

Seattle-King County WDC – Opportunity Partnership Pilot Program
Contract # 08-AND-115
Final Report
June 30th, 2009

Introduction

In January of 2008, the WDC initiated the implementation of an eighteen-month pilot program to explore the benefits of linking Opportunity Grant funded students to health care mentors who currently work in their area of study. The WDC designed a program which intended to build on existing relationships within five local area hospitals and link students from at least four local community colleges who were enrolled in allied health care programs and/or in pre-requisite classes with the goal of earning a certificate/degree from an allied health program. The following offers a synopsis of the overall project, barriers to success, positive outcomes, and lessons learned through this pilot.

Overview

January-March 2008

In the first quarter of the project, meetings were convened with our sub-contractors and representatives from the community colleges. These discussions led to introducing people to the project goals, outlining the program, developing recruitment strategies, creating mentor/mentee application forms, and distributing these through existing channels. By the time the first quarter concluded, the project had received 18 applications from students at three community colleges.

The initial model/approach was to recruit a pool of students, have them complete applications, provide a letter of recommendation from a faculty member, review applications, and conduct phone interviews with applicants to understand their areas of interest and goals from matching with a mentor. Once these were established, staff began targeted recruitment at the hospitals they worked with to identify potential matches for the student.

Lesson Learned #1: Do not recruit students without a pool of committed mentors already established. Our assumption that existing relationships at local area hospitals would allow for easy recruitment was incorrect. Hospitals are complicated organizations with a multitude of departments and schedules. Some hospitals have existing mentorship programs. In addition, distributing information about the program through normal communication channels requires stewardship from hospital personnel who are in key decision-making positions. Staff were still building these relationships at the time we received our first set of referrals from the Community Colleges.

April-June 2008

In the second quarter of the program, two orientations were held at local area hospitals (Virginia Mason and Children's). The scheduling of orientations was challenging, as recruitment of staff was from multiple departments. The program experienced its first successful outreach through

the communications systems at several of the partner hospitals. Communication, paired with some relation-based recruitment led to the following results:

- 30 students applied; one not appropriate for program and two others had elected to not participate.
- 24 mentors had applied to participate and 11 matched to mentors.

Lesson learned #2: Department and Program Managers within the hospital system are critical conduits when developing a mentor pool. When a department head recruited from their pool of employees, we secured a group of 4-7 mentors each time. These mentors were invested in the effort and worked diligently to make the relationship with their mentee work.

Lesson learned #3: Get the mentor linked face-to-face with their mentee as soon as possible from the time of application and orientation to the program. The first few days are critical in establishing a relationship. The longer the duration of time between the application and actual relationship engagement the less likelihood the relationship will transpire.

July-September 2008

As the program entered the summer quarter, a number of students had identified mentors and were working to build relationships. The following breakdown reflects the progress made by the end of the summer quarter:

- South Seattle Community College: 11 students had applied to the program and six had been connected to mentors.
- Bellevue Community College: 8 students applied to the program, 6 had been matched with mentors.
- North Seattle Community College: 7 students had applied, 5 had been matched.
- Lake Washington Technical College: 7 had applied with 4 connected by this quarter.

The team met with the community colleges to discuss recruitment of additional students for the program. It was indicated that summer recruitment was challenging and that once students had enrolled in the fall, we could initiate recruitment again.

Lesson #4: The start date of recruitment is critical to building a pool of interested students. It appears that fall quarter is a critical recruitment period for student recruitment. To be successful, orientations should be held at the college and integrated into scheduling on the campus. Without integration, recruitment is slow and disconnected leading to delayed communication and a myriad of scheduling challenges. Most students are applying for Opportunity Grants to begin in the fall quarter.

Program staff also held a joint orientation session at Children's Hospital where five mentors and four students attended. This strategy led to some successful mentor/mentee matches.

Lesson #5: Connecting students and mentors at orientation leads to early relationship building. Though this is true, the scheduling of a mentor/mentee orientation on-site at the

hospital was somewhat challenging with the various schedules of both students and hospital personnel.

As the program proceeded through the summer quarter, it was clear that communication and mentor connections were challenging over the summer months. Program staff experienced several breakdowns in communication between mentors, mentees, and program staff including: e-mail and phone calls not being returned, students and mentors on vacation, family crises, and some students even left the county.

Lesson #6: Attempting to build relationships over the summer is challenging, and the best strategy is to have an established relationship between mentor and student prior to June.

October-December 2008

During the last quarter of the calendar, we focused a significant amount of targeted energy on the recruitment of additional mentors from local area hospitals. As we learned from the first set of outreach and recruitment efforts, having a pool of mentors prior to conducting student recruitment was deemed as critical to building successful matches.

Our efforts included the development of targeted marketing materials. The materials included success stories from existing mentor/mentee matches. The distribution of materials was conducted through existing communication lines within the hospitals and outreach to partners of the Health Work Force Institute.

Unfortunately, the return from this investment was slow to manifest. In fact, most of our broad-based recruitment was ineffective.

Lesson #7: Broad-based marketing efforts produce few results in recruiting mentors. It is clear that mentorship is all about a connection between individuals. When a connection is made, the result is quite positive.

January-March 2009

Our greatest recruitment this quarter came from individual referrals (relationship-based recruitment) and the support of a program manager who targeted recruitment on the Eastside of King County to address a specific need identified by case managers. Paired with individual recruitment, we secured seven mentors during this quarter. All mentors were linked with mentees.

Without a larger pool of existing mentors, the referrals from the colleges diminished significantly. This was compounded by the fact that a limited number of new students were actually enrolled in opportunity grants during the last few months.

The program continued to pursue the identification of new pools of mentors by further expanding outreach to institutions and groups outside of the hospital system. Again, this outreach did not lead to any new mentors.

April-June 2009

As the program entered its last quarter, we discontinued any additional recruitment of mentors and students. Participants who remained in the program continued to meet with their mentors regularly. They worked on their learning plans, connected with job shadows, and completed their coursework.

WDC staff met with a representative from Group Health Cooperative during this last quarter to understand the success in recruiting mentors during the past few quarters and discuss the hospital's rationale for supporting the program. It was clear that Group Health did not necessarily see this program as an additional pipeline that was necessary for recruitment, however it did provide seasoned Nurses with an opportunity to "give back" which aligns well with the hospital's mission.

Program Operations

Students

- Student Selection/Recruitment was initiated by Opportunity Grant Coordinators at each of the four partner Community and Technical Colleges.
- Students were provided an application and program materials. The application packet included a letter of recommendation to be completed by an instructor on campus.
- Students returned completed applications to their OG Coordinators, who then sent these applications on to program staff for review and follow-up.
- Initial follow-up and inquiry was most frequently conducted via telephone.
- Once a student was interviewed by telephone, a search for a suitable mentor who matched the area of interest and desired geographic area was initiated.
- Program Staff conducted both formal and informal outreach to identify appropriate mentors for applicants

Mentors

Mentors were recruited both formally and informally. Outreach was conducted through existing communication channels at local hospitals as well as through existing relationships within the hospitals.

Orientations

Orientation sessions were held at Children's Hospital and Virginia Mason. Mentors from other hospitals were provided orientation materials and information on mentorship through individual relationships at other hospitals. Group orientation sessions proved difficult to coordinate and individual recruitment and/or recruitment by department heads proved to be most effective.

Case Management

- Once matches for students and mentors were identified, case managers worked to ensure mentors and students maintained regular contact with each other, developed learning plans, and assessed progress on a monthly basis.
- Case Managers monitored academic progress and relationship building through e-mail, phone, and in-person communication.

Overview of Program Participants

A total of 40 participants were referred to the program over a 12 month period (March 2008-March 2009):

- 14 from South Seattle Community College
- 10 from Lake Washington Technical College
- 8 from Bellevue College
- 8 from North Seattle Community College

Participants were referred to one of two service providers who: reviewed applications, identified mentorship matches, connected students with mentors, provided information about program expectations, and supported the development of each mentor relationship over time. The following information about the students has been provided by each service provider.

TRAC Associates

TRAC Associates staff supported students primarily at South Seattle Community College and Lake Washington Technical College. Of the 27 participants referred to TRAC staff for services:

- Four students were enrolled in Registered Nursing pre-requisite coursework
- Three students enrolled (one each) in: Nursing Assistant Certified, Allied Health, and Transcription
- Eight enrolled in LPN
- Six enrolled in LPN-RN ladder
- Five in RN
- One student was referred to Pacific Associates

The majority of students referred and connected to mentors were female (90% of the mentor matches)

- Male mentees matched - 2
- Female mentees matched - 18

Nationalities and ethnic groups include (by mentee self-description):

- Somali (2)
- Chinese
- West African
- Russian

- African
- Ethiopian (2)
- Vietnamese
- Indian
- Iranian

Languages spoken include:

- Somali
- Spanish
- Swahili
- Vietnamese
- Farsi

Age groups:

- 20-29: 5
- 30-39: 5
- 40-49: 5
- 50-59: 1

Mentors (by institution):

- Swedish: 8
- Group Health: 8
- Harborview: 1
- Northwest Kidney Center: 1
- Neighborcare: 1

During the program, the following certificate completions occurred:

- One RN Student completed their RN Degree Program
- Five completed their LPN-RN Ladder Program
- Eleven completed the LPN program—9 of 11 students passed the NCLEX-PN exam

Some specific benefits and successes of program

- On-going mentoring – many mentorships will continue beyond June 30, 2009.
Several mentors were very helpful as mentees transitioned to a new program (e.g., from LPN to LPN-RN)
- Mentees can clarify goals when exposed to a mentor (e.g., Phu clarified his goal of being a P.A. by working with his mentor.)
- Hospital connection (for education, information, job-shadow, job-search possibilities)

- Support Service Funds – many mentees are single moms – and particularly after their O.G. ended, these funds were very valuable.
- One mentee, Phu Ngo, was able to work as Vietnamese interpreter at his mentor’s clinic.
- Job-shadowing (about eight mentees have or will soon do a job-shadow with their mentors)
- SMC, GHC responded with eight mentors each.
- Students received job-search, resume, and interview assistance from their case manager.
- Mentors have assisted with proof-reading college papers, NCLEX advice, filling out Financial Aid applications, etc.
- Our mentees are a very culturally diverse group.
- One mentee, Cathy Ripley, won the regional Nursing Skills Competition in April, and goes to Kansas City this weekend for National skills competition. (we are assisting her with Support Service Funds for the trip.)

