



**RID/NCIEC Mentoring Program**

**Round 3**

*Post-Participation Survey Analysis*

August 2010

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## RID/NCIEC Mentoring Survey Analysis

This report seeks to summarize and provide insight into mentoring programs funded by the Registry of Interpreters for the Deaf (RID)/National Consortium of Interpreter Education Centers (NCIEC) joint mentoring support program. Under the third round of this program funding, five interpreter mentoring programs were awarded \$4,000 to \$8,000 each to support either traditional or peer mentoring. As a condition of funding, the grantees agreed to complete three sets of surveys: a program survey, mentor surveys, and mentee surveys. Each survey was designed by the NCIEC Effective Practices Team to assist mentoring programs in examining program outcomes and quality, and to obtain structured information about the nature of the mentoring experience.

The report seeks to provide answers to the following questions:

- What are the basic components of the funded programs?
- How do the mentoring programs differ from one another? What common and divergent elements comprise the programs?
- Did programs that relied exclusively on RID/NCIEC funding differ in substantial ways from those that were multi-funded?
- What differences, if any, did the various program approaches have on the experience of mentoring or being mentored?
- What self-reported outcomes did mentors and mentees identify from the experience?
- Did these outcomes differ by program or program type?
- What lessons can be learned from the mentors and mentees about future mentoring programs?

## Programs

There were five grant recipients in the third round of funding for this mentoring support program. All five grantees completed a program survey. Our discussion in this report focuses on the survey responses of each program. In addition, we reviewed the grant proposals and include related descriptions where appropriate.

Four of the mentoring programs were sponsored by a regional RID chapter, while the other program was sponsored through a health system. One of the mentoring offered peer mentoring, while the other four programs offered traditional mentoring. Table 1: Mentoring Programs identifies funding levels, number of mentors/mentees, and the length of each program. One program is notable in that it has a short duration of two weeks and is only offered in the summer. One of the programs offered a two-day

workshop and 16 hours of mentoring during the program year. Two programs started this year, while the other three programs were continuations of previous programs.

**Table 1: Funded Mentoring Programs in Third Round**

Program	Total Funding	RID/NCIEC Funding	# Mentors (actual/proposed)	# Mentees (actual/proposed)	Duration
PROGRAM 1	26,710	8,000	7/10	37/30	Sept 2009 – Aug 2010
PROGRAM 2	16,800	4,800	5/5	12/12	August 10-21, 2009
PROGRAM 3	29,140	8,000	15/12	15/12	Feb-April 2010
PROGRAM 4	13,480	4,000	4/7	unk/7	July 2009 – June 2010
PROGRAM 5	24,000	8,000	unk/12	unk/10	July 2009 – June 2010

Note: The proposed numbers were taken from the proposals and the actual data came from program surveys. "unk" = unknown or unreported

Each program differed in its focus and/or content delivery. One program in medical interpreting prepared CDI/DIs for specialization in the healthcare field. One program proposed participant goal was 20 participants in the Fall 2009 training and 10 of those participants being mentored during the year. One program added regional work groups to its ongoing mentoring program. Another program offered 8 workshops over a 2-month period to address the diverse needs of its community. Participants in one mentorship rotated peer mentors every 2 weeks during the program. One program focused on the case-conference as its primary method of teaching novice interpreters. While another program conducted its immersion program through storytelling and theatre activities.

Two programs had a goal to develop specialized interpreting skill development. Table 2: Program Goals summarizes information about program goals for each grantee.

**Table 2: Program Goals of Survey Respondents**

	Cert. Prep	Addressing the gap between IEP's and certification	Specialized interpreting skill dev	ASL language dev/ enhancement	Other, please specify	If specialized interpreting skill development, please describe:
<b>PROGRAM 1</b>		X	X			To learn to present cases and provide feedback in structured format
<b>PROGRAM 2</b>		X		X	X	Developing stronger understanding of Deaf culture
<b>PROGRAM 3</b>					X	In Puerto Rico there is no mentoring program, outside of private companies, to which any performer interested can participate. We want to develop mentors who can support the island to keep the quality of our players to a new level.
<b>PROGRAM 4</b>			X			Medical interpreting
<b>PROGRAM 5</b>	No response					

**Mentor Identification and Recruitment**

The mentoring programs identified potential mentors through self-selection and professional networks. One program made requests through the network of experienced mentors within its health system. The director of one program identified potential mentors through professional networking and one of the mentors had previously served as a mentor with this grantee.

Programs selected mentors based on requirements unique to the organizations' needs. For example, a program selected its mentors based on those with certifications and experience with medical interpreting and mentoring. Prospective mentors for one of the programs had to have prior supervisory experience and be approved by current program mentors. Another program selected its mentors based on a preference for hearing culture awareness, prior mentor training, and background in theater.



### **Training Focus for Mentors**

One program focused its training on functioning within a group context. Mentors participated in pre-project training, which included email and a face-to-face meeting, and daily briefings for the two weeks of the program. The training was required for mentors, and all participated.

Another program offered 3-1/2 hours of required training for its mentors. The training focused on "building on the strengths of each mentor to improve the overall capacity of the group." All mentors for this program participated in this training.

One of the programs stated its training focus and duration as follows:

- To learn about the goals of supervision, how and when it is applicable to interpreting, and the techniques that can be employed in supervision. The training also focused on the mastery of demand control schema knowledge and skills.
- It is on-going but to date has been 9 months with particular training intensity in fall 2009 and winter 2010. We regularly engage in "supervision of supervision."

All of the mentors for this program were required and did participate in mentor training.

One of the programs provided mentor training, however did not indicate further information about the training on its survey. Another program has not had mentor training.

### **Program Components**

Each program established specific expectations for the mentoring process. Table 3: Program Components summarizes the key mentoring expectations of each project. For the duration of the one project, mentors were in contact with mentees. One program will pair up mentors and mentees now that all training is completed. Although programs report for question 25 that they did not utilize any mentee assessment and feedback mechanisms, they do report having evaluative artifacts in question 32.

