

Measuring Multiple Mentoring Processes: The Mentoring Process Scale

- The Mentoring Processes Scale (MPS) captures five distinct processes identified as common in mentoring relationships from both the mentor and mentee perspectives.
- The mentor measure examines five dimensions separately, while the mentee measure assesses the relationship as a single dimension.

KEY PROCESSES IN MENTORING

Role Modeling (RMI)

Activities that provide opportunity for mentee to experience mentor as figure of identification or admiration

Advocacy (ADV)

Activities by which mentor supports mentee system navigation or connection to resources

Relationship and Emotional Support (RES)

Sense of relationship quality, emotional connection, and companionship

Teaching and Information Provision (TIP)

Instances of information provision and education to support mentee skill-based competencies and knowledge

Shared Time and Activity (SA)

Time spent engaging in shared activities or hanging out together



WHAT WE FOUND

In a sample of 740 mentors and 320 mentees from multiple community-based mentoring organizations...

- The MPS captures both a general tendency to engage in activities and pursue goals together that define and distinguish mentoring as a youth intervention and specific aspects of the relationship
- While the mentor scale captures five distinct processes, overall scores across all items should be used to measure the mentee perspective

RECOMMENDATIONS

- This scale is meant to help researchers and practitioners better understand how these relationships lead to positive outcomes and inform ways to improve mentoring impact.
- This measure can also be useful for tracking training effects to highlight if and how mentors might be applying learned skills in their daily work with mentees.

For more information about this research and measure scoring, see:

Tolan, P. H., McDaniel, H. L., Richardson, M., Arkin, N., Augenstern, J., & DuBois, D. L. (2020). Improving understanding of how mentoring works: Measuring multiple intervention processes. *Journal of Community Psychology*. <http://dx.doi.org/10.1002/jcop.22408> or contact Patrick Tolan, Ph.D. at pht6t@virginia.edu

Mentoring Process Scale (MPS)

Mentor Items	Scale	Mentee Items	Scale
My mentee and I have the same background (come from the same type of neighborhood)	OMR(R), RMI	My mentor and I have the same background (come from the same type of neighborhood)	--
I set a good example for my mentee	OMR	My mentor sets a good example for me	OME
My mentee wants to be like me when he/she is older	RMI	I want to be like my mentor when I get older	OME
My mentee doesn't seem to want to be like me	OMR(R), RMI(R)	I do not want to be like my mentor	--
My mentee gets ideas about how to act by watching me	OMR, RMI	I get ideas on how to act by watching my mentor	--
My mentee tends to follow my lead and tries to act the way I do	RMI	I try to act the way my mentor does	--
My mentee and I have similar values	RMI	My mentor and I have similar values	OME
My mentee looks up to me	OMR, RMI	I look up to my mentor	OME
I am a good role model for my mentee	OMR, RMI	My mentor is a good role model for me	OME
My mentee respects me	OMR, RMI	I respect my mentor	OME
I speak up for my mentee	OMR, ADV	My mentor speaks up for me	OME
I talk to adults for my mentee when he/she is having a problem or needs help (e.g., teachers or parents)	ADV	My mentor talks to adults for me when I am having a problem or need help (e.g., a teacher or a parent)	--
I get my mentee in touch with people to help him/her in school	OMR(R), ADV	My mentor talks with people to help me in school	--
I get my mentee in touch with agencies and/or programs that can support him/her	OMR(R), ADV	My mentor gets in touch with agencies and/or programs that can support me	--
I stand up for my mentee	OMR, ADV	My mentor stands up for me	OME
I do not stand up for my mentee	OMR(R), ADV	My mentor does not stand up for me	OME(R)
I try to help my mentee feel better when he/she is upset	OMR, RES	My mentor tries to help me feel better when I'm upset	OME
My mentee tells me private things about his/her life	OMR, RES	I tell my mentor private things about my life	--
I understand my mentee	OMR, RES	My mentor understands me	OME
I try to understand how my mentee is feeling	OMR, RES	My mentor tries to understand how I am feeling	OME
I listen to my mentee	OMR	My mentor listens to me	OME
I understand my mentee's feelings	OMR, RES	My mentor understands my feelings	OME
I talk to my mentee a lot	OMR, RES	My mentor talks to me regularly	OME
--		I feel uncomfortable when I am with my mentor	--
I have a good relationship with my mentee	OMR, RES	--	--
My mentee trusts me	OMR, RES	--	--
I teach my mentee how to do new things (e.g., have a difficult conversation, use a computer program, or play a game)	OMR, TIP	My mentor teaches me how to do new things (e.g., have a difficult conversation use a computer program play a game)	OME
I help my mentee with his/her schoolwork	OMR(R), TIP	My mentor helps me with my schoolwork	--
I give my mentee helpful information	OMR, TIP	My mentor gives me helpful information	OME
I teach my mentee how to solve problems	OMR, TIP	My mentor teaches me how to solve problems	OME
My mentee doesn't seem to learn much from me	OMR(R), TIP(R)	I don't learn much from my mentor	OME(R)
I teach my mentee new skills (e.g., sports, cooking, or studying skills)	OMR, TIP	My mentor teaches me new skills (e.g., sports cooking or studying skills)	OME
I encourage my mentee to try new things	OMR, TIP	My mentor encourages me to try new things	OME
I encourage my mentee to figure things out for him/herself	OMR, TIP	My mentor encourages me to figure things out for myself	OME
My mentee and I spend time together	OMR, SA	My mentor and I spend time together a lot	--
My mentee and I hang out	OMR, SA	My mentor and I hang out	OME
My mentee looks forward to spending time with me	OMR, SA	I look forward to spending time with my mentor	OME
My mentee and I do activities my mentee likes	OMR, SA	My mentor and I do activities I like	OME
My mentee and I do fun things	OMR, SA	My mentor and I do things together	OME
My mentee and I go to fun and interesting places	OMR	My mentor and I go to fun and interesting places	--

Recommended Scoring: All scales should be generated by calculating the average of non-missing items. Scores should be calculated if at least 75% of items are completed. Item inclusion was determined by significant item loading on general and/or specific factors. Overall Mentor = OMR; Overall Mentee = OME; (R) = item should be reverse coded