Quotes from Mentees

I enjoy meeting with my mentor very much. I am currently trying to work out a plan to be able to shadow her at work through my school administrator and her supervisor.

What benefits me the most is hearing the reality of the profession, getting wise advice, and the fact that we are both into Oncology!

It is a great match!

I had a wonderful meeting with David Negron yesterday. We met at his office at Group Health in Redmond. He gave me a great tour of his facility and then we went to Starbucks for coffee and a chat. I was there 2 1/2 hours. He was very generous with his time. I appreciate his viewpoint and insight into the nursing career pathways. He is a generous teacher. I will be meeting him again next Wednesday afternoon. We are going to go over some nursing procedures and maybe some drugs if we have time. I will let you know how it goes.

Julie Jensen is a perfect match for me.

I wanted to let you know that I had another great meeting with David Negron last week. We met Wed afternoon for just over 2 hrs. He went over ECGs with me and it was very helpful. We also discussed my preceptorship assignment and looked at job prospects after graduation. I may get to shadow him on a weekend at Swedish ED in Issaquah. He is checking on that.

Mentee reported that mentor Debbie Pollock has sent good information to her about nursing/NCLEX

Right now, I'm seeing my mentor about 2 times a month. I work as a Vietnamese medical interpreter, and I occasionally have a chance to interpret for my PA mentor's (Robert Ruvkun) patients. In those times, he asked the patient to let me listen to their lungs and show me some

of the clinical skills along the way. In the meantime, I work part time as medical interpreter on Friday. Because I interpret at the clinic where my mentor work, during break time I also have opportunity to job shadow him and get to follow him around his work. I have learned much valuable people and clinical skills from my mentor. I also get introduce to the other staffs at the clinic and see the great teamwork they have. The program is very helpful to me. It gives me very valuable insights and experience on my career interest. I would strongly recommend everyone to take advantage of this valuable opportunity.

I had a great telephone visit with David over a week ago. He shared with me his career highlights and pathways and how he is currently combining a management position with a couple of shifts at the ED to keep current in clinical expertise. He was generous with his time on the phone. We are planning to meet this week (after finals) at Group health. He is going to give me a tour of the facility there and then we are having coffee together. He has loads of experience in the health care field and I am anxious to meet him in person this week.

I was in contact with Kathleen; she sent me information about positions available at Swedish. I applied yesterday night to intensive care unit at Swedish my clinical practice will be at the Cherry Hill of the Swedish Medical Center. I'll be there every Friday, so Kathleen and I will be able to meet on a regular base, discuss what and how I worked toward the goal of this quarter, and figure out what else is needed to be fixed.

Mentee reported that her Mentor helped her with resources for the NCLEX. They are working on the Learning Plan.

I see my mentor once a month. We had our January meeting already. We discussed about test taking strategies, what to expect in clinicals, how nurse triaging works, disorders and s/sx. Helpful materials that could help expand my knowledge. I have also requested from my mentor if I can shadow her at work.

I met with Julie today and it went very well. She is going to help me research some other schools for nursing and the whole application process. Help me with all of my options. I really think she is going to be a great asset to me.

Quotes from Mentors

I have emailed {the mentee} because I have a lot of knowledge about the State requirements for professionals with substance problems. This is a very strict state but there are guidelines to follow... If you talk to her before I do, she needs to contact {volunteer coordinator} to make arrangements to be here and then get assigned to me.

Candi says that she thinks that she can help Amaal “network into the system...and provide support for her...she is very easy to talk to! I am glad to help!”

Shannon and I met yesterday and had a great connection.

We have many parallels on our nursing interests and the conversation flowed very freely. I'm hoping that some of the contacts I have will help spur her along in her more immediate goal of becoming a lactation consultant.

Thanks so much for your help making this connection happen.

...It was a great meeting, we connected well, and especially focused on her immediate goal of becoming a lactation consultant, and I shared some experience I had and made recommendations for contacts.

... From there we communicated over email several times, regarding her OB clinical.

Kathleen will try to get Nadia's spring practicum on the telemetry unit at Swedish. Also feels she has been a good emotional support for her.

She would like to shadow me, so I asked her to give me some dates and times, since I need to request permission from whichever location I am working at GHC, to have a student present...we will have next fall and early next year to also pick times for her to shadow me as well. I am also hoping to arrange for her to observe someone in OB/GYN, since that is her desired area of clinical practice.

I am continually encouraging her to ask me questions and call me as needed--she is getting less shy about it, but appears to be very self-sufficient. I am going to get her in touch with at least another ARNP that is also a Nurse Midwife--I think it would be beneficial, given her career track!

For the job-shadow experience, email Kathryn Ogden (ogden.kathryn.swedish.org) at Swedish Hospital with your measurable objectives for the experience. She will be the person to arrange it.

She wants help...to find a LPN job in a tight market where employers want people with experience. I will continue to help her because I understand her concerns. With her education background, she will have an advantage over other new grads. I had advised her on working in the field and we talked about some other issues for prior to starting her program.

I had a nice long conversation with Cindy Carpenter over the phone last week. We discussed a variety of topics including her current Nursing curriculum and career plans. We also had the opportunity to get to know each other and discuss other things like hobbies and such. We have arranged a meeting here at the clinic on Wednesday the 25th for a tour and discussion.

Cathy had requested to observe in the oncology clinic, and I finally have paperwork for Cathy to complete and then she can observe in the clinic where I work.

I am sorry to hear about the program and funding being cut. Of course if she is interested I will continue meeting with her.

My relationship with Aileen seems very friendly and open. I am impressed with her determination and commitment to becoming a nurse.

Mentees thoughts on the program

- *The mentoring program has proven to be very beneficial to our success.*
- *Thank you for your time in conversation and your sharing with me the outlook for nursing and career advice.*
- *This is amazing. And my mentor got permission from Group Health for me to come to work with her one day...life is sweet.*
- *I thank you very much giving me this opportunity and I really hope this program could continue on to benefit many other students.*
- *I thank you very much for taking your valuable times to come visit us and especially for your constant help. I am really appreciated it.*
- *The program is very helpful to me. It gives me very valuable insights and experience on my career interest. I would strongly recommend everyone to take advantage of this valuable opportunity.*

Mentees on Support Service funds

- *Because of all the help you provided me, I could be able to alleviate my financial problems.*
- *Thank you so much for your generous scholarship for my nursing exam preparation course and testing fees. I am very thankful*
- *It sure helps a lot.*
- *Thank you very much for keeping up with us and especially for giving me the book-voucher last quarter, it was a really great aide for me.*

Community College staff communications to TRAC

- *SSCC staff calls to ask if Nadia could get some extra funds for financial situation. We discuss her needs and I email Nadia that we can help.*
- *Later, from above: Thank you for responding so positively to Nadia's situation.*
- *Thank you for assisting these talented students this past year.*
- *It was a little bumpy, but we tried.*
- *Thanks for all the info and update.*

Pacific Associates

Pacific Associates staff supported students primarily at Bellevue College and North Seattle Community College. Of the 14 participants referred to TRAC staff for services:

- Five were enrolled in IT for Healthcare
- Five were enrolled in Nursing pre-requisite courses
- One each enrolled in: Ultrasound, Health Unit Coordinator, Radiation Therapy, and Phlebotomy

The majority of students referred and connected to mentors were female (85% of the mentor matches)

- Male students - 2
- Female students - 12

Nationalities and ethnic groups include (by mentee self-description):

- Ethiopian
- Filipino
- Hispanic
- Algerian
- Asian
- Caucasian

Age groups:

- 20-29: 3
- 30-39: 3
- 50-59: 1

Mentors (by institution):

- Childrens Hospital: 8
- Virginia Mason: 5

During the program, the following successes occurred:

- One student who completed the mentor program was accepted into her school program of choice.
- One student who completed the mentor program has successfully completed her pre requisites and is studying for entrance exams into her school program of choice.
- The two students who completed have strong connections and a very realistic chance of gaining job w/ the institution where they participated in the program.
- Two students gained volunteer positions at one of the healthcare institutions.
- Two students gained a more realistic perspective of the marketability of their education.
- All students except for one were ultimately linked to a mentor.
- All students who actually participated gained valuable information about real work situations & culture.
- All students who actually participated gained valuable professional contacts.
- Everyone involved in the project gained a better understanding of and appreciation for the mentor relationship.

