



Models for Successful Mentoring Programs

This booklet was developed as an initiative of the Master Gardener Steering Committee. Its contents were coordinated by Joyce Mudrak, Chair of Mentoring subcommittee-Baldwin County MGA and contributors were Martha Cook-Shoals MG's, Sarah Pass-Blount County MGA, and Mary Pendley-MG's of North Alabama. This collection of local programs developed for Intern retention is compiled as examples of tested models for mentoring Intern MG's (May 2010).

Master Gardener Associations in other states have had success with mentoring programs that enhance the Cooperative Extension training experience and help to create a smooth and lasting transition to the local MG association. In Alabama, Baldwin County and Shoals County have successfully initiated their own mentoring programs (at the time of creating this booklet).

Edited and Formatted by
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The following suggestions can be used to develop a mentoring program that fits your individual county or region.

BENEFITS

Benefits to the Master Gardener organization:

- Faster and more effective induction to the Program and the local MGA
- Retention of membership
- Retention of volunteers for both your MGA and for ACES
- More productive volunteers - Interns are potentially more productive because they have “new eyes” on the operations and goals of the Program
- Increased involvement by Interns at the beginning keeps them involved longer

Benefits for the Intern:

- Enhances training and development as an MG volunteer
- Positive influence on their attitude
- Guides them through procedural obstacles
- Improves their results by challenging their assumptions

Benefits for Mentors:

- Satisfaction from helping others
- Enhances their knowledge too
- Increases their network by familiarity with all Interns
- Improves commitment and motivation to the local MGA and the Program

SUCCESSFUL MENTORS

- Always listen first, then advise
- Are approachable by e-mail or phone, or any other method that fits
- Initiate contact at least twice a month
- Share your experiences with the MG Program and local MGA
- Invite the Intern to attend special events with you
- Volunteer together
- Maintain an open mind, learn from each other
- Maintain confidences
- Are intermediaries if an intern has problems – i.e. illness, or family challenges
- If either partner needs help, contact the Mentor Coordinator, Class Leader or Extension Agent

OPPORTUNITIES

Mentors to the Interns have a unique opportunity to:

- Help set and reach goals
- Encourage professional volunteer behavior
- Build relationships between the ACES and the local MGA
- Offer friendship
- Listen to problems
- Lead by example
- Share knowledge
- Inspire

Mentoring succeeds when one person invests time, energy and personal involvement in the growth and ability of another. This partnership can become a friendship that lasts a lifetime.

Mentoring programs should be developed to suit the local Master Gardener association and needs of the Extension Office. The following shows examples for an informal mentoring program and a structured mentoring program.

INFORMAL MENTORING OPPORTUNITIES:

- Find one or more individuals who will work with the Extension Agent as the class leader/coordinator. This person or group will:
 1. Be at every class meeting during the training period to encourage the Interns
 2. Partner with the Agent and assist with class logistics
 3. Ensure that Interns are invited to monthly MGA meetings
 4. Ensure that Interns are aware of volunteer opportunities
 5. Make sure each Intern meets other MGA members during each gathering, meeting, or volunteer activity
- Host a special gathering for new Interns (Luncheon, picnic, Bar-B-Q, etc). Use this gathering to answer questions
 1. Local projects and member interests
 2. Volunteer hours reporting
 3. Dues, meeting dates
 4. Etc., etc.
- A special Intern gathering can be hosted before the new class starts or sometime during the series. These are opportunities to:
 1. Develop a class project for the Interns (as a whole group or divided into smaller groups). Or ask them to choose from a list.
 2. Visit gardens with Interns as a group
 3. Plan Master Gardener-Intern field trips (these are sometimes part of the class series too)

4. Intern graduation at the Master Gardener monthly meeting that is 11 to 12 months after classes end.
5. Offer alternating day and night MGA meetings month to month, or host quarterly meetings that accommodate.
6. A newsletter containing information on volunteer hours, CEU's and volunteer opportunities. Brag on Intern activities.
7. Develop a folder for Interns with Program and Project descriptions. Use the Service Report as a communication tool.
8. Encourage study groups

A STRUCTURED MENTORING PROGRAM:

