

Workplace mentorship goals examples

1.

Reduce employee turnover

2.

Increased engagement among employees

3.

Employee succession

4.

Promoting diversity and inclusion

5.

Attracting and retaining top talent

6.

Building up future leaders and high potential employees



Sample Mentor Programs

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Sample Mentor Programs:

How to Start a Student Mentor Program Susan G. Weinberger, 1992 This booklet discusses mentoring in general describes a particular mentoring program and describes mentoring efforts around the country The first section about mentoring in general focuses on mentoring as an old idea and current trends in mentoring The next section describes the Norwalk Mentor Program in Connecticut which began in 1986 as an outgrowth of a well established adopt a school program The six step process used to begin and maintain this program and to evaluate the success of the relationship between mentors and students is presented These steps involve 1 recruitment and screening 2 orientation and training 3 matching mentors and students and responsibilities 4 weekly sessions 5 evaluation and 6 year end celebrations and renewal The buddy system transfers and moves summer activities family involvement and new directions for Norwalk's mentor program are also described The third section presents an overview of mentoring efforts around the country Also included are a resource list sample recruitment letter sample mentor profile mentor pledge sample mentor agreement sample teacher request for a mentor sample parent permission letter sample mentor evaluation form and references ABL *Designing Workplace Mentoring Programs* Tammy D. Allen, Lisa M. Finkelstein, Mark L. Poteet, 2011-09-13 This book presents an evidence based best practice approach to the design development and operation of formal mentoring programs within organizations It includes practical tools and resources that organizations can use such as training exercises sample employee development plans and mentoring contracts Case studies from organizations with successful mentoring programs illustrate various principles e g how the mentoring program is aligned with other organizational systems and suggest best practice contemporary strategies *Mentoring Programs That Work* Jenn Labin, 2017-02-15 Amazing Benefits Unique Risks A stellar mentor can change the trajectory of a career And an enduring mentoring program can become an organization's most powerful talent development tool But fixing a broken mentoring program or developing a new program from scratch requires a unique process not a standard training methodology Over the course of her career seasoned program development specialist Jenn Labin has encountered dozens of mentoring programs unable to stand the test of their organizations natural talent cycles These programs applied a training methodology to a nontraining solution and were ineffective at best and poorly designed at worst What's needed is a solid planning framework developed from hands on experimentation And you'll find it here *Mentoring Programs That Work* is framed around Labin's AXLES model the first framework devoted to the unique challenges of a sustained learning process This step by step approach will help you navigate the early phases of mentoring program alignment all the way through program launch and measurement Whether your goal is to recruit and retain Millennials or deepen organizational commitment it's time to embrace mentoring as one of the most powerful tools of talent development *Mentoring Programs That Work* will help your organization succeed by building mentoring programs that connect people and inspire learning transfer **Handbook of Youth Mentoring** David L. DuBois, Michael J.