- One institution is planning an internal article about the program to thank their mentors for participating.
- All hospital staff directly approached agreed to become mentors.

Outreach

- Initial contact was made with all students via telephone.
- Second contact/follow-up with all students placed at Children's was via telephone to invite them to an orientation session.
- Regular telephone & email contact was sustained throughout the program.
- The Case Manager uniformly asked mentors & mentees the same questions in order to develop an accurate baseline assessment of the relationship.
- Repeated efforts were made to contact unresponsive students and their school representatives in order to engage students.
- Pacific Associates staff kept in contact w/ hospital administration staff for assistance recruiting mentors & program approval.
- Initiated email contact w/ hospital staff to recruit as mentors.
- Sustained on-going telephone & email contact w/ all mentors.

Examples of outreach emails:

For Mentors

Example #1

I need some info about your involvement in the mentor program so I can report on everyone's progress/standing at a 10am meeting Tuesday morning with Children's Center for Diversity.

Specifically:

- 1. How many times have you met with your mentee face to face?*
- 2. Approximately how many times have you been engaged with your mentee on the phone?*
- 3. Approximately how many emails have you exchanged with your mentee?*
- 4. Has your mentee had a job shadow at your hospital yet?*
- 5. On a scale of 1 (low degree) to 10 (high degree) how would you rate your connection with your mentee?*
- 6. Please provide a sentence or two about how you think it is going in general. You are also welcome to tell me anything else you would like to share or feel is important about your relationship with Theresa and your participation in the mentor program.*

The last thing I would like to ask, which is not crucial to my meeting with the diversity folks, is do you have any other staff in mind that you feel would be a good mentor and open to the idea of joining the mentor program?

Example #2

1. *Have you had any contact with your mentee since our last check-in the end of November and if so, approximately how many interactions have you had in that time?*
2. *If you have, please specify if it was contact by email, via telephone or in-person.*
 - 2a. *Using a scale from 1 (not at all) to 10 (extremely) how positive was this interaction?*
 - 2b. *Using a scale from 1 (not at all) to 10 (extremely), how productive was this interaction?*
3. *If you have not had any contact with your mentee since our last check-in, please give me an idea as to why.*
4. *Has your mentee completed a job shadow since last we communicated or is one scheduled for the near future?*
5. *Has your connection with your mentee gotten stronger, weaker or remained the same in the past 2 months?*
6. *Please let me know if you and your mentee have been working on anything specific as of late or you if you have been offering general support and assisting with a variety of needs.*
7. *Do you have any notable successes to report in working with your mentee and if so, what are they?*
8. *Please let me know if your mentee has discussed the need for additional assistance outside the scope of your relationship such as help affording food, having enough gas money to attend training or academically struggling in a class.*
9. *Do you think that you would benefit as a mentor from having regularly scheduled meetings or a contact list of other mentors at Children's for the purpose of perception checking and sharing ideas?*
10. *Do you think your mentee is on track to achieve her stated goal? (If not please elaborate.)*

Please take a moment to relay anything else related to your mentee and this program that you would like to share.

Please also remember that I am a resource for you and your mentoring activities. Don't ever hesitate to contact me for information, support or ideas. I like to feel useful.

Thank you very much and have a wonderful day!

For Students

I need some info about your involvement in the mentor program so I can report on everyone's progress/standing at a meeting Tuesday with Children's Center for Diversity.

Specifically:

- 1. How many times have you met with your mentor face to face?*
- 2. Approximately how many times have you been engaged with your mentor on the phone?*
- 3. Approximately how many emails have you exchanged with your mentor?*
- 4. Has your mentor offered you a job shadow at the hospital?*
- 5. On a scale of 1 (low degree) to 10 (high degree) how would you rate your connection with your mentor?*
- 6. Please provide a sentence or two about how you think it is going in general. You are also welcome to tell me anything else you would like to share or feel is important about your relationship with your mentor and your participation in the mentor program.*

Additional Programmatic Challenges

- **Time Constraints**--student schedules, family issues, employment. Some specific examples that interrupted the development of effective mentoring relationships included:
 - Family emergency trips out of the country
 - Pregnancies/births
 - Deaths in the immediate family (and if a good connection has not been already established, this meant that no one is informed as to what is going on – the mentee just “disappears”)
 - Full time students had very little free time to meet or follow through w/ mentor program activities.
 - According to one mentor, her mentee “got engaged she just dropped off the face of the earth.”
- **Communication**—follow-up between multiple points of contact (Case Managers, Hospital Staff, Community College staff, students, and mentors) was challenging. With the broad distribution of colleges, hospitals, departments within the hospitals, and student schedules, e-mail and voice mail were used frequently as the main vehicle for communication. The limited amount of in-person contact with each of these parties ultimately led to delays in connecting mentors and mentees.

Final Thoughts and Recommendations

It is clear that there are some tangible benefits achieved by linking Opportunity Grant students to mentors in their field of study. Students completed their programs successfully, made great connections in their field of interest, and gained some invaluable insight into the field they are pursuing. If the project were to continue, the WDC would recommend the following modifications to the model we tested locally:

- Reduce the scope of the project to no more than one school, one hospital, and students from one certificate/degree program to be coordinated by a single mentor coordinator
- Locate a mentor coordinator on the college campus
- Secure commitment from three to four department heads within the partner hospital to recruit a specific number of mentors for this project and support these mentors attending orientation and on-going training at the hospital prior to recruitment of students
- Recruit and train a pool of mentors before presenting the program to students
- Secure the support of instructors within the target department and Opportunity Grant Coordinator on campus
- Hold information sessions on campus during the first two weeks of fall quarter
- Hold orientation, training, and mentor/mentee joint training session within the first month of fall quarter
- Establish a clearer set of guidelines and expectations for students and mentors to remain active in the program.
- Establish a set calendar of group meetings and trainings for the year at the outset of the project.

More than anything, we learned that developing mentors is clearly a relation-based endeavor. It requires a significant amount of up front work and on-going support to ensure that the relationships developed remain solvent over the course of a year. Once a student has expressed interest in the program, orientation sessions and in-person linkages to mentors must occur quickly and regularly during the first few months of enrollment. When this happens, the establishment of a successful and beneficial relationship is most likely to occur and provide both the student and mentor with the most rewarding return on their investment of time.

TRAC Student and Mentor Data

MENTEE	School	Program	MENTOR	Facility	Mentor Specialty	MATCHED	STATUS
Ali, Faid	SSCC	LPN	Henry, Linda	HMC	Trauma/Rehab	3/09 (also 8/08)	2 mentors assigned, no participation
Atanosova, Elena	SSCC	LPN-RN	-	-	-	-	no response
Bunch, Diane	SSCC	LPN;LPN-RN	Blowers, Sri	GHC	Clinic RN	7/08	active
Bundy, Jessica	SSCC	LPN;LPN-RN	Martinez, Emily	SMC	Med-Surg	3/09	active
Carpenter, Cindy	LWTC	RN	Negron, David	SMC	Nurse Mgr.	3/09	active
Carr, Guy	LWTC	NAC	-	-	-	-	no response
Chen, Sheng	LWTC	RN	Teske, Tosha	NWKC	RN (Kidney Ctr.)	7/08	end 1/09
Ewbank, Marjorie	LWTC	RN	-	-	-	-	no participation
Hamid, Fatou	SSCC	LPN	Freeze, Desirae	SMC	Charge Nurse	9/08	12/08
Huffman, Shannon	SSCC	LPN	Rosewarne, Heather	GHC	Labor & Delivery	2/09	active
Ivanova, Nadezhda	SSCC	LPN;LPN-RN	Melson, Kathleen	SMC	ICU	11/08	active
Kedir, Muslima	SSCC	LPN	Offer, Kathleen	GHC	Orthopedics	8/08	11/08
Kennedy, Sadie	BCC	RN pre-reqs	Burton, Melanie	SMC	Otolaryngology	9/08	active
Khatiwada, Tika	LWTC	RN pre-reqs	-	-	-	-	withdrew 1/09
Kina, Ayan	BCC	Allied Health	Edwards, Candi	GHC	Family Practice	8/08	exited 10/08
Lindstrom, Judy	LWTC	Transcription	Groceman, Nancy	SMC	Transcription	10/08	no participation
Luempert, Theresa	BCC	HUC	-	-	-	-	refer to P.A.
Mohamed, Amaal	SSCC	LPN	Edwards, Candi	GHC	Family Practice	11/08	active
Mulogeta, Sarah	SSCC	LPN;LPN-RN	Sterner, Anna	SMC	Nurse Educator	9/08	active
Ngo, Phu	LWTC	RN	Ruvkun, Robert	Neighborcare	Physician Asst.	9/08	active
Njoku, Laetitia	SSCC	LPN	-	-	-	-	no participation
Nwafor, Regina	SSCC	LPN	-	-	-	-	no participation
Ripley, Cathy	LWTC	RN	Tobler-Wolf, Jane	GHC	Oncology	2/09	active
Tafesse, Amataw	SSCC	LPN;LPN-RN	Burton, Melanie	SMC	Otolaryngology	11/08	active
Vahora, Rehana	SSCC	LPN	Pollock, Debbie	SMC	Med Surg	11/08	active
Wesley, Aileen	LWTC	RN pre-reqs	Jensen, Julie	GHC	Charge Nurse	2/09	active
Zadetalebian, Shadi	LWTC	RN pre-reqs	Withee, Anna	GHC	Otolaryngology	7/08	end 11/08

