

Mentor Volunteerism Questionnaire: Reasons for Volunteering as a Mentor

We want to understand volunteer's reasons for mentoring. On this survey are items that concern your reasons for volunteering as a mentor. Please indicate how important each reason is for you. Your answers will be confidential and not shared publicly. Using the 7-point scale below, indicate how important or accurate each of the following possible reasons for volunteering is in determining why you became a mentor. Record your answer in the space next to each item.

- | | not at all important/
accurate for you | 1 | 2 | 3 | 4 | 5 | 6 | 7 | extremely important/
accurate for you |
|------------------------------|---|---|---|---|---|---|---|---|--|
| <input type="checkbox"/> 1. | | | | | | | | | Mentoring may help me get my foot in the door at a place where I'd like to work |
| <input type="checkbox"/> 2. | | | | | | | | | My friends are mentors. |
| <input type="checkbox"/> 3. | | | | | | | | | I am concerned about those less fortunate than myself. |
| <input type="checkbox"/> 4. | | | | | | | | | People I'm close to want me to be a mentor. |
| <input type="checkbox"/> 5. | | | | | | | | | Mentoring could make me feel important. |
| <input type="checkbox"/> 6. | | | | | | | | | Other people I know share an interest in community service. |
| <input type="checkbox"/> 7. | | | | | | | | | No matter how bad I've been feeling, being a mentor could help me to forget about it. |
| <input type="checkbox"/> 8. | | | | | | | | | I am genuinely concerned about the youth I will be serving. |
| <input type="checkbox"/> 9. | | | | | | | | | By mentoring, I might feel less lonely. |
| <input type="checkbox"/> 10. | | | | | | | | | I could make new contacts that might help my business career. |
| <input type="checkbox"/> 11. | | | | | | | | | Being a mentor may relieve me of some of my guilt over being more fortunate than others. |
| <input type="checkbox"/> 12. | | | | | | | | | I will learn more about the kinds of kids I will be mentoring. |
| <input type="checkbox"/> 13. | | | | | | | | | Mentoring will increase my self-esteem. |
| <input type="checkbox"/> 14. | | | | | | | | | Mentoring will allow me to gain a new perspective on things. |
| <input type="checkbox"/> 15. | | | | | | | | | Mentoring will allow me to explore different career options. |
| <input type="checkbox"/> 16. | | | | | | | | | I feel compassion toward kids in need. |
| <input type="checkbox"/> 17. | | | | | | | | | Others with whom I am close place a high value on community service. |
| <input type="checkbox"/> 18. | | | | | | | | | Mentoring will let me learn through direct "hands on" experience. |
| <input type="checkbox"/> 19. | | | | | | | | | I feel it is important to help others. |
| <input type="checkbox"/> 20. | | | | | | | | | Mentoring will help me work through my own personal problems. |
| <input type="checkbox"/> 21. | | | | | | | | | Mentoring will help me succeed in my chosen profession. |
| <input type="checkbox"/> 22. | | | | | | | | | By mentoring I can do something for a cause that is important to me. |
| <input type="checkbox"/> 23. | | | | | | | | | Mentoring is an important activity to the people I know best. |
| <input type="checkbox"/> 24. | | | | | | | | | Mentoring would be a good escape from my own troubles. |
| <input type="checkbox"/> 25. | | | | | | | | | I can learn how to deal with a variety of people. |
| <input type="checkbox"/> 26. | | | | | | | | | Mentoring would make me feel needed. |
| <input type="checkbox"/> 27. | | | | | | | | | Mentoring could make me feel better about myself. |
| <input type="checkbox"/> 28. | | | | | | | | | Mentoring experience will look good on my resume. |
| <input type="checkbox"/> 29. | | | | | | | | | Mentoring is a way to make new friends. |
| <input type="checkbox"/> 30. | | | | | | | | | By mentoring I can explore my own strengths. |

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., et al. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology*, 74, 1516-1530.

