



# Mentors and Mentoring

The Science of Resilience

✉ [rrc@dal.ca](mailto:rrc@dal.ca)

🌐 [www.resilienceresearch.org](http://www.resilienceresearch.org)

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## Definition

Mentorship is loosely defined as the experience involved in the relationship between a more senior individual and a more junior or inexperienced person. This relationship is chiefly concerned with assisting the development of the protégé (Higgins & Kram, 2001). More specifically, mentorship has been described as a developmental relationship with the mentor giving guidance and support for the development of another person that can take place through formal and informal exchanges (Baugh & Euwema, 2005; Haggard et al., 2011; Moodie & Fisher, 2009; Rhodes & Lowe, 2008; Van Emmerik). A protégé or a mentee is the person who is guided and supported by a mentor (Van Emmerik et al., 2005). Definitions of mentorship emphasizes the growth and advancement of the protégé (Kao et al., 2014). However, Higgins and Kram (2001) argue that mentorship is “a multiple relationship phenomenon” (p. 266) and provide both mentors and mentees with developmental benefits. Children and youth benefit from having a mentor in their life, while adults who have mentors at work tend to thrive better in their workplace (Rhodes et al., 2005).

Mentorship has three core attributes that define it from other social and work-related relationships (e.g., coach, counsellor, advisor, or sponsor). Mentorship includes reciprocity, developmental benefits, and regular/consistent interaction. Mentorship is a reciprocal exchange, not a one-way relationship, that can occur in various ways, such as formal/informal, peer, supervisory, face-to-face, or virtual. The value of reciprocity differentiates mentoring relationships from relationships with teachers, coaches, advisors. Secondly, mentors pursue the protégé’s development as the primary outcome, although the relationship often also benefits the mentors in the process. Third, the interaction between mentors and proteges is regular and consistent over a period, which may be longer than a person’s relationship with an advisor or a coach (Haggard et al., 2011). Mertz (2004) argues that a mentoring relationship is built on three intentions: modelling, advising, and brokering. A role model focuses on psychosocial improvement through emotional and social support. An advisor’s primary focus is an individual’s personal development. An advisor does not have to be a role-model. Mentors differ from role models and advisors by not only focusing on a person’s psychosocial improvement and advising but also on the person’s future advancement. Mentoring also requires a higher level of involvement. Mentors often use their network and reputation for the protégé’s career advancement (Mertz, 2004).

Mentors also have different roles than other caregivers for children and youth. A caregiver is an adult who has primary responsibility for a young person’s daily care and wellbeing. A social worker is a professional who represents the agency responsible for a young person’s wellbeing and will work with the child, caregiver, and the family to ensure the fulfillment of the child's needs. A counsellor works with youth who need additional counselling supports outside of their caregivers and social workers. A mentor encourages interest, skill, and

talent development to build confidence, self-esteem, and social skills needed for young people's future (Giligan, 1998).

## Theories

Previously, theories on mentors and mentoring focused on the relationship between a protégé and a senior person in an organization. The traditional perspective on mentoring did not see past the primary senior person and mentoring mechanisms for career development (Day, 2006; Higgins & Kram, 2001). Nowadays, mentorship research has expanded to focus on the characteristics of successful programs, factors that influence the outcome of mentoring programs, peer-mentoring, network development, and e-mentoring (Haggard et al., 2011).

Mentorship consists of a configuration of relationships that happen simultaneously with benefits for both the mentor and the protégé/mentee (Higgins & Kram, 2001). Kram and Isabella (1985) posit that mentoring consists of different subtypes of relationships that are classified by their functionality, age, type of peer relationships, career stages, and focus of concern of both mentor and mentee. To explain mentoring as a multiple relationship phenomenon, Higgins and Kram (2001) propose the Developmental Network Perspective Approach. This approach sees mentorship from two dimensions: the diversity and the strength of the developmental network. A developmental network consists of people taking an interest in and assisting the advancement of a protégé's development. The development can be found in the form of career support (e.g. exposure, sponsorship, protection) or psychosocial support (e.g. counselling, acceptance). The diversity of the developmental network refers to the diversity of social settings from which an individual's mentors come from. An individual with mentors from diverse social settings will gain more benefits due to the chance that the information will be less redundant. The strength of the developmental network comes from the frequency of communication, the level of reciprocity, and number of ties. The greater the strength of the network, the more beneficial it will be for the development of both the mentor(s) and mentee (Higgins & Kram, 2001).

Fletcher and Ragins (2007) look at mentorship through the perspective of the Stone Center Relational Cultural Theory. They argue that mentorship is two-directional, continuous learning that improves the self in relation to others. Mentoring interactions aim to build mentors' and proteges' interdependent connection, which increases the proficiency and ability of both the protégé and mentor. Mentoring activities focus on experience, behaviour, and skill improvements. According to this theory, growth-fostering interactions in the mentoring relationship lead to five outcomes: building positive connections with others that give both the mentor and protégé energy and vitality; motivation and ability to practice the knowledge and skill learned from mentoring interactions; increase of self-worth; new knowledge from contributing to the interactions while being open to new thoughts; and a desire to foster the connection and develop more connections (Fletcher & Ragins, 2007).

