UNPACKING MENTORING

The Mentoring Partnership
Team Dynamite

Spring Report 2017

What is a mentor? *"What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals."* **Drawn from our interviews with mentors**

"Mentoring, at its core, guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter."

The National Mentoring Partnership

Envisioning the Future of Mentoring

"Mentor" is a word packed with expectations. We've spent the last four months unpacking that term, researching ongoing ways to ensure mentoring quality and availability.

In this report we tease apart the components of mentoring and present the opportunities we've uncovered to improve the experience and create more mentors. We hope these insights will be the kindling for many future innovations.

We then outline the most impactful place we can put our expertise to work now— in the expansion of Everyday Mentoring. By focusing our energy on Everyday Mentoring, we aim to move one step closer to a future where every person who works with youth has the tools to be a positive force in shaping their lives.
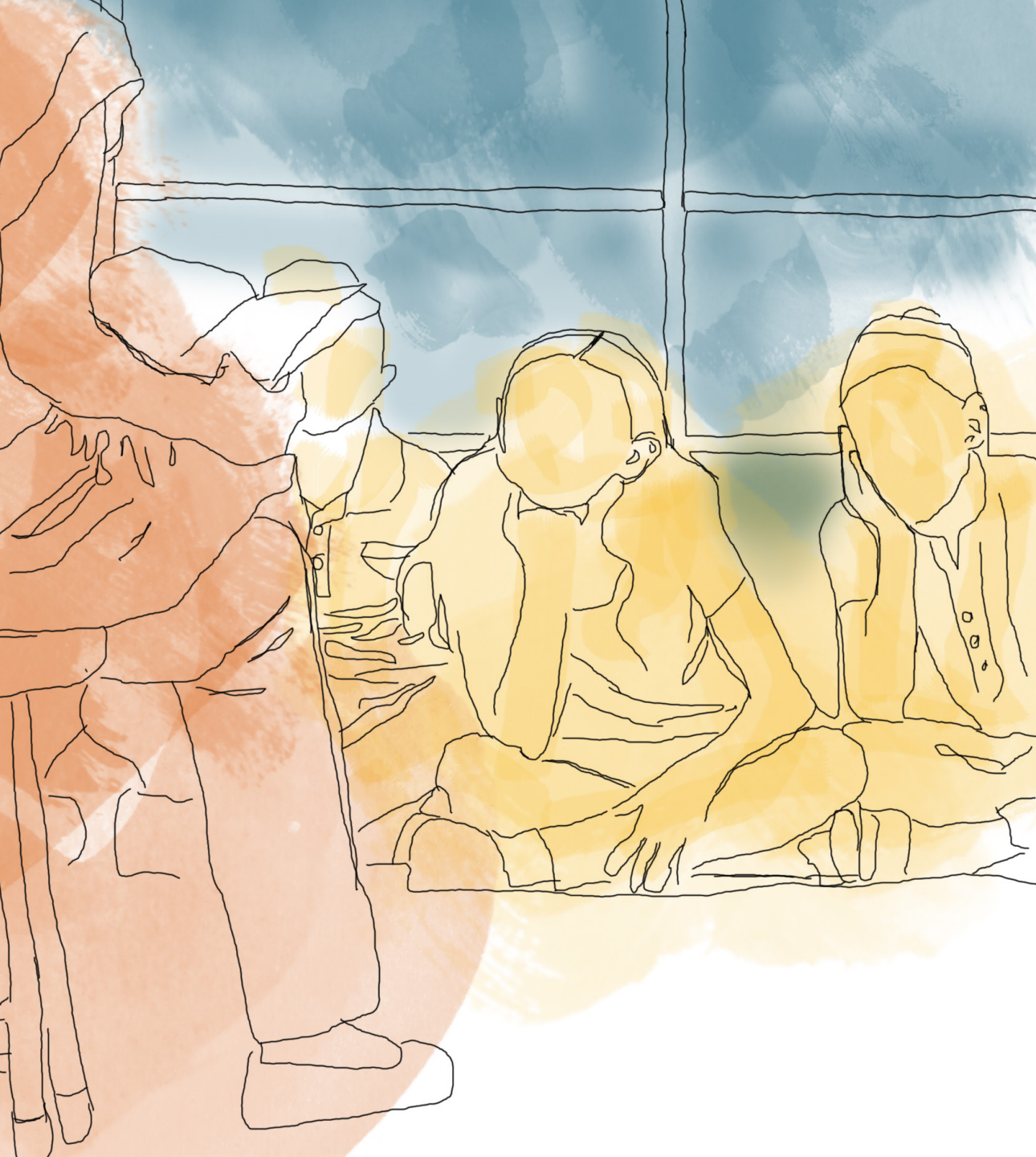
What's Inside

Mentoring Today

Mentor: A non-parent supportive adult who works with youth to build a relationship by offering guidance, support, and encouragement to help the youth's positive and healthy development over a period of time.