- Establish a Mentor Program committee or team
- The Mentor Program committee should meet at least once with the Extension Agent responsible for your Program.
- Develop a time line for the activities prior to classes, during classes, and after the classes have ended
- Develop Mentor guidelines that fit your MGA
- Develop Intern guidelines that are realistic
- Suggestions:
 1. Establish an interview process. The committee/team decides how best to interview the MG applicants.
 2. The purpose of the interview is collecting information on each Intern to better match them with a Mentor; information beyond that obtained from a paper application form.
 3. Develop a script for the interviews; consistent, uniform communication starts everyone on the same page.
 4. Match Mentors and Interns by their locations, gender or other criteria you have decided.
- Evaluation of your mentoring program at the end of the year (this might be at the end of your class series or later)
 1. While recent activities are fresh is the best time to make changes and improvements for the following year
 2. This annual evaluation benefits everyone
 3. After the first two to three years your program should feel like it fits and need only minor adjustments each year

The following from the Baldwin County MGA and Shoals MGA offer examples of structured mentor programs

SHOALS MASTER GARDENERS MENTOR-INTERN PROGRAM DESCRIPTION

Began with 2009 Intern Class

PURPOSE & RESPONSIBILITIES

Purpose: ACES encourages the formation of local MGA's or groups to maintain a relationship with volunteers who assist the Extension Agent in meeting the horticulture educational needs of the community. The Mentor-Intern Program is designed to provide provisional members (Interns) support from an active MG, one-on-one additional training, and fellowship. This helps the Intern become familiar with community projects, responsibilities, SMGs operations and increase their level of involvement.

Mentor Team: The "team" is an unofficial group who partner as an effort to ensure clear communications regarding all levels of Intern contact.

1. The Mentor-Intern Program Coordinator is primarily responsible for managing the mentoring activities.
2. The Class Co-coordinator works closely with the Extension Agent assisting any part of class management that is requested.
3. The Helpline Chair coordinates the activities of the local Helpline Office.

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This team meets with the Extension Agent during the early stages of MG Program (class) preparations and stays in regular contact throughout the year.

Mentor Selection:

1. This year's Mentors were last year's Interns. Due to fluctuations in class size, it might be necessary to recruit a few other MG's to mentor in a given year.
2. A Mentor might have two Interns if they wish or if it's needed.
3. Mentors and Interns are matched after the first MG class meeting
4. Once Mentors and Interns are matched, inform the Interns early that they will be Mentors next year. Mentors should remind their Intern of this throughout the year.

Mentor Responsibilities:

1. Help host a welcome luncheon one week before the new MG classes start (a luncheon event is optional).
2. Make contact with their Intern and answer any questions they have.
3. Attend the first SMGs monthly meeting in order to meet their Intern.
4. Encourage Interns to attend SMGs meetings, introduce Interns to other MG's at the meetings and at our community projects. Make them feel welcome!

5. Periodically remind the Interns that they will be Mentors during the next class cycle.
6. Participate with and teach the Intern how the Helpline works for their first one or two time slots. Help them sign up for their required 25 hours on the Helpline. Show them other Extension opportunities.
7. Invite the Intern to work with you on some projects. Ask what they are interested to volunteer doing. Again, help them get involved and make them feel they are part of the family.
8. Periodically follow up with the Intern making sure that 25 hours are worked on the Helpline and 25 service hours on other projects are completed and reported prior to graduation.
9. Give feedback regarding this year's Mentor Program.

Intern Responsibilities:

1. Attend all MG Program training classes
2. Attend SMGs meetings
3. Volunteer 25 hours on the Helpline
4. Volunteer 25 hours on other approved service projects
5. Complete a class project with your Mentor
6. Know that you'll be a Mentor next year

THE MASTER GARDENER PROGRAM PROCESS

Local MG Program Coordinator: The Regional Extension Agent is responsible for setting the dates for the MG class, advertising it, taking applications and overall management of the classes. The Mentor Team assists the Agent with logistics and preparations.

Intern Selection: All applications are screened through ACES. Once applicants are accepted to be Interns, the Mentor-Intern Coordinator collects the names, addresses, telephone numbers, etc for each Intern who will receive an acceptance letter from Extension.

Welcome Interns: The Mentor-Intern Coordinator personally calls each Intern. Tell them who you are, describe the MG Program, and answer any questions. (See a copy of Telephone Script below.) Each call takes ~20 minutes. The phone calls might all be done by the Mentor-Intern Coordinator. Begin making these calls as soon as you know the final class roster.

Preparing for MG Classes:

1. Make notes about each Intern during the phone visits. This will help you match the Interns with the best Mentor for each.