Several factors influence the effect of mentoring relationships. Rose (2003) found that good feedback from mentors and their communication skills are the two universal items that are considered to be key to ideal mentors. Other factors that influence mentoring relationship outcomes are the duration, meeting frequency, regularity, and the focus of the program (Rhodes 2002; Rhodes et al., 2005; Rhodes & Lowe, 2008). Duration of the relationship determines the strength of the relationship; the longer it persists, the stronger the effect of the relationship (Rhodes & Lowe, 2008). Mentoring relationships that last for more than a year show significant outcomes in academic, behavioural, and psychosocial aspects, while relationships that last for less than a year have fewer effects and can cause a decrease in self-esteem and sense of identity (Rhodes 2002; Rhodes et al., 2005). The meetings between mentors and mentees also need to be regular in order to build bonds and attachment between mentors and mentees. The mentors need to understand the mentees' background (education, socioeconomic, and cultural) to build a sense of efficacy and prevent them from engaging in unhealthy behaviours. The mentorship programs need to focus on mentees' interests, with a balance between structure and goals (Rhodes & Lowe, 2008). Gender also affects mentoring relationships. Male mentors tend to have more focus on career development; they also tend to limit their involvement with female mentees. Female mentors tend to focus more on psychosocial and instrumental supports and are better at building rapport (Ensher & Murphy, 2011).

## Relationship to Resilience

Some researchers argue that mentorship is one of the essential protective factors that enhance resilience. Others believe that people with the predisposed skills to find support (e.g., positive attention of others) use mentoring as an instrument to enhance their resilience (Rhodes, 1994). Mentors help those they mentor to face challenges and difficulties by acting as role-models, providing counselling, and giving emotional support. In a professional setting, people who are mentored by their supervisors are more resilient. The relationship between mentoring and resilience is moderated by gender differences. Same-sex mentoring enhances resilience through stronger psychosocial mentoring (Kao et al, 2014).

Kao et al. (2014) use the Conservation of Resources Theory to explain how mentoring improves resilience. They argue that when individuals lose some of their resources or are facing difficulties, those with mentors have access to additional resources to bolster their resilience. Overtime, mentoring can improve the mentee's resources needed to face adversities. Mentoring can improve cognitive resources (e.g., intelligence, creativity, flexibility), act as external resources that provide social networks and supports to face adversities, and provide role-models with personal, intellectual, and emotional resources (Kao et al., 2014). Mentoring, as a social support, moderates stress levels during adversities. Having a mentor enhances a sense of self-efficacy and self-esteem, which are essential factors in building resilience. Being in a mentoring relationship also empowers mentees to become problem-solvers, decision-makers,

and leaders and to contribute to their community (Brennan, 2008). Arora and Rangnekar (2015) found that mentoring provides people with socio-emotional support that improves emotional stability, which then improves resilience in pursuing a career path and protects against the use of negative coping mechanisms.

Mentoring functions are broadly categorized into two areas: psychosocial functions and career functions (Haggard et al., 2011). Psychosocial benefits of mentoring include satisfaction with and positive attitudes toward life, careers, education, and one's situation (Kao et al., 2014; Rhodes et al., 2005). For adults at work, mentoring has monetary benefits (such as increasing the chance for the mentees to get bonuses, raises, and better compensation), improves social relations at work, better attitudes toward work, and supports skill and knowledge development (Kao et al., 2014; Scandura, 1992). Mentorship can improve mentees' careers by providing sponsorship, supports, protection, and important networking for career advancement. Mentorship also improves confidence, a sense of identity, and competence. Mentors act as role models and show mentees important attitudes, values, and behaviours crucial for dealing with challenges and tasks at work and career advancements (Kao et al., 2014).

Mentoring relationships have been found to enhance a sense of hope among refugees in Spain (Paloma et al., 2020). The mentoring relationship provides refugees with a more positive attitude toward their future. It also brings a sense of self-efficacy, confidence, and reassurance of their strengths. It can also promote critical awareness and self-reflection, which benefit their empowerment. Mentoring programs that include coping strategies training help participants to get back on their feet. Mentoring also builds social support networks that are crucial for refugees' resilience. Mentoring helps refugees share their experiences, support each other, transmit information, and provides them with a space for community participation (Paloma et al., 2020).

Being in a mentoring program also provides benefits to the mentors. The experience of being responsible for improving someone's life is meaningful and provides mentors with moral appreciation and a sense of achievement (Mantovani et al., 2019). For example, older adults enrolled in senior mentor programs are less anxious about ageism and more frequently attend social functions, such as religious services (Halpin et al., 2016). Beltman and MacCallum (2006) found that being a mentor has various benefits, such as providing a way to give back to one's community, satisfaction in doing something meaningful and fun, a sense of achievement, a new perspective on young people, increased confidence, and opportunities to learn new skills and experiences.

## Youth Mentorship

Having a mentor helps children and youth to adapt more positive coping strategies and build their resilience (Southwick et al., 2005). Overtime, mentors provide supportive relationships that improve social, emotional, and cognitive functions (Mantovani et al., 2019).