Pacific Associates Student and Mentor Data

Student Name	Hospital Name	School Program	Participated Orientation	Engaged Through Qtr.	Reason Participation Stopped	Mentor Name	Participated Orientation
Ali, Naema NSCC	Children's	Nursing Prereqs	Yes	2	Unclear. Stopped responding.	Molly Aaseby	
Bernier, Mary BCC	Children's	Ultrasound	Yes	2	Unclear. Stopped responding.	Jenny McBroom	No
Gutierrez, Jacklyn BCC	Children's	Phlebotomy	Yes	0	Never started. Ignored mentor outreach.	Victoria Robbe	No
Kadir, Sadia NSCC	VMMC	IT for Healthcare	No	1	Met w/ mentor 1x, helped w/ gaining volunteer spot & never contacted mentor again.	Madonna Carlson	
Kakshapati, Subarna NSCC	N/A	IT for Healthcare	No	0	Never Started. Not appropriate due to language barrier	N/A	N/A
Luempert, Theresa BCC	Children's	HUC	No	0	Never started. Mentor injured & couldn't participate. 2 nd mentor never responded.	Sadie Whitley	No
McGough, Enedina NSCC	VMMC	IT for Healthcare	No	0	Never started. Ignored mentor outreach.	Theresa Crow	Yes
Mokeddes, Farid NSCC	VMMC	IT for Healthcare	No	2	Took break due to carrying too many credits.	Gina Breland	Participated Orientation
Nida, Darra NSCC	Children's	Nursing Prereqs	No	Completed. Accepted into ADN program.	N/A	Ann Moore	No
Powell, Rosalyn BCC	Children's	Nursing/Rad Tech Prereqs	Yes	2	Left school due to illness in family.	Stacy Brown	
Rasmussen, Dawn BCC	VMMC	Radiation Therapy	No	1	Decided volunteerism was more in line w/ goals.	Laura Lynch	Yes
Strezchowski, Joy NSCC	Children's	Nursing Prereqs	Yes	1	Unhappy w/ mentor responsiveness & program organization.	Anne Moore	No
Tan, Yinghui NSCC	VMMC	IT for Healthcare	No	2	Mentor stopped responding after 1 st meeting.	Gregg Hatch	Yes
Westerman-Hackler, Eleanor BCC	Children's	Nursing Prereqs	Yes	Completed. Applying to RN programs.	N/A	Lyn Sapp	Yes

Pacific Associates Data (continued)

Student Name	Age	Ethnicity	Starting GPA	Mentor Name	Title	Years w/ Current Employer	Age	Marital Status
Ali, Naema	22	Ethiopian	2.4	Molly Aaseby	Clinical Practice Manager			
Bernier, Mary			3.2	Jenny McBroom	Ultrasound Supervisor	9	46	
Gutierrez, Jacklyn		Filipino	3.71	Victoria Robbe	Lab Operations Manager	21	55	M
Kadir, Sadia	54			Madonna Carlson	Department Manager	4 mo.	54	S
Kakshapati, Subarna				N/A	N/A	N/A	N/A	N/A
Luempert, Theresa			4.0	Sadie Whitley	Unit Coordinator Manager			
McGough, Enedina	35	Hispanic		Theresa Crow	Clinic Manager			
Mokeddes, Farid	35	Algerian		Gina Breland	Clinic Supervisor	4	42	D
Nida, Darra	26	Caucasian	2.86	Ann Moore	IPU Director			
Powell, Rosalyn			3.89	Stacy Brown	Radiology Tech Supervisor	6	55	
Rasmussen, Dawn			4.0	Laura Lynch	Director Radiation Therapy	10	49	M
Strezchowski, Joy	35	Caucasian	2.5	Anne Moore	IPU Director			
Tan, Yinghui	24	Asian		Gregg Hatch			M	33
Westerman-Hackler, Eleanor			3.5	Lyn Sapp	Clinical Practice Manager			

PRESS RELEASE

Release Date:

Contact:

Opportunity knocks, program seeks local health care workers to answer

New program works to pair students studying for health care careers with experienced mentors

SEATTLE — A new mentoring program hopes to boost the number of students studying for health care careers who complete their program and go on to careers in the field.

The Opportunity Mentors Program is recruiting experienced health care workers to mentor Allied Health and Nursing program students from local technical colleges.

“I wish I’d had someone to guide me when I was figuring out school and my career,” Anna Withee, an otolaryngology nurse at Group Health Cooperative said. Mentoring has given Withee an opportunity to make an impact and share her knowledge. Taking that advice has paid off for nursing student Shadi Zadehtalebian.

“I had applied for seven different certified nursing assistant jobs but was turned down every time,” Zadehtalebian said. “Anna coached me on the interview and helped me see the importance of work experience. I got the next job I applied for.”

While traditional mentoring programs pair children with adults, the average age of technical college students is 29. The benefits to the students and mentors are similar to the traditional mentor-mentee relationship. Students gain confidence and insight into their chosen profession, while mentors gain skills in coaching and the satisfaction of helping some achieve their goals.

Mentors are asked to commit to four hours each month for a minimum of one year. The program provides mentors with training and on-going support. Students recruited for mentorship are Opportunity Grant recipients, a state-funded grant program for low-income students enrolled in high employer demand programs of study. The Opportunity Mentors Program is a pilot project designed to measure impact of mentoring on training retention, completion and transition to employment.

For an application or more information, contact Fred Krug at the Workforce Development Council of Seattle-King County by calling (206) 448-0474 ext. 3030 or fkруг@seakingwdc.org.

Editor’s Note: Mentors and students are willing and available to be interviewed.

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**Workforce Development Council
of Seattle-King County**

Opportunity Partnership Pilot Program

Statement of Need

The Workforce Development Council of Seattle-King County has received a grant to develop a mentoring program for students at local community and technical colleges who are working to complete their education in Allied Health and Nursing Programs. We are currently recruiting students from four local schools (Bellevue Community College, Lake Washington Technical College, South Seattle Community College and North Seattle Community College). A number of students have expressed interest in linking with an industry mentor while they complete their certificate programs and/or pre requisites for Nursing Programs.

Request

We are seeking support from local area hospitals and associations to recruit mentors from their staff to work with these students as they pursue their educational goals. We would also like to work with hospitals to develop direct workplace experiences, either through job shadowing or internships, and other activities that help the student build a strong relationship with the hospital.

Individual Time Commitment

Mentors make a minimum one-year commitment, or until the student enters employment

About 4 hours per month are required to:

- Communicate with the student weekly
- Attend an initial orientation session
- Attend optional program recognition event

Objective

The Opportunity Partnership program is intended to give up to 100 Opportunity Grant students the benefit of a supportive mentor working in the field they hope to enter, direct workplace experience through job shadowing or internship, and a strong relationship to a local employer who is likely to hire them upon completion of their training by June 2009. The Workforce Training and Education Coordinating Board (Workforce Board) is currently administering this pilot and is measuring the impact on training retention, completion, and transition to employment. The intent is to test

whether these WDC-brokered activities have positive impact for students, and whether the model should be considered for expansion.

Opportunity Partnership Pilot Program

Frequently Asked Questions

What is an Opportunity Grant?

An Opportunity Grant is essentially financial aid (tuition and other supports) designated to support low-income students enrolled in high employer demand programs of study. The legislation that made this funding available also included the Opportunity Partnership Program which is intended to provide industry mentors and relevant job experience to these same students.

What programs are students enrolled in?

Students may be enrolled in a variety of allied health degree and certificate programs depending on the school they are attending. However, many of the current applicants are completing pre-requisites for nursing programs.

What is the screening process for students?

Students complete an application which includes information about their grades, current coursework, goals, work habits, and commitment level. They also must have a recommendation from a faculty member on campus.

Is there training for the mentors?

Both mentors and students will attend a training/orientation session and receive on-going training and support materials throughout the year. In addition, there are two case managers assigned to this project who will work with the mentor/student teams on goal setting and outcome achievement.

What would be the next steps?

For hospitals and/or health care centers who are interested in participating, please contact **Fred Krug** at the Workforce Development Council of Seattle-King County: fkrug@seakingwdc.org or **(206) 448-0474 ext. 3030**

We can provide application materials, more information about mentorship, and any additional guidance you would require in order to move this exciting opportunity forward.

