

**ROSARYHILL SCHOOL
MENTORSHIP PROGRAM
2012/13**



MENTORSHIP HANDBOOK

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1. Introduction

1.1 Basics of Mentorship

The basic objective of mentorship is to encourage and assist in the development and growth of a student. Each mentorship relationship will be different because of the student's development level, the student's needs, his or her personal interests and a mentor's strengths and talents.

A mentor can provide a wide variety of assistance to students including providing career advice and networking tips, listening to a student's ideas and concerns, introducing them to new people, places, interests and ideas and encouraging them to set goals and develop an action plan to achieve these goals.

Good mentorship relationships are those that provide opportunities for the student to learn, to grow and to feel supported. **Mentors are helpers, but they are not assurers of success. Remember, a mentor is there to guide and support a mentee, and to encourage his/her independence and self-reliance.**

1.2 What is a Mentor?

An alumni mentor is a guide, a friend, a resource who successfully navigated the ins and outs of RHS. Alumni mentors use their education and experience to help pave the way to success and beyond for current students, and derive satisfaction from helping others succeed.

Role Model	<ul style="list-style-type: none">• Provides an example to emulate• Expands the student's perspective on life
Motivator	<ul style="list-style-type: none">• Helps the student acquire information and skills that will prove integral for success at school and beyond• Participates with the student in learning new things• Encourages the student to try new things
Supporter	<ul style="list-style-type: none">• Helps build the student's self-esteem• Conveys a sincere personal interest in the well-being of the student• Listens to the student's ideas and concerns• Expresses belief and confidence in the student's abilities
Resource	<ul style="list-style-type: none">• Introduces the student to new people, places, interests and ideas

Challenger	<ul style="list-style-type: none"> ● Encourages the student to set goals and develop an action plan to achieve the goals ● Challenges the student to succeed and try things on his or her own ● Encourages the student to engage in increasingly complex activities
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While mentors serve a variety of roles in a student's life, a mentor cannot do or be everything. Mentors work in conjunction with student and the Careers and Guidance Team at RHS. There are limits to what a mentorship relationship can do for the student and mentor. Both parties must work at the relationship to make it successful. It will not just happen. A good mentorship relationship takes time, so do not expect it to happen overnight.

1.3 What Makes an Alumnus a Mentor?

An alumnus' own life experiences in learning and working with others qualify him/her to be a mentor.

The best mentors are people whose own enthusiasm for their work is so contagious that they inspire others just by doing what they enjoy most. Sharing his/her own interests with a current student is just the beginning of mentorship.

If he/she has knowledge or experience or are simply a good listener he/she has probably already been a mentor – helping someone to learn, sort out a problem or devise a plan. **Status and power can be ignored**, mentors do more listening and questioning and advice is only offered once the mentees have had the opportunity to explore the options for themselves.

Mentorship includes coaching, facilitating and networking. It is not necessary to dazzle with knowledge and experience. **The mentor's main role is to provide support and encouragement.**

1.4 What a Mentor is NOT

Mentorship is often seen as a relationship between a senior and a more junior person – like a master and an apprentice. This can be a useful approach to mentorship but can also pose some problems for adult learners.

Mentors being seen as a teacher, coach etc. can be unhelpful and limiting. On the other hand, **viewing mentorship as a learning partnership can be more helpful.**

A mentor is not:

- a coach or personal trainer
- a tutor or proofreader
- a supervisor
- a parent or disciplinarian

- a counselor or therapist
- a “reference book”

2. Rosaryhill School Mentorship Program

2.1 Important Rules

In order to protect the interests of mentor and mentee, all mentors and mentees have to observe the following rules:

- (i) Male mentor is advised not to have one-to-one meeting with a female mentee.**
- (ii) Mentors must serve a notice (stating the date, time, location, and name of mentee and mentors) to RHSOSA (mentorship@rhsosa.org) for all meetings with a mentee (other than those organized by the School or RHSOSA) at least 5 school days in advance.**
- (iii) Mentees must also inform Ms. Evy Cheung (Careers Mistress of RHS) at 2835 5144 or 9651 0902 at least 5 school days in advance for all meetings with mentors (other than those organized by the School or RHSOSA), so as to allow the school has sufficient time to send a notice to the mentee's parent/guardian for proper endorsement.**
- (iv) Under all circumstances, a mentee cannot work for a mentor, no matter it is on a voluntary basis or with compensation.**

Upon the occurrence of any of the following circumstances, the School can either terminate the mentorship relationship or reassign a new mentor to a mentee under the instruction of the Mentorship Committee:

- a) A relationship beyond mentorship has developed between the mentor and the mentee; or**
- b) A violation of any of the rules in (i) to (iv) above.**

2.2 Structure of the Program

This Program is organized by the Careers and Guidance Team of Secondary Section of RHS with the assistance from the RHSOSA. It provides an opportunity for students and alumni to connect in positive one-to-one mentorship relationships. Through the program, alumni can enhance the quality of a current student's experience by interacting, exchanging ideas, and sharing their experiences and knowledge with future RHS graduates. Alumni mentors give back to their alma mater by serving as role models and leaders as they help today's generation of students reach their goals.

In order to meet these goals and ensure lasting relationships between students and their mentors, the Program is structured into stages so that both mentors and mentees can keep track of the development of the relationship. There will be a cap on the number of mentees in each year, so as to ensure that there are adequate mentors to suit the appropriate mentees.