**Table 3: Program Components of Survey Respondents**

Program	Question 24: Did the project have specific expectations for what mentors and mentees would do in their work together? If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 26: Expected frequency:	Question 26: Actual frequency:
<b>PROGRAM 1</b>	Mentees were expected to show up to supervision groups and both present and discuss cases of actual work assignments. These were all expected to occur using the structure of DC-S.	Not sure if you mean our assessment of our participants or their assessment of the mentoring activities. If the latter, yes...through evaluation forms. If the former, not really. Mentees received feedback on their cases from booth facilitator (mentor) and other participants.	Groups varied when they met for supervision but most groups ran a total of 14 to 16 hours per semester (enough for 2.0 CEUs if they attended the initial DC-S and supervision workshop)	Most people attended every session.
<b>PROGRAM 2</b>	Mentors would be monitoring participant's use of ASL, translation efforts, culturally appropriate behaviors and articulation - they were to correct as necessary, either individually or within the larger groups	No	75 contact hours over two weeks	more in the 100 hour range
<b>PROGRAM 3</b>	Training Interpreters with experience for these eventually become mentors. Create awareness about the importance of mentoring process in the professional development of the interpreter. Create unity among different groups and organizations.	This answered the question 20 because it is the same.	Three weekends and discussions by the group of Yahoo	Three weekends, discussions on the Yahoo group, calling with the mentors (at least 3)

Program	Question 24: Did the project have specific expectations for what mentors and mentees would do in their work together? If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 26: Expected frequency:	Question 26: Actual frequency:
<b>PROGRAM 4</b>	A long checklist was developed, including: - How patients, providers, and other interpreters are affected by ethical decisions made during interpretation, - How RID's Code of Professional Conduct influences decision-making, - Teaming with hearing interpreters, - Different ways to sign difficult medical concepts, and - Professional growth.	We used a written and performance assessment, as well a discussion of RID's code of ethics.	Two 8-hour days, 16 hours total	Two 8-hour days, 16 hours total
<b>PROGRAM 5</b>	No response			

Grantees reported both personal and institutional outcomes associated with the funding, as displayed in Table 4: Self-Reported Program Outcomes. Each grantee has additional artifacts in support of these outcomes. One program reported, however, that they told mentees that the artifacts would not be shared outside of the evaluation team. A program reported that their program analysis will be the basis for planning its leadership camp offered in October 2010. Other grantees did not report how these outcomes would be shared to support future program continuation.

**Table 4: Self-Reported Program Outcomes**

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
<b>PROGRAM 1</b>	The entire project will continue and be paid for by participants' fees and hopefully, future grant support from the federal or state level.	We have raised awareness and appreciation for professional development opportunities that exist beyond the one-off workshop or formal courses. In particular, we have done this with just-graduated and newer interpreters and Deaf interpreters who understand the importance and value of working within a supervision model. There is an ethical frame to avoid the "sink or swim" mentality.	Evaluation forms show the energy for the idea in addition to the evidence of the groups continuing. Groups have also begun to form at locations where interpreters work on staff.	Evaluation forms Video tapes of training events (for future use) CDs for future training of mentors Website of supervision discussions and training (confidential) Printed up case presentations (confidential)
<b>PROGRAM 2</b>	Mentors indicate they will provide mentoring one-on-one Possible expansion of the program into Florida	Participants: increased confidence, impetus to take the NIC sooner rather than later, long-term relationships with Deaf people and easier integration into their Deaf communities. Mentors: increased job opportunities as free-lance mentors	4 previous sessions have resulted in the outcomes mentioned above (we keep in touch with most of the previous participants and mentors)	Video clips of activities and final performance, we do long-term tracking of certification results as well

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
<b>PROGRAM 3</b>	I hope the draft can be offered annually to create a strong group of mentors in this area.	1. Unification as group 2. Professional connections 3. Development of the concept of mentoring as an option for the professional development of local interpreters. 4. Network support and consultancy 5. Purchase of tools for self evaluation and development of our skills as mentors. 6. Breaking communication barriers by various groups given the opportunity to meet each other.	1. The participants we ask questions for clarification and to obtain information and evidence that the person was self analyzing it. 2. I saw people who were constantly interrupted or opinions or advice to achieve control their impulses and pay real attention to what the person wanted to express tutelage. 3. See how the environment became one of caring for a very interactive and productive. 4. View the group was united to create goals and plan how to implement them.	1. Online discussions for the yahoo group. 2. The proposal for a committee of educational interpretation and plan of action to achieve it. 3. The proposal and work plan for professional development committee which will include a mentoring and leadership committee which will be responsible for planning a leadership camp for interpreters to be offered in October 2010.
<b>PROGRAM 4</b>	We have no plans to continue this program at this time.	We hope other programs will replicate this program, particularly regarding ethics training. For the mentees, they received personalized feedback on how to improve their medical interpreting skills.	For the mentees: - Average rating of 9/10 on satisfaction survey - 100% said would recommend to other CDIs/DIs - 96% on written post-test - Positive qualitative feedback (comments) from mentees	We have the video recordings; however, we have told the mentees we will not share these outside our evaluation team.

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
<b>PROGRAM 5</b>	Based on the success of this program, we intend to continue offering it in our suite of mentorship options, pending funding.	Overall, mentees improved their understanding and correct use of ASL linguistic features, increased their exposure to a variety of signing styles, expanded their local and regional networks within the Deaf and interpreting communities, and feel more confident interacting with and interpreting for Deaf individuals. In addition, our program as whole strengthened its ties with the Deaf and interpreting communities throughout the state by partnering with an expanding pool of Deaf individuals and interpreters.	Written evaluations and anecdotal accounts shared by mentees, mentors, language models and staff.	Journal notes, notes from mentee gathering, notes from mentor gathering, work group evaluations, mentee evaluations, mentor evaluations

**Table 5: Advice for Other Programs**



Program	Question 31: What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?
<b>PROGRAM 1 -</b>	Seek training from a professional and this group to learn how to run supervision groups.
<b>PROGRAM 2</b>	You must have Deaf mentors, pay them and then get the heck out of the way so relationships can develop.

Program	Question 31: What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?
<b>PROGRAM 3</b>	1. First that focus on alternatives for financing for the costs thereof. Many people do not carry out their projects because they do not know where to get help. 2. Talk with program participants to ask them about their experience in it. 3. Let them come to the home page and NCIEC/RID for contact and to receive additional information. 4. That will put much effort it's worth the effort.
<b>PROGRAM 4 -</b>	1. More self-assessment for mentees. 2. Ideally, mentees would visit once a week over an extended period, rather than 2 consecutive days. This would allow for the varying census of a hospital. 3. More planned activities for "down time" when no patients were available.
<b>PROGRAM 5 –</b>	It is very important to establish a clear curriculum and provide mentor training to be sure goals/expectations are clear but at the same time provide enough flexibility so mentors can maximize their own strengths and tailor their work to the needs of the mentee. We've found it necessary to provide support for mentees and mentors individually and in groups and using a variety of media due to varying learning styles - written documentation, group meetings, individual face-to-face communication, email, phone/videophone, etc. Community support is key! Engage individuals/agencies as partners in your work.



## Mentor Results

This section summarizes and presents results for post-participation surveys completed by 29 mentors in the funded programs. Thirteen of the mentor respondents participated in one of the programs. Because the results from one program were obtained from a separate Spanish version of the survey, we show the results separately in the tables below. Among the remaining 16 mentor respondents, 4 each represented three of the programs, while 2 respondents represented a fourth program. Two of the respondents did not indicate their project name. Summary results are reported in Appendix B: Mentor Post Survey Results.

Twenty-six mentors reported that they received mentor training. All reported that their training included relevant program features and they learned general strategies for working with mentees. Specific responses representing each project are reported in Table 6: Mentor Training. All responses can be found in Appendix A.