ICE BREAKER ACTIVITY



WHO I AM

1. My name is
2. My most important role in life is as a
3. At work/school, I
4. My favorite was to spend my free time is
5. One thing for me that is important for people to know is
6. One thing I hope to gain from being a mentor/mentee



**Workforce Development Council
of Seattle-King County**

Mentor Job Description

The Opportunity Partnership Program is designed to connect students from local community and technical colleges to Health Care industry mentors. As students are working to complete their education in Allied Health and Nursing Programs, mentors are asked to volunteer about four hours per month and provide the following:

Mentor Role

- Take the lead in supporting a student through an ongoing, one-to-one relationship
- Serve as a positive role model and example of success in their chosen career
- Build the relationship by planning and participating in activities together
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them
- Possible tutoring help with classes

Time Commitment

- Make a minimum one-year commitment, or until the student enters employment
- Communicate with the student weekly
- Attend an initial orientation session
- Attend optional program recognition event

Participation Requirements

- Be interested in working with students entering your medical field
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor orientation session as prescribed
- Be willing to communicate regularly with program staff, submit monthly activity logs, and take constructive feedback regarding mentoring activities

Desirable Qualities

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences

Benefits

- Personal fulfillment through contribution to community and individual
- Satisfaction in helping someone mature, progress, and achieve goals
- Orientation session
- Personal ongoing support, supervision to help the match succeed
- Participant in recognition events

Application and Screening Process

- Written application
- Personal interview
- Attend orientation session

For more information contact:

Fred Krug

Planner

Workforce Development Council of Seattle-King County

(206) 448-0474 ext. 3030

fkrug@seakingwdc.org

The Opportunity Partnership pilot program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

Opportunity Partnership Mentoring Program

Mentor Orientation

August 7th, 2008 at Children's Hospital

Noon-1 pm

Agenda

I. Welcome

II. Who I am?

Introductions and Icebreaker

Have people pair up, introduce themselves, ask people to use who I am to frame conversation.

Have people introduce partner. Ask how this might be similar to starting a new relationship.

- What did you do to make them feel more comfortable?
- Did your partner do anything/say anything that helped open up the conversation?
- How did it feel to reveal things to a stranger?
- What would you do differently if they did this exercise again?

III. What's a Mentor?

Roles of a Mentor

- Hand-out cards, have people id one person who was kind of a mentor to them.
- Think about why that person was important to them
- Recall qualities, that made them so valued, write down 2-3 on card
- Make list (big white paper), check the one's said more than once

Handout mentor description

IV. Why are we here?

Program Overview

Review program background sheet. Ask students to share a little about their hopes, their challenges,

V. How do I get started?

Applications/Next Steps

Hand out applications. Walk through process.

- Complete application
- Call from Lee to discuss further, contact reference
- Possible matches based on job, interests, availability
- Initial conversation via e-mail. Sharing like we did at beginning.
- If match, work with Lee to develop an outline of a plan for the next 6 months.

VI. What did I think?

Quick Evaluation

PHOTO RELEASE FORM

The Workforce Development Council of Seattle-King County, or various other media may choose to take pictures or videotape participants in Opportunity Mentors activities. These images may be used for Workforce Development Council of Seattle-King County displays, brochures, newsletters, archives, news releases, publicity and Web sites.

I hereby grant permission to The Workforce Development Council of Seattle-King County to take and reproduce photographs and videotapes for publication, including publication by news sources and other sources for all educational, trade, advertising and other purposes as determined by The Workforce Development Council of Seattle-King County.

Print Name	Signature	Date
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Address: _____

City, State, ZIP Code: _____

QUALITIES OF SUCCESSFUL MENTORS

- **Personal commitment to be involved with another person for an extended time — generally, one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference.
- **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their mentees and the privilege of being advisors to them.
- **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
- **Ability to empathize with another person's struggles.** Effective mentors can feel *with* people without feeling pity *for* them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.
- **Ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their mentees with optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.
- **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees, and even to be changed by their relationship.

TIPS FOR BUILDING A MENTORING RELATIONSHIP

1. **Be there.**

When you show up for every meeting with your mentee and strive to make things work out you send your mentee a strong message that you care and that he or she is worth caring about.

2. **Be a role model.**

The best that you can do is to lead by example. By becoming a mentor, you've already modeled the most important thing a human being can do: caring about another. Here are some other ways you can be a positive role model for your mentee:

- Keep your word: Call when you say you will. Do what you say you will. Be there when you say you will;
- Return phone calls and e-mails promptly;
- Have a positive outlook;
- If your program has group sessions, participate fully;
- If you enter a competitive activity with your mentee, keep it in perspective and by all means do not cheat (or even fudge a little) to help your mentee win, get a better place in line at an event, etc.; and
- Let your mentee see you going out of your way to help others.

3. **Help your mentee have a say in your activities.**

Some mentees will have a lot of suggestions about what you can do together, but most will need a little guidance on your part. If your mentee doesn't have any preferences, start by giving them a range of choices. "Here are some things we can do. Which ones sound good to you?"

4. **Be ready to help out.**

When your mentee lets you know that he or she is struggling with a problem, you can help out by following these tips:

- Be there for your mentee and make it clear that you want to help;
- Be a friend, not an all-knowing authority: Don't fix a problem. Ask questions and help your mentee figure out how to come up with answers;
- Model ways to solve problems. You can also be a role model by describing how you overcame a similar problem in your life. Metaphor is a great teacher;
- Give your mentee a say: Once he or she comes up with a solution, don't try to come up with a better one, but help explore all the possibilities and offer support; and
- Be ready to help out by checking back and seeing how things worked out.

HELPFUL COMMUNICATION SKILLS

The following four communication skills are very helpful for mentors to develop and practice. These skills are particularly useful when your goal is to open up communication with a young person. They are also useful skills that you can help your mentee develop:

Active Listening

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel.

Active listening is *not* nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging or ridiculing.

Skills to Use:

- Eye contact;
- Body language: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures; and
- Verbal cues such as “um-hmmm,” “sure,” “ah” and “yes.”

Results of Active Listening:

- Encourages honesty — helps people free themselves of troublesome feelings by expressing them openly;
- Reduces fear — helps people become less afraid of negative feelings;
- Builds respect and affection;
- Increases acceptance — promotes a feeling of understanding; and

When you actively listen, you cooperate in solving the problem — and in preventing future problems.

“I” Messages

These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else’s behavior. Because “I” messages don’t accuse, point fingers at the other person or place blame, they avoid judgments and help keep communication open. At the same time, “I” messages continue to advance the situation to a problem-solving stage.

For example: “I was really sad when you didn’t show up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it.”

Avoid: “You didn’t show up, and I waited for an hour. You could have at least called me and let me know that you wouldn’t be there. You are irresponsible.”

Take care that the following actions and behaviors are congruent with an honest, open heart:

- Body language: slouching, turning away, pointing a finger;
- Timing: speaking too fast or too slow;
- Facial expression: smiling, squirming, raising eyebrows, gritting teeth;
- Tone of voice: shouting, whispering, sneering, whining; and
- Choice of words: biting, accusative, pretentious, emotionally laden.

Results:

“I” messages present only one perspective. Allowing the other person to actually have a point of view and hearing it doesn’t mean that he or she is right. “I” messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem-solving stage.

Paraphrasing

Paraphrasing focuses on listening first and then reflecting the two parts of the speaker’s message — *fact* and *feeling* — back to the speaker. Often, the fact is clearly stated, but a good listener is “listening between the lines” for the “feeling” part of the communication. Using this skill is a way to check out what you heard for accuracy — did you interpret what your mentee said correctly? This is particularly helpful with youth, as youth culture/language change constantly. Often words that meant one thing when mentors were young could have an entirely different meaning for youth today.

Examples for *fact*:

- “So you’re saying that . . .”
- “You believe that . . .”
- “The problem is . . .”

Examples for *feeling*:

- “You feel that . . .”
- “Your reaction is . . .”
- “And that made you feel . . .”

Paraphrases are not an opportunity to respond by evaluating, sympathizing, giving an opinion, offering advice, analyzing or questioning.

Results:

Using active listening skills will enable you to gather the information and then be able to simply report back what you heard in the message — the facts and the attitudes/feelings that were expressed. Doing so lets the other person know that you hear, understand and care about his or her thoughts and feelings.

Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. Youth, teenagers especially, tend to answer questions with as few words as possible. To maintain an active dialogue without interrogating, try to ask a few questions that cannot be answered with a “yes,” “no,” “I don’t know,” or a grunt.

Examples:

- “How do you see this situation?”
- “What are your reasons for . . . ?”
- “Can you give me an example?”
- “How does this affect you?”
- “How did you decide that?”
- “What would you like to do about it?”
- “What part did you play?”

Note: Using the question “Why did you do that?” may sometimes yield a defensive response rather than a clarifying response.

Results:

Because open-ended questions require a bit more time to answer than close-ended questions (questions that can be answered by “yes,” “no,” or a brief phrase), they give the person a chance to explain. Open-ended questions yield significant information that can in turn be used to problem solve.

EXPLORING AND VALUING DIVERSITY

Stereotyping

This unit addresses one of the most critical training needs that has surfaced in surveys of mentors and volunteer coordinators: the need to help mentors deal with diversity. Some mentors talked about “culture shock” in reference to their initial apprehension and lack of familiarity with, and/or understanding of, the world from which their mentees came. When you think about it, it is normal and natural to feel a certain amount of apprehension about meeting someone for the first time, especially if it’s expected that you will become a trusted friend. Add to that a significant difference in age, in socioeconomic status and/or in racial and ethnic background and it is easy to understand why this is such a critical issue for mentors.

Toward a broad definition of cultural diversity

Many mentor programs prefer to match mentees with mentors who come from similar backgrounds in terms of race, socioeconomic status, etc. Often this is not possible, and mentors are matched with young people who may look and act very differently than they do and whose backgrounds and lifestyles may be dissimilar to their own.