The duration of this Program will last for one year from 1 November to 31 October of the following year. Each mentee will be allocated with at least a pair of mentors, who may have a group of not more than four mentees.

2.3 Stage 1 - Mentors and Mentees Application

RHSOSA invites alumni to submit their applications to be mentors. The deadline for the application is normally in early September of each year. The Mentorship Committee formed by RHS and RHSOSA will conduct an initial screening on the appropriateness of the candidates. In order to ensure that the mentors are mature to provide advice to mentees, **candidates of mentors should be at least 30 years old and should have at least five years of working experience.**

During September, the Mentorship Committee will review the applications to identify qualified applicants to attend a mentor training workshop, which will be held in a Saturday afternoon in October. Up to this stage, applicants have not yet become mentors because they have to wait for the results of pairing (section 2.4 below).

From 2011/12 onwards, the Program is available for Secondary 5 students. They have to submit their application on or before mid October.

2.4 Stage 2 - Pairing of Mentors and Mentees

After receiving the applications from the students, the Mentorship Committee will rely on the information provided in their application forms to perform pairing with the pool of mentors. Of course, great care is taken in pairing alumni mentors with students who share similar hobbies and career interests. However, there is no guarantee that there is an exact match in any one particular area.

The Mentorship Committee will submit their pairing results to the School, which has the final right on the decision of the pairing. Within one month after the closing of the application, the School will notify the students about the result of their pairing with the mentors. However, if the number of mentee applications exceeds the quota, there is no guarantee that all students can be admitted to the Program, and vice versa, if the number of mentee applications is less than the number of available mentors, not all mentor applicants will be assigned a mentee in that year.

Any relationship takes time and effort to develop. It is strongly encouraged for mentor and mentee to make a consistent and sincere effort to get to know each other. However, it is also understood that a particular pairing may not be the best fit and that students may develop new academic and career interests that require them to seek a different mentor. If you wish to end the

mentorship pair before the end of the session, please notify either RHSOSA or the School's Career and Guidance Team so that possible solutions can be provided, including the discontinuation of a relationship. When the mentorship relationship is no longer officially active, mentors and mentees are advised to refer to section 3.10.4 and 4.8.4 respectively for solutions.

2.5 Stage 3 - Steps in Developing a Mentorship Plan

Having known that you are paired with a mentor/mentee, the following questions may be helpful in developing a plan to guide the development of the relationship:

- (i) Consider **why** you and the mentee are entering into a mentorship relationship. Write a statement of purpose describing why this is important.
- (ii) Think about **what** you want to achieve through mentorship. What will you work to achieve? What outcomes will indicate you have achieved this?
- (iii) Begin to plan **how** you will proceed. What special challenges might you expect as you work towards your goal? What will help you achieve your goal?
- (iv) What else do you need to consider?
- (v) Time plan – list milestones, indicators of progress, actions steps and expected completion dates.

2.6 Stage 4 – Preparation for Meeting

Once a pairing has been made and the information is sent to each participant, both parties are asked to contact each other as soon as possible. Your initial meeting or phone call should be kept friendly and light – the goal is to have both parties be at ease with each other. It should not be a “goal setting or problem solving” session. This is the time to get to know about each other, significant events or people in each other's life, likes, dislikes and interests.

Mentor and Mentee should:

- ◆ Prepare for each meeting.
- ◆ Establish an agenda. Mentee will establish and send mentor the agenda before meeting.
- ◆ Work toward meeting objectives.
- ◆ Exchange feedback.
- ◆ Briefly evaluate the meeting.

Mentees are expected to provide the meeting agenda upfront in order to provide structure to the meeting and the opportunity for the mentor to prepare in advance. For the mentorship tips and techniques, mentors and mentees can refer to section 3.10 and section 4.8 respectively.

At the end of the meeting, conversation or e-mail exchange, be sure to make arrangements for the next contact you will have with each other, at which time you should discuss in more detail what each person, especially the student, hopes to gain from the relationship, and try to establish a contact schedule. **Don't forget to serve a notice to both RHSOSA and the Careers and Guidance Team, if a meeting is scheduled.**

In order to establish a good relationship, it is recommended to maintain at least 2 hours contact between the mentor and mentee in each month.

2.7 Stage 5 – Structure of Mentorship Meeting

A typical mentorship conversation may follow the following structure:

- (i). Establish rapport**
 - shake hands
 - small talk / match voice tone and tempo
 - match posture
 - ask a question
- (ii). Opening questions/statement**
 - “Tell me about your school life so far...”
 - “What are your goals for this meeting?”
 - “Do you have a goal you would like to achieve in the next 12 months?”
- (iii). Active listening, minimal response**
 - “Tell me more about...”
 - “Mm hm...” / “Go on...”
 - Nodding
- (iv). Reflective questioning for clarification**
 - “So what you’re saying is...”
 - “What I’m hearing you say is... Is that right?”
 - “You seem concerned about this task?”
 - “You feel ... because...”
- (v). Summarizing**
 - “Let me see if I can draw this together...”
 - “So, let’s summarise.”
 - “The main points we’ve discussed are...”
- (vi). Advice**
 - “What you may need to consider doing is...”
 - “One way you could handle that might be to...”
 - “Perhaps you need to gather more information before deciding...”
- (vii). Options exploration**

- “I see that... is an area to work on, let’s discuss some ideas for addressing that.”
- “Let’s see if we can figure out the best way for you to get the training/experience/exposure you need to ...”
- “What ideas do you have for developing your skills to achieve your goals?”