5. Did you receive mentor training as part of this project?			
Yes		15	94%
No		1	6%
Total		16	100%

[Spanish Version]

5. "Under the agreement of the counseling process included diagnostic evaluations or as part of the process?"			
Yes		11	92%
Not		1	8%
Total		12	100%





**Table 6: Mentor Training (One response from each project)**

Project name:	Question 6: If you responded yes above, please briefly describe the training you received:	Question 7: If you responded yes above, what did you learn from that training? What did you do differently because of it?
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Project name:	Question 6: If you responded yes above, please briefly describe the training you received:	Question 7: If you responded yes above, what did you learn from that training? What did you do differently because of it?
<b>PROGRAM 1 -</b>	I participated in professional supervision and train-the-trainer sessions with a person	Through my own training to become a facilitator for supervision groups, I learned how to be more in tune to my own listening style tendencies, then how to be a better listener, and how to use validation techniques in case presentations. I learned how to apply and articulate the DC-S structure during case presentations: I developed greater skills in identifying demands, building a constellation of demands, and then discussing and predicting positive and negative consequences of control choices ranging from liberal to conservative.
<b>PROGRAM 2</b>	Training at a Mentor workshop. Also learned a lot following the lead of other mentors in this program as well as valuable guidance from the co-directors.	Improved my skills considerably. Learned what to look for, how to evaluate and how to improve the skill set of interpreters.
<b>PROGRAM 3</b>	Practice with mentor / mentee and articles "Giving an A"	Not to be a cheerleader or a coach.
<b>PROGRAM 4</b>	Group of peers deciding the standards needed.	We were able to standardize a group of stuff that every CDI should be exposed to in a hospital setting. It wasn't just "let's see what happens".
<b>PROGRAM 5</b>	Two days two years ago and one all day	good tips good support too



Each of the mentors for one program had different approaches to their work as mentors. The mentor was the only one who reported “guiding the mentee through standard work” as an approach. Among the respondents who stated for their mentoring approach that they “determined the work of the mentorship within each session,” two participated from the same program, 3 from another program. The other mentor respondent who also selected this approach, did not indicate the project name. Most of the mentors (7 of 13) indicated that they worked with the mentee to develop a work plan.

8. How did you approach your work as a mentor?			
Guided the mentee through standard work		1	7%
Worked with the mentee to develop a work plan		3	20%
Determined the work of the mentorship within each session		6	40%
Other, please specify <a href="#">View Responses</a>		5	33%
Total		15	100%



[Spanish Version]

8. How executed his mentor's work?			
I took the wards to complete tasks / work standards / reference		2	15%
I worked with mentees in developing a work plan		7	54%
Determined at each meeting, the work to be done		2	15%
Other, please specify: <a href="#">View Responses</a>		2	15%
Total		13	100%

Mentor respondents were split on their reports of whether assessment was part of the mentorship agreement. More than half reported “not” having an assessment.

9. Was assessment/diagnostics a part of the mentorship agreement?			
Yes		7	47%
No		8	53%
Total		15	100%
<a href="#">View 9 Responses</a>			

[Spanish Version]







9. "Under the agreement of the counseling process included diagnostic evaluations or as part of the process?"			
Yes		5	42%
No		7	58%
Total		12	100%

When asked to describe how s/he assessed the skills and proficiencies of their mentees, the mentors responded with these comments:







- I assessed the proficiencies on an overall basis as well as an individual basis. I also provided feedback in group settings as well as individually.
- But I did it anyway following by a book
- Proper approach to assist mentee like to improve with positive reinforcement
- Not exact but to work directly with mentee because each mentee has different needs and gaps

- After filming standard scenario, there was self-assessment and feedback from the same 2 staff.
- Pre tests, post tests and videotaping themselves interpreting medical situations.
- I was still ultimately responsible for the message to the deaf patients so I monitored the effectiveness of the message as they worked. Before, during and after the interpreting I would give the mentee feedback based on their work. At the end of the two days another interpreter and the Deaf Access Program manager did a final assessment to ascertain the mentee's ability to make ethical decisions.
- We discussed about mentee's weakness and strengths
- Discuss with mentee's goal for skill in interpreting and aware of what Deaf Culture affect mentee
- {Translated} Excellent
- {Translated} At the end of each session to evaluate the process and how we could improve it. Also, we had a coach with whom we talked to understand the practice and make the process better.
- {Translated} was better, some self evaluation for participants
- {Translated} At times I practiced being in the role of mentor so I could practice and refine the newly acquired skills.
- {Translated} Using the techniques provided to develop effective dialogue.

The results below show the areas in which mentors observed growth. Mentors from both programs saw mentees grow in the areas of personal decision-making and increased confidence.

10. What specific areas of growth did you observe in your mentees throughout the project?			
Personal decision-making		12	75%
Increased confidence		13	81%
Signing skills		6	38%
Processing language		7	44%
Production/performance skills		6	38%
Other, please specify <a href="#">View Responses</a>		6	38%

[Spanish translation]

<b>11.</b> To what areas of growth / development of protected specifically paid attention to them throughout the project?			
Personal decision making		7	58%
Increase self-confidence		7	58%
Ability to use sign		4	33%
Language processing		3	25%
Production skills / performance		4	33%
Other, please specify: <a href="#">View Responses</a>		2	17%






Reported evidence of these changes varied but was more likely to be based on casual observations. The extent of growth in mentees by mentor is also shown in Table 7: Evidence of Growth. Given the number of responses, only one response per project is shown in the table, however, see Appendix A for complete results.

**Table 7: Evidence of Growth per Mentor Respondents (One per project)**






Project name:	Question 11: What evidence would you provide to substantiate that this growth occurred?	Question 12: The extent of growth I saw in my mentees:
<b>PROGRAM 1</b>	The evidence that growth occurred was found in the comments of self-reflection that supervision group members shared with the group. The participants will all be filling out evaluation surveys that asks them to comment not only on the facilitator's skill in leading the group, but also asks them to reflect on their own learning and growth through the process.	Met my expectations for growth
<b>PROGRAM 2</b>	The transition from unknown habits that impeded their progress to good habits and skills that promoted their well being. Many things that could have gone unnoticed by them and helped them change. I noticed a lot of growth in reception skills, signing skill set, confidence, creativity and expressiveness.	Exceeded my expectations for growth
<b>PROGRAM 3</b>	It was a very comfortable setting, and I felt a lot of confidence in communicating my thoughts, ideas, and sharing examples.	Met my expectations for growth
<b>PROGRAM 4</b>	From weakness development to strength development her classification was improving	Met my expectations for growth
<b>PROGRAM 5</b>	Personal growth and familiar with variety sign languages	Met my expectations for growth

**Mentoring Process**





With the exception of one program's mentors who interacted daily with their mentees, mentors typically interacted with mentees at least a 2-3 times per month or more frequently. Communication took place using a variety of means, including email and phone, but primarily in-person. A couple of respondents also used text messages, as shown in the answers to question 15 below. Respondents from one program, in particular, used the phone more than other projects.

