentors Do

The following are some specific functions mentors perform to meet the needs of mentees in the mentoring relationship (adapted from Allerman & Gray, 1986):

- Share knowledge of Extension’s culture, traditions, and values to help them become acclimated and comfortable. Provide information about the university system and other organizational realities, and socialize them to the organization and professions.

- Inspire them to achieve high performance standards. Encourage them to try new ideas and to accomplish beyond the usual expectations.

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- Foster creativity and help them develop their own style.
- Increase their sense of competence by praising them and asking their opinions.
- Encourage them to take risks and assume initiative.
- Help them identify funding, contacts, opportunities, and other resources which will help them advance their careers.
- Be an advocate – Praise mentees and their accomplishments. Recognize their achievements and nominate them for well deserved awards.
- Counsel when necessary – help them deal with professional issues and conflicts that affect job performance.
- Give constructive and honest feedback.
- Take a personal interest, by challenging, giving candid advice, listening and serving as a sounding board. Show genuine interest in their personal values and concerns.

THE MENTORING RELATIONSHIP

Mentors and Mentees: Definitions and Characteristics

*Mentor:* By Webster’s definition, a mentor is a *wise and trusted teacher or counselor.* A mentor has many roles – friend, role model, advocate, confidant – and has the ability to empower others. Any 4-H educator may become a mentor. It is suggested that mentors have at least one year of experience in the Cornell Cooperative Extension system. An effective mentor possesses the following characteristics:

- High standards; commitment to excellence
- Proven effectiveness in operation
- Respect for the abilities of others
- Commitment to spend time in shared learning
- Willing to be an advocate and supporter
- Trustworthy – able to trust and be trusted
- Caring and empathetic
- Ability to communicate effectively
- Creative – receptive to new ideas
- Positive attitude
- Flexible
- Respect for the differences in others
- Commitment to high standards of ethical behavior
- Professional experience related to the position – Extension and/or other
- Values having more than one mentor

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Mentee: Webster defines mentee as one whose welfare, training, or career is advanced by an influential person. While all individuals embarking in a new professional experience can benefit from a mentor, success in the mentoring relationship may be more likely for a person with the following characteristics:

- Interacts well with others
- Good interpersonal communications skills – knows how to ask the right questions
- Sensitive to others
- Interested in new experiences, challenges, and taking risks
- Interested in learning; able to discover own resources and opportunities
- Actively seeks advice and counsel from others
- Good observer – watches and learns from others
- Teaches self, reflects on learning, works through problems

Developing the Relationship

Taking part in a mentoring program means becoming involved in a relationship. The mentoring relationship is one which is designed to promote the growth and development of the mentee.

Effective relationships are based on many factors. Some of these include communication, an attraction to or appreciation of the other person’s qualities, commitment to the same goals, and sharing of feelings, values and beliefs.

The mentoring program is designed to help develop an effective relationship between mentee and mentor. The structure is designed to allow, as much as possible, mentees to be partnered with mentors to whom they can relate and with whom they share common goals.

Communication, Commitment, and Trust

The keys to making the mentoring relationship work for both parties are communication, commitment, and trust.

- Communication: both parties should communicate openly and honestly. The mentee should willingly indicate his or her needs and the mentors should willingly share their strengths and knowledge.

- Commitment: Both parties should be committed to making the relationship work. All individuals involved should live up to their responsibilities. Because the program is designed mostly for the benefit of the mentee, he or she should take as much initiative as possible in making the relationship work.

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• **Trust**: Trust is an underlying factor in a successful mentoring relationship. Building trust depends on simple actions such as keeping appointments, as well as more profound actions such as sharing successes and failures. Other trust-builders include respecting confidentiality, being honest and consistent, exhibiting a positive attitude toward the other person, and respecting and valuing each other’s differences.

**The Mentor’s Role in Building the Relationship**

As the “wise and trusted teacher and counselor,” it’s the mentor’s role to take the initiative in building the relationship. Some suggestions include:

- Find out about your mentee in a caring, non-intrusive way…
  - past work experiences
  - education background
  - hobbies and avocations.
  - community involvement
  - things they value
  - family responsibilities- spouse, children, pets
  - concerns about the workload or certain aspects of the job
  - concerns about office or organizational politics
  - birthday and other significant life events.

- Call your mentee once every two weeks during the first two months and then every month thereafter.