Mentors can enhance resilience in children and youth by providing them with a sense of caring, empathy, and connectedness from adults, building their network with peers and people in the community, and developing their competencies (Avery, 2011; Beltman & MacCallum, 2006; Hurd & Zimmerman, 2010; Mantovani et al., 2019; Moodie & Fisher, 2009; Osterling & Hines, 2006). For example, peer mentorship helped LGBTQIA+ students feel supported to socialize around other students (Goodrich, 2020). Mentorship also helped heteronormative students understand their LGBTQIA+ peers better and how to interact with them (Goodrich, 2020). Youth mentorship provides young people with adult guidance and support that they might not get from their biological family (Rhodes & Lowe, 2008). It also provides them with role models, which can improve their emotional wellbeing, social skills, relationships, and sense of identity (Moodie & Fisher, 2009). Mentors also support for young people's transition to adulthood. The encouragement and support mentors provide help to bring a sense of normalcy to young people's life and instill positive attitudes toward their life and the future (Mantovani et al., 2019).

Sharing characteristics (e.g., ethnicity, gender, culture, interests) helps mentors understand the person they are mentoring. Similar experiences build mutual understanding and have a therapeutic effect (Mantovani et al., 2019). For example, when mentors are available for the mentees to confide in and do not pass any judgement. Giligan (1998) notes that mentors for children and young people are more likely to be non-professional or less professional. Youth mentors are not bound to act in a professional capacity and mainly serve as some combination of counselling and advocacy roles. They create an additional positive relationship in children's and young people's life and use similarities (e.g., interest, enthusiasm, background) to relate to their protégé's life. The goals are to maintain young person's physical and psychosocial care, protect them from exploitation, provide them with supports that are not available in their life, and prepare them with strategies, knowledge, and skills needed for the future (Giligan, 1998).

Mentors encourage children and youth to do better in life. Strong, positive, and supportive relationships with adults give at-risk young people an anchor in their life and provide them with the opportunity to explore future possibilities. For example, high-risk youth enrolled in mentoring programs such as Big Brother Big Sister are more likely to avoid risky behaviours, such as get involved in crimes or using drugs (Moodie & Fisher, 2009). Hurd and Zimmerman (2010) examine the effect of having a natural mentor (nonparental supportive adults who are part of the protégé's social network) on African American adolescent mothers. They followed the mothers for six years and found that having a natural mentor in their life moderated stress and depressive and anxiety symptoms among African American mothers. Natural mentors provided these mothers with guidance and a safe space to express their emotions; they also provided material and physical aid (Hurd & Zimmerman, 2010). A positive relationship with a natural mentor gave these adolescent mothers a sense of normalcy in life and acted as a positive role model (Hurd & Zimmerman, 2010).

Organized mentoring programs can be very beneficial for youth. Osterling and Hines (2006) found that youth enrolled in a mentoring program are better at controlling their emotions, more independent, and future-oriented. Mentors provide young adults with the necessary information about safe and positive independent living. Mentors give advice and act as advocates during stressful life events (Mantovani et al., 2019). Mentoring programs provide youth in foster care with supports that help them face the challenges of the foster care system (Avery, 2011). Youth in foster care go through various relationships with their relatives, foster parents, caseworkers, and other adults. These experiences may trigger disconnectedness and the need to build strong and secure connections with adults. Youth with strong and healthy adult-child relationships have wider social network and better decision-making and problem-solving abilities. These abilities help these youth process and regulate their emotions and improve their ability to build a social network. They are more self-sufficient, better at avoiding risky behaviours, and have a stronger identity (Avery, 2011). Having a mentor outside their social circle acts as a safeguard when youth feel alienated and disconnected from their life (Mantovani et al., 2019). Osterling and Hines (2006) found that older adolescents who had a mentor when transiting out of foster care into adulthood were more independent after they left the foster system.

Mentoring programs also help children youth build social networks with their family, peers, and community members connected with the same program. Mentoring relationships can help children and youth build their self-confidence, feelings of worth and trust, increase their participation at school and in the community, improve their problem-solving skills and motivation, and prevent them from engaging high-risk activities (Beltman & MacCallum, 2006). Mentors also teach important coping strategies and skills and reinforce mentees' positive self-image by providing them with warmth and empathy. All these are crucial factors in promoting resilience (Day, 2006).

However, mentorship failures can lower youths' self-esteem and become a problem in their life (Rhodes et al., 2005). Dissimilarities in background, attitudes, beliefs, values, and expectations can be a source of relationship difficulties. Vague boundaries also create problems between mentors and their mentees. Family interferences can also cause problems that hinder mentoring relationships (Spencer, 2007).

## Improving

Below are some strategies to improve adults' mentoring relationships at work (Arora & Rangnekar, 2015; Ensher & Murphy, 2011; Fletcher & Ragins, 2007; Kao et al., 2014):

- Offering and implementing mentoring programs that properly match the mentors with the mentees.
- Organizations should consider gender composition in their mentoring program.



- Mentors need to clarify all performance expectations to the mentees before starting the program.
- Provide feedback in a way that both mentors and mentees are comfortable with.
- Mentors should help their mentees to access instrumental resources and create a positive and challenging environment.
- Debunk gender stereotypes.
- Supervisors should be available to mentor their subordinates. Putting mentoring as part of the official job responsibility will likely increase the time supervisors put into it.
- Mentors need to be provided with training to improve their psychosocial and counselling mentoring skills.

