<table>
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<tr>
<th>Aspects of Designing Formal Mentoring Programs</th>
<th>Initial Questions</th>
<th>Best Practices and Suggestions</th>
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| Planning the Infrastructure                 | • What resources do we have to support a mentoring program?  
• What are our goals for the mentoring program?  
• How would a mentoring program fit with existing programs? | • Support from University leadership will convey that mentoring matters  
• State in writing specific, measurable goals for the program  
• Incorporate mentoring as one piece of student development |
| Recruiting and Selecting Participants        | • Which group(s) of students will be our “target market” of participants?  
• Which specific students should participate in the program?  
• What should be communicated during the process? | • Recruit based on the goals of the program and potential resources  
• Mentors appreciate protégés who are willing to learn and are achievement oriented  
• Emphasize the benefits, time and commitment requirements |
| Matching Mentors and Protégés                | • What should the match be based on?  
• How do you prevent mismatches? | • Use the program’s objectives to guide the matching criteria and process  
• Matching based on common values and personality  
• Proximity is an important consideration  
• Allow for a combination of similarity and dissimilarity |
| Training Mentors and Protégés                | • Do mentors and protégés both need training?  
• How do we decide on training?  
• What are some example topics?  
• How do we provide ongoing support to mentoring relationships? | • Yes, both mentors and protégés can benefit form many of the same topics  
• Consider the program’s objectives and resources  
• Defining mentoring, Setting Expectations are important topics both mentors and protégés  
• Ongoing support can include online discussion boards, blogs, program meetings, the program director’s availability |
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<th>Setting Expectations in the Mentoring Relationship</th>
<th>Monitoring and Program Evaluation</th>
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| • What kinds of expectations are a part of mentoring relationships? | • What can program evaluations be used for?  
• What kinds of problems can become apparent during program evaluations? |
| • Confidentiality – How will personal experiences, feedback be respected  
• Relationship Expectations – Understanding the mentor and protégé’s roles  
• Meeting frequency and communication – Expectations of the time commitment | • Ensuring the program is meeting its objectives  
• Conveying the advantages of the program to others  
• Mentor/protégé appears to be uninterested in the program  
• Mentor/protégé are not benefitting from the program |