2.8 Stage 6 - Agree on Expectations and Goals

Many people in mentorship partnerships find it useful to create a formal mentorship agreement at the start of the relationship to help clarify the purpose and goals of the relationship. Some partnerships create a written document outlining how the relationship will work, what goals are to be achieved and within what timeframe, how the relationship can be ended, frequency of meetings etc. Of course, many relationships exist without such formal documentation, however it is recommended that, at the very least, some discussion of these aspects is covered in the initial mentorship meetings. Sample of Mentorship Agreement for mentors and mentees can be found in Annex 3.2 and Annex 4.2 respectively. The agreement helps walk you through the expectations and goals the mentor and mentee have for the relationship.

Mentors should talk to the mentees about expectations, goals, and what they would like to accomplish through the mentorship program. Discuss what a successful mentor means. In return explain what you, as a mentor will expect. The mentee will be driving his/her own self-directed learning.

When people have clear goals, their efforts are more likely to produce the desired results. While goal setting is most likely to centre on the mentees needs, remember to consider your own needs as a mentor – mentors can expect to gain from the relationship too! Help the mentee achieve their goals by using the following model:

A – Ability

Is the goal within their ability to achieve? How can the necessary skills, knowledge and personal attributes be acquired?

C – Clarity

Help them to become clear about what they really want. Why is it important to them? Getting clear about the gap between what is desired and the current reality is essential so that ways of making a change can be explored.

H – Help

What assistance do they need? What resources are required? Where can these be accessed? Who can help?

I – Implementation Plan

What steps need to be taken? What is the time frame? How will motivation be maintained? Have milestones been set?

E – Environment

Will factors in the personal, school or the general environment support or inhibit the achievement of the goal?

V – Values

The goal should be consistent with the mentee's sense of what is important in life. This helps to maintain motivation.

E – Evidence

How will they know when their goal has been reached? What will they see, hear, feel?

2.9 Stage 7 – Develop the Relationship

Mentor should talk to the mentee about his/her roles as a coach, teacher and motivator. The mentee needs to understand that he/she is playing the larger role in the mentorship relationship, by deciding upon goals and developing strategies for achieving them.

Mentors should be alert of the role he/she is playing in the relationship. This will help in developing the relationship.

(i) Prescriptive:

Necessary when the mentee has little or no experience in the real world. The mentor:

- Directs and advises mentee who depends heavily on this support and instruction.
- Gives a lot of praise and attention to build mentee's self-confidence while providing detailed information on many issues and procedures.
- Assumes role of: **Coach, Teacher, and Motivator**

(ii) Persuasive:

Mentor may need to persuade mentee to:

- Find answers.
- Seek challenges (with direction).
- Take risks.
- Make new discoveries by suggesting new strategies, questions and challenges.
- Mentor assumes the role of: **Coach and Trainer**

(iii) Collaborative:

Mentee and mentor work together to jointly solve problems. Mentees actively cooperates in their academic and personal development plan, if any.

- Mentor assumes the role of: **Career Advisor and Role Model**

(iv) Confirmative:

Mentee requires mentor's wisdom and professional insight into policies and people.

- Mentor gives advice and encouragement about decisions and plays the role of: **Sponsor**

2.10 Stage 8 – Evaluation Process

Evaluation is essential if a mentorship program is to remain viable and effective.

Characteristics of an effective evaluation should include:

- (i) Evaluation of the mentorship program is ongoing/continuous.
- (ii) Feedback from both mentors and mentees is collected.
- (iii) The evaluation of the mentorship program has both:
 - (a). A formative component to provide ongoing improvement.
 - (b). A summative component to demonstrate program effectiveness.
- (iv) Documentation of feedback and evaluation findings is routine.

In order to achieve an effective evaluation, mentors and mentees can make use of the Relationship Evaluation Form at Annex 3.3 and Annex 4.3. It would be useful to document the communication and meetings in the form and express how you feel from each contact every two to three months.

By completing the questions on the form and exchange it with your mentee/mentor, mentors and mentees can understand how their relationships change – no matter is improving or deteriorating.

When the mentee and the mentor have a “falling out,” reflection and analysis need to be employed to discover why. Timely and appropriate actions can thus be taken by each party so as to manage the mentorship relationships.

3. Information for Mentors

3.1 Overview

The information in this handbook is not intended to complicate your view of the mentorship role, but rather clarify it – increasing your understanding of ability and your effectiveness to expand your leadership, interpersonal and technical skills.

Alumni mentors have an opportunity to put their own vision, energy and creativity to work, making an important difference in a RHS student's life. They want to maintain ties to their alma mater. They enjoy the personal satisfaction of contributing to a student's growth and success. And they also enjoy the stimulation and challenge of relating to today's RHS students. Your role as an alumni mentor is to inspire, encourage and support your mentee, and to contribute to his or her professional and personal development.

3.2 Eligibility

All RHS alumni who are current **members of the RHSOSA are eligible** to participate in this Program. Participation in the Program is voluntary. Alumni who wish to participate in the Program as a mentor must first submit the Mentor Application Form (Annex 3.1). Once the RHSOSA receives a completed Mentor Application Form, the alumnus will be matched with a current student based on the information provided in the Mentee Application Form (Annex 4.1). As much as possible, matches will be made based on similar career field, major, hobbies and interests. However, there may be opportunities that there is no suitable match in that year, and thus the mentor candidate will not be assigned a mentee.