Mentor Report Mid-Year or End-of-Year Match Quality Measure

Mentor-Mentee Interaction Checklist (Karcher, 2004, as reported in Herrera et al., 2007) Responses include 0 = none, 1 = very little, 2 = some, 3 = a lot, 4 = most. Mentors will describe the content of their interactions and discussions with their mentees using a form provided by staff that lists many common activities engaged in during school-based mentoring. The interactions tallied are the same ones as examined in an earlier study (DuBois, Neville, et al., 2002) that found that particular mentoring interactions and discussion content were highly predictive of whether or not mentees came to see their mentors as “significant adults” in later life. Using DuBois, Neville, et al.’s scales, a checklist was created that program site coordinators’ have mentors complete after each meeting or monthly. Prescriptive/Instrumental activities will include discussion of youth’s behavior, activities related to homework or schoolwork, and discussion or participation in prevention curricula activities, such as skill building exercises. Developmental/Psychosocial activities will include discussion of social issues, casual conversation, recreational activities (like sports), game play, and mentor listening to the mentee talk or learning about his or her life (e.g., struggles or successes). There also is space for mentors to write additional activities not listed. These data are entered into a database each month. At the end of the evaluation, the additional activities reported by the mentors will be coded by two raters as either prescriptive, developmental, or ambiguous, based on the definitions provided by Morrow and Styles (1995), will be used as indicators of either the developmental or prescriptive latent factors.

1. Tutoring/homework (helped with reading, library, computer work, etc.)?
2. Sports or athletics (basketball, soccer, catch, etc.)?
3. Creative activities (drawing, arts & crafts, reading and writing for fun, photography, etc.)?
4. Indoor games (board games, cards, chess, puzzles, computer games, etc.)?
5. Talking about your Little’s academic issues (e.g., grades, schoolwork, testing)?
6. Talking about your Little’s behavior (detention, misbehavior)?
7. Talking about attendance, staying in school, the importance of school?
8. Talking about the future (high school, college, career, goals, dreams, etc.)?
9. Casual conversations (sports, weekend activities, holiday plans)?
10. Talking about social issues (current events/news, poverty, crime, religion, race issues, etc.)?
11. Talking about your Little’s friends?
12. Talking about your Little’s teachers?
13. Talking about your Little’s family?
14. Talking about your Little’s romantic friend?
15. Listening and learning (Little’s hobbies, interests, and feelings)?

Karcher, M.J. (2004). W.T. Grant funded UTSA Study of Mentoring in the Learning Environment (SMILE): Year 1 results. Unpublished report, University of Texas at San Antonio.

Mentor Volunteering Outcomes (Clary et al., 1998) This is the second part of the scale by Stukas & Clary assessing volunteer motivations and outcomes. It asks the degree to which volunteers felt mentors could achieve each of the six functional goals that often motivate volunteers. Good reliability was found in the earlier use of this translated scale (Karcher, 2008).

Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A. A., Haugen, J., et al. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology*, 74, 1516-1530.

We want to understand your experiences as a mentor. On the following pages are items that concern your experiences as a volunteer mentor. This Mentor Volunteering Outcomes survey presents 18 outcomes that can result from being a mentor and asks that you indicate whether you have experienced each outcome. Your answers will be confidential and not shared publicly. Use the 7-point scale below, please indicate the amount of agreement or disagreement you personally feel with each statement. Please be as accurate and honest as possible, so we can better understand how this program affects you.

Mentor Volunteering Outcomes

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- 1. By mentoring, I made new contacts that might help my business or career.
- 2. People I know best know that I am mentoring.
- 3. People I am genuinely concerned about are being helped through my mentoring.
- 4. From mentoring, I feel better about myself.
- 5. Mentoring allows me the opportunity to escape some of my own troubles.
- 6. I have learned how to deal with a greater variety of people through mentoring.
- 7. As a mentor, I have been able to explore possible career options.
- 8. My friends found out that I am mentoring.
- 9. Through mentoring, I am doing something for a cause that I believe in.
- 10. My self-esteem is enhanced by being a mentor.
- 11. By mentoring, I have been able to work through some of my own personal problems.
- 12. I have been able to learn more about the child for whom I am working as a mentor.
- 13. I am enjoying my mentoring experience.
- 14. My experience as a mentor has been personally fulfilling.
- 15. This experience of being a mentor has been a worthwhile one.
- 16. I have been able to make an important contribution by mentoring.
- 17. I have accomplished a great deal of "good" through being a mentor.
- 18. One year from now, will you be (please circle your best guess as of today):
 - A. mentoring in this program.
 - B. volunteering for another organization
 - C. not volunteering or mentoring at all.