Mentee: Youth who is in a relationship with a mentor.

Formal Mentoring: Mentoring fostered by an organization such as a school, a community-group, or a faith-based organization. The organization brings mentors and mentees together, arranging regular meetings between them.

Everyday Mentoring: Unlike formal mentoring, these relationships are not arranged by an organization; they happen naturally as a result of people's intentions. They fall on a spectrum of interactions between adults and children — with an existing continuous bond on one end, and a one-time encounter on the other end. In this report we use the term Everyday Mentoring and informal mentoring interchangeably.

Current State

Mentoring started out with a strictly defined structure: it was seen as a one-to-one relationship between an adult and a youth that lasted at least a year. However, in the past decade, the definition of mentoring broadened to include a variety of forms such as peer-to-peer and group mentoring.

Everyday Mentoring

The Mentoring Partnership of Southwestern Pennsylvania (TMP) is a leading advocate for Everyday Mentoring. They offer training to youth organizations "that would like their staff to become more mentor-like in their interactions with youth."

Throughout our research, we discussed the idea of Everyday Mentoring with many mentors, mentees, and program staff members. Not only did we speak with organizations that are currently assisted by TMP, but we made a point to expand our research to other community groups and individuals who work with youth regularly.

Proponents of Everyday Mentoring believe it can change the way youths find support in their community, but critics say that it will dilute relationship quality and divert potential mentors away from the proven structure of formal mentoring. We saw nothing in our research that justified these concerns, but kept these considerations in mind as we researched.

How Everyday Mentoring Fits

Coach
Teacher
Crossing Guard
School Bus Driver
Librarian
Police Officer
Camp Counselor
Tutor

Everyday Mentor

EXPAND EVERYDAY MENTORING TRAINING

FUNNEL

INTERACT

MENTORS

Program

Mentor

ADVISES

Mentee

TRAINS

Family

The Mentoring Partnership of Southwestern Pennsylvania (TMP)

The National Mentoring Partnership (MENTOR)

BEST PRACTICES

BEST PRACTICES

INFLUENCES

Auxilary Mentoring Partnerships

This map describes the current mentoring landscape and highlights the opportunity to expand Everyday Mentor training. It can help expand the pool of trained adults who are capable of showing support to youth and become potential mentors.

UN EXPECTED

Expectations about what a mentoring relationship "should" be like influence both the health and length of relationships. We discovered a gulf between mentors and mentees' initial understanding of what a mentoring relationship will be like versus the reality of the relationship.

"Mentor" is a loaded word

"The word 'mentoring' at some of my schools, the kids are like, 'Oh, why do you need that?' They view it as therapy."

Melissa,
Big Brothers Big Sisters
Manager of school-based
mentoring program,
4 years

The term "mentor" comes with a weight of expectations that differs from person to person. Our interviews revealed the label "mentor" implied something different depending on who was asked.

Often, youth view the word "mentor" to be synonymous with "therapist." It can take on a negative connotation associated with needing extra guidance.

Adults who work regularly with youth (i.e. counselors, tutors, coaches, or other similar support roles) are uncertain if they meet the "qualifications" to call themselves mentors. In a survey we did of people who regularly work with youth, a theatre and dance teacher remarked, "I work with many students simulta-neously, for short periods of time. Mentoring to me involves one-on-one work over a longer time period and gets personal, more than what I've had time to do with any group of students."

To combat these connotations, programs often replace the term "mentor" with a different term, such as Brother, Sister, or Coach.

These varying perspectives display the implicit baggage associated with a seemingly simple term.