14. By what means did you communicate with your mentee (check all that apply):			
In person		13	81%
Telephone		1	6%
Email		9	56%
Video phone or other two-way video		2	12%
Online mentor logs or discussion groups		0	0%
Other, please specify <a href="#">View Responses</a>		1	6%










[Spanish Version]

15. What method was used to communicate with mentees? (Choose all that apply):			
In person		9	69%
By phone		10	77%
By Email		4	31%
Videophone or other two-way video		2	15%
Web Log / Blog / Blog online mentoring and discussion groups		0	0%
Other, please specify: <a href="#">View Responses</a>		4	31%










Mentors reported using a variety of materials as shown in the answers to questions 16-17 below. Other specific sources used by mentors included self-generated materials, hospital tours, and pictures.

16. What resources did you use to support your work as a mentor?			
Textbook(s) (please provide titles and authors below)		0	0%
Handouts, articles and other print materials (please provide titles and authors below)		0	0%
Mediated materials for source language stimulus		1	50%
Mediated materials for observation, modeling, discussion		1	50%
Mediated materials for recording work samples and providing feedback		1	50%
Direct Observation (both of mentee and mentee observed mentor)		2	100%
Online programs		0	0%
Digital materials		0	0%
Other, please specify		0	0%







[Spanish Version]

17. What resources used to support their efforts to mentor?			
Book (s) of text (please provide titles and authors' names)		1	8%
Brochures / flyers teaching materials, articles and other printed materials (please provide titles and authors' names)		3	25%
Materials transmitted as a source of linguistic stimulation		1	8%
Materials sent for observation, modeling, discussion		6	50%
Materials sent to record samples of work and provide feedback / opinion / feedback		1	8%
Direct observation (the mentor watches the protected and safeguarded observe the mentor)		9	75%
Programs Online / Internet		2	17%
Digital Materials		2	17%
Other, please specify: <a href="#">View Responses</a>		2	17%

Mentors worked with their mentees using different strategies for reviewing mentee work or observing mentee performances. Question 25-26 below summarized the types of work samples and performances reviewed. Mentors selected among five options for how they used the work samples. Interestingly, programs, other than one, used the work samples for fostering self-assessment and reflective skills. Mentors from one of the programs used the work samples, instead, for setting goals/ priorities, documenting growth, and improving decision making.

25. Please describe any mentee work samples, observations or performances that were a part of your mentoring process:			
Mentee recorded sample(s) of actual/live work that was unrehearsed		4	31%
Mentee recorded sample(s) of live but staged work that was rehearsed		3	23%
Mentee recorded sample(s) of interpretations of mediated stimulus that was unrehearsed		3	23%
Mentee recorded sample(s) of interpretations of mediated stimulus that was rehearsed		1	8%
Mentor engaged in direct observation of mentee during actual/live work		9	69%
Mentor engaged in direct observation of mentee during interpretation of mediated stimulus		5	38%
Mentee submitted a self assessment of performance		3	23%
Mentor submitted an assessment of performance to mentee		3	23%
Mentor and mentee work collaboratively during assignments (team interpreted)		5	38%

[Spanish Version]

26. Please describe some work samples, observations, performances / interpretation sessions that were part of the counseling process.			
Sample (s) cast (s) of real work / live carried the wards without having tested		0	0%
Sample (s) cast (s) of live work that protected staged after being tested		1	11%
Sample (s) cast (s) transmitted stimulus interpretations that protected not tested		0	0%
Sample (s) cast (s) of interpretations of stimulus transmitted to the protected tested		0	0%
The mentor by direct observation of the mentee doing real work / live		6	67%
The mentor by direct observation of the stimulus protected by interpretations conveyed		2	22%
The self-assessment given supervised its execution.		2	22%
The mentor gave them an assessment of its implementation be tutored		1	11%
The mentor and mentees worked in collaboration to perform a task (Performance team)		5	56%

All mentors reported that a lasting effect of this project for the mentees is an improved level of confidence. Additionally, one of the mentors reported strong growth in their own ability to guide entering practitioners toward improved practice. Evidence of these areas of growth is summarized in Table 8: Evidence of Growth, but is primarily informal/anecdotal evidence.

**Table 8: Additional Evidence of Growth per Mentor Respondents (one per project)**

Project name:	Question 33: Please provide additional detail on the items you selected:
<b>PROGRAM 1</b>	I ran a supervision group for DIs and the group plans to continue without funding and is seeking to engage more DIs. Local referral agency are considering 1) increase pay for those in supervision 2) reserve work for those in supervision.
<b>PROGRAM 2</b>	The mentees all demonstrated growth in the work that was produced at the end of the two weeks. They also were able to discuss the work and their options
<b>PROGRAM 3</b>	When talking to all participants, there was a feeling of better understanding, exchange of ideas, concepts and practices and relevant experiences enriched that this group.
<b>PROGRAM 4</b>	Ability to discuss work: mentee was confronted with decisions made with deliberately difficult stimulus material. She (all women) analyzed her own work from the video and then also got feedback from the 2 observers/evaluators. Much discussion happened about the choices made in the process.



Project name:	Question 33: Please provide additional detail on the items you selected:
<b>PROGRAM 5</b>	None

Mentors had advice for new mentors and recommendations for changing the project. Table 10: Mentor Advice and Recommendations provides detailed responses. All of the mentors said that they would return for another round of the same program.

**Table 9: Mentor Advice and Recommendations (one per project)**

Project name:	Question 34: What advice would you give to new mentors who enter this program?	Question 35: If it were up to you, what changes would you make to the project?
<b>PROGRAM 1</b>	Stay involved in professional supervision and consider becoming a group facilitator. Supervision ought to be an ethical mandate in our profession. Much needed learning and growth occurs through on-going and honest dialogues with our colleagues. Professional supervision is absolutely necessary for us as individuals and as a profession to get to the next level.	Have a structured national scope (already does but not funded outside of participant fees).
<b>PROGRAM 2</b>	Be open and listen before reacting	Some of the activities. For example: do activity one, then activity two, then using activity one and two to make the third one. That's like the grammar order and I'd do it differently.
<b>PROGRAM 3</b>	Have patience, no prejudices, to be tolerant and willing to learn and change negative attitudes to positive.	Have a preliminary needs assessment of the deaf culture of the area to be relevant, practical and functional knowledge.
<b>PROGRAM 4</b>	Ability to discuss the CPC: This is training the CDI/DI folks don't get much. The people we saw mostly realized that there was a larger picture than just the interpreting team. That many things happen during an assignment and sadly, it's not all about us (interpreters).	This is a HUGE project. We did 7 CDIs and they had different experiences because we're a hospital. Nothing is the same everyday. It took enormous amounts of work from every one of the staff people to make this work. Those folks who don't normally teach came in to work as an extra staff person on the days that the CDI/DI folks were here. It used lots of resources.