2. At a regular SMG monthly meeting just prior to matching Mentors to Interns, have a brief meet with the Mentors and tell them you are about to prepare for this year's MG class cycle. Review the Mentor responsibilities with them and ask if they have any questions.
3. Attend the first MG class. Prior to class talk to your Extension Agent and ask for a few minutes during the first class. This is your first face-to-face introduction and an opportunity to welcome them in person.
4. At this first class meeting, review the Mentor-Intern Program and ask if anyone has special requests (some might want to be mentored by a friend or relative).

Matching Mentors & Interns:

1. The Mentor-Intern Coordinator matches Mentors and Interns (consider: gender, address, similar interests, special requests, and any other information gathered during phone visits).
2. Prepare envelopes for every Intern and every Mentor (name on outside of each). Using copies of the membership directory cut out the contact information for each Mentor (nice to include photo too). Place this info in the corresponding Intern's envelope. In each Mentor's envelope put contact info for their corresponding Intern.
3. Attend the second MG class and pass out the Intern envelopes. Again tell them how happy the SMGs are to have them in the class and how they look forward to meeting them soon. Also announce that you will be at the SMGs monthly meeting early and will introduce them each to their Mentor. [reserve a special table for all Interns whose Mentors are unable to attend the monthly meeting.]
4. Send an email to each Mentor telling them that they'll meet their Intern at the monthly meeting. Remind each to save a seat for their Intern and to be there early so you can introduce them to each other. Remind the Mentors of their responsibilities.
5. Arrive early at the monthly meeting. Give Mentors the envelopes with their Intern information and introduce them to their Intern.

A Successful Mentor-Intern Program:

1. Now it is up to the Mentors to work with their Interns. A few emails during the year will help remind everyone of their responsibilities.
2. Emails to Interns during the year offers them support and friendly reminders of projects, reporting and deadlines.
3. Be patient. The Interns are very excited and may have lots of questions. They may want to share more than you've asked.
4. Most Interns like the idea of having a Mentor and can't wait to meet them.
5. The Intern luncheon worked ok for us, but everyone is so busy that it worked easier and just as well having a special time at the monthly meeting.
6. Understand that some Interns will not work hard to get their volunteer hours, or even plan to "graduate". Support the Mentors if they show disappointment.

7. The Mentor-Intern Coordinator should create two email group lists; one of the Interns and another of the Mentors. He/she should send an email (at least once per month) reminder invitation to Interns regarding monthly SMG meetings, and an email to the Mentors reminding them to also personally invite their Intern to the meeting. There may be other reminders too.

SMG TELEPHONE SCRIPT GUIDELINES

(conducted by the Mentor-Intern Coordinator at least one month before MG classes start)

Purpose: To establish a relationship with the applicant, to discuss the purpose of the MG Program, give an overview of the Mentor-Intern Program, discuss time considerations, and answer any questions from the Intern.

1. Call the Intern applicant
2. Introduce yourself
3. Ask if this is a convenient time to talk
4. Start off by saying you're happy they have applied and been accepted for the program. Tell them what fun our SMGs is and how they'll make new friends with similar interests.
5. Ask the Intern what they know about Master Gardener.... let them talk.
6. Ask the Intern if they know any MG's.... let them talk
7. Ask the Intern how they found out about the MG Program.... let them talk
8. Explain the purpose of Master Gardener – The SMGs is organized as a non-profit organization. There are many local associations in Alabama; there is a state association (AMGA); and there is even an international organization (IMGC). The purpose of each local association is to assist the Extension Agent (Chris Becker) in meeting the horticulture educational needs of the community. The title Master Gardener may not be used to help you with your job and you cannot charge for your services as a Master Gardener..... let them talk.
9. Review the certification process starting with the classes:
 - a. Classes start the second Tuesday of January
 - b. Classes are held at and sponsored by the County Extension Office
 - c. Classes are from 8:30 a.m. to 12:30 p.m.
 - d. Classes are on subsequent Tuesdays for 14 weeks