A mentoring match has the same highs & lows as any committed relationship

Mentoring is about committing to a real and meaningful relationship. Mentors noted that it takes time for a mentee to warm up to the relationship. One mentor talked about how she makes it a point to engage the interests she and her mentee share outside of their regular meetings, as a way to solidify their bond.

Mentors also noted that sometimes their relationship can be difficult. Just like in any relationship, nobody can be on their best behavior 100% of the time. In our interviews, mentors frequently mentioned the importance of acknowledging the present situation a mentee is facing (whether it be personal or program-related) and being willing to set boundaries when necessary. Both measures helped mentors grow their relationship into a strong, trusting bond.
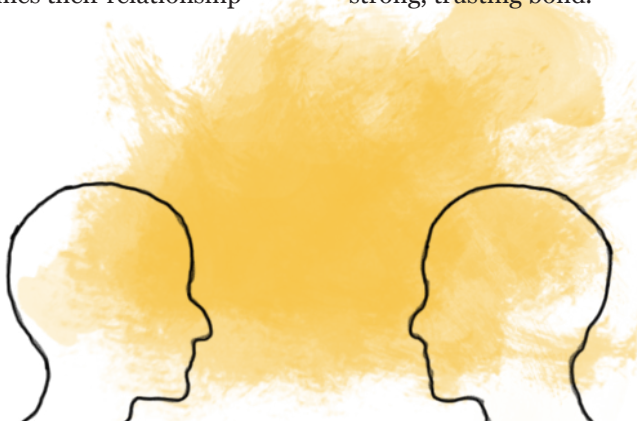
"It's kind of like a process. It took almost a month for me to really gain their trust and let them know they weren't just a school project."

Tara,
School-based mentor,
8 months

Mentors often reported that the first time they set strong boundaries for their mentees strengthened the bond between them.

UN TETHERED

Many mentors we interviewed felt untethered from a support system. Mentoring relationships vary greatly in their specifics, and over time mentors and mentees come to face challenges borne out of their unique relationship. We examined different approaches programs take to support relationships, and discovered that mentors often find support outside of programs.

Mentors turn to their personal network for resources when needed

"I told [my mentee's family] about the Muslim mosque. I told them about the JCC. I gave them choices, and now they have a job, they are insured, and they have a place to live."

Joy,
Big Brothers Big Sisters mentor,
10 years

Friction is inevitable in any relationship, and mentoring relationships are no exception. Programs have done a lot to try to resolve this issue. Larger programs such as Big Brothers Big Sisters use a Match Support Specialist to monitor the mentor-mentee relationship. Smaller programs may use digital platforms, interval surveys, and other program-tailored mechanisms to gauge the health of a relationship.

In our interviews, we discovered that mentors often come into relationships with a personal network of support within their community. In situations when these mentors can't find the resources they need from their program, they often reach out to these personal connections for help. For example, one mentor was able to connect her mentee's family with the broader community services in Pittsburgh. Another mentor turned to her husband, who used to be a mentor, when trying to figure out how to improve her relationship.

Mentors need guidance from somebody who's been there before

Just as mentees turn to their mentors for help in their lives, mentors seek help from others when they need assistance in their mentoring relationships. Our interviews revealed that this assistance to mentors came from many sources: friends, family, or program staff (if it was available). Each mentoring relationship is unique, and while initial trainings are helpful to give mentors an idea of how to approach certain situations, there are many situations that cannot be prepared for. We heard from mentors that when these unanticipated situations came up, they felt isolated if they didn't have a support system they could turn to.

"I don't know everything there is to know about being a mentor, and I want someone to be there to support me."

Youth Works Program mentor
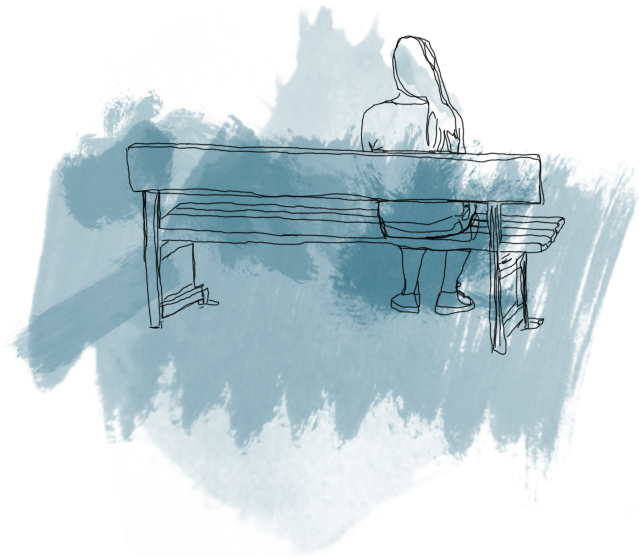
Even with thorough training, mentors can encounter novel circumstances with their mentees that require more guidance. In these situations, mentors without ties to the community or a strong support network can feel isolated.

