

Annotated Bibliography

(2 Websites, 4 interviews, 1 book, 3 articles)

Interview Questions (For Mentors & Mentees)

1. On a scale between 1 through 5 (1 being not satisfied and 5 being excited and fantastic) how would you rate your mentor experience?
2. On a scale between 1 through 5 (1 being not helpful and 5 being helpful) How were the activities helpful in getting to know your mentor or mentee?
3. For Mentee: What is one thing that your mentor needs to improve on?
4. For Mentee: In what ways was your mentor helpful?
5. For Mentors: What is one thing you need to improve on as a mentor?
6. For Mentors: In what ways were you helpful towards your mentee?
7. What do you think needs to be improved in this program?

Ganiah & Sadie

Sadie Parker, Mentee for SAB SLA Mentorship Program, Interview via Google Form, 3 January 2021

Sadie Parker is a freshman at SLA. She was paired with a junior, Ganiah Bracy, as her mentors. She provided some honest and insightful feedback about the program thus far, She expressed that the activities were boring and tedious. With the feedback provided from Sadie, I started to Reevaluate the activities I was creating each week. I also realize that Sadie wasn't the only mentee expressing boredom from the activities that were assigned. During this time, I'm hoping to conduct some game time with mentor and mentees to do sometime during lunch to keep everyone engaged and active with the program.

1. On a scale between 1 through 5 (1 being not satisfied and 5 being excited and fantastic) how would you rate your mentor experience?
 - a. 5
2. On a scale between 1 through 5 (1 being not helpful and 5 being helpful) How were the activities helpful in getting to know your mentor or mentee?
 - a. 2
3. For Mentee: What is one thing that your mentor needs to improve on?
 - a. I'm not really sure, I really like my mentor, and I thought a lot about it.
4. For Mentee: In what ways was your mentor helpful?
 - a. She is really nice to talk to, and she's very understanding of how I'm feeling with school.
5. What do you think needs to be improved in this program?
 - a. The tasks are pretty boring and somewhat tedious.

Ganiah Bracy, Mentor for SAB SLA Mentorship Program, Interview via Google Form, 3 January 2021

Ganiah Bracy is a junior at SLA. She was paired with Sadie Parker, as her mentee. She was also 1 out of the three other people who helped me launch the mentorship program back in October. She has been an active participant in both the Student Action Board and the mentorship program. Although not listed in the questionnaire above, she has provided many suggestions and ideas that were very helpful for the expansion of the program. She's helped me with brainstorming and provide constructive feedback with the direction of the program. She talked about ways she has been helpful to her mentee and she expressed that she thinks she's done a good job in making her mentee comfortable and providing her mentee a safe space.

1. On a scale between 1 through 5 (1 being not satisfied and 5 being excited and fantastic) how would you rate your mentor experience?
 - a. 5
2. On a scale between 1 through 5 (1 being not helpful and 5 being helpful) How were the activities helpful in getting to know your mentor or mentee?
 - a. 3
3. For Mentors: What is one thing you need to improve on as a mentor?
 - a. Scheduling and finding ways to help. We schedule zoom meetings but maybe texting/ft would be easier.
4. For Mentors: In what ways were you helpful towards your mentee?
 - a. I think I was helpful in making her comfortable and meeting with her when she is available. But I'm not really sure, I like to ask her.
5. What do you think needs to be improved in this program?
 - a. I think the program is great so far. I currently have no suggestions

Avery & Trinity

Trinity McCook, Mentee for SAB SLA Mentorship Program, Interview via Google Form, 3 January 2021

Trinity McCook is a freshman at SLA. She was paired with a junior, Avery Buglione, as her mentor. Trinity's rating of her experience thus far with her mentor was overall good, from what I gathered from the questionnaire, She expressed she's had a great experience thus far with her mentor. She also mentions that Avery is constantly checking in with her to make sure she's okay and is communicating with her. She actually provided a great suggestion which was to have time cut out for mentors and mentees to have Zoom or FaceTime meetings. I know sometimes people don't feel like they have the time out of their week to constantly do video meetings and

checking, so if I carve out the time to do so, maybe more people will engage more with mentees that way.