For young people, mentoring programs need to include some of the following elements (Giligan, 1998; Jent & Niec, 2009; Rhode & Lowe, 2007):

- Programs need to be tailored to the youths' interests while still having structure and goals to achieve positive outcomes.
- Rigorous evaluations are needed to determine the effectiveness of a mentoring program.
- Programs need to have regular meetings and should run for a longer duration.
- Mentoring programs need to provide mentors with various training topics, such as the importance of consistency, how to end the mentoring relationship, ethical issues, child/youth advocacy, partnership with families and schools, and diversity.
- Set reasonable goals that can be achieved by volunteers to avoid premature terminations.
- Connect mentoring programs with other community programs, such as afterschool programs, summer camps, sports, and church youth groups.
- Mentoring programs can find mentors from the young person's social network, such as in the neighbourhood, school, religion, training centres, or youth organizations. A mentor can be natural (from the young person's social network) or external (from outside the young person's social network).
- To ensure low attrition rate and reduce barriers to mentoring programs, mentoring programs should require limited parent participation to prevent them from having to taking time off from work to participate in the program. Group mentors should provide transportation and meals for the children to reduce financial and transportation barriers.
- Mentors need to be compensated for all time they spent with the children to increase mentors' commitment to the program.

## Interventions

## The Youth-initiated Mentoring (YIM) Approach

The Youth-initiated Mentoring (YIM) approach is a process in which youth are encouraged to identify, recruit, and maintain their natural mentors. Recruiting their own natural mentors is beneficial for tackling various problems in formal mentoring, such as difficulties in making meaningful connections between mentors and youths and short-lived relationships due to a lack of connections. This intervention can be done with or without any professional service providers' involvement. The YIM approach aims to increase resilience and democratic citizenship (Van Dam & Schwartz, 2020).

There are different models of the YIM approach that fits different populations with different risk factors. Generally, three categories of models are defined: universal, selective, and indicated (Van Dam & Schwartz, 2020).

- *Universal prevention*: for the general population. Youth are provided with strategies to connect with mentors and encouraged to identify and recruit their mentor. Example: Connected Scholar Program.
- *Selective prevention*: youth identify and recruit their mentor in a structured program. Example: The National Guard Youth Challenge Program.
- *Indicated prevention*: the YIM approach is used alongside professional care. For example, in the Netherlands, the YIM approach is used as an alternative for residential care (out-of-home placement). It consists of four phases:
  1. Phase 1: identifying a YIM mentor from young people's social networks and explaining the agreement and circumstances of being a YIM mentor.
  2. Phase 2: analyzing everyone's perspectives on the current conditions and identifying goals/ outcomes.
  3. Phase 3: defining a plan and actions to achieve the goals identified in phase 2.
  4. Phase 4: adapting to face challenges in executing the plan from phase 3.

Van Dam and Schwartz (2020) found the result of the YIM approach to be better academic, vocational, and behavioural outcomes, higher employment rate and education levels, and higher grades at school.

### ***The Connected Scholar Program (CSP)***

The CSP program targets high-school seniors in their last semester who aspire to go to college. The program aims to develop the necessary skills to identify and recruit adult mentors in their life. It consists of a series of group workshops that aims to enhance the skills and attitudes needed to recruit and develop relationships with mentors (Schwartz et al., 2016; see Appendix A for the detail of each session).

Schwartz et al. (2016) found that although participants reported challenges in developing relationships with older people (for example, they tended to rely on themselves and their family, shyness), participants did report an increase in understanding how social

relationships work. They also reported an increase in their ability to initiate relationships and develop their social capital.

### Electronic/ E-mentoring

Electronic mentoring can be beneficial in fostering developmental relationships. Ensher and Murphy (2007) define e-mentoring as “a mutually beneficial relationship between a mentor and a protégé, which provides new learning as well as career and emotional support, primarily through e-mail and other electronic means (e.g., instant messaging, chat rooms, social networking spaces, etc.)” (p. 300). Similarly, MacDonald and colleagues (2020) define e-mentoring as the “use of electronic media or distance communication technologies (e.g. text, email, social media) to deliver all or part of the mentoring relationship” (p. 255). E-mentoring has some advantages, including access to more mentors, flexibility in forming and maintaining relationships, the availability of more diverse mentors (in personality and demographic), and the ability to provide people with a record of interactions (Ensher & Murphy, 2007).

However, e-mentoring also has some disadvantages, such as the likelihood of miscommunication, more time needed to develop relationships, and is generally more difficult for people that are not good with written communication skills or with technology (Rhodes & Lowe, 2008). MacDonald et al. (2020) found that many young people do not have a device or enough cellular network signal for video calls. As well, not all of them have residential Wi-Fi, which makes it costly for them to join an e-mentorship program. These barriers can be tackled by providing young people with a new cellular phone that is reliable for video call and monthly data allowance for their weekly one-hour video call. Building rapport also becomes a challenge with e-mentoring as revealing one’s emotions online can be challenging, especially for people with no previous mentoring experience. Despite the challenges, e-mentoring provides a solution for young people in the middle of the COVID-19 lockdown or other isolated situations.