Project name:	Question 34: What advice would you give to new mentors who enter this program?	Question 35: If it were up to you, what changes would you make to the project?
<b>PROGRAM 5</b>	Take training with Gino, bring other people into this great program.	Less surveys

## Mentee Results

This section reports on the results of 55 Mentee responses to post-participation surveys. Mentees overall reported that they had a positive experience in the program. Mentees also reported on specific aspects of the program and their participation. Each is discussed in turn, below.

As seen in Appendix B: Mentee Survey Summary, Question 5, the majority of mentees reported that they met their goals for participating in the mentorship, 90% reported that their mentor had deep knowledge and experience in the field, and 90% of mentees considered this mentorship as a positive experience. However, we do not have sufficient data to determine whether any differences between the programs occurred by chance or selection bias, or as an outcome of the program.

### Mentee Skills and Proficiencies

Skills and proficiencies were assessed through a combination of guided self-assessment and mentor observations. Self-assessment was a component of both a peer mentoring and traditional mentoring project. The results reported in Table 10 below are the per-respondent answers regarding assessment strategies.

**Table 10: Assessment Strategies for Mentees (one per project)**

Project name:	Question 6: How were your skills and proficiencies assessed in the areas where you were mentored?
<b>PROGRAM 1</b>	Through group discussion and self-evaluation.
<b>PROGRAM 2</b>	Through group work, discussion, and one-on-one mentoring.
<b>PROGRAM 3</b>	Showing empathy and good communication and Giving examples to Understand the concept of the council.
<b>PROGRAM 4</b>	My skills were assessed almost after each encounter and at the end of both days.
<b>PROGRAM 5</b>	My skills and proficiencies were assessed on a casual basis during conversations and discussed.

Respondents reported growth in specific skill sets and in overall confidence while interpreting. Mentees in one program reported growth in self-awareness and listening skills in ASL, while other mentees also

reported growth in self-awareness, but mentioned understanding the challenges of interpreters, as a growth area. Participants in each program reported some degree of increased confidence. Respondents were also asked to report whether their growth missed, met or exceeded their expectations (see, e.g. question 9 in Appendix C and in Table 11 below). Only two of the 55 respondents, both from The Mentorship Program, reported that their expectations for growth were not achieved. All respondents from other projects reported that their expectations were met or exceeded.

**Table 11: Reported Growth**

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
<b>PROGRAM 1</b>	An increased ability to analyze my decisions and the decisions of my peers without judgment. A better understanding of the factors that impact our decisions and how to categorize these demands to maximize understanding of how they impact my work and how I can respond to them appropriately.	I'm not sure this growth can be measured, except by my increased confidence and ability to interact with my colleagues.	Met my expectations for growth
<b>PROGRAM 2</b>	More proficient ASL use, more appropriate NMM, more confidence, more open and willing to try out the use of space, realization of some of my errors - ones that were previously over looked.	Creating 1st and 2nd drafts of many projects - videotaping our drafts and seeing changing that occurred. Working with native ASL users to tweak my signing to create a better story.	Exceeded my expectations for growth
<b>PROGRAM 3</b>	Development improvement as a mentor professional	{translated} Now I have learned how to be supportive to other interpreters.	Met my expectations for growth
<b>PROGRAM 4</b>	I learned how to be a better CDI overall.. such as not copying the interpreter, use spelling less, communicate with my interpreter ahead of time how they want to be fed - in English or ASL when I interpret for the client, be in more charge and speak up when necessary, to name a few.	From the feedback my mentors gave me on the second day.	Met my expectations for growth
<b>PROGRAM 5</b>	Better understanding of classifiers and how they work, noticing classifiers more, practicing using classifiers.	Watching ASL conversation using classifiers, practicing stories with classifiers.	Missed my expectations for growth

**Mentee Process**

Consistent with what we found from mentors, mentees interacted with mentors at least 2-3 times monthly, if not more frequently. The majority of mentees thought that this was an appropriate frequency of interaction. A PROGRAM 3 mentee who would have liked more frequent interactions added: “The weather was a limiting factor for me, but if I had more availability I would have loved more interaction with the counselors.”

Mentees reported using a variety of supplemental materials ranging from books, supplemental readings to videos, and music. It is difficult to discern the extent to which these resources were recommended by mentors (many appear to have been), and the extent to which these are the general resources on which interpreters depend for their continued education. Table 14: Supplemental Materials provides user responses regarding additional resources, by project.

**Table 12: Supplemental Materials**

Project name:	Question 15: In addition to interaction with your mentor, what additional resources (books, programs, online video, other experts, etc.) did you use to work toward your goals for the mentorship?
<b>PROGRAM 1</b>	An article about how to be a good listener.
<b>PROGRAM 2</b>	Various source materials such as children's books, songs, and peer stories and experiences
<b>PROGRAM 3</b>	Online discussion with other classmates.
<b>PROGRAM 4</b>	Taking up a graduate course in interpreting in medical discourse.
<b>PROGRAM 5</b>	Vlogs, video tapes, dvds

Structured Work Samples were reported to be an integral component of each mentoring program. For one program, the work sample serves as their culminating event. Table 15: Work Sample Use provides user feedback on this aspect.

**Table 13: Work Sample Use (one per project)**

Project name:	Question 16: Please describe any work samples, observations or performances that were a part of your mentoring process:	Question 17: How were these used within the mentoring process?
<b>PROGRAM 1</b>	I got to observe one of my group members on an interpreting assignment and write up a case study about it to present to the group and compare with the interpreter's perspective of the job.	It allowed me to witness an interpreter at work. Also, the whole group got to see the differences between what I observed from the outside and what the interpreter was thinking and feeling.
<b>PROGRAM 2</b>	I was able to complete several work samples throughout the mentorship, however, the final performance was probably the most significant and rewarding	All of our work samples led up to the final performance. The performance was a way to show others what we had done and to be proud of the work that we had completed together
<b>PROGRAM 3</b>	The session of "Giving an A" was an excellent tool to be objective and see the positive side of things. The practice of making "probing questions" and not try to make personal opinions was difficult but in essence an excellent tool for the mentoring process.	Through weekly practice we develop the skills necessary to master the same. Also adding new techniques to each new practice.
<b>PROGRAM 4</b>	Role-plays being recorded, replayed to discuss about the interpretation itself, what can work better for that or this; observations of live interpreting assignments and opportunity to debrief and pick the interpreter's brains about what actions occurred and why the interpreter pick that action.	Concurrently while mentoring-- my mentor taking notes while I interpret, my mentor debriefing me while "down time" on an assignment, reviewing with me to remind me what we have discussed about for next day of interpreting.
<b>PROGRAM 5</b>	Watched vlogs on Deaf Nation and Joey Baer.	He would have me watch them in advance, then interpret or reinterpret them for him at our next meeting.

As reported below, mentees see improved confidence, increased skills, and newly formed relationships as lasting effects of the project. Interestingly, a mentee from two programs expressed an improvement in being a mentor/mentee. Table 16: provides user responses regarding program effects.