UN AWARE

Mentors are intrinsically motivated to mentor. It feels great to make a difference in someone's life, but not all mentors can see the impact they are having or whether or not they've made a positive change. Mentors noted that formal mentoring requires making some sacrifices, and by being able to see the impact they're having, they can validate their efforts.

Mentors need to see the impact they're having to validate their sacrifices

"Sometimes it was as simple as seeing the young girl I was mentoring get a C on her math test instead of a D. I felt awesome even though it didn't seem like that big of a change."

Tara,
School-based mentor,
8 months

While mentoring can inherently make a mentor feel good, seeing the impact on their mentee's life is what makes it all worth it.

Despite its importance, measuring impact can be challenging for programs. In our interviews, we heard that seeing the short-term impact of mentoring incentivizes mentors to continue putting in the effort to volunteer. Additionally, seeing the long-term impact of their efforts validates mentors and makes them feel like their time was well spent. For a mentor, knowing if their mentee made it to a long-term goal, like attending college or finding a fulfilling career, is just as important as seeing them get a B on their math test this week.

Putting in the effort to mentor is worth it if mentors know that their mentees make it to the finish line.

Informal mentoring can be as impactful as formal mentoring

During our interviews with mentees, we discovered that many of them, while not in formal mentoring matches, have non-related adults in their lives who invest in them and foster their growth. These adults are coaches, tutors, and community members who recognize the youth's strengths and encourage them to pursue their interests.

At the same time, we heard that people who do mentor informally still understand that they are a role model to the youth in their lives. The Everyday Mentors we talked to were less interested in the rigidity of a formal mentoring program. Instead, they relied on their personal connections and rapport with youth to guide their relationships.

Formal mentoring is still seen as the gold standard of what a mentoring relationship should be largely because it's measurable, formulaic, and proven. However, there continues to be a shortage of mentors. A report by The National Mentoring Partnership titled *The Mentoring Effect* calls out that "mentees report about the same levels of helpfulness from their mentoring relationships regardless of where they found their mentor." Enabling and empowering informal mentoring may be the first step to reaching more youth.

"By treating others with respect, using good judgment, answering kids' questions about the world honestly, and showing kids compassion, mentoring just happens (at least in some sense)."

Camp Counselor
& School Librarian,
Everyday Mentor

UN TAPPED

In order to make mentoring available for more youth, there needs to be an increase in the pool of potential mentors. Currently, there is an extensive group of people who are left out of this pool or not considered potential mentors because of their lack of formal training. We looked at this untapped group and identified opportunities for them to reach their full potential as mentors.

People who are driven to mentor are going to do it with or without formal training

*"I do it by myself....
A lot of these programs — it's really hard to get in for these kids who really need it, so I just kind of do it."*

Stacey,
Teacher and Everyday Mentor,
5 years

People do not always look for a structured program when they want to have an impact.

We met people whose lack of formal mentor training never stopped them from making a difference in youths' lives. These people seized upon opportunities in their natural interactions with kids to intentionally become a mentor to them.

One mentor reported that he always starts a conversation by simply asking the youth how their day is going and gauges from there what he can do to offer support. Although he had formal mentoring training in the past, he hasn't had recent training. Another mentor said that she enjoys building relationships and seeing her mentees reach their full potential, even though it can be difficult at times. She has not been trained in a formal program, rather relying on her background as a teacher and tutor, turning to mentoring programs as needed for support.

Everyday Mentoring is not available to everyone who works with youth

During our research into the current state of Everyday Mentoring, we found that being trained as an Everyday Mentor necessitates that your organization, church, school, or sports team request the training. This excludes adults who regularly interface with youth outside of a structured program or organization.

By only targeting volunteers already in programs, TMP isn't reaching potential Everyday Mentors. This current approach can be changed to align to Everyday Mentoring's overall mission, according to TMP, which is "to change the way adults who work with youth look at the importance of relationships."