Staff Support (Karcher, 2004)a Responses include 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

1. The staff member at my school seems willing to help me.
2. The staff has shared important information with me about my Little.
3. The staff has given suggestions on what I can do with my Little.
4. The staff seems truly concerned about how well our match is going.

Karcher, M.J. (2004). W.T. Grant funded UTSA Study of Mentoring in the Learning Environment (SMILE): Year 1 results. University of Texas at San Antonio.

Mentee Pre-test, Post-test and Follow-Up Survey Items/Scales

Misconduct (Brown, Clasen, & Eicher, 1986)

Responses include 1 = I have never done this, 2 = I have done this, but not in the last 3 months, 3 = I did it 1-2 times in the last 3 months, 4 = I did it 3-4 times in the last 3 months, and 5 = I did it 5 or more times in the last 3 months.

1. Broken something on purpose.
2. Gotten into a fight at school.
3. Had a fight or argument with your parents.
4. Lied to your parents about something important.
5. Taken something on purpose that didn't belong to you.
6. Gotten into a fight in your neighborhood.
7. Taken something from a store without paying for it.
8. Given a teacher a hard time.
9. Had to have your parents come to school about a problem.
10. Done something your parents told you not to do.

Brown, B. B., Clasen, D. R., & Eicher, S. A. (1986). Perceptions of peer pressure, peer conformity dispositions, and self-reported behavior among adolescents. *Developmental Psychology*, 22(4), 521-530.

Perceived Social Support Scale (DuBois, Felner, Sherman, & Bull, 1994).

Originally, the items in this scale were drawn from a widely used measure of friend and family support for college students published by Procidano and Heller in the 1980s. DuBois et al. (1994) adapted the measure for children and adolescents by simplifying item content in some cases, reducing the number of items per subscale from 20 to 10, and adding a parallel school personnel scale (same as family items but putting school personnel in as the referent). In its most recent use, a nomination task is included that instructs youth to list those individuals they find to be significant (or special) adults in their lives (DuBois, Neville, et al., 2002). DuBois et al. (1994) report good internal and test-retest reliability data on the scale.

DuBois, D. L., Felner, R. D., Sherman, M. D., & Bull, C. A. (1994). Socio-environmental experiences, self-esteem, and emotional/behavioral problems in early adolescence. *American Journal of Community Psychology*, 22, 371-397.

Perceived Social Support Scale (DuBois, Felner, Sherman, & Bull, 1994).

1. Adults at this school back me up when I need them.
2. I get good ideas about how to do things from adults at school.
3. Adults at this school enjoy hearing about what I think.
4. I can count on adults at this school for emotional support or help with my feelings.
5. Adults at this school and I find it easy to talk to each other.
6. Adults at this school notice and give me help when I need it.
7. Adults at this school are good at helping me solve problems.
8. There are adults at this school I can trust with personal things on my mind.
9. I wish adults at this school were nicer to me.

Scales of social support applied to mentors. Based on DuBois and Hirsch (1990), measures feeling valued (bv), talked to (bt), and being motivated by mentor (bm).

Feel valued by mentor

- 1bv My mentor cares about how well I am doing in school.
- 2bv My mentor is very sure that I can do well in school and in the future.
- 3bv My mentor cares about me even when I make mistakes
- 4bv My mentor really listens and understands me.
- 5bv My mentor looks out for me and helps me.
- 6bv My mentor and I both have fun when we are together.

Feel talked to by mentor

- 1bt I talk to my mentor about problems with my friends.
- 2bt I talk to my mentor about problems with my parents, family, or guardian.
- 3bt I feel safe when I am with my mentor.
- 4bt I tell my mentor things that are very private.
- 5bt I talk to my mentor when something makes me angry or upset.

Feel motivated by mentor

- 1bm My mentor gives me useful advise in dealing with my problems.
- 2bm My mentor has qualities or skills that I'd like to have when I'm older.
- 3bm I learn how to do things from watching and listening to my mentor.
- 4bm My mentor introduces me to new ideas, interests, and things to do.
- 5bm My mentor pushes me to succeed at things I want to do.