### Group Mentoring

Various researchers have shown the benefits of group mentoring in fostering resilience in children and youth. Below are two projects that examine the effectiveness of group mentoring in enhancing resilience.

#### *Group Mentoring for Children with Emotional and Behaviour Disturbance*

Jent and Niec (2009) developed a pilot group mentoring program for children (aged 8-12) with emotional and behavioural disturbance using best mentoring practices from the National Research Summit on Mentoring. The group mentorship involved ongoing training for mentors, structured activities for children, regular contact between mentors and children, and monitoring of the program. Two mentors were responsible for four to eight children. To reduce barriers, mentors transported the children to all meetings. The meetings ran for four hours weekly for 12 weeks (see Appendix B for the details on program topics and activities). Positive reinforcement was given through praises and token economy. Mentors also encouraged

children to use appropriate problem-solving strategies and social skills when engaging with other children and dealing with common issues. Below is the summary of the sessions:

1. Session 1: Introduction
  - a. Goal: develop rapport, identify expectations, build group cohesion
  - b. Activity: team-building activities
2. Session 2: Problem identification and emotional reaction
  - a. Goal: identify interpersonal problems, indicators, and emotions attached to the problems
  - b. Activity: role-playing activities to teach students how to identify emotions
3. Session 3: Relaxation techniques
  - a. Goal: teach the students methods to regulate their emotions
  - b. Activity: practicing relaxation techniques while playing a freeze tag game
4. Session 4: Perspective taking and goal setting
  - a. Goal: enhance students' understanding of other people's behaviour and problem-solving strategies
  - b. Activity: applying their problem-solving strategies through a frustration-tolerance game
5. Session 5: Generating and evaluating solutions
  - a. Goal: generate solutions to common problems and learn how evaluate potential solutions
  - b. Activity: cooperation and group problem-solving games
6. Session 6: Steps to social problem-solving
  - a. Goal: review problem-solving steps with the students
  - b. Activity: activity based on what they have learned from their token economy
7. Session 7: Appropriate interpersonal behaviours in public
  - a. Goal: improve students' social skills in public
  - b. Activity: go to a local restaurant to practice appropriate social behaviour
8. Session 8: Non-verbal communication
  - a. Goal: learn how to interpret non-verbal communication
  - b. Activity: game in which students try to identify non-verbal communication
9. Session 9: Giving and receiving compliments
  - a. Goal: improving students' prosocial behaviour and appropriate response
  - b. Activity: practice giving and receiving compliments
10. Session 10: Using problem-solving skills in sports and games
  - a. Goal: enhance students' ability to interact and solve problems in sport and games
  - b. Activity: a competitive game in which team spirits and sportsmanship are awarded
11. Session 11: Managing embarrassing social situations and initiating conversation with peers

- a. Goal: use problem-solving skill to manage embarrassing situations and improve communication skills
  - b. Activity: role-playing with mentors modelling the appropriate responses to embarrassing situations
12. Session 12: Summary of skills learned through the program
- a. Goal: review skill obtained through the program and reinforce the use of those skills
  - b. Activity: fun activity based on what they have learned through the program

Jent and Niec (2009) found that children who completed the program exhibited a decrease in disruptive behaviour and problem internalization.

### *Project Arrive (PA)*

Kuperminc et al. (2019) designed Project Arrive (PA) to help students entering Grade Nine, who were at risk of dropping out, adapt to high school. The program utilizes three ecological systems that build positive relationships: school, home, and peer. The mentorship group consisted of 6-8 students and two mentors who gathered for a 50-minute session weekly over a full academic year. The mentors were school staff members and people from local non-profits organizations who were previously trained as mentors. Mentors were given information regarding key activities and access to various information and strategies to solve common issues. The program used the group development model and consisted of five stages: forming, storming, norming, performing and adjourning (Kuperminc et al., 2019).

Kuperminc et al. (2019) found that students who participated in the program felt a sense of belonging at school, participated more in meaningful activities at school and at home, more frequently accessed school supports, and had better peer-networks at school. These students also showed improvements in problem-solving skills and help-seeking behaviour.

## Assessment

### **The Mentorship Scale (Scandura, 1992)**

- Measures vocational and psychosocial mentoring functions.
- The survey consists of 18-items.
- Responses are measured on a 5-point Likert scale (from 1= *strongly disagree* to 5= *strongly agree*).
- Cronbach's alpha: .90.

### **The Mentor Strength of Relationship Scale (MSoR; Rhodes et al., 2017; Appendix C)**

- Measures the mentor's satisfaction and frustration in mentor relationship programs.
- Developed at the request of Big Brothers Big Sisters to assess mentor's perception of the Big-Little relationship.

- Consists of 14 items that are rated on a 5-point Likert scale from 1= *strongly disagree* to 5= *strongly agree*.
- Eight items are reversely scored; higher total scores show positive relationships.
- Internal consistency: .85.

#### **The Youth Strength of Relationship Scale (YSoR; Rhodes et al., 2017)**

- Measure youths' satisfaction in mentor relationship programs.
- Consists of 10 items that are rated on a 5-point Likert scale from 1= *not at all true* to 5= *always true*.
- Higher levels indicate higher emotional engagements.
- Internal consistency: .79.