- e. You will receive a large notebook with the class curriculum
 - f. Items you might want to bring to class are: a tote bag, additional paper for notes, pen/pencil, highlighter, paperclips, post-it notes, a calendar (etc)
 - g. SMGs meets monthly on the third Tuesday of the month and we encourage all Interns to attend. SMGs normally meets from 10:30 to 12:00/12:30. We have a guest speaker (tell a few you have enjoyed), business meeting and a pot luck lunch. However, for January thru March meetings, we meet from 12:30 to 2:30 so all Interns can attend. This will make three of your class days longer when you attend both the class and the SMGA meeting. SMGs will ask for payment of membership dues.
 - h. Do you have any questions?
10. Ask if the Intern knows anything about our Helpline; the second part of their certification process... let them talk. Explain the Helpline:
- a. It is a service provided by MG and ACES. We answer questions from the public about home horticulture. Tell the Intern they are not expected to know all the answers to all the questions and that they will have a Mentor there for the (first, first two, other?) work shifts. They will do research and/or talk to the Extension Agent to find answers. Then call the person back with information and suggestions.
 - b. We have an MG office at the Extension Office with two phone lines, computers and shelf references.
 - c. The Helpline is operational from March to October, 9:00 a.m. to 2:00 p.m. (five hour shifts), Monday thru Friday.
 - d. Part of the Intern's certification process is to work five shifts (25 hours, or half of your required service hours) on the Helpline by the end of October..... Share some of your Helpline experiences.
 - e. After graduation and you become a Certified MG, we then ask you to work two shifts (10 hours) per year.
11. The third part of certification is the remainder of your required service hours. Interns need 25 or more volunteer hours additional to their 25 hours on the Helpline. Explain some of our working projects and some that you enjoy. Service hour credit is given for attending SMG meetings too.
12. Graduation is in November and annual dues are \$25.
13. To help you achieve all of this, you will have a Mentor who completed certification just last year. Your Mentor will:
- a. Work with you the first few times you work the Helpline
 - b. Meet you at the regular SMGs meetings and introduce you to other members

- c. Work with you on projects to ensure you complete your other 25 service hours
 - d. Answer questions you have or point you in the right direction for answers
 - e. After graduation you will then be asked to mentor a new Intern next year
14. [optional Luncheon – We will have a luncheon one week (first Tuesday in January) before class starts. We’ll meet at the Extension Office so you can see where we meet for classes. (Mentors bring side dishes and Extension provides the entree.) This gives everyone a chance to meet.... let them talk.]
15. This month you will receive a letter in the mail confirming your acceptance into the MG Program. Do you have any questions? If anything comes up before the luncheon, please feel free to call me or our Extension Agent, (Chris).... Give the phone numbers.
16. Take a minute and share your excitement about MG, the work we do, and how happy we are that they have applied to the program.

AN INTRODUCTION TO THE BALDWIN COUNTY MGA MENTORING PROGRAM

(A program developed by Sherry Arnold, Joyce Mudrak and Laurie Reddinger)

Recently the guidance of a Mentor has become a welcome tool. Mentoring has gained widespread support and is common in schools, corporations and professional and social associations.

In Baldwin County the Intern Class Coordinator (assistant to the Extension Agent for class management), Joyce Mudrak saw a need for a mentoring program to assist the MG Interns through not only their class time, but also to ensure their successful integration into the Baldwin County MGA. In 2008 a pilot program was introduced.

For the 2009 Interns, Sherry Arnold was asked to formalize the program to clarify the purpose and process of mentoring, and to generate stated goals, definitions and guidelines. A Mentor Team consisting of Joyce, Laurie Reddinger, and Sherry as Team Coordinator was created. The Team approach was essential in successfully developing a new program. In effect, the three Team member mentoring each other; helping to stay focused; spotting pitfalls; editing and supporting each other's work.

The Team drew from the most recent graduates of certified MG's for the first group of Mentors. They were matched with Interns by preference to gender and home residence proximity. The Team met with the Mentor volunteers to share a roadmap to success. A packet of information was provided which included guidelines and additional suggestions were discussed. Top on the "to do" list was the creation of an opportunity for the Mentors and their Interns to meet prior to the beginning of the first MG class. Invitations were provided for a Welcome Luncheon. Each Mentor sent this to their Intern and included their contact information. They added an additional welcome note as desired.

The luncheon was a casual meeting with a minimum of official business. Both Mentors and Interns enjoyed pleasant conversation and shared common interests with new friends. Each Mentor gave a short introduction of him/herself and talked of their involvement in the Baldwin County MGA. The Interns then shared their own hopes and expectations for the upcoming class and participation in the BCMGA. The new Interns expressed feeling welcomed and part of something special. It became clear to the Mentor Team that they had achieved one of their goals: immediate involvement of the Interns in the BCMGA.

BALDWIN COUNTY MASTER GARDENERS MENTOR PROGRAM DESCRIPTION

PURPOSE & RESPONSIBILITIES

Established 2008 – Joyce Mudrak

Refined 2009 – Sherry Arnold, Laurie Reddinger, Joyce Mudrak

Baldwin County MG Mentor Program is now an ongoing.