Candidates of mentors should be at least 30 years old and should have at least five years of working experience. They should be ordinarily living in Hong Kong.

3.3 Time Commitment

We know how busy our alumni are, and we do not want your participation in this Program to hinder your day-to-day routine or conflict with your other commitments. Therefore, we have made this Program as adaptable and user-friendly as possible. The amount of time you commit is entirely up to you. The important thing is to work with your mentee and decide on a plan that you can both commit to – this may be a monthly e-mail or phone call, or an in-person meeting once a semester.

3.4 Personal Reflection for Mentors

Consider your answers to these questions as you think about what role you might play in your mentee's life:

- *As you think back on your secondary school years, do any adults stick out in your mind? Who were the adults who really made a positive difference in your life?*
- *Why do you think they took a special interest in you? What qualities did you have that made them want to spend time with you and encourage you?*
- *What was it that made each of them a great mentor? What did these important people have in common?*
- *What might these experiences teach you about how you want to be as a mentor? What lessons can you take away from these role models?*

3.5 Methods of Communication

As mentioned above, there are now numerous ways to communicate with your mentee.

Today's secondary students grew up with e-mail and instant messenger...but we all know that they love receiving "snail mail" as well – so a **handwritten note or letter is still an important way to show your mentee that you are thinking of him or her**. Birthdays and final exams are great opportunities to send a note or card wishing your mentee well.

The best method of determining how to contact your mentee is to discuss with him or her which is the most convenient and comfortable for you both.

3.6 What the Mentees Expect?

Students who participate in the Program are not all looking for the same thing from their mentors – in fact, the students' expectations are often quite varied.

Some of the things that students may be seeking through this Program include:

- Guidance or advice
- Career help
- Emotional support
- Friendship

Be sure that as you are beginning your mentorship relationship you **leave things open to what the mentee wants**. For example, do not try to force upon him/her your career advice and networking contacts when all he/she is really seeking is someone to talk to and share their RHS experience. However, this does not mean that you shouldn't inform your mentee of the ways in which you feel you could be particularly helpful – if you are an experienced business person with many contacts in your field, be sure to point that out to your mentee, so the door is open.

3.7 Mentor's Role and Responsibilities

The mentor's role is to listen, provide constructive feedback and help their mentees consider options. You may refer them to resources and facilitate decision making and share your own experiences. You might help to identify areas for development, coach your mentees and allow opportunities to practice new skills. You may be a sounding board, ask questions to cause further exploration of ideas or to challenge your mentee's thinking. **You provide guidance, not direction and do not solve problems but act as a collaborator in the problem solving process.**

Primary responsibilities of a mentor include:

- Maintaining confidentiality
- Being accessible
- Listening actively to your mentee
- Promoting responsible decision making
- Motivating and supporting your mentees to achieve their goals
- Ensuring a professional mentorship relationship
- Acting as a role model
- Recognizing when it is time to relinquish the mentorship role

3.8 Characteristics of a Good Mentor

- Achiever
- Approachable
- Effective Teacher
- Fair and Honest
- Good Listener
- Good Motivator
- People-oriented
- Respected
- Respectful of Others
- Supportive

3.9 What Makes an Effective Mentor?

Mentorship is essentially a supportive process. At the most basic level you are being asked to act as a sounding board. This is not a skill that needs much refinement as a lot of people possess it. The danger arises when you feel like you should be giving advice. As a mentor, your task is to ask your mentee to tell you about the issue in detail. Your job then, is to listen and be empathetic, question the mentees so they can invent their own options and help them choose the correct path for them.

An effective mentor has been described as one, who:

M – Manages the Relationship

- Has high level self-management skills
- Is assertive
- Has good knowledge of the School
- Models effective leadership and management skills
- Has excellent interpersonal skills

E – Encourages

- Motivates others
- Is a good role model
- Able to provide clear and objective feedback

N – Nurtures

- Able to promote personal growth
- Has ability to maintain work-life balance
- Acknowledges need to maintain health
- Respects higher goals, values and spiritual needs

T – Teaches

- Able to undertake needs assessment
- Able to facilitate learning
- Provides resources

O – Offers Mutual Respect

- Accepts differences in values, interests etc

R – Responds to the Mentee's needs

- Does not seek to impose advice on the basis of one's own needs

3.10 Mentorship Tips & Techniques

3.10.1 Getting Started

Once a pairing has been made and the information is sent to each participant, both parties are asked to contact one another as soon as possible. Your initial meeting or phone call should be kept friendly and light – the goal is to have both parties be at ease with each other. It should not be a “goal setting/problem solving” session. This is the time to get to know about each other, significant events or people in each other's life, likes, dislikes and interests.

At the end of the meeting, conversation or e-mail exchange, be sure to make

arrangements for the next contact you will have with each other, at which time you should discuss in more detail what each person, especially the mentee, hopes to gain from the relationship, and try to establish a contact schedule.