#### **The Ideal Mentor Scale (IMS; Rose, 2003; Appendix D)**

- The scale is used to identify ideal traits of mentors, specifically in a graduate/ research setting.
- Each of the items are rated on a 5-point scale from 1=*not at all important* to 5= *extremely important*.
- Consists of three factors: integrity, guidance, and relationship.
- Reliability: .77 to .84.

#### **The Mentoring Relationship Challenges Scale (Ensher & Murphy, 2011; Appendix E)**

- The scale measures challenges and how they affect the mentor-protégé relationship.
- The 23-items scale is divided into three factors: requiring commitment and resilience (alpha: .91), measuring up to mentor's standard (alpha: .88), and career goal and risk orientation (alpha: .80).
- Each of the item is measured on a 4-point scale from 1= *not at all true* to 4= *very true*.

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## Appendix A: The Connected Scholar Program details

Schwartz et al. (2016, p. 57-58)

| <b>Session #</b>   | <b>Essential questions</b>   | <b>Activities</b>  | <b>Assignment/ practice</b>   |
|--|--|--|---|
| <b>Session 1:<br/>What is a mentor and how can mentors help me?</b>        | What is social capital? What are different forms of social capital (e.g., mentors, advisors)? How can social capital help me achieve my goals? | Introduce workshop goals/review syllabus.<br>Chalk talk: Characteristics of a mentor.<br>Discussion: What is social capital and social support? When have you drawn on social capital in the past? How might you use it in the future?   | Write a reflection on how mentors, social support, and social capital can help you achieve your academic and career goals.  |
| <b>Session 2:<br/>Who are the adults in my life?</b>                       | Who are the adults in my life and what types of support can they provide?  | Complete individual eco-map (graphical representation of relationships, including strong ties and weak ties).<br>Discussion: How to identify someone to interview.<br>Brainstorm: Interview questions for college interview.<br>Role-play: How to ask whether someone would be willing to do an interview with you and set up a meeting.                                     | Interview someone from your existing social network who went to college or is currently in college about mentors in their own lives as well as their college experience and their advice for you in your first year in college. |
| <b>Session 3:<br/>How can I grow my social network?</b>                    | What is networking and how do you do it? How can I identify and reach out to potential mentors?  | Debrief interview assignment.<br>Complete networking flow chart to identify potential sources of academic and career connections.<br>Share templates for writing professional emails and writing emails to professors.<br>Practice: Writing professional emails to set up a meeting.<br>Discussion: What to do (and how to manage feelings of rejection) if someone refuses. | Use networking skills to identify individuals in a chosen career or academic interest area and set up an interview time.  |
| <b>Session 4:<br/>How can I use mentoring relationships to support me?</b> | How do I maintain mentoring relationships? How can I make a good first impression? How can I use mentoring relationships to support            | Debrief on networking assignment.<br>Discussion: How to make a good first impression? What is professionalism (discuss cultural considerations)? How can I prepare for a professional meeting?   | Interview an individual in your identified career or academic interest area.  |

|   |   |  |  |
|---|---|--|--|
|   | me? How do I ask for support or guidance?   | Brainstorm: What are your goals for this interview? What do you hope to get out of it?<br>Brainstorm interview questions based on goals.<br>Discussion: What might get in the way of asking for support or guidance in college when we need it?<br>Role-play: Asking for support or guidance.  |  |
| <b>Session 5:<br/>How is social capital influenced by power and privilege?</b>  | How is social capital influenced by power and privilege? What is code-switching? What do I do if I have a conflict with a mentor?   | Debrief on interview assignment.<br>Discuss thank you/following up strategies (share thank you email template).<br>Discussion: How might social capital be influenced by power, privilege, and prejudice?<br>Show video clips of code-switching.<br>Share example of code-switching.<br>Discuss: What can I do if I have a conflict with a mentor or faculty/staff in college? | Write a reflection on a time you had a conflict with an adult in an authority role (other than parents or guardians) and how you addressed it (or, if you did not, why not). |
| <b>Session 6:<br/>How can I connect with mentors next year?</b>                 | Why are mentors and other types of social capital important in college? Where can I find contexts to connect with mentors on campus? How can I develop relationships with faculty and staff in college? | Discussion: Why is social support and social capital, especially mentoring relationships with faculty and staff, important in college?<br>Brainstorm: What are contexts on campus (e.g., clubs, services, office hours etc.) where I can connect with mentors?<br>Discussion: How can I connect with professors and university staff?<br>Role-play: Attending office hours.    | Go to mock office hours and meet with the professor.   |
| <b>Session 7:<br/>Who can support me during the transition to college (from</b> | How can I maintain relationships with supportive adults and mentors from my home/high school network? How can I   | Debrief on office hours assignment.<br>Activity: Create college social support map, including supports from home and potential supports on campus  | Ask an adult from your existing social network to support you in the transition to college (and how you can reach out to them).  |

|   |   |   |  |
|---|---|---|--|
| <p><b>home and on campus)?</b></p>        | <p>develop new supports on campus? How can I introduce myself when networking?</p>  | <p>(include who you can go to for different types of support).<br/>Discussion: Identify (at least) one person to support you during transition to college: Consider the types of support you want from this person, the parameters you want to establish for the relationship, including frequency and type of contact (e.g., email, text, phone, in person).<br/>Role-play: Introducing oneself, including interests/goals, when networking.</p> |  |
| <p><b>Session 8: Networking night</b></p> | <p>How do I put what I've learned into action?<br/>How can I start building my network of university and professional contacts?</p> | <p>Mix and mingle: Practice making small talk in professional settings.<br/>Speed networking: Structured 5 min conversations in which student practice introducing themselves and asking about academic and career paths.</p>   |  |