Purpose of the Program: The purpose is to encourage Interns to take an active role in becoming BCMG's by providing support and guidance during the learning process.

Mentor Selection: The previous Intern class members mentor the incoming Interns of the following year. If additional Mentors are needed, BCMG volunteers are used.

Mentors and Interns will be matched according to gender and home residence proximity.

Mentors meet with Mentor Coordinator prior to the new sessions to review the outline of the program.

The Class Coordinator (assistant to the Extension Agent in class management) is part of the Mentor Program Team.

Responsibilities: A welcome luncheon will be hosted by the Mentors. It will be held the week before the class begins. The luncheon is an informal event. Those attending should include: Interns, Mentors, Mentor Team and other Volunteer Workers assisting the class sessions.

Mentor responsibilities include: inviting their Intern to the luncheon, staying in touch at least 2x per month, informing the Mentor Coordinator or Class Coordinator of any issues, completing and end of class report and reviewing the information packet provided.

THE BALDWIN COUNTY MASTER GARDENER MENTOR

Mentor: a wise and trusted counselor

Mentor's Role: As a Baldwin County MG, your experience, knowledge and volunteerism are an invaluable resource to an MG Intern. Pairing the newcomer Intern with a Mentor provides support, guidance, and encouragement during the learning process. It is an excellent pathway to networking and becoming familiar with the BCMGA organization.

Rationale: Mentoring succeeds when one person invest time, energy and personal involvement in the growth and ability of another person. In educational training, mentored individuals have a 50% higher success rate than those without mentors. The persistent encouragement builds confidence for the Intern. You can make a significant **impact** on our new Interns!

A Successful Mentor Program: Success involves initiative on the part of the mentor and the Intern. Use your **talents** to help set and reach goals, set a professional tone, listen to problems or difficulties, share, lead, and inspire Interns to grow and learn. What does that look like? Send a card, check on their progress, make a phone call, invite to lunch, join for a class meeting, meet after class, carpool, or volunteer together.

Do what you can do to help the Intern feel GREAT about their experience in the MG program!

MENTOR PROGRAM TIMELINE

Prepare a Mentor Program proposal for your Master Gardener organization. It should be clearly stated that this program will be linked to the MG Intern class. Timing should be appropriate for the following steps and considerate of other local logistics.

Six months prior to class beginning:

1. Form a Mentor Program Team consisting of a Mentor Coordinator, Class Coordinator (assistant to the Extension Agent for class management) and one additional member (a recent graduate, previous Mentor, and/or the Extension Agent).
2. Verify that the committee is available and prepared to work diligently.
3. Be open and ready to receive input from all team members, and make new decisions by vote if necessary.

Five months prior to class beginning:

The Mentor Team should meet to:

1. Determine how many Mentors and alternates will be needed.
2. Mentor Coordinator should contact each potential Mentor Volunteer to discuss general responsibilities of a Mentor.
3. Organize a future meeting with the Mentors. Prepare a meeting agenda and a packet of information for each Mentor. The meeting should take place approximately two months prior to class beginning.
4. Plan a Familiarity Luncheon for the Interns. Schedule this one week prior to the first class. Decide who will provide lunch. Consider asking someone beyond the Team to coordinate the menu.
5. Prepare stamped invitations to the Familiarity Luncheon with a request for RSVP. Mentors will later send invitations to their assigned Interns.

Three months prior to class beginning:

1. Place an informative article in your Master Gardener newsletter.
2. If applicable, arrange for at least one Team member to participate with the Intern Nomination Committee.
3. Mentor/Intern matching should occur as soon as possible after the Interns have been identified for the next class. Match-up preference is 1) same gender if possible and 2) home residence proximity.

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Two months prior to class beginning:

1. The Mentor Team and the Mentor Volunteers meet. Team members address aspects of the Mentor Program and goals.
2. A packet including pertinent information should be provided to each Mentor and alternate.
3. The Familiarity Luncheon invitation should be given to the Mentors.
4. When the Mentor/Intern match-up has been made, provide Mentors with Intern personal contact information.

One month prior to class beginning:

1. Mentor Coordinator should remind Mentors to mail the invitations to their Intern. The invitation should be acknowledged by RSVP. If the Intern has not responded in ten days the Mentor should contact their Intern via phone or e-mail. Mentors should keep the Mentor Coordinator informed.
2. An early personal contact is encouraged to form the nexus which is at the heart of a good mentoring experience. The Mentor Coordinator should follow up as needed.