- Seek out your mentee at meetings. Sit together, have lunch. Ask how things are going; concerns, successes, new programs, etc.

- Offer to room with your mentee at overnight gatherings.

- Remember your mentee’s birthday with a phone call or card; ask about other significant personal events.

**The Value of the Mentoring Relationship**

**Benefits to the Mentee**

*The mentor’s primary role is to support and guide the mentee in efforts to attain program excellence. A successful mentoring relationship should continue throughout the mentee’s career.*

The value of the mentoring relationship to the mentee depends upon the nature and depth of the relationship. A mentor can be a friend and confidant throughout one’s career. A mentor can help the mentee sort through the myriad of possibilities and opportunities in order to define a focus to his or her efforts.

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While a mentor should be supportive, he or she should also be objective and provide honest feedback in the most positive sense. The mentor should facilitate the growth of the mentee and their individual strengths and qualities.

Benefits to the Mentors

While the benefits to the mentees are obvious, the mentors also benefit from the mentoring relationship. Some mentor benefits include opportunities to:

- Grow and be challenged.
- Keep abreast of changes, new ideas, and concepts.
- Share ideas and expertise; develop leadership skills.
- Develop interpersonal relationships with mentees.
- Be inspired to set new professional goals and to upgrade skills.
- Conduct programs, produce publications, and increase creative activities in collaboration with mentees.
- Gain a sense of pride from watching mentees develop and grow.

Benefits to NYSACCE4-HE

The association, and therefore, the 4-H Program and its clientele, benefit from the mentoring program. Benefits include:

- Accelerated development of new talent - educators who are motivated and able to mobilize resources and people to meet program goals.
- Improved performance and productivity of both mentors and protégés.
- Increased opportunities for collaborative efforts.
- Retaining individuals with high levels of expertise who are able to meet the needs of clientele while contributing to the profession of 4-H youth development.
- Stronger impact on clientele and recognition of program at local, state and national levels.

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4-H MENTORING TOOLS

Professional Needs Assessment

Prior to the establishment of a mentoring relationship, the mentee is encouraged to complete a 4-H Professional Needs Assessment Survey to determine areas in which the individual needs assistance or training. It is the mentee’s prerogative whether to share their assessment with their mentor and/or their NYSACCE4-HE Committee Representative. This assessment is to be considered confidential and is only for the use in assisting the mentee.

4-H Programming Cycle

The 4-H Programming Cycle provides a visual illustration of how a 4-H educator integrates scholarship into 4-H program efforts. This cycle forms the basis for the programmatic work of all educators and should be reviewed periodically throughout the mentoring process.

4-H Performance Goals Worksheet

The primary tool utilized in the mentoring process is the 4-H Performance Goals Worksheet. The worksheet mirrors the 4-H Programming Cycle and is designed to assist the mentee in developing programs which fulfill local needs in a scholarly fashion.

Performance goals, established by the mentee and his/her supervisor, should be shared with the mentor to help direct the focus of the mentoring relationship.

Other Helpful Tools

These are a variety of professional development tools which can be helpful to the mentee in meeting the duties of the 4-H educator position and fulfilling the requirements for promotion and awards. These include:

- NAE4-HA Core Competencies for Youth Development Professionals (4-H PRK Professional Research and Knowledge Taxonomy)
  
  [http://www.national4-hheadquarters.gov/comm/4h_prodev.htm](http://www.national4-hheadquarters.gov/comm/4h_prodev.htm)

  All tools referred to in this guide, as well as additional tools, can be found on the NYSACCE4-HE website: [http://sp.nys4h.cce.cornell.edu/staff/Pages/NYSACCE4-HE](http://sp.nys4h.cce.cornell.edu/staff/Pages/NYSACCE4-HE).
REFERENCES


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**4-H Professional Needs Assessment**

**Introduction:** This needs assessment is designed to determine the "professional needs" of a new 4-H professional (mentee). The information provided by each individual may be used to assist mentees in selection of mentors, assist mentors in working with mentees, and assist NYSACCE4-HE Mentoring Committee District Representatives in seeking mentors for new mentees, and in mentor orientation and training. If the mentee chooses to share this information, it will be shared in a confidential manner with your mentor and your NYSACCE4-HE Mentoring Committee District Representative.