Additionally, we discovered a lack of awareness of Everyday Mentoring. In order to reach more potential Everyday Mentors and increase the mentor pool, more efforts to raise awareness of this unique type of mentoring are needed moving forward.
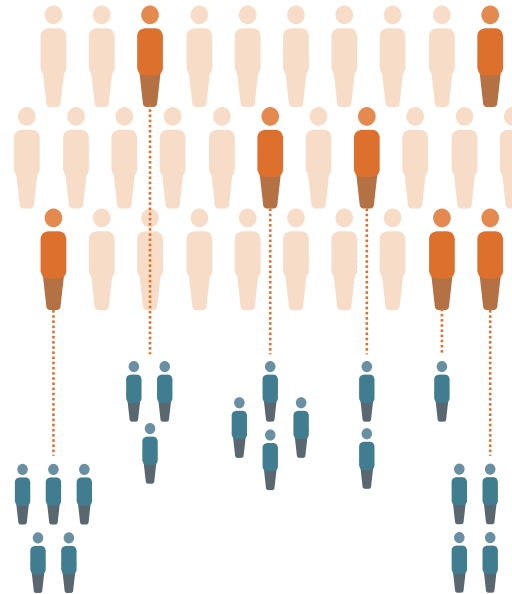
Everyday Mentors are a subset of the potential mentor pool, who have daily interactions with youth outside the constructs of a formal program. Training can help increase the impact of these interactions.

WHAT NOW?

Everyday Mentoring represents our biggest opportunity to mobilize people already working with youth, turning them into mentors and encouraging them to enter formal mentoring relationships in the future. These people already have existing relationships with youth that they can leverage to build an effective mentoring relationship — they just need someone to give them the skills.

Opportunities for Everyday Mentoring

Increasing awareness

The concept of Everyday Mentoring requires participation from community members. In order to see the full benefits of informal mentoring, our initiatives must be able to successfully reach the adults and youth of a community.

Enabling impact visibility

Our research shows us that being able to see short- and long-term impacts is important to mentor motivation. Discovering ways to measure the impact from informal interactions is a challenging yet worthwhile area of consideration.
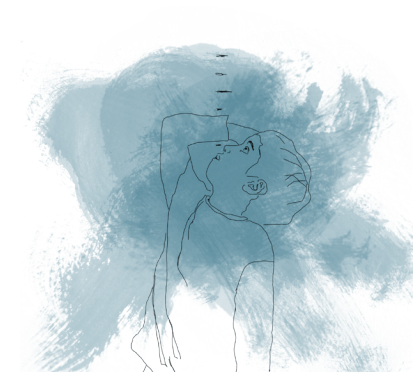
Scaling it right

Everyday Mentoring is gaining attention and supporters from programs and communities all over the country. Our team wants to make sure that our initiatives in this space are able to support the continuing growth of quality informal mentoring.

Next Steps

Where we go from here

In the second half of our project, we will focus on creating a solution that makes Everyday Mentoring available to more people who currently work with youth.

Along with our three main opportunities, we learned from stakeholder feedback that there are many other factors that we'll need to consider when developing a final solution, such as platform accessibility, privacy and safety, and consistent engagement.

The timing to focus on Everyday Mentoring couldn't be better; around the country, other mentoring partnerships are considering how they can implement Everyday Mentoring to benefit their communities.

