

Mentor Name: _____

Program: _____



Knowledge of Mentoring

Please circle the best answer.

1. Why is observation an important part of a mentor's role?
 - a. Mentors need to document mentee's actions.
 - b. Mentees will not participate as actively if no one is watching.
 - c. Mentors are responsible for mentees' success.
 - d. Observation can help identify where mentees need improvement.

2. Why is constructive feedback a necessary part of mentoring?
 - a. It prevents problem behaviors.
 - b. It helps mentees learn.
 - c. It lets mentees know when they are not on task.
 - d. It lets mentees know that Mentors are in charge.

3. What should you do when giving feedback?
 - a. Pay attention to your own body language.
 - b. Be stern so that mentee will listen to the feedback.
 - c. Let mentee know how they compare to other people
 - d. Save your comments for the end of the session.

4. What does a good goal look like?
 - a. It could apply to any mentee.
 - b. It is easy to meet.
 - c. It can never be reached.
 - d. It is specific to the mentee.

5. When are goals most helpful?
 - a. When they reflect only what the Mentors want the mentees to work on.
 - b. When they have unlimited timeframes.
 - c. When they have measurable outcomes.
 - d. When they require little to no support or resources.

6. How should plans be developed for helping mentees reach their goals?
 - a. A general physical activity plan should be followed for all mentees
 - b. Mentees should develop their own plans for their goals by themselves.
 - c. The plans should be developed together by the mentees and mentors.
 - d. The plans should be developed by Mentors and then explained to the mentees.

7. In communicating with the mentee, it is important to always
 - a. repeat yourself several times
 - b. be thinking ahead to what is next
 - c. concentrate on verbal interaction
 - d. maintain eye contact

8. If the mentee does not follow through with completing a part of a physical activity after you explain it verbally,
 - a. provide hand over hand instruction
 - b. model it for him or her
 - c. give the person a physical assist
 - d. try a different activity



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Mentoring Behaviors

We would like to know the extent to which you agree that you perform the following set of mentoring behaviors.

Please tell us whether you agree or disagree with the following statements. Your ratings should range from **1** (showing that you *strongly disagree* with the statement) to **5** (showing that you *strongly agree* with the statement). If you have not had an opportunity to participate as a mentor, please respond “Not Applicable” (NA).

Mentoring Behaviors	NA	SD	D	M	A	SA
1. I include the mentee when trying to solve problems that come up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I pay attention to what the mentee is doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I notice if the mentee improves, even if it is small.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I talk with the mentee often about his or her interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I talk with the mentee often about his or her concerns or questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I listen to what the mentee has to say about progress toward goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I tell the mentee when they do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I tell the mentee how they could improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I use specific examples to give the mentee advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I tend to jump to conclusions when the mentee does something wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I try to help the mentee improve his or her skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I feel comfortable with a person who has a disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I encourage the mentee to ask me for advice about physical activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I ask the mentee for ideas about physical activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I talk with the mentee about his or her nutrition goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I help the mentee set goals for improving his or her skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I help the mentee understand exactly how to do certain activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I get the mentee to try his or her hardest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I sometimes find myself asking the mentee to do things that are not possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I set a good example for how the mentee should act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>