Here are some questions to think about as you prepare for initial contact with your mentee:

- *What are the things I should tell my mentee about myself that would help us get to know each other? What about me or my life story that might be interesting and relevant to this person?*
- *What are the questions that I could ask my mentee to get to know him or her a little bit without prying? (These should be open-ended questions that cannot be answered with a “yes” or “no”)*
- *What do I want to gain from the mentorship relationship – what are my hopes?*
- *How can I find out what my mentee hopes to gain from the mentorship relationship?*
- *Your preferred name or nickname.*
- *Why you decided to volunteer as a mentor?*
- *How long you have been in your current position or with your current employer?*
- *Degrees you have earned and schools you have attended?*
- *A brief description of what you do in your research and what you are working on.*
- *Any information about your hobbies, interests, and family that you feel comfortable sharing.*

3.10.2 Helpful Questions

If you are having a hard time coming up with questions to ask your mentee, take a look at this list of helpful questions:

- *What do you expect from this relationship?*
- *How often would you like to meet/e-mail/call, etc?*
- *Where (if in person) and when should those meetings take place?*
- *Who should initiate contact?*
- *At present, what are your academic goals?*
- *What are some of your personal goals (i.e. campus involvement, time management, etc.)?*
- *What plans do you have for reaching those goals?*
- *How can I be of assistance in helping you carry out your plans?*
- *What are your plans for your professional future?*

- *Do you need help in learning how to network/establish a networking?*
- *What subjects have you taken? Why did you choose them?*
- *What do you like to do outside of school?*
- *Why did you apply for this mentorship program?*
- *What do you think you will gain personally?*
- *Can you think of times when a mentor or teacher was especially helpful to you? What did that person do? What did they say?*
- *Have you ever had a negative or unhelpful experience with a mentor, teacher or role model?*
- *Could that experience have been transformed into a positive or helpful one? How?*
- *What challenges have you faced in school and in your life? How did you address or overcome those challenges? What have you learned in the process?*
- *How do you balance school with the rest of your life?*

3.10.3 Activity Ideas

As mentor, you can develop your own ideas for activities or take advantage of the suggestions listed here:

- Provide information on how you built your career with graduation from RHS or undergraduate.
- If your mentee is interested in further studies, inform them of important things to consider.
- Offer to review your mentee's resume, cover letter or other networking correspondence. Provide constructive feedback.
- Invite your mentee to shadow you in your workplace for a day or longer. Introduce your mentee to colleagues.
- Introduce your mentee to others who work in your field or organization. Offer your mentee guidance on the networking process.
- Offer to conduct a mock interview / portfolio review with your mentee.
- Provide guidance to your mentee on the job and internship search process.
- Invite your mentee to a lecture on a topic related to your field.
- Socialize with other mentor-mentee pairs.
- Attend a campus lecture, performance or a sporting event together.
- Attend a RHSOSA or RHS event.
- Volunteer a few hours to help at a campus or community-organized event.
- Do something fun and social with your mentee!

3.10.4 Troubleshooting

What to do when...

- *You are having trouble contacting your mentee* – Try all methods of communication that have been provided to you (phone, e-mail, etc.) If you still have no response, contact RHSOSA or RHS Careers and Guidance Team to verify your mentee's information or have a staff member contact the mentee on your behalf.
- *Your mentee seems disinterested* – Do not give up on him or her! It could be that your student is very busy at the moment, or is shy and unsure of how to proceed. In this case, it is okay to take the lead in the relationship without becoming overbearing or forceful. Sometimes a few months of gentle reminders that you are there and are interested is all that it takes for a mentee to gain interest in the mentorship relationship.
- *You feel the relationship is not working* – We ask that all our mentors give the relationship a full year to develop. Oftentimes it takes longer than expected for a mentor and mentee to become relaxed with one another and really start to benefit from the relationship. If you are having specific problems with your mentee, please contact RHSOSA or Careers & Guidance Team for further assistance.

3.10.5 Resources

Mentors can refer to Annex 3.4 for key skills of a mentor. **Mentors should**

- Listen
- Be empathetic
- Be aware of all types of communication (body language AND spoken words)
- Recognize that you can often offer more to someone by empathetically listening rather than offering advice or trying to cheer them up
- Realize that there may be times when you need to refer the person to someone else who has the requisite experience to help them

Mentors should NOT

- Turn someone away when they need to speak to you, or if you absolutely have to, ensure you make a time to see them and ensure you follow through on your promise
- Interrupt someone when they are trying to tell you something
- Assume that your opinion is always right or that your advice is always wanted
- Always take people at face value – be observant for non-verbal cues as words
- Try and help where you know you are out of your depth – ask for some help!

In addition you may seek for assistance from the following contacts as you

work with your mentee:

RHSOSA:
Ms. Lydia Lau
9353 6368
mentorship@rhsosa.org

RHS Careers & Guidance Team:
Ms. Evy Cheung
2835 5144 or 9651 0902
mentorship@rhsosa.org

3.11 Confidentiality

It is important to develop a relationship of trust with the mentee and treat all information imparted and entrusted on a strictly confidential basis. The mentor's credibility will be compromised if confidences are breached. If information is given that is of a nature that requires intervention from a third party, such as teachers, school principal, and parents, it is important that the mentee is consulted and the importance explained of involving a third party that is of relevance.

The mentee has to give his/her permission to involve that third person, unless a mentee reports ANY of the following:

- suicidal thoughts
- feelings of severe worthlessness
- sexual harassment
- drug abuse
- theft

The mentee does not need to give permission to involve a third party on the occasions listed above. The third party will take responsibility for explaining to the mentee why confidentiality was breached on that occasion.