Discover   *Define*   *Develop*   *Deliver*

Diverging

Converging

START

END

WE'RE HERE

Problem Space
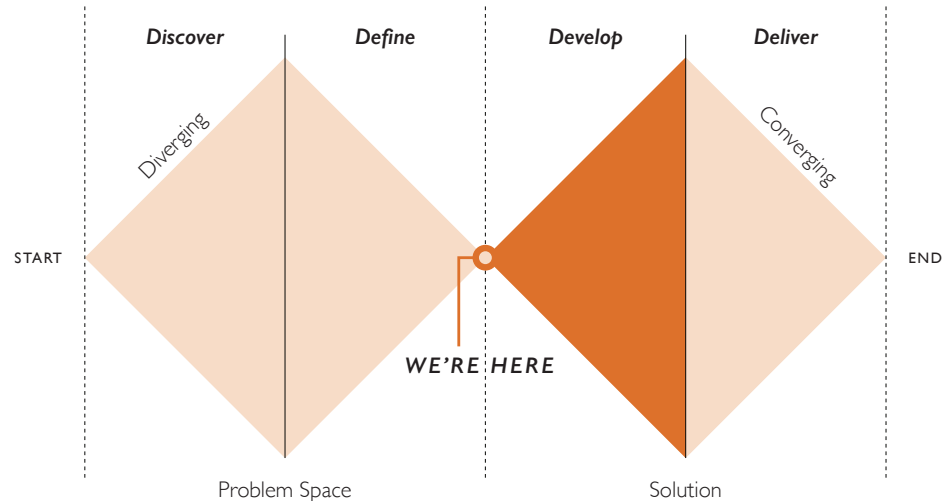
Solution

With our focus on Everyday Mentor awareness and training, we can turn our attention to developing and delivering a solution for The Mentoring Partnership.

Working with The Mentoring Partnership

Team Dynamite worked closely with Colleen Fedor, Nicole Gagliardi, Carlo Morgano, Michelle Thomas, and The Mentoring Partnership staff.

The Mentoring Partnership of Southwestern Pennsylvania (TMP) is a nonprofit organization focused on delivering resources and support to promote mentoring. TMP is an essential link between national mentoring efforts and the local organizations that foster mentoring relationships. TMP is part of a national network of 27 affiliated Mentoring Partnerships connected through MENTOR, The National Mentoring Partnership. Each partnership operates independently, using best practices from MENTOR's research-driven guidelines: Elements of Effective Practice (EEP).

It has been an inspiring experience to work with TMP. We've had the privilege to witness first-hand their passion and commitment to improving youths' lives and bringing about positive change as servant-leaders. As a long-standing community organization and a thought leader in the national mentoring space, TMP pushes the boundaries of mentoring. In our project, we've been able to leverage their subject-matter expertise.

What we've been able to bring to TMP is a set of fresh eyes and a new approach grounded in human-centered design. As a group of outsiders, we've been able take a step back and examine the mentoring field as a whole.

True to the spirit of mentoring, TMP has been generous with their feedback and support. Like mentees in the programs they support, we've learned and grown.