## Appendix B: Topic and Activities in Jent & Niec's (2009) Group Mentoring Program

Jent & Niec (2009)

| <b>Program feature</b> | <b>Mentoring</b>  | <b>Cognitive behavioral therapy</b>  | <b>Group mentoring with cognitive behavioral principles</b>   |
|------------------------|---|--|---|
| Time                   | Relationships are variable in length  | Therapy is typically time-limited  | Expectations about the length of the program is given to children prior to the start of the program   |
| Activities             | Child-determined activities   | Treatment protocols typically direct all activities  | Combination of skills training and child-determined activities  |
| Length of meeting      | Children typically meet at least 3 hours weekly   | Sessions are typically 1 to 2 hours in length  | Sessions are 4 hours long allowing time for didactic, coaching, child-determined activities, and supportive conversations with mentors  |
| Parent involvement     | Parent involvement varies significantly (e.g., participate in activities with mentor, child, informed of what mentor and child are doing) | Parent involvement varies (e.g., behavioral parent training, cognitive behavioral social skills training groups)     | Parents are provided summaries of what their children are learning, but are not directly involved in services   |
| Relationship           | Mentors model appropriate behavior for children   | Therapists teach and model specific coping skills to children and parents  | Children learn specific strategies to problem solve, but also engage in natural interactions with group mentors and peers in which mentors model appropriate behavior and reinforce children for appropriate behavior |
| Level of training      | Mentors are generally volunteers that are interested in helping children  | Therapists are trained professionals that have a background in providing services to children with behavior problems | Group mentors are provided training on how to implement the program Group mentors receive ongoing weekly supervision  |
| Transportation         | Mentors typically provide transportation for children   | Parents typically provide transportation for children.   | Group mentors provide all transportation  |
| Employment status      | Mentors are typically unpaid volunteers   | Therapists are employed professionals  | Group mentors are employed in order to compensate them for training, weekly supervision, and to reduce mentor attrition   |

## Appendix C: The Mentor Strength of Relationship Scale

Rhodes et al. (2017)

|  | 1                        | 2 | 3 | 4 | 5                     |
|--|--------------------------|---|---|---|-----------------------|
|  | <i>Strongly disagree</i> |   |   |   | <i>Strongly agree</i> |
| I am enjoying the experience of being a mentor.  |                          |   |   |   |                       |
| I expected that being a mentor would be more fun than it actually is (R).                |                          |   |   |   |                       |
| My protégé/mentee and I are interested in the same things.                               |                          |   |   |   |                       |
| I feel confident handling the challenges of being a mentor.                              |                          |   |   |   |                       |
| Being a mentor is more of a time commitment than I anticipated. (R)                      |                          |   |   |   |                       |
| I feel overwhelmed by my protégé/mentee's family difficulties. (R)                       |                          |   |   |   |                       |
| My protégé/mentee has made improvements since we started meeting.                        |                          |   |   |   |                       |
| I sometimes feel frustrated with how few things have changed with my protégé/mentee. (R) |                          |   |   |   |                       |
| My protégé/mentee and I are sometimes at a loss for things to talk about. (R)            |                          |   |   |   |                       |
| It is hard for me to find the time to be with my protégé/mentee. (R)                     |                          |   |   |   |                       |
| I think my protégé/mentee and I are well-matched.  |                          |   |   |   |                       |
| I get the sense that my protégé/mentee would rather be doing something else. (R)         |                          |   |   |   |                       |
| My protégé/mentee has trouble sticking with one activity for very long. (R)              |                          |   |   |   |                       |
| I feel so close to my protégé/mentee.  |                          |   |   |   |                       |

## Appendix D: The Ideal Mentor Scale

Rose (2003)