Karcher,2013-04-30 This thoroughly updated Second Edition of the Handbook of Youth Mentoring presents the only comprehensive synthesis of current theory research and practice in the field of youth mentoring Editors David L DuBois and Michael J Karcher gather leading experts in the field to offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people This volume includes twenty new chapter topics and eighteen completely revised chapters based on the latest research on these topics Each chapter has been reviewed by leading practitioners making this handbook the strongest bridge between research and practice available in the field of youth mentoring Developing Effective Student Peer Mentoring Programs Peter J. Collier,2023-07-03 At a time when college completion is a major issue and there is particular concern about the retention of underserved student populations peer mentoring programs offer one solution to promoting student success This is a comprehensive resource for creating refining and sustaining effective student peer mentoring programs While providing a blueprint for successfully designing programs for a wide range of audiences from freshmen to doctoral students it also offers specific guidance on developing programs targeting three large groups of under served students first generation students international students and student veterans This guidebook is divided into two main sections The opening section begins by reviewing the issue of degree non completion as well as college adjustment challenges that all students and those in each of the targeted groups face Subsequent chapters in section one explore models of traditional and non traditional student transition persistence and belonging address what peer mentoring can realistically achieve and present a rubric for categorizing college student peer mentoring programs The final chapter in section one provides a detailed framework for assessing students adjustment issues to determine which ones peer mentoring programs can appropriately address Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer mentoring program The initial chapter in section two covers a range of design issues including establishing a program timeline developing a budget securing funding getting commitments from stakeholders hiring staff recruiting mentors and mentees and developing policies and procedures Subsequent chapters analyze the strengths and limitations of different program delivery options from paired and group face to face mentoring to their e mentoring equivalents offer guidance on the creation of program content and resources for mentors and mentees and provide mentor training exercises and curricular guidelines Section two concludes by outlining processes for evaluating programs including setting goals collecting appropriate data and methods of analysis and by offering advice on sustaining and institutionalizing programs Each chapter opens with a case study illustrating its principal points This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer mentoring programs or considering refining existing ones It may also serve as a text in courses designed to train future peer mentors and leaders *A Handbook for Managing Mentoring Programs* Laura Gail Lunsford,2016-08-11 Despite the interest and pervasiveness of mentoring there

has been little attention devoted to professionalizing mentoring for program managers in learning organizations especially post secondary institutions and there are scant resources available for mentoring coordinators This book fills that gap Drawing on research on mentoring and coaching in psychology education and organizations this guide translates research into practice by helping program administrators learn more about the behaviors of mentoring stages of mentoring relationships elements of high quality relationships and recognizing and avoiding dysfunctional ones The book includes diagnostic surveys and case studies that coordinators might use in their programs and makes an important contribution to the literature on mentoring providing a practical up to date resource for those working in the field on how to set up run and evaluate their mentoring programs Undergraduate Curricular Peer Mentoring Programs Tania Smith,2013 Curricular peer mentoring is a programmatic approach to enrich student learning and engagement in postsecondary courses in which instructors welcome a more experienced undergraduate student into a credit course they are teaching The student then serves as peer mentor to the students enrolled Peer mentors can provide a variety of peer appropriate course specific mentoring tutoring facilitation and leadership roles and activities that complement the roles of the course s instructor and teaching assistants both in classroom settings and beyond A program provides training and ongoing support for a larger number of peer mentors and instructional teams and manages recruitment and program research and quality This volume provides research findings definitions theories and practical program descriptions as a foundation for program development and research of undergraduate curricular peer mentoring programs in higher education This work builds on a long history of higher education program development and collects a significant amount of literature that has previously been scattered

Making Mentoring Work Emily Davis,2014-08-13 Making Mentoring Work is a practical guide for school leaders interested in beginning or enhancing their mentoring programs for new teachers Readers can use the mentoring program rubric to pre assess their program and then choose the chapters that correspond to areas of growth Each chapter provides background research as well as practical steps and tools to make mentoring work in a school environment At the end of each section readers will find discussion guides that support program leaders in making the next steps organizing conversations with stakeholders that will transform and streamline new teacher support programs and increase new teacher retention and practice Leading the Teacher Induction and Mentoring Program Barry W. Sweeny,2007-08-01 A must read for anyone interested in ensuring the ongoing effectiveness of teacher induction and mentoring Sweeny mentors the reader by sharing details from his two decades of developing and leading high impact mentoring programs I ve improved my own effectiveness by employing these insightful strategies Hal Portner Educational Consultant Author of Mentoring New Teachers Offers many suggestions and guiding principles for organizing mentoring programs and succinctly addresses many complex issues of program development and interpersonal relationships in mentoring roles There is so much information in an easy to read direct presentation Lori Helman Professor of Curriculum and Instruction University of Minnesota Minneapolis Develop a high