Annex 3.1



Rosaryhill School Mentorship Program

(Organised by the Careers & Guidance Team of
Secondary Section of Rosaryhill School
with the assistance from Rosaryhill School Old Students Association)

Mentor Application Form

Please carefully read the following notes before completing this form.

1. Please read carefully the Program's Mentorship Handbook, in particular, section 3 – Information for Mentors.
2. We offer mentor orientation program to qualified applicants. Please note the important dates listed below.
3. The mentees are students studying in Secondary 5 of RHS.
4. The expected time of formal contact with each mentee is about two hours per month.
5. Completed form can be submitted in the following ways:
 - a. Online: <http://www.rhsosa.org/membership/volunteer/mentorship.php>
 - b. By Post: To RHSOSA, c/o Rosaryhill School, 41B Stubbs Road, Wanchai, Hong Kong. Attention: "Mentorship Program"
6. Data collected is used solely and exclusively for the Program.
7. For any enquiries, please feel free to write to mentorship@rhsosa.org.
8. Although the program officially commences on 1 November, you are encouraged to participate in some of the school activities during the school year.
9. The Mentorship Committee has the final right to reject any application or terminate your participation of the mentorship program without giving any reasons.



**Rosaryhill School Mentorship Program
Mentor Application Form**

YEAR: _____

Part A: Personal Information

Name: _____ (English) _____ (Chinese)

Alias (if any): _____ (English) _____ (Chinese)

Gender: M F Religion: _____ Year of birth: _____ (YYYY)

HKID card no: _____ Are you an OSA member? Yes No

Address: _____

Marital status: Single Married Divorced

No. of children (if any) and Age: _____

Mobile: _____ E-mail: _____

Part B : Education Background

Period attended Rosaryhill School (RHS): From ____ (MM/YY) to ____ (MM/YY)

Highest level attained at RHS: F5 F7 Others (please specify): _____

Stream: Arts Science Business House (if applicable): _____

Posts held at RHS (if any): _____

Undergraduate: Yes, Major _____ Minor, if any _____ No

Postgraduate: Yes, Major _____ Minor, if any _____ No

Language skill: _____

Part C: Working Experience

Current employer / Retired: _____

Current position: _____ Working experience: _____ Years

Are you self employed? Yes No Job shadowing opportunity: Yes No

Office phone no: _____ E-mail: _____

**Rosaryhill School Mentorship Program
Mentor Application Form**

Part D: Area of Profession (you may put a “✓” in more than one box)

<input type="checkbox"/> Administration	<input type="checkbox"/> Accounting / Auditing	<input type="checkbox"/> Banking
<input type="checkbox"/> Consulting (_____)	<input type="checkbox"/> Customer Service	<input type="checkbox"/> Design (_____)
<input type="checkbox"/> Education (_____)	<input type="checkbox"/> Engineering (_____)	<input type="checkbox"/> Entertainment
<input type="checkbox"/> Finance & Wealth Management	<input type="checkbox"/> Government	<input type="checkbox"/> Human Resources Management
<input type="checkbox"/> Import & Export	<input type="checkbox"/> Information Technology	<input type="checkbox"/> Insurance
<input type="checkbox"/> Law	<input type="checkbox"/> Manufacturing (_____)	<input type="checkbox"/> Marketing, Sales, or PR
<input type="checkbox"/> Media & Publishing	<input type="checkbox"/> Medical & Health Care	<input type="checkbox"/> Restaurant, Hotel & Catering
<input type="checkbox"/> Social Service	<input type="checkbox"/> Tourism	<input type="checkbox"/> Others, please specify

Briefly describe your job:

Part E: Hobbies (you may put a “✓” in more than one box)

<input type="checkbox"/> Art: <input type="checkbox"/> Calligraphy <input type="checkbox"/> Drama <input type="checkbox"/> Opera <input type="checkbox"/> Painting <input type="checkbox"/> Photography <input type="checkbox"/> Social Dancing <input type="checkbox"/> Reading Novels <input type="checkbox"/> Writing <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Enjoyment: <input type="checkbox"/> Cosmeticize <input type="checkbox"/> Food tasting <input type="checkbox"/> Shopping <input type="checkbox"/> Tour <input type="checkbox"/> Wine tasting <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Indoor activities: <input type="checkbox"/> Baking <input type="checkbox"/> Blog writing <input type="checkbox"/> Bridge <input type="checkbox"/> Board games <input type="checkbox"/> Chess <input type="checkbox"/> Cooking <input type="checkbox"/> Movies Watching <input type="checkbox"/> Online/TV Game <input type="checkbox"/> Pet keeping <input type="checkbox"/> Reading cartoon <input type="checkbox"/> Surfing Internet <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Music: <input type="checkbox"/> Concert <input type="checkbox"/> Classical Music <input type="checkbox"/> Ensemble <input type="checkbox"/> Karaoke <input type="checkbox"/> Pop Music <input type="checkbox"/> Playing Instrument, please specify _____
<input type="checkbox"/> Outdoor activities: <input type="checkbox"/> BBQ <input type="checkbox"/> Camping <input type="checkbox"/> Cycling <input type="checkbox"/> Hiking <input type="checkbox"/> Volunteer work <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Sports: <input type="checkbox"/> Badminton <input type="checkbox"/> Basketball <input type="checkbox"/> Football <input type="checkbox"/> Golf <input type="checkbox"/> Ice Skating <input type="checkbox"/> Skiing <input type="checkbox"/> Squash <input type="checkbox"/> Swimming <input type="checkbox"/> Table Tennis <input type="checkbox"/> Tennis <input type="checkbox"/> Volleyball <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Others: please specify _____