Culture, in this sense, is more than race or ethnicity. It encompasses values, lifestyle and social norms and includes issues such as different communication styles, mannerisms, ways of dressing, family structure, traditions, time orientation and response to authority. These differences may be associated with age, religion, ethnicity and socioeconomic background. A lack of understanding and appreciation of cultural diversity can result in mentors becoming judgmental, which may prevent the development of a trusting relationship.

What can you do?

As in many other situations, knowledge is the key to understanding. Below are descriptions and examples of different diversity issues. Each has the potential to cause misunderstandings between a mentor and a mentee. However, cultural understanding is not something you can learn exclusively from a textbook. Talk to your mentee about his or her background and ancestry, about what life is like at school or home or with his or her friends. Find out the reasons for what he or she does. Your program director, other mentors, friends and coworkers may also have insights into cultural differences.

As you begin to learn and understand more about your mentee, you will be less likely to make negative value judgments. We hope that these examples will help you become more knowledgeable about and encourage you to explore your mentee’s cultural background.

Ethnic Diversity

If your mentee comes from a different ethnic background, learn about the values and traditions of that culture. Such things as the role of authority and family, communication styles, perspectives on time, ways of dealing with conflict and marriage traditions vary significantly among ethnic groups.

For example, people from Scandinavian and Asian cultures typically are not comfortable dealing directly with conflict. Their approach to problems or disagreements is often more subtle

and indirect. Consequently, a mentee from one of these cultures may find it difficult to discuss a problem with candor. Similarly, many Asian and Hispanic families emphasize respecting and obeying adults. For them, disagreeing with an adult, particularly a family member – or in this case a mentor – is forbidden. Conversely, the role and style of communication of some African Americans is much more direct and assertive.

Many Asian cultures have unique courtship and marriage traditions. For example, a Hmong girl typically marries before age 18 and most often is expected to marry a Hmong man of her parents' choosing. She may have no choice about whom she marries.

Ethnic groups can also vary in terms of their beliefs about and orientations toward time. For instance, some Native Americans may follow an inner clock, which they believe to be more natural, rather than adhering to a predetermined agenda or timetable.

Families that have recently arrived in this country often develop distinct reaction patterns. Children of recent immigrants typically react negatively to their parents' insistence that they follow the "old ways." These children are often ashamed of their culture and their traditions. They may even be ashamed of their parents. Mentors can help their mentees celebrate the uniqueness of their culture by showing curiosity and interest in the history and traditions of their mentees' cultures.

Obviously, these are gross stereotypes. They are used here only to demonstrate the range of diversity among different ethnic groups. It is your task as a mentor to learn about ethnic diversity from your mentee, from your observations and from discussions with program staff so that you can better understand the context of your mentee's attitudes and behavior.

Socioeconomic Diversity

Often, mentors come from different socioeconomic backgrounds than their mentees. While one may have grown up on a farm, the other may never have been outside of the city. One may own a house, while the other may not know anyone personally who owns a new car, let alone a house. A mentee's family may move frequently, perhaps every few months, and may not have a telephone. A mentee may have to share a very small apartment with many people. A mentor must learn that many things s/he may have taken for granted are not necessarily common to all. These types of cultural differences are common between mentor and mentee and require time and understanding for an appreciation of their significance. Remember, however, that poverty is color-blind, i.e., many white people are poor, many people of color are not and dysfunction can occur regardless of income, geographic location or level of education. Try not to make assumptions.

It is important to realize that there are psychological effects of chronic poverty. Some mentees may develop a short-term "culture of survival" attitude. A mentor may comment that her mentee, who comes from a very poor family, spends large sums of money on things she considers frivolous (the example she gives is \$100 jeans). Poverty often prevents people from believing that their future holds any promise of getting better. Saving money and investing in the future is a luxury they don't believe they have. Buying a pair of \$100 jeans when you don't have enough food to eat may very well be a function of the "take what you can get while you can get it"

perspective of chronic poverty.

Youth Culture

Many of the characteristics of adolescence are normal, common, developmental traits and consequently don't vary significantly from one generation to the next. For instance, while many adults believe that, in general, teenagers are exceedingly more rebellious than they themselves were as young people, rebellion is a common (and perhaps necessary) ingredient in an adolescent's transition into adulthood. Most of us, as teenagers, dressed very differently—perhaps even outrageously—by our parents' and grandparents' standards. We did things our parents didn't do, spoke differently, etc.

Take the time to remember what it was like to be your mentee's age. If you think about the following questions, you'll find that much of what you went through at that age, your mentee is also going through:

For example, when you were in ____ grade:

- What was a typical day like?
- What was really important to you at that time?
- What was your father/mother like? Did you get along? Were you close?
- Think of your friends. Were friendships always easy or were they sometimes hard?
- In general, did you feel as though adults typically understood you well?

However, it is also important to remember that some things, particularly sociological trends, do change dramatically and result in very different experiences from one generation to the next. There is significantly more alcohol and drug abuse today than there was when you were growing up (although, to be sure, alcohol and drug abuse have always existed); sexually transmitted diseases are more common and more dangerous; crime and violence have drastically increased throughout the country, particularly in urban areas; single-parent families have become more common and greater demands are being placed on all families.

For example, one mentor had a conversation with his mentee about school dances, which, for the mentor, were filled with fond memories of discovering dating and dancing. For the mentee, on the other hand, school dances were dangerous, since gunfire was a common occurrence.

Obviously, it is important to be aware of these generational changes in lifestyle and children's coping responses to their life circumstances.

Remember. . .

The following are some suggestions that may help you successfully handle diversity:

- Keep in mind that **you are the adult**—you are the experienced one. Imagine, for a moment, what your mentee might be thinking and feeling. In general, young people of all ages, but particularly teens, believe they are not respected by adults and worry about whether a mentor will like them or think they're stupid. They are coming to you for help and may already feel insecure and embarrassed about the problems in their lives. Thus, it is your responsibility to take the initiative and make the mentee feel more comfortable in the relationship.
- It's also important to remember to **be yourself**. Sometimes, with the best of intentions, we try to "relate" to young people, use their slang and be like "one of the gang." Mentees can see through this facade and may find it difficult to trust people who are not true to themselves.
- Furthermore, *you may learn a lot* about another culture, lifestyle or age group, but you will **never be from that group**. Don't over identify with your mentee; s/he realizes you will never know exactly what s/he is feeling or experiencing. A mentee may actually feel invalidated by your insistence that you know where s/he is coming from. There is a big difference between the statements, "I know exactly what you're feeling" and "I think I have a sense of what you're going through." It is helpful to paraphrase what you think your mentee has said or is feeling and to give examples of similar situations that you have experienced.
- If something about your mentee is bothering you, first determine whether the behavior is simply troubling to you because you would do it differently or it is truly an indication of a more seriously troubled youth.

If, in fact, you feel that a troublesome situation is harmful to your mentee or others, you have an obligation to discuss this with your program coordinator. The coordinator will know when and where to refer the young person for professional help. For example, if it is a serious problem — your mentee's abuse of alcohol and/or drugs, for instance — the program coordinator may refer the mentee to an adolescent drug abuse program. It's important to know what you should and should not do or say to your mentee. You are not expected to solve the problem or to be a therapist, but there may be situations where you can help. For instance, your program coordinator might suggest that you actively support your mentee's attendance and participation in support groups, or s/he might suggest that you talk with your mentee about similar situations that you have either experienced or heard about and the ways in which these problems were successfully overcome. Get suggestions from your program coordinator about ways in which you can be helpful and supportive.

Some behavior is not necessarily indicative of a serious problem but can nonetheless be troublesome. For example, being chronically late for appointments, adopting certain styles of dress or excessive swearing may have negative consequences. While your mentee has the right to make decisions about dress, speech and other behavior, you can help by letting him or her know:

- How the behavior makes you feel;
- What judgments others may make about the mentee as a result of the behavior; and
- The reactions and consequences s/he might expect from others.

EXAMPLE: Let's say your mentee usually wears torn jeans and a leather jacket with signs and symbols on the back and is quite proud of his or her unusual hairstyle. Although these outward differences made you uncomfortable at first, you (being the great mentor that you are!) have gotten beyond these "troubling" aspects and realized that, in this case, "different" does not mean "bad."

Now your mentee is looking for a job. Initially, you had decided to say nothing about the importance of appearances during job interviews, but your mentee is having trouble getting a job. You might ask him or her something like:

- Why do you think you didn't get the job?
- What do you think was the interviewer's first impression of you? What do you think gave him or her that impression?
- Do you think the impression you gave is one that is helpful in getting a job? What can you do about this?
- If you were 30 years old and owned a business, would you be hesitant to hire someone who looked and dressed in a way that was completely foreign to you?

You might also discuss ways in which your mentee could keep his or her individuality and identity (both very important needs in adolescence) yet make a more favorable impression. A typical response from a young person might be to refer to the "hypocrisy" and "material values" of the adult culture. Don't mislead or misrepresent the truth — the fact is, like it or not, there are standards and norms in certain situations with which one is expected to comply.

Cultural Reciprocity

An important but often forgotten aspect of cultural diversity is the mutuality of the mentoring relationship, which is what we call cultural reciprocity. This phrase refers to the fact that mentors and mentees alike can benefit from their increased understanding of others who may at first seem unfamiliar. For the mentor, a greater breadth and depth of understanding of others can facilitate better relationships at work, at home and in other social situations. As your mentee begins to trust and know you, s/he will begin to learn about life outside a limited circle of peers and discover new opportunities and ways of doing things: you can be a model for your mentee. The more options we have, the better off we'll be.

