**DOMAIN:** Mentoring Relationship Quality and Characteristics

**MEASURE:** Mentoring Processes Scale (MPS) – Youth Version

|  |  |
| --- | --- |
|  | **(Circle One)** |
| **Not at all true** | **Almost always not true** | **Usually not true** | **Somewhat true** | **Usually true** | **Almost always true** | **Very true** |
| **Role Modeling and Identification** |  |  |  |  |  |  |  |
| 1. My mentor sets a good example for me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I want to be like my mentor when I get older.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor and I have similar values.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I look up to my mentor.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor is a good role model for me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I respect my mentor.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Advocacy**  |  |  |  |  |  |  |  |
| 1. My mentor speaks up for me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor stands up for me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor does not stand up for me. (R)
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Relationship and Emotional Support** |  |  |  |  |  |  |  |
| 1. My mentor tries to help me feel better when I'm upset.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor understands me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor tries to understand how I am feeling.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor listens to me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor understands my feelings.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor talks to me regularly.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Teaching and Information Providing** |  |  |  |  |  |  |  |
| 1. My mentor teaches me how to do new things (e.g., have a difficult conversation, use a computer program, play a game).
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor gives some helpful information.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor teaches me how to solve problems.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I don't learn much from my mentor. (R)
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor teaches me new skills (e.g., sports, cooking, or studying skills).
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor encourages me to try new things.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor encourages me to figure things out for myself.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Shared Activities** |  |  |  |  |  |  |  |
| 1. My mentor and I hang out.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor and I do things together.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I look forward to spending time with my mentor.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentor and I do activities I like.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *Notes.* Items in this scale were developed by Tolan et al. (2020). (R) denotes items that need to be reverse scored. Prior to administering, remove headings in bold typeface and the reverse-scoring notation. |

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, 48(6), 2086-2107. <https://doi.org/10.1002/jcop.22408>

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| --- | --- |
|  | **(Circle One)** |
| **Not at all true** | **Almost always not true** | **Usually not true** | **Somewhat true** | **Usually true** | **Almost always true** | **Very true** |
| **Role Modeling and Identification** |  |  |  |  |  |  |  |
| 1. My mentee and I have the same background (come from the same type of neighborhood).
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I set a good example for my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee wants to be like me when he/she is older.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee doesn't seem to want to be like me. (R)
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee gets ideas about how to act by watching me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee tends to follow my lead and tries to act the way I do.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee and I have similar values.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee looks up to me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I am a good role model for my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee respects me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Advocacy**  |  |  |  |  |  |  |  |
| 1. I speak up for my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I talk to adults for my mentee when he/she is having a problem or needs help (e.g., a teacher or parents).
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I get my mentee in touch with people to help him/her in school.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I get my mentee in touch with agencies and/or programs that can support him/her.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I stand up for my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I do not stand up for my mentee. (R)
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Relationship and Emotional Support** |  |  |  |  |  |  |  |
| 1. I have a good relationship with my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I try to help my mentee feel better when he/she is upset.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee tells me private things about his/her life.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I understand my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee trusts me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I try to understand how my mentee is feeling.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I listen to my mentee.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I understand my mentee's feelings.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I talk to my mentee a lot.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Teaching and Information Providing** |  |  |  |  |  |  |  |
| 1. I teach my mentee how to do new things (e.g., have a difficult conversation, use a computer program, or play a game).
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I help my mentee with his/her schoolwork.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I give my mentee helpful information.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I teach my mentee how to solve problems.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee doesn't seem to learn much from me. (R)
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I teach my mentee new skills (e.g., sports, cooking, or studying skills).
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I encourage my mentee to try new things.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. I encourage my mentee to figure things out for him/herself.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Shared Activities** |  |  |  |  |  |  |  |
| 1. My mentee and I spend time together.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee and I hang out.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee looks forward to spending time with me.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee and I do activities my mentee likes.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee and I do fun things.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. My mentee and I go to fun and interesting places.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *Notes.* Items in this scale were developed by Tolan et al. (2020). (R) denotes items that need to be reverse scored. Prior to administering, remove headings in bold typeface and the reverse-scoring notation. |

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