**Table 14: Lasting Effects for Mentees**

Project name	Question 18: What do you think the lasting effects of this project will be?
<b>PROGRAM 1</b>	Usage of a lingo that I can communicate with to coworkers who have the same knowledge of that lingo. Use of a tool that supports that practice which we do and will easily be taught to others in the practice who are open to it.
<b>PROGRAM 2</b>	I KNOW that I will be a better interpreter and a better signer. Also, I made connections in the Deaf Community that I never had before.
<b>PROGRAM 3</b>	The lasting effects are to have a set of tools for use in many situations because it can be applied to many things.
<b>PROGRAM 4</b>	It is lasting, I learn and incorporate them because I value and respect these mentors. They mean well.
<b>PROGRAM 5</b>	I hope that this leads to a deeper involvement in the Deaf community (via volunteer work, networking, etc).

Respondents offered advice to other mentees as well as recommendations for changes to the project. Advice was typically: have an open mind, be patient, and set goals. For recommendations, respondents from two programs requested more time/workshops. Two mentee respondents from another program suggested that the program offered more structure and guidance for mentees and mentors to ensure consistent experiences.

**Table 15: Mentee Advice and Recommendations**

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
<b>PROGRAM 1</b>	Learn the DC Schema and take a course on it before you use it, or make sure you are using this tool with supervision!	I would spend an extra day or group period practicing understanding the different meanings of the terms or maybe again after a case completed (using glossary).
<b>PROGRAM 2</b>	Have an open mind, put your self out there, and embrace every minute of it because it goes by too fast!	Honestly, none.
<b>PROGRAM 3</b>	Must have a high skill level to fully	Just warn the duration of each exercise.



Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
	understand and if you think they learn faster, you must have patience because discussions take time.	
<b>PROGRAM 4</b>	I would tell other mentees to be serious and grateful to be part of it and learn well and be open minded.	Ummm... 2 day mentoring is too short. Maybe one day just focus on interpreting only nothing with surveys, tests, papers, just do the job. that would be the middle of the 3 day mentoring.
<b>PROGRAM 5</b>	I feel that this type of mentorship program is easiest if you have specific and quantifiable goals. I would advise new mentees to sit down before they ever meet their mentor and write down what they want to improve, in what way, and how improvement (or lack thereof) can be measured.	I would either make it cheaper or include more workshops in the original cost



Respondents overwhelmingly responded (all but one) that they would participate in another mentorship, perhaps the strongest endorsement of the program. Nearly all said that they would like to continue with their same mentor, but many also said they would be happy to switch as well. We read this as an indication that they were pleased with their experience, believe that they could learn still more from their mentor, but that they trust the programs to provide other strong mentors as well.

**Table 16: Continued Participation**



Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
<b>PROGRAM 1</b>	Yes	Absolutely with the same, but I would like to experience other mentors. Really the determining factor is which group fits the easiest into my schedule. Then I look at the options and decide based on that.
<b>PROGRAM 2</b>	Yes	Either- the same or another.
<b>PROGRAM 3</b>	Yes	With different mentors
<b>PROGRAM 4</b>	Yes	Yes, Yes, Yes. I love it! It was enlightening.

Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
<b>PROGRAM 5</b>	Yes	I would love to continue to get to know my mentor, she is a wonderful person, but I think I would need an interpreting mentor more than an ASL mentor at this point in my growth.

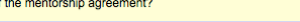

## Appendix A: Mentor Survey Results Summary

5. Did you receive mentor training as part of this project?			
Yes		15	94%
No		1	6%
Total		16	100%





[Spanish translation]



5. "Under the agreement of the counseling process included diagnostic evaluations or as part of the process?"			
Yes		11	92%
Not		1	8%
Total		December	100%






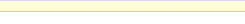
8. How did you approach your work as a mentor?			
Guided the mentee through standard work		1	7%
Worked with the mentee to develop a work plan		3	20%
Determined the work of the mentorship within each session		6	40%
Other, please specify <a href="#">View Responses</a>		5	33%
Total		15	100%

9. Was assessment/diagnostics a part of the mentorship agreement?			
Yes		7	47%
No		8	53%
Total		15	100%
<a href="#">View 9 Responses</a>			







[Spanish translation]




8. How executed his mentor's work?			
I took the wards to complete tasks / work standards / reference		2	15%
I worked with mentees in developing a work plan		7	54%
Determined at each meeting, the work to be done		2	15%
Other, please specify: <a href="#">View Responses</a>		2	15%
Total		13	100%


9. "Under the agreement of the counseling process included diagnostic evaluations or as part of the process?"			
Yes		5	42%
Not		7	58%
Total		December	100%

10. What specific areas of growth did you observe in your mentees throughout the project?			
Personal decision-making		12	75%
Increased confidence		13	81%
Signing skills		6	38%
Processing language		7	44%
Production/performance skills		6	38%
Other, please specify: <a href="#">View Responses</a>		6	38%




[Spanish translation]





11. To what areas of growth / development of protected specifically paid attention to them throughout the project?			
Personal decision making		7	58%
Increase self-confidence		7	58%
Ability to use sign		4	33%
Language processing		3	25%
Production skills / performance		4	33%
Other, please specify: <a href="#">View Responses</a>		2	17%






12. The extent of growth I saw in my mentees:			
Missed my expectations for growth		1	7%
Met my expectations for growth		11	79%
Exceeded my expectations for growth		2	14%
Total		14	100%




13. How often did you interact with your mentee?			
Daily		3	19%
Weekly		2	12%
2-3 Times a month		2	12%
Monthly		5	31%
Other, please specify: <a href="#">View Responses</a>		4	25%
Total		16	100%

[Spanish translation]

13. The degree of growth / development I saw in the wards:			
Not reached my expectations of growth / Desarrollo.		1	8%
It reached my expectations of growth / Desarrollo.		9	75%
Surpassed my expectations of growth / Desarrollo.		2	17%
Total		December	100%






14. How often do you interacted with the wards?			
Daily		0	0%
Weekly		6	46%
2-3 times per month		2	15%
Monthly		3	23%
Other, please specify: <a href="#">View Responses</a>		2	15%
Total		13	100%

14. By what means did you communicate with your mentee (check all that apply):			
In person		13	81%
Telephone		1	6%
Email		9	56%
Video phone or other two-way video		2	12%
Online mentor logs or discussion groups		0	0%
Other, please specify <a href="#">View Responses</a>		1	6%






15. By what means would you say the majority of your mentoring took place (choose one):			
In person		14	88%
Telephone		0	0%
Email		0	0%
Video phone or other two-way video		1	6%
Online mentor logs or discussion groups		0	0%
Other, please specify <a href="#">View Responses</a>		1	6%
Total		16	100%

[Spanish translation]






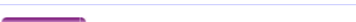


**15.** What method was used to communicate with mentees? (Choose all that apply):

In person		9	69%
By phone		10	77%
By Email		4	31%
Videophone or other two-way video		2	15%
Web Log / Blog / Blog online mentoring and discussion groups		0	0%
Other, please specify: <a href="#">View Responses</a>		4	31%