Remember: Our lives are enriched by diversity!

Add any additional comments/thoughts here

Understanding that this student will be required to establish regular meetings with a mentor, attend workshops and activities as their schedule permits, and be open to networking opportunities, I recommend this student for the Opportunity Partnership Pilot Program.

Your Signature: _____ **Date:** _____

Thank you for completing the *Opportunity Partnership Project* Student Application form! The student will be notified of their status by March 21, 2008. If selected, they are expected to attend the **Mentee Orientation in April** where they will receive more information about your participation in the *Opportunity Partnership Project*.

MENTOR GUIDELINES AND CODE OF CONDUCT

CONGRATULATIONS! As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in building the next generation of healthcare workers. You recognize the magnitude of the responsibility that you accepted in choosing to work with students and agree to interact appropriately with your mentee according to the highest ethical standards at all times.

Be yourself! Please read the following guidelines carefully.

Your Role as a Mentor:

- At the initial stages of the match, your mentee may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of his/her insecurity about the relationship. The mentee's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend. *Be patient!*
- Remember that the mentor-mentee relationship has an initial phase. During this phase the mentee is more interested in getting to know how "real" you are and how much he/she can trust you. Establish how you can reach your mentee: by phone, e-mail, or fax, or at a designated meeting location. Experience proves that calling or e-mailing your mentee at school is usually the best way to make contact. Establish a time and phone number where you can usually answer calls or make contact. Mentees need encouragement to leave messages on your voicemail to confirm meetings as well as to cancel them.
- Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never "should of" your mentee.
- Respect the uniqueness and honor the integrity of your mentee and influence him/her through constructive feedback. The mentor empowers the mentee to make right decisions without actually deciding for the mentee. Identify the mentee's interests and take them seriously. Be alert for opportunities and teaching moments. Explore positive and negative consequences.
- Set realistic expectations and goals for your mentee and make achievement for them fun. Remember there is a big difference between *encouraging* and *demanding*. Encourage your mentee to complete his/her secondary education and pursue higher learning or vocational goals; provide access to varying points of view. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow. Don't get discouraged if the mentee isn't turning his/her life around or making great improvements. Mentors have a great deal of impact; it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings and expressing appreciation.

Courtesy of California Governor's Mentoring Partnership.

- As a friend you can share and advise, but know your limitations. Problems that your mentee may share with you regarding substance abuse, molestation and physical abuse are best

handled by professionals. If you have any concerns, *contact the mentor coordinator immediately.*

- Be supportive of the parent, even when you may disagree. Don't take sides or make judgments concerning any family conflict or situation. Leave the parenting to the parent.

Discipline:

There may be instances when your mentee's behavior is unacceptable. Again, remember the parent is responsible for the child's discipline. The following guidelines are to be used if the parent is not around to assume the responsibility for the child's behavior. Don't forget to inform the parent about the steps you took and why you took them.

- Never physically discipline.
- Never use abusive language.
- Don't use ultimatums.
- Most children will listen and respond to reason. Explain to your mentee why you find his/her behavior unacceptable.
- Don't give your mentee the silent treatment to solve the problem. Discuss your concerns.
- On very rare occasions, your child may need to be taken back home because of unacceptable behavior. Before taking this action, tell him/her what you are doing and why you made the decision. Taking your mentee back home because of his/her behavior doesn't necessarily mean the match (relationship) has ended. Before you leave make sure the child understands he/she will see you again and that you are not using his/her behavior as a pretext to abandon the relationship.

Health and Safety:

Protect the health and safety of your mentee and seek advice from school faculty or program staff whenever in doubt about the appropriateness of an event or activity and inform school or program staff of any persons, situations or activities that could affect the health and safety of the child.

- Do not use alcohol, tobacco or drugs when with your mentee.
- Do not have firearms or weapons present while with your mentee.
- Always wear seat belts while in the car.
- Have adequate personal liability and automobile insurance coverage.
- Ensure your mentee has all the necessary protective items and is well supervised on outings.

Courtesy of California Governor's Mentoring Partnership.

- Do not leave your mentee alone or with strangers.

- If you have become aware that your mentee's safety or the safety of another is in jeopardy through disclosure (e.g., child abuse, sexual abuse), report your concern to the mentor coordinator or teacher immediately. Let your mentee know that you are required to do so. This requirement should always be discussed at the beginning of the relationship to inform the mentee of your obligation to report safety concerns.

Activities and Money:

- Taking the first step in planning activities is primarily your responsibility; however, ask your mentee to help make decisions or have him/her plan an activity.
- The mentor-mentee match is a one-on-one relationship that takes time to build. Try to avoid bringing someone else when you are with your mentee. However, you may include others (e.g., spouse, friends, other mentees/mentors and relatives) from time to time.
- Whereas this program is mainly to assist your mentee with career exploration, tutoring, and self-esteem, there may be activities that you want to attend that cost money. Consult with your mentee about cost and find out how he/she will pay. You can assist him/her in paying his/her share, but we encourage you to discuss costs of activities with the parents.
- Entertainment is not the focal point of your relationship. Do not spend an exorbitant amount of money for activities, birthday presents, and so on.
- Always call your mentee before your scheduled meeting or appointment to remind him/her. Be sure you have parental approval for activities that take place away from school premises.
- Return your mentee home at the agreed-upon time. If you are unable to or there is a change in plans, always call the parent to let him/her know.

Program Rules:

- No overnight stays.
- Discussions between you and your mentee are considered confidential. Be careful about sensitive personal issues. The mentee's personal or family life may be difficult to discuss, particularly early in the relationship. Your mentee may be ashamed of poor school performance, family culture and religion, financial problems and so on. It is important not to measure the success of the relationship by the extent of the mentee's disclosure.
- If you have a concern you feel is beyond your ability to handle, call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.

Your Measure of Success:

- Your success is measured by many milestones.

Your mentee may realize for the first time that he/she . . .	Good indications:
✓ has potential	✓ setting goals ✓ developing new skills ✓ aware of time management
✓ is confident and self-assured	✓ increased cooperation with parents, teachers and peers ✓ behavioral changes
✓ values education and the learning process	✓ increase in school attendance ✓ improved grades ✓ respect for teachers
✓ is a capable young person	✓ a willingness to help others ✓ ability to see the future ✓ ability to plan for college

- Your mentee will reward you through notes, e-mails or simply conversation. He/she may tell you how “great” you are, how you might have helped him/her with a specific problem and so much more. It may be big or small. Whatever the compliment, know that what you are doing has had a significant impact on the future of this child.
- You will work with your mentee to establish mutual respect, friendship, motivation and measurable goals. Please don’t hesitate to ask questions if you find any part of the guidelines unclear or confusing. The mentor coordinator is available to assist you in any way possible.

Your commitment and dedication to your mentee may be the most profound opportunity that you experience. The quality of the relationship you build directly influences the life and future of the child. Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your mentee.

Mentoring is not a panacea for all the problems/decisions facing your mentee and his/her family. The essence of mentoring is the sustained human relationship: a one-on-one relationship that shows a child that he/she is valued as a person and is important to society.

YOU ARE A:

POSITIVE ROLE MODEL
FRIEND
COACH
ADVISOR
SELF-ESTEEM BUILDER
CAREER COUNSELOR
ADVOCATE

MENTOR AGREEMENT

As a volunteer mentor in the *Opportunity Partnership* Mentoring Program, I agree to

- Make a one-year commitment to mentoring;
- Attend a training session;
- Be on time for scheduled meetings;
- Notify the program coordinator if I am unable to keep my mentoring meetings;
- Engage in the relationship with an open mind;
- Accept assistance from program support staff;
- Ask program support staff when I need assistance, do not understand something or am having difficulty with my mentoring relationship;
- Notify the program coordinator of any changes in my employment, address and telephone number;
- Notify the program coordinator of any significant change in my mentee; and

Signature

Date

Courtesy of The Connecticut Mentoring Partnership, *Business Guide to Youth Mentoring*, and South Windsor Mentoring Program.

Opportunity Partnership Pilot Project Mentors for Healthcare Students

Student Application Form

Please complete this form and submit it along with a copy of your student ID card and an unofficial transcript to _____ (Email: Fred Krug fkrug@seakingwdc.org, fax (206) 448-0484, or mail to: WDC 2003 Western Ave Suite 250 Seattle, WA 98121. Student Application forms are due _____). A Nomination Form completed by one faculty or staff member must be submitted with this application.

Your Name (First and Last): _____

Student ID #: _____

Mailing Address (Street, City, Zip Code): _____

E-Mail Address: _____

Phone: () _____

Educational Background Information

Are you currently receiving Opportunity Grant Funding? _____

What degree/certificate are you currently working to achieve _____

How many college credits have you completed? _____

What is your cumulative college GPA? _____

What is your projected completion date _____

Personal Background Information

Ethnicity: _____

Age: _____

Gender: _____

Birth Date: ____ / ____ / ____

What languages do you speak? _____

TO BE COMPLETED BY STUDENT

Please rate yourself on the following qualities:	Outstanding	Good	Okay	Below Average	I Need Serious Help
Study skills					
Plotting my own career path					
Time management					
Communication skills					
Taking care of my personal needs					
Working with others					
Motivation					
Leadership					

STAGES OF A MENTORING RELATIONSHIP

Stage 1: Developing Rapport and Building Trust

The “getting to know you” phase is the most critical stage of the relationship. Things to expect and work on during Stage 1 include:

- **Predictability and consistency**
During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, it’s important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, consistency is necessary, even if the young person is not as consistent as you are.
- **Establish confidentiality**
During the first stage of the relationship, it’s important to establish confidentiality with your mentee. This helps develop trust.
- **Goal setting (transitions into Stage 2)**
It’s helpful during Stage 1 to take the time to set at least one achievable goal together for the relationship. What do the two of you want to get out of this relationship? It’s also good to help your mentee set personal goals.

