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MENTOR PROGRAM PLANNING GUIDE

12	PLANNING FOR NEXT PROGRAM CYCLE	Instructor Faculty Contacts Steering Team	Analyze results of last evaluation and plan accordingly
11	EVALUATION	Mentors/Students Instructor/Faculty Contacts Steering Team	Forms completed and analyzed at end of term
10	RECOGNITION	Mentors/Students Instructor/Faculty Contacts Steering Team Parents /Public	1 day at the end of school year
9	BEGIN FIELD EXPERIENCE	Mentors/Students Instructor Faculty Contacts	12–30 weeks, 10 hours per week
8	BEGIN MENTOR SEMINAR	Students Instructor Faculty Contacts	Approximately 60 hours of instruction: 1 hour period, 12 weeks or 2 hour period, 6 weeks
7	SELECT PARTICIPANTS	Instructor Screening Committee	1–4 months prior to Seminar
6	INTERVIEW APPLICANTS	Instructor Screening Committee	1–4 months prior to Seminar (1–2 weeks prior to selecting participants)
5	REVIEW AND RATE APPLICANTS	Instructor Screening Committee	1–4 months prior to Seminar (Approximately 2 weeks prior to interviews)
4	CONDUCT INFORMATIONAL MEETINGS	Instructor Former Students	2–4 weeks prior to application deadline
3	ANNOUNCE APPLICATION DEADLINE AND REQUEST APPLICATIONS	Instructor Counselors Teachers Students	2–5 months prior to Seminar
2	IDENTIFY STUDENT'S NEED FOR MENTOR PROGRAM	Students Parents Teachers Counselors	
1	DEVELOP PROGRAM AWARENESS MATERIALS	Instructor Steering Team	

WHAT

WHO

WHEN

STEERING TEAM (informed of all phases of the program)
Composed of Instructor, School Personnel, Mentors, Parents, Students. Meets 3–4 times during the school year

START HERE!

Introduction

America's education revolution will come from the personal involvement of parents, teachers, principals, and the community—working together to remove barriers of change.

— Louis V. Gerstner, Jr.
Chairman and CEO
RJR Nabisco Incorporated

Much has been written about the failures of the United States' educational system, specifically the failure of high schools to graduate students capable of entering the business sector. Former Secretary of Labor Elizabeth Dole (1989) announced that "America's workplace is in a state of unreadiness . . . unready for new jobs, unready for new realities, unready for the new challenges of the '90s." The situation challenges not only education, labor, business, and the government but "the very foundation on which America is based." Dole recommended to educators that :

. . . we first need to understand that the connection between educational excellence . . . and business success is fundamental. Closer ties between education and business must be formed.

At the educational summit held in 1990 in Charlottesville, North Carolina, President George Bush and the Governors of the United States responded to the charges of a nation educationally at risk with The National Goals for Education (1990): "America can meet this challenge if our society is dedicated to a renaissance in education. We must become a nation that values education and learning."

To achieve a "renaissance in education," the National Goals demand that "sweeping, fundamental changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students."

A Contribution to the Solution

A mentoring program for high school students meets the requisites specified by both Dole and the National Goals for Education. It provides flexibility to educate beyond the traditional time, location, and method constraints. A mentoring program unites education and business to best meet the interests of individual students. Mentors and students interact one-on-one as they develop a plan to integrate the knowledge, skills, and abilities the students need and desire. As students gain experience in the workplace, educators continue to provide educational, social, and emotional support.

The gains for student and mentor alike are documented and extensive. Many articles have been written to define the meaning and roles of a mentor and mentee for gifted students (Boston, 1978; Mattson, 1980; Runions, 1980; Torrance, 1984), to affirm the need for the gifted to study in-depth and with some degree of autonomy (Betts, 1986; Gallagher, 1975; Renzulli, 1977) and to document the benefits mentor and mentee derive from a mentorship in a variety of settings (Cox & Daniel, 1983; Cox, Daniel, & Boston, 1985; Feldhusen, 1985; Lambert & Lambert, 1982; Seeley, 1985; Shapiro, 1988; Torrance, 1984). Two

recent books provide suggestions on how to develop a mentoring program for gifted and talented students (Haeger & Feldhusen, 1989; Nash & Treffinger, 1986).

But while much has been written on mentoring in schools and in business, the literature does not include a detailed description of the design, structure, operations, and curriculum of school-based mentoring programs. The literature also lacks a comprehensive look at a specific mentoring program.

I wrote *Mentorship* in an effort to fill this gap. In addition to documenting the philosophy, operations, and successes of a specific mentoring program, I have tried to provide a complete “how-to” manual for readers to consider and use. It also offers an in-depth synthesis of the effects of mentoring programs on high school students, staff, and their schools, as well as on mentors and their businesses. This book is for anyone who wants to know more about mentoring or who wishes to develop or participate in a mentoring program. I also hope that this work will stimulate additional research.

In particular, I wish to show that mentoring programs are indeed “doable.” To make the most of the opportunity, however, high school students need training in specific skills. Unfortunately, many of these skills are not currently addressed in high school classrooms. I would like to see more of this training happen.

In my experience consulting and speaking across the country, I have observed a surge in interest in mentoring programs. I’ve also seen enthusiastic proponents of these programs stifled due to a lack of time, dollars, and encouragement. Change does not come easily. When mentoring programs are established, too often they are perceived as simply asking someone in the workplace to mentor a student while offering minimal orientation, training, or follow-up for either mentor or student. This occurs not because people don’t care, but because of the same lack of time, dollars, and encouragement.