1. On a scale between 1 through 5 (1 being not satisfied and 5 being excited and fantastic) how would you rate your mentor experience?
 - a. 4
2. On a scale between 1 through 5 (1 being not helpful and 5 being helpful) How were the activities helpful in getting to know your mentor or mentee?
 - a. 4
3. For Mentee: What is one thing that your mentor needs to improve on?
 - a. Nothing really she's pretty great
4. For Mentee: In what ways was your mentor helpful?
 - a. Makes sure i do tasks and always texts me too much sure I'm ok and if school is ok.
5. What do you think needs to be improved in this program?
 - a. Make us have days when after school we do FaceTime calls or Zoom calls with mentors to help with school or just to talk and actual get to know one another.

Avery Buglione , Mentor for SAB SLA Mentorship Program, Interview via Google Form, 3 January 2021

Avery Buglione is a junior at SLA. She was paired with Trinity McCook, as her mentee. Avery has also been a very active member of the mentorship program. She provided some pretty high ratings for the mentorship program so far. She expressed that communication is something she needs to work better on as a mentor. Trinity, her mentee, also touched on the aspect of communication as well, and I think with the feedback from both of them. I will definitely carve out time for mentors and mentees to talk. Avery also goes onto explain that she's felt she's done a good job familiarizing Trinity with the SLA community, and she's glad that she was able to ask any questions that she may have had or any worries that Trinity stumbled across.

1. On a scale between 1 through 5 (1 being not satisfied and 5 being excited and fantastic) how would you rate your mentor experience?
 - a. 4
2. On a scale between 1 through 5 (1 being not helpful and 5 being helpful) How were the activities helpful in getting to know your mentor or mentee?
 - a. 5
3. For Mentors: What is one thing you need to improve on as a mentor?
 - a. I think definitely communicating more would be really good for us! I would really love to get in touch with her more :)

4. For Mentors: In what ways were you helpful towards your mentee?
 - a. She's so sweet and I think i helped her a lot with the environment she'll go into when covid is over :) basically just telling her everything is gonna be ok and there's so many people supporting her no matter what.
5. What do you think needs to be improved in this program?
 - a. I don't think anything ! it's really good!

Websites:

1. Wilson, Matt. "Top 10 Tips For Mentoring A Young Adult Effectively | BCMP". *Boonecountymentoring.Org*, 2020,
<https://www.boonecountymentoring.org/top-10-tips-for-mentoring-a-young-adult-effectively/>. Accessed 2 Sept 2020.

I used this source for the basis in creating the criteria for individuals who wanted to sign up to become a mentor. I built many of my questions on my Google Form surrounding some of these ideas. When it came to activities each week with mentors and mentees, I used themes for each week that focused on creating relationships that allowed mentors to build trust, provide advice, and help mentors and mentees to make goals. Having certain themes each week that zoned onto a particular aspect of mentorship allowed mentors and mentees to create a natural conversation with each other and provide the opportunity to get to know each other in this virtual setting.

2. "Why All Teenagers Need Non-Parent Mentors". *Psychology Today*, 2021,
<https://www.psychologytoday.com/us/blog/the-moment-youth/201906/why-all-teenagers-need-non-parent-mentors>. Accessed 11 Jan 2021.

This resource came in handy in explaining the benefits of teens having someone to guide them and to look up to who weren't parents or teachers. Although this article didn't touch on teens mentoring other teens, it did touch on the importance of why young adults need mentors. This article was very insightful in providing multiple reasons why mentoring is good for teens, and it had provided me some key goals I needed to set for the mentor program. Obviously, through this virtual setting, it's hard to create bonds that are socially and emotionally connected, but I believed that I achieved the cognitive learning and identity formation aspect of teen mentoring.

Articles:

1. Karcher, Michael J, and Joshua R.M. Berger. "One-to-One Cross-Age Peer Mentoring." *National Mentoring Resource Center*, Mentoring Model,

nationalmentoringresourcecenter.org/index.php/component/k2/item/432-one-to-one-cross-age-peer-mentoring.html. Accessed 11 Jan 2021

This article explained perfectly the benefits of youth mentoring other youth. The article coins this form of mentoring as “cross-age mentoring” which is a perfect name for this form of mentorship. It explains that this type of mentoring is almost more of making a friendship rather than it feeling unnatural. It allows for a better developmental experience for younger students and set them on the right path for their high school career. The article then goes onto express how having mentors that are one or two years older than mentees provide effective role modeling, support, and guidance to mentees. Having teenagers that relate to other teenagers is something that is unique to my mentoring program.