**16.** What would you say use half most of the time during the counseling process? (Choose one):








In person		5	38%
By phone		5	38%
By Email		1	8%
Videophone or other two-way video		1	8%
Web Log / Blog / Blog online mentoring and discussion groups		0	0%
Other, please specify: <a href="#">View Responses</a>		1	8%
<b>Total</b>		<b>13</b>	<b>100%</b>

**16.** What resources did you use to support your work as a mentor?







Textbook(s) (please provide titles and authors below)		1	6%
Handouts, articles and other print materials (please provide titles and authors below)		5	31%
Mediated materials for source language stimulus		5	31%
Mediated materials for observation, modeling, discussion		3	19%
Mediated materials for recording work samples and providing feedback		2	12%
Direct Observation (both of mentee and mentee observed mentor)		9	56%
Online programs		0	0%
Digital materials		3	19%
Other, please specify <a href="#">View Responses</a>		5	31%









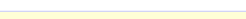
[Spanish translation]

17. What resources used to support their efforts to mentor?			
Book (s) of text (please provide titles and authors' names)		1	8%
Brochures / flyers teaching materials, articles and other printed materials (please provide titles and authors' names)		3	25%
Materials transmitted as a source of linguistic stimulation		1	8%
Materials sent for observation, modeling, discussion		6	50%
Materials sent to record samples of work and provide feedback / opinion / feedback		1	8%
Direct observation (the mentor watches the protected and safeguarded observe the mentor)		9	75%
Programs Online / Internet		2	17%
Digital Materials		2	17%
Other, please specify: <a href="#">View Responses</a>		2	17%







19. Where did you obtain resources and information to support your work as a mentor?			
Personal library/inventory of materials		9	60%
Resources from formal training I completed (where?)		5	33%
Online resources (source?)		3	20%
Lending library (source?)		0	0%
Commercially produced and purchased materials (source?)		0	0%
Self-developed (what specifically?)		5	33%
Interpreter education program		2	13%
General mentor information not specific to interpreting		7	47%
Other, please specify <a href="#">View Responses</a>		4	27%






[Spanish translation]

20. Where did you get resources and information to support their efforts to mentor?			
Library Staff / Inventory Staff materials		2	17%
Resource formal training program in which I participated (Where?)		4	33%
Online Resources or the Internet (what source?)		2	17%
A lending library / public (What?)		0	0%
Materials purchased or produced commercially (What?)		0	0%
I drew up original material. (What specifically?)		0	0%
Intérpète Education Program		3	25%
Counseling information unrelated to the interpretation		2	17%
Other, please specify: <a href="#">View Responses</a>		1	8%

25. Please describe any mentee work samples, observations or performances that were a part of your mentoring process:			
Mentee recorded sample(s) of actual/live work that was unrehearsed		4	31%
Mentee recorded sample(s) of live but staged work that was rehearsed		3	23%
Mentee recorded sample(s) of interpretations of mediated stimulus that was unrehearsed		3	23%
Mentee recorded sample(s) of interpretations of mediated stimulus that was rehearsed		1	8%
Mentor engaged in direct observation of mentee during actual/live work		9	69%
Mentor engaged in direct observation of mentee during interpretation of mediated stimulus		5	38%
Mentee submitted a self assessment of performance		3	23%
Mentor submitted an assessment of performance to mentee		3	23%
Mentor and mentee work collaboratively during assignments (team interpreted)		5	38%

[Spanish translation]




26. Please describe some work samples, observations, performances / interpretation sessions that were part of the counseling process.			
Sample (s) cast (s) of real work / live carried the wards without having tested		0	0%
Sample (s) cast (s) of live work that protected staged after being tested		1	11%
Sample (s) cast (s) transmitted stimulus interpretations that protected not tested		0	0%
Sample (s) cast (s) of interpretations of stimulus transmitted to the protected tested		0	0%
The mentor by direct observation of actual work protected by / in vivo		6	67%
The mentor by direct observation of the stimulus protected by interpretations conveyed		2	22%
The self-assessment given supervised its execution.		2	22%
The mentor gave them an assessment of its implementation be tutored		1	11%
The mentor and mentees worked in collaboration to perform a task (Performance team)		5	56%

26. If you selected Mentee submitted a self assessment of performance above, in what format was this information submitted?			
In written form		1	12%
During discussion, in person		6	75%
During discussion, via telephone		1	12%
Following an established system of analysis		1	12%
Other, please specify <a href="#">View Responses</a>		1	12%



[Spanish translation]



**27.** If you chose a self-assessment gave The protected execution How is this information delivered?




Written form		1	25%
During the discussions in person		3	75%
During the discussions via telephone		2	50%
In keeping with an established test system		0	0%
Other, please specify:		0	0%

**28.** If you selected Mentor submitted an assessment of performance to mentee above, in what format was this information submitted?







In written form		2	40%
During discussion, in person		3	60%
During discussion, via telephone		0	0%
Following an established system of analysis		0	0%
Other, please specify		0	0%

[Spanish translation]

**29.** If you chose the mentor gave them an assessment of its implementation be tutored, how they gave this information?





Written form		2	50%
During the discussions in person		2	50%
During the discussions via telephone		1	25%
In keeping with an established test system		0	0%
Other, please specify:		0	0%

**30.** How did you use the mentor work samples you selected in question 25 within the mentoring process?

To set goals and priorities for skill development		3	30%
To foster self-assessment skills		5	50%
To document growth and potential		4	40%
To foster reflective analysis and discussion skills		5	50%
To examine and enhance decision-making		1	10%
Other, please specify <a href="#">View Responses</a>		3	30%

[Spanish translation]

**31.** How you used the mentor work samples that indicated in question 25 in the counseling process?

To set goals and priorities for skills development		3	50%
To enhance the ability of self-criticism or self-		0	0%
To document the growth / development potential		3	50%
To enhance the ability of reflective analysis and discussion		0	0%
To examine and improve decision-making ability		2	33%
Other, please specify: <a href="#">View Responses</a>		1	17%











**31.** In addition to their work with you, what other resources did your mentees use to gain skill, knowledge, or practice in the areas related to their mentorship (check all that apply)?

Unknown		3	19%
Attended workshops		12	75%
Attended college classes		2	12%
Worked with a deaf language mentor		4	25%
Participated in a study group		2	12%
Teamed with other mentees in a support group		4	25%
Worked with an agency, supervised		3	19%
Worked with an agency, unsupervised		2	12%
Worked with a K-12 school, supervised		2	12%
Worked with a K-12 school, unsupervised		1	6%
Worked in a post-secondary institution, supervised		1	6%
Worked in a post-secondary institution, unsupervised		0	0%
Other, please specify <a href="#">View Responses</a>		2	12%










[Spanish translation]

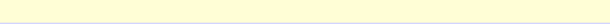
**32.** In addition to working with you, what additional resources used their wards to acquire skills, knowledge or practice in areas related to mentoring they received?