impact training and mentoring program that strengthens teacher and student performance While resources are abundant for helping the mentor and the new teacher very little has been written to guide the leaders of teacher and mentor development In *Leading the Teacher Induction and Mentoring Program Second Edition* Barry W Sweeny provides an effective proven model for developing implementing evaluating and sustaining an induction and mentoring program that results in highly qualified teachers A nationally known mentoring expert the author offers comprehensive guidance and a wealth of practical strategies that allow leaders to support mentors and novice teachers and to promote school improvement and professional development initiatives Extensively revised to include the latest research this second edition Presents step by step directions for each part of the program development and implementation process Links induction and mentoring to districtwide goals for improved teaching practice and increased student achievement Includes sample schedules templates and reproducible forms Provides solid recommendations for avoiding pitfalls and increasing program effectiveness Ideal for principals district administrators teacher trainers and mentor leaders this resource offers essential tools for designing and implementing a new induction and mentoring program or improving an existing one

Mentoring in the Criminal Justice Professions Frank A. Colaprete, 2009 The tradition of moving from one job to another in the criminal justice profession with the belief that on departure a new person will be brought in to assume the duties of his or her predecessor is archaic and ineffective It is rare to replace someone and have the benefit of his or her counsel and experience in learning the nuances of the job and its responsibilities Mentoring provides a framework whether informal or formal to interact support transfer knowledge and guide the protégé to the desired goal This book provides a blueprint of mentoring theory and practice testing evaluation

Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers Carol Pelletier Radford, 2016-06-24 The support you need for mindful mentoring and sustainable teacher success Learn effective mentoring principles you can use as you guide novice teachers through their first years This practical guide emphasizes a unique approach mindful mentoring that aligns your mentoring conversations to teaching standards to more systematically prepare novice teachers for their teacher evaluation You will learn how to Plan mentoring conversations and observations Prevent teacher burnout by sharing social and emotional learning skills Integrate the updated INTASC Standards into mentoring conversations This updated edition provides a robust companion website featuring videos downloadable forms and a digital Mentor Planning Guide and Journal for reflection Use with *The First Years Matter* the companion guide for novice teachers

Weed & Seed In-sites, 2000 *Creating a Mentoring Program* Annabelle Reitman, Sylvia Ramirez Benatti, 2014-04-21 Engage your employees with a mentoring program that spans across the generations With a workforce full of varying degrees of experience the focus is often on the challenges of balancing a multigenerational staff But what can be overlooked is what these generations can learn from each other Senior members in organizations have expressed that they continually want to learn and not only teach These findings lead Reitman and Benatti to create the Mentoring Partnership Model which is a way for new and seasoned

employees to partner and learn from each other This book is a two part presentation of how to implement this model into your organization a facilitator s handbook outlining the process and a participant s workbook complete with worksheets and templates Use the Mentoring Partnership Model to pass on knowledge and retain and engage employees Covers the characteristics of an effective mentor and why mentoring works Offers step by step instructions of each stage of the program Includes the worksheets evaluation forms and checklists to use in your program About the Companion Workbook Creating a Mentoring Program Partner s Workbook features worksheets exercises and evaluations developed specifically for Mentoring Partnerships Program participants The digital workbook is customized to enable participants to complete save update and print forms as they progress through the program

The Blackwell Handbook of Mentoring Tammy D. Allen,Lillian T. Eby,2011-08-24 Cutting across the fields of psychology management education counseling social work and sociology The Blackwell Handbook of Mentoring reveals an innovative multi disciplinary approach to the practice and theory of mentoring Provides a complete multi disciplinary look at the practice and theory of mentoring and demonstrates its advantages Brings together for the first time expert researchers from the three primary areas of mentoring workplace academy and community Leading scholars provide critical analysis on important literature concerning theoretical approaches and methodological issues in the field Final section presents an integrated perspective on mentoring relationships and projects a future agenda for the field