From DuBois, D. L., & Hirsch, B. J. (1990). School and neighborhood friendship patterns of Blacks and Whites in early adolescence. *Child Development. Special Issue: Minority children*, 61(2), 524-536.

Hemingway: Measure of Adolescent Connectedness (MAC 5th version; Karcher, 2001). This instrument consists of items designed to measure the adolescents' degree of caring for and involvement in specific relationships and activities. The MAC includes the subscales to be used in this study: connectedness to friends (end with #2), school (end with 6), teachers (end with #8), peers (end with #7), self-in-the-future (end with #9), and parents (end with #4). Responses to each of the subscale items use a five-point, Likert-type scale ranging from (1) not true at all, (2) not really true, (3) sort of true, (4) true, to (5) very true. There is at least one reverse scored item in each subscale. The six items within each of the subscales are averaged to obtain subscale mean scores. The Connectedness to Teachers subscale (items ending in 8) measures adolescents' efforts to get along with teachers and their concerns about earning their teachers' respect and trust. The scaled have demonstrated good three-month test-retest reliability, a distinct factor structure replicated across U.S. and International samples, and evidence of convergent and discriminant validity (Karcher, Holcomb, & Zambrano, 2008).

(2) Spending time with friends is not so important to me.

(3) I can name 5 things that my friends like about me.

(4) My family has fun together.

(6) I work hard at school.

(7) My classmates often bother me.

(8) I care what my teachers think of me.

(9) I will have a good future.

(12) I have friends I'm really close to and trust completely.

(13) There is not much that is unique or special about me.

(14) It is important that my parents trust me.

...

(56) Doing well in school is important to me.

(57) I rarely fight or argue with the other kids at school.

Karcher, M. J., Holcomb, M., & Zambrano, E. (2008). Measuring adolescent connectedness: A guide for school-based assessment and program evaluation. In H. L. K. C. C. Yeh (Ed.), *Handbook of school counseling* (pp. 649-669). Mahwah: Lawrence Erlbaum.

Can be accessed at www.schoolconnectedness.com

Used in the following studies:

Herrera, C., Grossman, J.B., Kauh, T.J., Feldman, A.F., McMaken, J., & Jucovy, L.Z. (2007). *Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia: Public/ Private Ventures.

Karcher, M.J. (2008). The Study of Mentoring in the Learning Environment (SMILE): A randomized evaluation of the effectiveness of school-based mentoring. *Prevention Science, 9*, 99-113.

Mentor-Youth Relationship Quality (Grossman & Johnson, 1999) Scores calculated as a mean of scale items; higher score is indicative of higher quality relationship. 1 = Not true at all, 2 = not very true, 3 = sort of true, and 4 = very true.

Youth-Centered Relationship

1. My mentor almost always asks me what I want to do.
2. My mentor is always interested in what I want to do.
3. My mentor and I like to do a lot of the same things.
4. My mentor thinks of fun and interesting things to do.
5. My mentor and I do things I really want to do.

Youth's Emotional Engagement

1. When I'm with my mentor, I feel special.
2. When I'm with my mentor, I feel excited.
3. When I'm with my mentor, I feel sad.
4. When I'm with my mentor, I feel important.
5. When I'm with my mentor, I feel bored.
6. When I'm with my mentor, I feel mad.
7. When I'm with my mentor, I feel disappointed.
8. When I'm with my mentor, I feel happy.

Youth's Disappointment

1. My mentor makes fun of me in ways I don't like.
2. Sometimes my mentor promises we will do something, then we don't do it.
3. When my mentor gives me advice, it makes me feel stupid.
4. I feel I can't trust my mentor with secrets – my mentor would tell my parent/guardian or teacher.
5. I wish my mentor asked me more about what I think.
6. I wish my mentor knew me better.

Grossman, J. B., & Johnson, A. (1999). Assessing the effectiveness of mentoring programs. In J. B. Grossman (Ed.), *Contemporary issues in mentoring* (pp. 48-65). Philadelphia, PA: Public/Private Ventures.