Stage 2: The Middle—Reaching Goals

Once trust has been established, the relationship moves into Stage 2. During this stage, the mentor and mentee can begin to start working toward the goals they set during the first stage of the relationship. Things to expect during Stage 2 include:

- **Closeness**
Generally, during the second stage the mentor and mentee can sense a genuine closeness in the relationship.
- **The relationship may be rocky or smooth**
All relationships have their ups and downs. Once the relationship has reached the second stage, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens.
- **Rely on staff support**

Stage 3: Closure

If the rough period continues or if a mentor feels that the pair has not reached the second stage, he or she shouldn't hesitate to seek support from the mentoring program coordinator. Sometimes two people, no matter how they look on paper, just don't "click." Some mentor/mentee pairs don't need to worry about this stage until farther down the road. However, at some point all relationships will come to an end—whether it's because the program is over, the mentor is moving or for some other reason. When this happens, it's critical that the closure stage not be overlooked.

- **Address appropriate situations for staying in touch**

Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their mentees once the program has come to an end. If mentors and mentees are *mutually* interested in continuing to meet, please keep the program informed of any on-going contact you plan on having with your mentee.

MENTORS WANT TO KNOW

Logistics:

- How is a match made?
- What things are considered?
- How much time/how often do I spend with my mentee?
- Will there be training so I know what activities I can do with them?
- What if the match doesn't seem to go well?

The Mentees:

- What are the mentees like?
- What challenges do they face?
- What are their backgrounds?
- Why are they in this program?

The Relationship:

- What roles will I play?
- Am I doing or saying the right things?
- Why am I not feeling satisfied with my work with this mentee?
- What do I do if I'm going on vacation?
- Can I give my mentee money or a gift?
- How do I answer questions about sensitive issues?
- What should we talk about?

WHAT MAKES A GOOD MENTOR?

Many people feel that being a mentor requires special skills, but mentors are simply people who have the qualities of good role models.

Mentors listen.	They maintain eye contact and give mentees their full attention.
Mentors guide.	Mentors are there to help their mentees find life direction, never to push them.
Mentors are practical.	They give insights about keeping on task and setting goals and priorities.
Mentors educate.	Mentors educate about life and their own careers.
Mentors provide insight.	Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions.
Mentors are accessible.	Mentors are available as a resource and a sounding board.
Mentors criticize constructively.	When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.
Mentors are supportive.	No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.
Mentors are specific.	Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.
Mentors care.	Mentors care about their mentees' progress in school and career planning, as well as their personal development.
Mentors succeed.	Mentors not only are successful themselves, but they also foster success in others.
Mentors are admirable.	Mentors are usually well respected in their organizations and in the community.

My Opportunity Partnership Pilot Project Individual Development Plan (IDP)

The Opportunity Partnership program is intended to give Opportunity Grant students the benefit of a supportive mentor working in the field they hope to enter, direct workplace experience through job shadowing or internship, and a strong relationship to a local employer who is likely to hire them upon completion of their training. The Opportunity Partnership Program Pilot provides industry mentors participating in the Opportunity Grant Program with the goals of enhancing student retention, completion and transition to work.

What is an IDP?

- A written plan that outlines what career and learning goals you want to accomplish and what steps you can take to meet those goals
- A tool you can use to identify, organize, and plan your time with your mentor
- A tool for creating a personalized plan that best reflects your aspirations

Why have an IDP?

- To focus your learning and maximize the time that you have with your mentor
- To use as a communication, development, and/or planning tool
- To serve as your action plan for skills building, professional development, and time management

INSTRUCTIONS

Ask yourself

- What areas of the field and/or hospital do I want to learn about?
- What do I want to know about career options and or alternatives?
- What do I want to know about balancing career and work?

Ask your mentor

- What activities can we arrange to support my learning goals?
- Are their people I should meet and could you help me arrange this?
- What additional things should I be considering as I pursue this career path?

Filling out the form

1. Write out goals to be accomplished in 3-months, 6-months, and 9-months
2. Identify what you specifically want to learn (Expectations or Objectives)
3. Identify what you and your mentor need to do to achieve the goal (Activities/Tasks)
4. What resources you need
5. Establish dates the tasks will be completed

MY INDIVIDUAL DEVELOPMENT PLAN

NAME:

DATE:

SCHOOL:

CURRENT PROGRAM:

	In three-months	In six-months	In nine-months
My goals—Section 1 <i>What are my goals that I want to accomplish in this time period?</i>	<ul style="list-style-type: none"> • • • • 		
Expectations—Section 2 <i>At the end of the time period, I will know...</i>	<ul style="list-style-type: none"> • • • • 		
Activities—Section 3 Will do these things to meet expectations/goals			
Resources—Section 4 I/we need these things to achieve to goals			

Goal 1: (insert from section 1)

Action Plan		
The actions you take to reach your goals should be clear so you and/or your mentor know exactly what to do. Identify who will do what to reach to goals—yourself, staff, others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?

Goal 2: (insert from section 1)

Action Plan		
The actions you take to reach your goals should be clear so you and/or your mentor know exactly what to do. Identify who will do what to reach to goals—yourself, staff, others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?

Mentee Signature _____

Date:

Mentor Signature _____

Date:

Case Manager _____

Date:



Mentor team
Shadi and Anna

Health Care Opportunity Mentors

More than 40 students in health-care programs at local community and technical colleges have been connected with a mentor already working in the field, thanks to a new WDC program. Opportunity Mentors link low-income students receiving state Opportunity Grants with mentors who can support and coach them in both their studies and job searches. Mentors—including nurses and others in health fields—make a one-year commitment of four hours a month to help students complete their schooling and minimize the time it takes them to transition to employment.

The project is part of the Opportunity Partnership funded by the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

“We spent several hours getting to know each other in person, then e-mail follow-up. We just clicked!”

“I see myself as a coach. I wish I had someone who was there to guide me when I was figuring out school and my career.”

Anna Withee

Otolaryngology nurse, Group Health Cooperative

“I became interested in nursing because of the great kindness and support that the nurses provided my family when one of my family members was in the hospital.”

“I just knew I wanted to be a nurse, though no one in my family was.”

“It has been great to have a personal relationship and guide. With English being my second language, the one-on-one relationship is really helpful. I know there are study groups, but they are challenging for me as I read one page in 15 minutes, when it takes others two minutes.”

“Anna gives me guidance and direction to accessing the information I need but don’t know where to ask.”

“I had been applying for CNA jobs before, but was turned down every time. Anna coached me on the interview and helped me see the importance of the work experience. I got the next job I applied for.”

Shadi Zadehtalebian

Nursing student, Lake Washington Technical College



Mentor Anna and Shadi said they "just clicked."

Program Details

The Opportunity Mentors Program is a new mentorship program for students studying to work in health care.

The program links students with mentors and is designed to improve your chances of landing the job you want once you complete your coursework

The Opportunity Mentors Program is part of the Opportunity Partnership Pilot program and is administered by the Workforce Development Council of Seattle-King County. This program is funded through a grant of the Work Force Training and Education Coordinating Board and the State Board of Community and Technical Colleges.

"I see myself as a coach....I wish I had someone who was there to guide me when I was figuring out school and my career."

- Anna, mentor to Shadi

What are the benefits of being mentored?

- A relationship with a mentor who works in your field of study
- The opportunity to meet with other medical professionals
- Support and guidance as you work to identify career paths and jobs
- Relationships that may help you secure interviews when jobs become available near the end of your coursework

You're eligible to participate if....

- You are currently receiving Opportunity Grant funds to support your education; and,
- You are working towards a certificate/degree in a Nursing or Allied Health program

If you have questions regarding eligibility, just ask the Opportunity Grant Coordinator on your campus.

Still interested?

Every month, we receive new applications from local health care professionals. We will work to find a match that is right for you. Pick up an application from your school's Opportunity Grant Coordinator today!

More questions?

Call Fred Krug at the Workforce Development Council of Seattle-King County
(206) 448-0474 ext. 3030



Opportunity Mentors

Guiding the way to health care careers through mentorship

This Opportunity Partnership Pilot project is supported by the Workforce Training and Education Coordinating Board and the State Board for Technical and Community Colleges



*Workforce Development Council
of Seattle-King County*

Workforce Development Council of
Seattle-King County
2003 Western Ave. Suite 250
Seattle, WA 98121

(206) 448-0474

www.seakingwdc.org



**HEALTH
WORK FORCE
INSTITUTE**

Affiliated with the Washington State Hospital Association

Are you currently working towards a career in health care?

Would you like to spend some time with a health care professional in your field of study?

Would you like to gain some first-hand experience in a local hospital?

If you answered YES to all three questions, you should consider applying to be mentored by Opportunity Mentors.