Rosaryhill School Mentorship Program
Mentor Application Form

Part F: Sharing of Your Mentorship Experience

Mentorship experience: Mentor Mentee No experience

Maximum number of mentees you would like to take: 1 2

Sharing of your mentorship experience:

Please state your expectation of the Rosaryhill School Mentorship Program:

Please specify your preferences for the mentee (e.g. Arts/ Science/ Business Students, Hobbies, Personalities):

Rosaryhill School Mentorship Program
Mentor Application Form

Please state your expectation of the mentee:

Please write (in less than 150 words) something about your memory of RHS and why you want to participate in this mentorship program:

Referee Information:

Name: _____

Relationship: _____

Contact phone number of your referee: _____

Part G: Declaration

I declare that I have not committed any criminal offenses. The information provided by me in support of this application is true and accurate. I have read the details of the Mentorship Program Handbook and agree the Mentorship Program Committee to use my data for the matching of mentees. I understand that the Mentorship Program Committee may approach my referee stated in Part F.

I confirm that I am aware of those important dates for the Mentorship Program. I also undertake that I should try my best endeavor to attend all of the activities.

Signature: _____ Date: _____

Name in BLOCK LETTERS: _____

(same as name shown on HKID card)

Annex 3.2



Rosaryhill School Mentorship Program Mentorship Agreement

Instructions: To get the most out of your mentorship experience, you are requested to talk to your mentee about the general expectations and goals that you have for your mentorship relationship. The following questions may serve as guidelines for the types of ground rules that each mentor / mentee pair should establish.

Agree on Expectations

When and how will you contact each other?

Who will initiate the meetings and interactions?

How often will you meet / interact?

If meetings do not occur as expected, how will you respond (what **actions** will you take)?

Do you have any **other expectations** / concerns not mentioned above?

Agree on Goals

What are your **goals** for this mentorship relationship? Refer to section 2.8 of Mentorship Handbook for goal setting resources.

What **actions** can you and your mentee take to achieve these goals?

If you have any questions, feel free to contact the Careers & Guidance Team at (852) 2835 5144 or mentorship@rhsosa.org

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**Rosaryhill School Mentorship Program
Relationship Evaluation Form for Mentors**

2. My mentee and I have been meeting and/or conversing for _____ hours.
3. I feel we have established enough trust between us that we can work well together.
 Yes No Not Sure
4. If he/she is upset or unhappy with me or our relationship, I am confident my mentee would talk to me about what is going on.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
5. If I were upset or unhappy with my mentee or our relationship, I would feel comfortable talking with my mentee about what is going on.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
6. I feel we have made real headway in helping my mentee set goals and take steps to implement them.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
7. Three things I feel are going great in our mentorship relationship are:
 (i) _____
 (ii) _____
 (iii) _____
8. One thing I wish I could change about how we interact with each other is...

Name of Mentor: _____

Mentor's signature: _____

Name of Mentee: _____

Date: _____

Annex 3.4

Key Skills of a Mentor

A. Be an Observant Listener

The skill of a mentor is to ask questions and refrain from interrupting so as to give the mentees as much opportunity as possible to express themselves. Practice at becoming skilled at both active listening and turning around the questions that the mentees may ask so that they can reflect on an effective course of action. You therefore become the guide, not someone who provides the answer.

The first lesson is learning to listen well. Learning to concentrate and interpret what you hear and how to ask the next appropriate question is a surprisingly difficult skill to develop. Unobstructive observation and restraining the impulse to jump in and take control when things are not going exactly as you think they should are therefore also important skills to develop if you really want to help people to learn from their experiences.

B. Observation versus Inference

Listening is not just about hearing the spoken word – it is about guarding against making subjective conclusions based on inference. Humans commonly fail to distinguish between an observation of behavior and making an inference, or drawing a conclusion, about the cause of the behavior. Look at the scenarios in the following table and ask yourself if you have ever been guilty of making similar assumptions about people.

C. Body Language

Body language is usually more informative than words. Words by other people usually tell you what other people WANT to say, while body posture usually tells you what they really feel and think. They express, for example, emotions, thoughts and how they think. It is easier to lie with words than with body language.

Learn to ‘read’ other people’s body language by learning some of the most typical movements. How many times have you cleared your throat, bitten your fingernails, wrung your hands, or paced the floor? These are all typical body signs of nervousness. Confidence, or a feeling of power, on the other hand, can be seen in a person when they lock their fingers together and place them behind their head or behind their back. If a person pulls away from you, or keeps their distance, literally, this usually means they are either shy or nervous. This also applies to a person who won’t look you in the eye or keeps their face down and turned away from you. Either what they are saying is a lie, or they are nervous and unsure of themselves. They might even be lying to you. Smiles are normally construed as showing happiness, affection, but beware of a person who smiles through clenched-teeth, or smiles in a tight-lipped manner.

Actions speak louder than words.

Good interpretation of body language requires careful observation. It requires observation of multiple movements, and also observation of speech. Not only what is said is relevant, but more even so it is important how things are said. If a person speaks rapidly and irregularly, it may reveal that he/she is nervous. Remember that interpretation of body language is quite difficult, since a single movement may be ambiguous. A particular movement may have multiple meanings, depending on the situation and depending on other movements and gestures.