Handbook of Adolescent Psychology, Volume 2 Richard M. Lerner,Laurence Steinberg,2009-04-06 The study of and interest in adolescence in the field of psychology and related fields continues to grow necessitating an expanded revision of this seminal work This multidisciplinary handbook edited by the premier scholars in the field Richard Lerner and Laurence Steinberg and with contributions from the leading researchers reflects the latest empirical work and growth in the field

Academy-Industry Relationships and Partnerships Tracy Bridgeford,Kirk St. Amant,2017-07-05 In the field of technical communication academics and industry practitioners alike regularly encounter the same question What exactly is it you do Their responses often reveal a fundamental difference of perspective on what the field is and how it operates For example academics might discuss ideas in terms of rhetorical theory while practitioners might explain concepts through more practical approaches involving best business practices And such differences can have important implications for how the field as a whole moves forward over time This collection explores ideas related to forging effective academia industry relationships and partnerships so members of the field can begin a dialogue designed to foster communication and collaboration among academics and industry practitioners in technical communication To address the various factors that can affect such interactions the contributions in this collection represent a broad range of approaches that technical communicators can use to establish effective academy industry partnerships and relationships in relation to an area of central interest to both education The 11 chapters thus present different perspectives on and ideas for achieving this goal In so doing the contributors discuss programmatic concerns workplace contexts outreach programs and research and writing

The result is a text that examines different general contexts in which academia industry relationships and partnerships can be established and maintained It also provides readers with a reference for exploring such interactions

A Guide for Developing a Culture of Caring Through Nursing Peer Mentorship Programs Deborah Kramer, 2024-08-19 This book describes in detail how to develop successful programs of nursing mentorship utilizing concepts of caring that yields a strong caring body of nurses who will be nurse thrivers as they find fulfilment and meaning in their professional commitment and will train others to do the same The mentorship program is the ticket to success that many students need to complete their degree program prevent burnout pass the nursing NCLEX examination and remain in the workforce after graduation The current attrition rate in baccalaureate nursing programs is 25 50% as is the attrition rate in the first 2 years of employment of new RN s entering the workforce Burnout is due to a lack of care and support for helping the students navigate the rigor and demands of the nursing program Creating a community of learners with caring and support creates an environment that fosters academic engagement and success The unique aspect of this book is its focus on creating a caring environment to support the students helping them develop caring skills empathy resilience and their own self care developing the skills for success beyond their educational process into the workforce This book integrates all patterns of knowing personal aesthetic empiric and ethical and provides the missing link of peer mentorship necessary to the development of resilient emancipated nursing students and graduates capable of working in community with others to establish cultures of care in health care This is a must have resource for transformation of nursing education in the next century Foreword by Dr Margaret McClure

The BEST Experience Implementation Guide: Teacher Induction and Mentoring , The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring Jonathan Passmore, David Peterson, Teresa Freire, 2012-09-24 A state of the art reference drawing on key contemporary research to provide an in depth international and competencies based approach to the psychology of coaching and mentoring Puts cutting edge evidence at the fingertips of organizational psychology practitioners who need it most but who do not always have the time or resources to keep up with scholarly research Thematic chapters cover theoretical models efficacy ethics training the influence of emerging fields such as neuroscience and mindfulness virtual coaching and mentoring and more Contributors include Anthony Grant David Clutterbuck Susan David Robert Garvey Stephen Palmer Reinhard Stelter Robert Lee David Lane Tatiana Bachkirova and Carol Kauffman With a Foreword by Sir John Whitmore

Strategic Training and Development Robyn A. Berkley, David M. Kaplan, 2019-07-31 People are the most important resource for today s organizations Organizations must invest in their employees to sustain a competitive advantage and achieve their strategic objectives Strategic Training and Development translates theory and research into best practices for improving employee knowledge skills and behaviors in the workplace Authors Robyn A Berkley and David M Kaplan take a holistic and experiential approach providing ample practice opportunities for students A strong focus on technology ethics legal issues diversity and inclusion and succession helps

prepare students to succeed in today s business environment

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