Project Timeline to Date

	January	February	March	April	May

Project Kickoff

Project Plan

Research Plan

Secondary Research

Primary Research

Research Synthesis

Final Report

Presentation
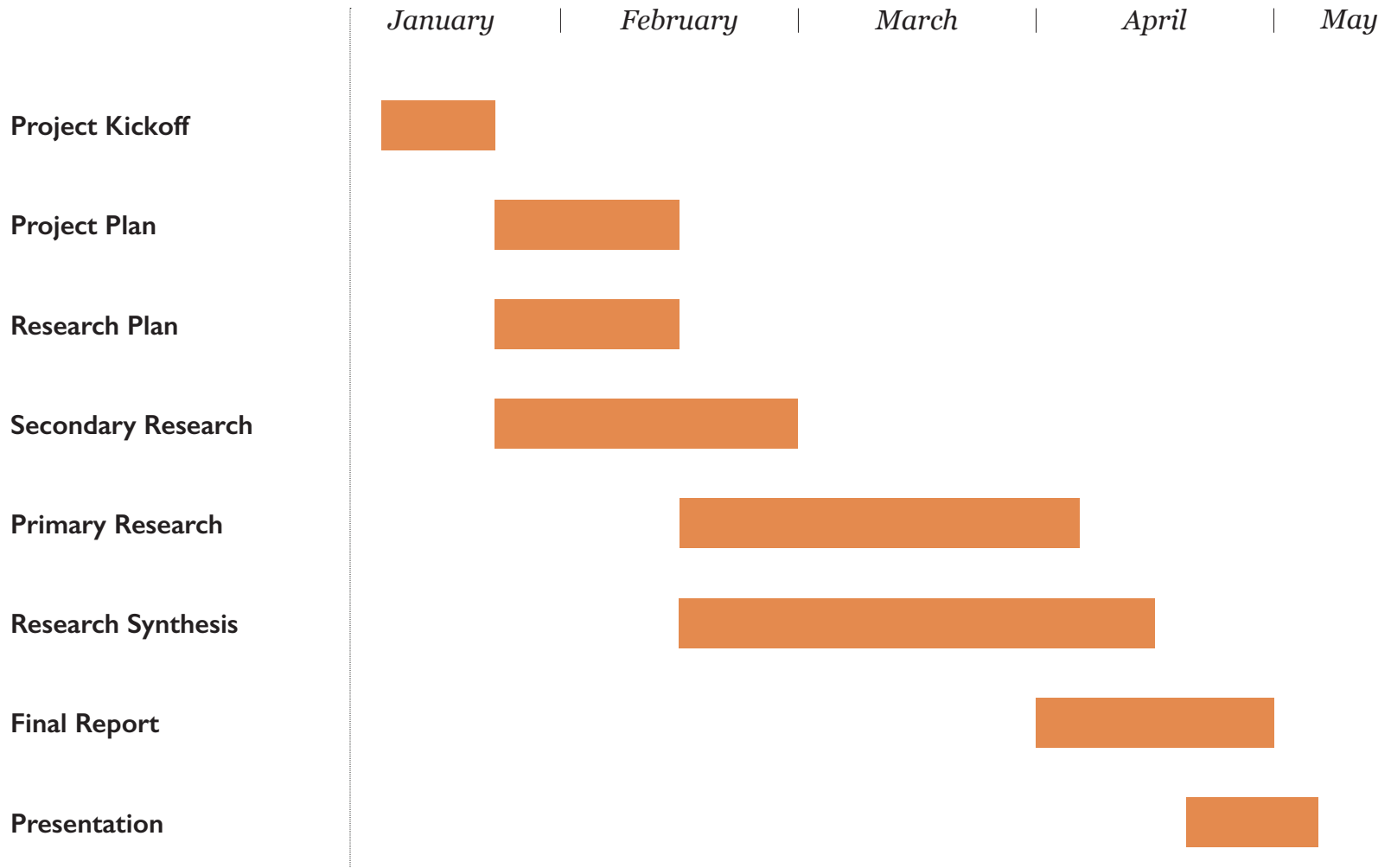
Our Research Methods
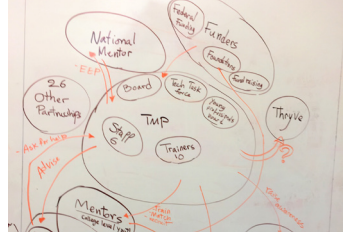
Literature Review

We began our secondary research with an in-depth Literature Review in order to determine what we already know about the problem space and what gaps in our knowledge we needed to fill.

To see in-depth results from this research, refer to the Secondary Research report on the attached USB.

Stakeholder Mapping

We created a stakeholder map in order to better understand who is involved in the project, what they care about, and how much influence they have. By developing the map with TMP, we built mutual understanding of the entire TMP ecosystem. We referenced this throughout our research as a way to ground our project.
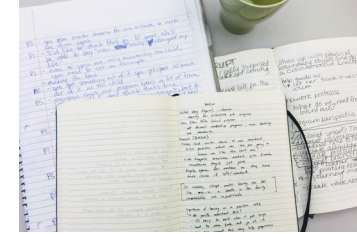
Interviews

We gained valuable insights by interacting directly with many of our stakeholders in interviews. Additionally, the amazing stories we heard deepened our empathy and understanding of the countless people involved in mentoring.

Observations

As a part of our primary research, we conducted a three-day observation of the day-to-day activities of The Mentoring Partnership. Being an unobtrusive observer gave our team the opportunity to capture natural behaviors and better understand TMP employees' daily tasks and workflows.

Group Interviews

We conducted on-site group interviews to capture mentor and mentees' sentiments about group mentoring. We also conducted a round-table discussion with program staff from a major mentoring organization. In both cases, seeing how participants interacted was just as important as what they said.

To see in-depth results from our interviews and observations, refer to Primary Research Report on the attached USB.

Understanding	Making

Debriefing

Our team had regularly debriefing sessions to immerse all team members in the information from interviews they did not conduct. This also allowed for discussions around key themes we encountered. The main goal of these meetings was to get the team on the same page and to think about the direction of research moving forward.