**Instructions:** For each item below, circle the appropriate number to indicate how much help you feel you need in that area. Use the following scale:

1 = I am at a loss; I need a lot of help
2 = I have some knowledge and skills, but could use some help
3 = I am doing OK, but could use a little advice or help to enhance my work
4 = I am doing pretty well and need very little advice or help
5 = I am doing very well and have this under control; no help needed

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<th>Understanding the 4-H Philosophy, Mission, and Goals</th>
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<td>Recruitment, Orientation and Retention of Volunteers and Members</td>
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<td>Development of Volunteer Middle Management Systems</td>
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<td>Establishing and Effectively Utilizing Expansion and Review Committees/Advisory Groups</td>
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<td>Planning and Conducting Successful Meetings</td>
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<td>Assessing Community and Participant Needs</td>
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<td>Innovative Program Development</td>
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<td>Knowledge of Available Youth Research Literature</td>
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19. Utilizing Applied Research in Program Development 1 2 3 4 5
20. Effectively Adapting Research-Based Curriculum to Meet Community and Participant Needs 1 2 3 4 5
21. Utilizing Effective Teaching Methods, Techniques and Delivery Modes 1 2 3 4 5
22. Designing and Using Relevant Evaluation Methods/Tools (which document clientele practices adopted) 1 2 3 4 5
23. Utilizing a System for Documentation of Program Impact 1 2 3 4 5
24. Understanding the Basic Principles of Youth Development 1 2 3 4 5
25. Teen Programming/Utilizing Teens Effectively as Leaders 1 2 3 4 5
26. Targeting New Audiences (i.e, Youth At Risk; School Age Child Care, Unreached Communities) 1 2 3 4 5
27. Keeping Abreast of Current Issues and Concerns Related to Youth 1 2 3 4 5
28. Networking with Other Agencies/Building or Becoming Involved with Relevant Coalitions 1 2 3 4 5
29. Writing Educational Objectives 1 2 3 4 5
30. Grantsmanship - Internal and External (writing and submitting proposals for alternative funding) 1 2 3 4 5
31. General Writing Skills/Writing for Specific Audiences 1 2 3 4 5
32. Mass Media Skills (getting on/in radio, TV, newspapers) 1 2 3 4 5
33. Public Relations Skills/General 4-H Promotion 1 2 3 4 5
34. Marketing the 4-H Program/Specific Programs 1 2 3 4 5
35. Development of Audio/Visual Materials 1 2 3 4 5
36. Writing/Publishing Journal Articles 1 2 3 4 5
37. Professional Presentations (applying for, being Invited to present, presenting) 1 2 3 4 5
38. Sharing Innovative Programming with Colleagues 1 2 3 4 5
39. Developing a Solid Base of Potential External "Letter Writers" for Promotion Packet 1 2 3 4 5
40. Balancing Personal and Professional Time 1 2 3 4 5

Name _______________________________________________ Date _____________________________

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ATTAIN RECOGNITION
Community, university and professional association awards; appointment to boards and committees; requests to share expertise with local, state or national government bodies, organizations, businesses, committees, coalitions.

IDENTIFY ISSUES AND DOCUMENT NEEDS
Needs assessments, surveys, literature searches, focus groups, clientele requests, county program review, expansion and review committee, advisory groups, local initiatives.

DEVELOP OBJECTIVES AND DESIGN PROGRAM
Develop measurable objectives and design program using appropriate methods such as educational events, workshops, research, demonstrations, collaboration, conferences, home study, adaptation of curriculum.

ATTAIN RECOGNITION
Community, university and professional association awards; appointment to boards and committees; requests to share expertise with local, state or national government bodies, organizations, businesses, committees, coalitions.

DEMONSTRATE IMPACT ON PROFESSION
Professional presentations; articles in Journal of Extension, News & Views, other refereed and trade journals; published abstracts; conference proceedings; requests for materials; documentation of use by colleagues; leadership roles in state and national professional associations.

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Professional presentations; articles in Journal of Extension, News & Views, other refereed and trade journals; published abstracts; conference proceedings; requests for materials; documentation of use by colleagues; leadership roles in state and national professional associations.

REPORT RESULTS
Program impact reports, grant reports, county accomplishment/budget reports, data collection forms, ACCESS 4-H, state, local, and national committee reports.

IDENTIFY ISSUES AND DOCUMENT IMPACT
Evaluation forms, end-of-program evaluation tools, participant and parent post-program surveys, pre/post tests, standardized tests, research design and implementation.