2. Karcher, Michael. “Increases in Academic Connectedness and Self-Esteem Among High School Students Who Serve as Cross-Age Peer Mentors.” *Professional School Counseling*, vol. 12, no. 4, 2009, pp. 292–299., doi:10.5330/psc.n.2010-12.292.

I found this resource useful because this article was a conducted experiment on the benefits of cross-age peer mentoring. The study prompted the benefits of cross-age mentoring and provide evidence of an increase of “school-related connectedness” and “self-esteem”. The article also provided a lot of statistics, which is very useful to have. The article also helped me craft activities surrounding “school-related connectedness”. Especially, during this time, it’s really important to have students to check in with each other, hold each other accountable, and encourage each other. Adapting a mentorship program to an online setting, wasn’t hard to do, but I worried that crafting a tightly knitted bound was the only struggle I may have between mentors and mentees.

3. Anon. “Cross-Age Peer Mentorship Programs in Schools.” *Smhp.Psych.Ucla.Edu*, 2021, <http://smhp.psych.ucla.edu/pdfdocs/mentoring.pdf>. Accessed 11 Jan 2021.

I selected this source because it did a really great job breaking down cross-age mentoring. The article broke down the benefits and limitations of peer mentoring. It also goes in depths about the goal of cross mentoring. When reading this article, it expressed many points of making mentoring goal orientated. Essentially meaning that what can mentees take away when talking to their mentors? With this essential question in mind, it was important for me to make activities that we’re surrounded by driven objectives. I notice that if I didn’t provide activities each week, then it was hard for mentors and mentees to focus on a goal they wanted to accomplish. It was important for me to set up activities that allow them to understand what goals needed to be accomplished.

Book:

1. Herrera, C., Grossman, J. B., Kauh, T. J., Feldman, A. F., McMaken, J., & Jucovy L. Z. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Public/Private Ventures. Retrieved from <http://files.bigsister.org/file/Making-a-Difference-in-Schools.pdf>(PDF, 148 pages)

One limitation of this source was it focused on the “The Big Brother Big Sister” (BBBS) organization that is a well-known organization for mentoring. Although the information and gathered statistics were nice, these stats looked closely at youth and adult mentorship. This study also gathered a lot of information that went beyond just school life, and dive into students’ personal lives which were something I did not want to pry into with my mentorship program. Although home life and school life are no longer separated, I felt that it was appropriate to only focus on the school life aspect of the mentorship program. The study was conducted surrounding the age groups between 4th to 9th grade. My mentorship program is only focusing on 9th graders which is very different from BBBS.

Helpful Links:

1. Price-Mitchell, Marilyn, Ph.D. "Mentoring Youth Matters". *Psychology Today*, 2021, <https://www.psychologytoday.com/us/blog/the-moment-youth/201301/mentoring-youth-matters>. Accessed 11 Jan 2021.
2. *Info.Wartburg.Edu*, 2021, <http://info.wartburg.edu/Portals/0/Pathways/Mentoring/Activities%20for%20Mentors.pdf>. Accessed 11 Jan 2021.
3. Phillips-Jones, Linda , Ph. D. “75 THINGS TO DO WITH YOUR MENTEES: Practical and Effective Development Ideas You Can Try.” *My.Lerner.Udel.Edu*, 2021, <https://my.lerner.udel.edu/wp-content/uploads/75-Things-To-Do-With-Your-Mentees.pdf>. Accessed 11 Jan 2021.
4. Anon. “Activities Catalog For Mentors and Mentees.” New York Department of Youth & Community Development. *New.Every1graduates.Org*, 2021, http://new.every1graduates.org/wp-content/uploads/2016/08/FUNActivitiesCatalogue_MentorNY.pdf. Accessed 11 Jan 2021.
5. Anon."Tips For Mentees | OHSU". *Ohsu.Edu*, 2021, <https://www.ohsu.edu/school-of-medicine/mentoring/tips-mentees>. Accessed 11 Jan 2021.

6. Anon. The Office of Intercultural Affairs Stonehill College. "Ice Breakers and Teams Builders for Diversity." *Studentlife.Mit.Edu*, 2021,
<https://studentlife.mit.edu/sites/default/files/Diversity-based%20Teambuilders%20and%20Icebreakers%20from%20Stonehill%20College.pdf>. Accessed 11 Jan 2021.