|   | 1                                  | 2 | 3 | 4 | 5                                 |
|---|------------------------------------|---|---|---|-----------------------------------|
| <i><b>My ideal mentor would....</b></i>   | <i><b>Not at all important</b></i> |   |   |   | <i><b>Extremely important</b></i> |
| Treat me as an adult who has a right to be involved in decisions that affect me |                                    |   |   |   |                                   |
| Value me as a person  |                                    |   |   |   |                                   |
| Respect the intellectual property rights of others                              |                                    |   |   |   |                                   |
| Believe in me   |                                    |   |   |   |                                   |
| Recognize my potential  |                                    |   |   |   |                                   |
| Generally try to be thoughtful and considerate                                  |                                    |   |   |   |                                   |
| Work hard to accomplish their goals   |                                    |   |   |   |                                   |
| Accept me as a junior colleague   |                                    |   |   |   |                                   |
| Inspire me by their example and words   |                                    |   |   |   |                                   |
| Give proper credit to graduate students   |                                    |   |   |   |                                   |
| Be a role model   |                                    |   |   |   |                                   |
| Advocate for my needs and interests   |                                    |   |   |   |                                   |
| Be calm and collected in times of stress  |                                    |   |   |   |                                   |
| Prefer to cooperate with others than compete with them                          |                                    |   |   |   |                                   |
| Provide information to help me understand the subject matter I am researching   |                                    |   |   |   |                                   |
| Help me plan a timetable for my research  |                                    |   |   |   |                                   |
| Help me investigate a problem I am having with research design                  |                                    |   |   |   |                                   |
| Help me plan the outline for a presentation of my research                      |                                    |   |   |   |                                   |
| Help me to maintain a clear focus on my research objectives                     |                                    |   |   |   |                                   |
| Give me specific assignments related to my research problem                     |                                    |   |   |   |                                   |
| Meet with me on a regular basis   |                                    |   |   |   |                                   |
| Be generous with time and other resources                                       |                                    |   |   |   |                                   |
| Brainstorm solutions to a problem concerning my research project                |                                    |   |   |   |                                   |
| Show me how to employ relevant research techniques                              |                                    |   |   |   |                                   |
| Relate to me as if they are a responsible, admirable, older sibling             |                                    |   |   |   |                                   |
| Talk to me about their personal problems  |                                    |   |   |   |                                   |
| Be seldom sad and depressed   |                                    |   |   |   |                                   |
| Be a cheerful, high-spirited person   |                                    |   |   |   |                                   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Rarely feel fearful or anxious  |  |  |  |  |  |
| Help me realize my life vision  |  |  |  |  |  |
| Have coffee or lunch with me on occasion  |  |  |  |  |  |
| Be interested in speculating on the nature of the universe or the human condition |  |  |  |  |  |
| Take me out for dinner and/or drink after work                                    |  |  |  |  |  |
| Keep his or her workspace neat and clean  |  |  |  |  |  |



## Appendix E: The Mentoring Relationship Challenges Scale

Ensher & Murphy (2011)

In many mentoring relationships, mentors will pose a number of tests or challenges to the protégé. In other words, if you do not pass the test, or accept the challenge, you may jeopardize your relationship. Thinking about the relationship with the mentor you are rating in this survey, please indicate how much you think the statement is true or not true in your relationship:

|   | 1<br><i>Not true<br/>at all</i> | 2 | 3 | 4<br><i>Very<br/>true</i> |
|---|---------------------------------|---|---|---------------------------|
| Challenged me to reach a difficult, specific goal.  |                                 |   |   |                           |
| Has challenged me to think clearly about my career aspirations.   |                                 |   |   |                           |
| Encourages me to improve certain aspects of my personality  |                                 |   |   |                           |
| Made it clear that I needed to put in the work for my job, rather than just expecting to take the easy road to advance my career.     |                                 |   |   |                           |
| Thinks it is important for me to be very dedicated to my job or my career.  |                                 |   |   |                           |
| Challenges me to think in ways I have never thought of before.  |                                 |   |   |                           |
| Expects that he or she can trust me.  |                                 |   |   |                           |
| May give me critical feedback   |                                 |   |   |                           |
| Expects me to take critical feedback without being defensive.   |                                 |   |   |                           |
| Questions me and makes me justify the decisions I make.   |                                 |   |   |                           |
| Will ask me to work in situations where I can expect my performance to be under scrutiny.   |                                 |   |   |                           |
| Put me under initial scrutiny.  |                                 |   |   |                           |
| Seemed to expect that I would overcome particular hurdles before he or she would establish our mentoring relationship                 |                                 |   |   |                           |
| Seemed to be interested in whether I was a competent individual before investing a great deal of time in developing our relationship. |                                 |   |   |                           |
| Strongly suggests I take his or her advice  |                                 |   |   |                           |
| Feels it is important for me to see the world similarly to the way he or she sees it.   |                                 |   |   |                           |
| Tested me specifically on my skill level and I felt if I did not have those skills I might run afoul of my mentor.                    |                                 |   |   |                           |
| Pressures me in my performance by telling me not to mess up.  |                                 |   |   |                           |
| Has suggested that I take risks in my career.   |                                 |   |   |                           |
| Asks me to get involved in additional projects that I would not normally do   |                                 |   |   |                           |
| Waits for me to take the initiative to set up meetings.   |                                 |   |   |                           |

|   |  |  |  |  |
|---|--|--|--|--|
| Expects me to know what I need to do to accomplish my career goals. |  |  |  |  |
| Is willing to go out on a limb for me in exchange for my loyalty    |  |  |  |  |



For more information about R2 or to discover how you can bring the program to your organization, business or educational setting, please contact us.

**Paul McGuinness**

Operations Manager

✉ [rrc@dal.ca](mailto:rrc@dal.ca)

☎ (902) 494-8482

**Michael Ungar, PhD**

Director

✉ [michael.ungar@dal.ca](mailto:michael.ungar@dal.ca)

☎ (902) 229-0434



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