IDENTIFY AND OBTAIN SUPPORT
State and local Cooperative Extension budgets, internal and external grants, monetary donations, material gifts, advisory groups, in-kind support, paid staff, volunteers, collaborators, partners.

DEVELOP OBJECTIVES AND DESIGN PROGRAM
Develop measurable objectives and design program using appropriate methods such as educational events, workshops, research, demonstrations, collaboration, conferences, home study, adaptation of curriculum.

DEVELOP OBJECTIVES AND DESIGN PROGRAM
Develop measurable objectives and design program using appropriate methods such as educational events, workshops, research, demonstrations, collaboration, conferences, home study, adaptation of curriculum.

DELIVER PROGRAMS
Direct teaching, volunteer and staff training, innovative outreach efforts. Development/use of curriculum, fact sheets, teaching materials, audio-visuals, mass media, computer materials, newsletters. Pilot testing new programs and/or curriculum.
PLANNING AHEAD FOR SUCCESS

It’s important to develop a system for managing your workload and organizing the information you will need to prepare for potential promotions and awards. Planning ahead will make your job easier. The following are some tips for success.

Position Description

The basis of your position as a 4-H educator is a position description with responsibilities clearly listed and categorized. Review your job description annually and work with your supervisor to make revisions.

Mentoring and the Development of Performance Goals

Take advantage of the mentoring process. Sharing your performance goals with your mentors provides you with a framework to discuss ways to best meet the responsibilities of your position description. Informal mentoring with other colleagues is also a good way to gather information and advice as needed.

Focusing Your Efforts - Finding a Niche

As your career progresses, you will determine a focus area. This most likely will depend on your program interests and strengths, as well as, community and participant needs and available resources. To strengthen your efforts in this area:

∙ ask to be assigned to Extension committees, scholarship teams, task forces, strategic planning groups and event planning committees which relate to your focus.
∙ join NYSACCE4-HE and NAE4-HA committees which relate to your focus. Develop contacts as potential external evaluators.
∙ join other related professional associations.
∙ proactively seek related opportunities in your county, such as membership on advisory councils, coalitions, and projects with other youth-serving organizations.
∙ respond to related grant opportunities.

Your job as a 4-H educator encompasses a broad variety of responsibilities; sometimes there is flexibility and other times there is not. The key to success in this area is this: When you have the opportunity to make a choice, choose wisely in support of your focus.

Evaluation and Documentation of Impact

Through evaluation, document your teaching effectiveness and the impact of your programs on clientele on a regular basis. Select appropriate methods, such as standard CCE instruction evaluation forms, pre/post tests, end-of-program evaluations, or other methods. In addition, document and evaluate outreach of paid staff and volunteers who are working directly with youth, using similar evaluation tools and data collection methods, such as the 4-H Group Registration Form.

Keeping Track of Numbers

When you teach or conduct a program, it’s important to keep track of data which will be used in completing your county’s 4-H ACCESS report. This data includes program participation numbers, as well as data related to your role and percentage of participation in collaborative efforts. Use the Youth Group Enrollment Form and Leadership Training Form as a guide for keeping track of numbers which you will need at a later date.
Collecting Materials to Document Your Work

Develop a system which will help you organize your materials. You may wish to file by the three criteria (Teaching, Extension Practice, Service), by major program, or any other method with which you are comfortable. Types of materials to file:

**Teaching**
- teaching evaluation survey summaries (both youth and adult versions).
- lesson plans.
- curriculum you developed.
- sample educational materials you developed - scripts of audio visuals, transparency sets, computer materials.
- documentation of outreach by those you trained - evaluations, letters of commendations or appreciation, news articles.

**Extension Practice**
- copies of program impact reports.
- evaluation summaries.
- letters of commendation.
- letters requesting materials you developed or other items which documenting use by others.
- news articles, especially those written about you and your program efforts.
- copies of journal articles, publications, abstracts, professional meeting programs indicating your name as a presenter, and any other items which document your impact on the profession.
- grant proposals, reports, abstracts and letters from grantors.
- research instruments, results and related papers; needs assessments tools and results.

**Service**
- printed programs, reports, and project results from involvement in professional associations, listing your name and role.
- letters, agendas, and printed programs documenting involvement in collaborative efforts with external agencies and groups, as well as membership on local, state and national boards.
- letters of appointment, project results, reports relating to involvement on department, Extension, college and university committees.

**Awards**
- letters, copies of certificates, etc. relating to awards and other recognition you have received.

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