It is not known		3	25%
Attended workshops		3	25%
Attended university courses		1	8%
They worked with a deaf mentor / mentor of sign language		1	8%
Participated in a study group		3	25%
They work teams with other wards to have a support group		3	25%
They worked with an agency, monitored		3	25%
They worked with an agency, without proper supervision		0	0%
They worked with a K-12 (preschool, primary and secondary), supervised		0	0%
They worked with a K-12 (preschool, primary and secondary), unsupervised		0	0%
They worked at a university or post-secondary institution, supervised.		2	17%
They worked at a university or post-secondary institution, without proper supervision		0	0%
Other, please specify: <a href="#">View Responses</a>		2	17%


32. What do you think the lasting effects of this project have been (check all that apply)?			
Mentee's skills improved (how evidenced?)		8	50%
Mentee's level of confidence improved		13	81%
Mentee's commitment to the field improved (how evidenced?)		6	38%
Mentee's knowledge of resources improved (how evidenced?)		5	31%
Mentee's induction to the profession supported (how evidenced?)		4	25%
Mentee's ability to discuss the work improved (how evidenced?)		8	50%
Mentee's ability to reflect and make conscious decisions improved (how evidenced?)		9	56%
Stakeholders united to support mentees (how evidenced?)		2	12%
Mentor's ability to guide entering practitioners toward improved skills/practice enhanced (how evidenced?)		3	19%
Other, please specify <a href="#">View Responses</a>		3	19%

[Spanish translation]

33. What do you think were the lasting effects of this project? (Choose all that apply):			
Tutored skills improved. (How do you know?)		4	33%
The level of confidence increased.		December	100%
The delivery of the course was more protected. (How do you know?)		1	8%
The knowledge of the protected resources on higher (How do you know?)		3	25%
It supported the admission of wards to the profession. (How do you know?)		1	8%
The ability of the wards to discuss the work improved. (How do you know?)		4	33%
The ability of reflection and deliberate decisions improved. (How do you know?)		2	17%
The stakeholders came together to support the protected (how do you know?)		1	8%
Improved the ability of the mentor to guide new practitioners to develop better skills and best practice. (How do you know?)		2	17%
Other, please specify:		0	0%

36. Will you continue to mentor?			
Yes		16	100%
No		0	0%
Total		16	100%
<a href="#">View 4 Responses</a>			

[Spanish translation]

37. Will it continue to be a mentor?			
Yes		13	100%
Not		0	0%
Additional comments:		0	0%
Total		13	100%




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## Appendix B: Mentee Survey Results Summary

5. To what extent do you agree or disagree with the following statements:					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I met my goals for participating in the mentorship	17 42%	20 50%	3 8%	0 0%	0 0%
My mentorship was a positive experience	29 72%	11 28%	0 0%	0 0%	0 0%
My mentor had deep knowledge and experience in my field of interest	34 85%	5 12%	1 2%	0 0%	0 0%
I understood how the mentorship was structured	27 68%	11 28%	1 2%	1 2%	0 0%
I had appropriate levels of access to my mentor	28 70%	10 25%	1 2%	1 2%	0 0%
My mentor was able to accurately assess my skills and knowledge	22 55%	15 38%	2 5%	1 2%	0 0%
My mentor was nurturing and supportive	33 82%	7 18%	0 0%	0 0%	0 0%
My mentor actively encouraged me to self-guide and assess my mentorship	31 79%	4 10%	4 10%	0 0%	0 0%

[Spanish translation]

5. Indicate to what extent you agree or disagree with the following statements:					
Top number is the count of respondents Selecting the option. Bottom% is Percent of the total respondents Selecting the option.	Strongly agree	I agree	Neutral	I disagree	Completely disagree
I caught the goals that led me to participate in the program	6 46%	5 38%	0 0%	0 0%	2 15%
My experience was positive	8 62%	3 23%	0 0%	0 0%	2 15%
My mentor had the experience and knowledge of my field of interest.	8 62%	3 23%	0 0%	0 0%	2 15%
I understood how the program was structured.	7 54%	4 31%	0 0%	1 8%	1 8%
I had an appropriate level of access to my mentor.	9 69%	2 15%	0 0%	0 0%	2 15%
My mentor was able to effectively evaluate my skills and knowledge.	6 46%	4 31%	1 8%	0 0%	2 15%
My mentor was encouraging and gave me their support/ My mentor gave me care, protection and support.	8 62%	3 23%	0 0%	0 0%	2 15%
My mentor actively encouraged me to self guided me to evaluate myself and counseling	6 46%	4 31%	1 8%	0 0%	2 15%

9. The extent of growth I achieved:			
Missed my expectations for growth		2	5%
Met my expectations for growth		22	55%
Exceeded my expectations for growth		16	40%
Total		40	100%

[Spanish translation]

9. The growth / professional development that caught:			
Not reached my expectations of growth		0	0%
I reached my expectations of growth		9	69%
Growth exceeded my expectations		4	31%
Total		13	100%

10. How often did you interact with your mentor?			
Daily		11	28%
Weekly		8	21%
2-3 Times a month		6	15%
Monthly		2	5%
Other, please specify <a href="#">View Responses</a>		12	31%
Total		39	100%





11. Was this an appropriate frequency of interaction?			
I would have been happy with less interaction		0	0%
It was about right		33	82%
I would have liked more interaction		7	18%
Total		40	100%

[Spanish translation]


10. How often interacted with their mentor?			
Daily		0	0%
Weekly		6	46%
2-3 times per month		3	23%
Monthly		2	15%
Other, please specify <a href="#">View Responses</a>		2	15%
Total		13	100%

11. Is that an appropriate level of interaction?			
I would have liked less interaction		1	8%
It was more or less appropriate		7	58%
I would have liked more interaction.		4	33%
Total		12	100%

**13.** By what means did you communicate with your mentor (check all that apply):







In person		39	100%
Telephone		7	18%
Email		22	56%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		0	0%
Other, please specify <a href="#">View Responses</a>		1	3%

**14.** By what means would you say the majority of your mentoring took place (choose one):






In person		40	100%
Telephone		0	0%
Email		0	0%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		0	0%
Other, please specify		0	0%
Total		40	100%

[Spanish translation]


**13.** What method was used to communicate with your mentor? (Check all that apply):

In person		6	46%
By phone		10	77%
By Email		4	31%
Video Phone or other means that employs two-way video		2	15%
Notes mentor or online discussion groups		3	23%
Other, please specify <a href="#">View Responses</a>		3	23%



**14.** What would you say is half spent most of the time? (Choose one):

In person		5	38%
By phone		3	23%
By Email		2	15%
Video Phone or other means that employs two-way video		1	8%
Notes mentor or online discussion groups		0	0%
Other, please specify <a href="#">View Responses</a>		2	15%
Total		13	100%

**21.** Would you participate in another mentorship?

Yes		9	100%
No		0	0%
Total		9	100%

[Spanish translation]

21. Would you participate again?			
Yes		12	92%
Not		1	8%
Total		13	100%