One week prior to class beginning:

1. The Familiarity Luncheon should take place. There should be a minimum of official business. This is the opportunity for the Mentors and the Interns to get to know each other.
2. Temporary name tags should be given to Interns as they enter. Everyone should sign in for the record.
3. Allow some time for the partners (Mentor/Intern) to find each other and discover common interests.
4. The Intern Class Coordinator should moderate this occasion. There should be few announcements and minimal introductions.
5. The Mentors should be asked to stand and share their Master Gardener experiences and then introduce their Intern. Interns speak of their hopes and expectations for the upcoming class and participation in the Master Gardener Program.
6. Each Mentor and Intern should be paired together during lunch.

After class begins:

1. The Mentor Team should support the Mentors as the class progresses. It should be made clear that any concerns should be shared with the Mentor Coordinator or other Team members.
2. The Mentor Coordinator should stay in touch with all Mentors to keep communication flowing.

After the class ends:

1. Recognition of the Mentor Volunteers should be made in an appropriate manner by the team. An example of a certificate is the last page of this booklet (p. 20). An anonymous survey should be completed by Mentors and Interns to identify any problems and to improve the program for the future.

MENTOR GUIDELINES AND SUGGESTIONS

- Be positive and welcoming. Keep a good attitude with regard to the Master Gardener Program, BCMGA and ACES. Set a good example by always wearing your name tag at Master Gardener functions.
- Discuss the best method/place/time to contact you.
- Occasionally come to class. Maintain contact **at least** twice per month. Carpool with your Intern if feasible.
- Share your experience and knowledge. Suggest resources; books, web sites, local gardens, nurseries, etc. Learn from each other.
- Volunteer with your Intern on their first mission.
- Encourage friendship beyond advice. Have lunch together. Be a good listener. Maintain confidences.
- On your Intern's "bring the snack" day, participate with them.
- Use your interaction with the class to network with other Interns. The more Master Gardeners they become acquainted with, the easier their volunteering and transition into the BCMG association will be.
- Keep notes for your input at the end of the class, pros and cons, so that we may continue to improve the Mentor Program.
- Encourage your Intern to sign up **EARLY** for the Info-Line. Go with them for their first session or two.
- Don't give direct answers to tests. Suggest information to help them find the answer for themselves. Contact the Mentor Coordinator or the Class Coordinator if you have a question or concern.
- And finally: Make your Intern feel that they are so lucky to have you. They are!

INTERN GUIDELINES & SUGGESTIONS

- Welcome your mentor's attention and involvement. Successful relationships are built on investments from both parties.
- Remember to wear your name tag at all functions.
- Discuss the best method/place/time to contact you.
- Occasionally invite your mentor to class. Carpool with your mentor if feasible.
- Ask about resources such as web sites, reference books, local gardens or nurseries. Ask about your mentor's experiences in volunteering, gardening, belonging to the Master Gardeners Association, and working with Extension.
- Invite your mentor to join with you on your first volunteer activity.
- Encourage friendship beyond advice. Have lunch together. Be a good listener. Maintain confidences.
- Ask your mentor to assist you on your "bring the snack" day.
- Introduce your mentor to other Interns, and get to know other mentors. You will be welcomed by all.
- Keep notes for your input at the end of the class, pros and cons, so that we may continue to improve the Mentor Program.
- Invite your mentor to join you for your first Info-Line session.
- Don't expect your mentor to give you answers to tests. They will, though, have suggestions on how to find the answers yourself. Contact the Mentor Coordinator, Class Coordinator, or Extension Agent if you have a question or concern.
- And finally, make sure your mentor knows that you appreciate their help and guidance.

(2009)

MENTOR/INTERN PROGRAM

END OF YEAR EVALUATION

A. POSITIVE COMMENTS:

B. NEGATIVE COMMENTS:

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C. SUGGESTIONS FOR IMPROVEMENT:

Thank you so much for being part of this program.

Mentor Volunteer Certificate of Achievement

With great appreciation for your volunteer efforts,
the Alabama Cooperative Extension System of Baldwin County, Alabama, the
Baldwin County Master Gardeners Association and the Mentor Team present ²⁰

(Susie Somebody)

This award for excellent service as a Mentor for the
Master Gardener Class of (2009)

Sherry Arnold, Mentor Coordinator

Joyce Mudrak, Class Coordinator

Laurie Reddinger, Asst. Class Coordinator