Affinity Diagramming

After debriefing sessions, we wrote out the most important and relevant quotes or findings from our interviews. We organized these notes into groups associated with corresponding themes and patterns. From these groups, we could identify the primary themes, opportunities, and pain points for mentees, mentors, and programs.
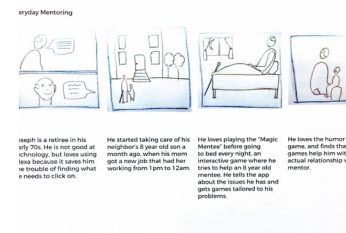
Visioning

A vision captures a story of how customers will do their work with a new product. Using the data from our Affinity Diagram, we brainstormed design solutions. Visions are intentionally rough and high level in order to see only the overall structure of the solution.

Scenarios

Based on possible solution spaces created through the visioning process, we worked as a team to craft stories of how people would use a new technology. Scenarios build context and show the outcomes of using a new solution.

Speed-dating

We crafted storyboards from a selection of the scenarios, in order to add a visual layer to the possible solution. We then met with TMP stakeholders to get feedback and gauge what was most important to them about each of the concepts. This low cost, highly engaging process leads to vital insights from subject-matter experts.

To see in-depth results from our interviews and observations, refer to Primary Research Report on the attached USB.

Team Dynamite

Maddie Borgmann
Research Lead

Kate Carey
Design Lead

Yousef Kazerooni
UX Researcher

Meg Nidever
Project Manager

Adam Yee
Technology & Prototyping Lead

—

Karen Berntsen
Faculty Advisor

Derek Wahila
Faculty Advisor

About MHCI

The Masters of Human-Computer Interaction (MHCI) program at Carnegie Mellon University is the first program in the world dedicated to preparing professionals for careers related to human-computer interaction, user experience design, and user-centered research. The MHCI program integrates service and design thinking into a rigorous curriculum that prepares students to guide the future of human and technology interactions.

A key feature of the MHCI program is the Capstone project, which is structured to cover the end-to-end product development lifecycle. We work in teams of 4-6 students with companies ranging from nimble startups to globally recognized brands.

Working with faculty mentors and industry partners, we produce user research, product designs, and interactive prototypes. The project culminates with a presentation of our final prototypes at the end of the summer.

We'd like to thank our faculty advisors, Karen and Derek, for their incomparable guidance. We'd also like to thank the MHCI staff who keep us afloat: Skip Shelley, Nicole Willis, and Jenn McPherson.

Citations

15

Mentors

Group Mentoring

Formal Mentoring

Everyday Mentoring

7

Mentees
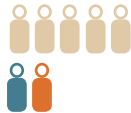
9

Program staff

We talked to and observed a diverse range of mentors, mentees, and programs to understand the current mentoring landscape.

Bruce, M. and Bridgeland, J. The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring. Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership, 2014.

Iriti, J., Long, C., and Thomas, A. Mentoring Futures: Evaluation of the Be A Middle School Mentor Program Through its 7th Year of Implementation, 2016.

National Mentoring Working Group. Elements of Effective Practice for Mentoring, 4th Edition. Philadelphia, PA: United Way of America, 2015.

"MENTOR promotes, advocates and is a resource for mentoring." MENTOR. N.p., n.d. Web. 16 Apr. 2017.

"Everyday Mentoring." Mentoring Partnership. N.p., n.d. Web. 16 Apr. 2017.

On the USB

PDF of Unpacking Mentoring Presentation Slides

Project Plan
Hunt Statement
Research Plan
Secondary Research Report
Primary Research Report
Storyboards
Considerations based on Speed-dating

Weekly Client Communications
Kickoff Meeting presentation

"What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." "What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." "Mentors provide a trusted adult relationship for kids who may not have that in their lives." "Being a mentor is first and foremost about being there consistently for your mentee." "Being a mentor is about being a support system, advocate, champion, and guide to someone." "Mentoring isn't about fixing someone." What is a mentor, that's a loaded question." "Being a mentor means giving kids advice." "A mentor is a cheerleader, and a constant source of support." "Mentoring is about recognizing and tapping into the potential of kids." "A mentor is more than a babysitter." "Being a mentor is about helping youth make good choices." "A mentor is a role model and positive influence on a mentee's life." "A mentor is an inspirational figure." "A mentor is a consistent presence for a kid who needs that in their life." "Mentoring is one of the few ways to make a direct impact on someone's life." "A mentor is a guide for personal and professional goals." "A mentor is a confidence booster." **Drawn from our interviews with mentors**