Remember also that body language is heavily influenced by cultural background and by education. As a consequence, correct interpretation of body language of a person requires knowledge about the background of that person. Body language also has many personal characteristics. Observing a person over a period of time is really the only way to draw solid conclusions. Reading body language is a valuable tool in the skills of active listening.

D. Active Listening

Active listening requires really concentrating on the messages being transmitted by trying to understand not only what is being said but how and why it is being said. The tone of voice is also important. An active listener must be alert to emphasis placed on certain words, emotional language and fluency. Only by active listening will you be able to gauge what is NOT being said.

Posture is also important when listening to another person. Even when you are not really interested in the story, it is always polite to listen with an attitude of interest. The best way to show this is to listen well and refrain from any other thoughts that are not related to the topic. Refrain from other behaviours such as moving your chair, looking around the room rather than the person, etc. To express interest, sometimes a head nod would be appropriate. This gives the impression that you are listening and that you share the opinion of the other person.

Active listening can also transcribe into two different approaches: One-way listening and Two-way listening.

(i) One-way listening, also known as a passive listening, occurs when a listener tries to understand the speaker's remarks without actively providing verbal responses. The listener may deliberately or unintentionally send non-verbal feedback through eye contact, gestures, smiles and nods. However it would not involve any verbal responses. This way of listening is most effective and appropriate when you want to ease back mentally. It would be a mistake to interrupt during this time to tell a good joke or story.

(ii) Two-way listening, also known as active listening involves verbal feedback. There are two types of feedback that you can use as a listener:

- The questioning response. By asking a question about what the student said, you get the student to elaborate information already given. The additional information may clarify or confirm your understanding.
- The paraphrasing response helps you demonstrate understanding by rephrasing the employee's ideas in your own words. Doing this helps you avoid selective listening, which is responding only to parts of a conversation that interests you. You can summarize the student's point by saying, "Let me make sure I'm with you so far..." or "The way you see the problem is..."

E. Creating a Forum for Effective Learning

1. Select the right location
2. Create the right atmosphere
3. Practice helpful listening behaviour
4. Take notes if necessary

F. Asking the Right Questions

Your primary role as mentor is to encourage mentee to develop in their role by acting as a sounding board for common concerns they may have. You are encouraging the mentee to become more self-aware, and to develop a sense of responsibility for future action.

Question that can help in specific situations

The following list of questions is in no way exhaustive. It can however provide a useful guide. These questions should encourage the mentee to reflect upon their choices and choose an appropriate course of action.

To help the mentee to understand more clearly the 'reality' of their own position and the context in which they are operating:

- *What is happening at the moment?*
- *How sure are you that this is an accurate representation of the situation?*
- *Who, other than yourself, is affected by this issue?*
- *How much control do you personally have over the outcome?*
- *What action steps have you taken so far?*
- *What stopped you from doing more?*
- *What obstacles will need to be overcome on the way?*
- *What resources do you need? Where will you get them from?*
- *What other resources do you need? Where will you get them from?*
- *Are you asking too much? Do you need to redefine some shorter term, more achievable goals? To help the mentee fully explore a range of possible actions open to them.*
- *What are the different ways in which you could approach the issue?*
- *What are the alternatives open to you?*
- *What would you do if you could start all over again? What are the advantages and disadvantages of that?*
- *Which do you think would give the best result?*

To help a mentee to reach a decision on the course of action that best meets their situation and to establish the mentee's genuine commitment to follow through with action:

- *Which option will you choose?*
- *When precisely will you start and finish each step?*
- *What could hinder you in achieving that goal?*
- *Who needs to know what these plans are?*
- *What support do you need and from whom?*
- *When would you like to meet again?*

G. De-motivating Responses

It can often be frustrating talking to a less experienced person. Your natural reaction is to tell what to do, or say "Why on earth did you do that?" or "That was pretty stupid don't you think?" They may not repeat the mistake but they may feel aggrieved and defensive as a result of your response. You may even de-motivate them. An alternative intervention might have been "Well, that doesn't appear to be working very well. Can you think of a different approach?" This is a more controlled approach, certainly not easy in the heat of the moment, but a more positive way of approaching it as the mentee is also then encouraged to think of an alternative and better way of handling the situation. This is obviously more time consuming than the "let me just show you" approach but in the long run the results are far more effective.

4. Information for Mentees

4.1 Overview

You have done well in your studies and in your life and you have established a good foundation for an extraordinarily promising future. The thought of graduating and entering into university is exciting, but it can also be intimidating. The Program is here to help. If you choose to participate, an alumni mentor can serve as a guide, a friend, a resource who successfully navigated the ins and outs of RHS - rose to the challenge and reaped the rewards of graduating. Alumni mentors can use their RHS education and experience to help pave the way for success at RHS and beyond.

A mentor will provide you valuable advice and help you reflect on and learn from experiences but **it is all up to you to take initiative, demonstrate your capabilities and seize opportunities**. Nevertheless you are responsible for your academic / personal development.

4.2 Eligibility

All RHS students studying in Secondary 5 in the academic year are eligible for this Program. Participation in the Program is voluntary.

4.3 Time Commitment

The Program requires a time commitment that can ultimately save valuable time as you learn to navigate your journey to advance further in your studies. You will stay connected with your mentor through face-to-face meetings, e-mail correspondence, phone calls, written letters or whatever communication you both find convenient. We recommend that you **interact with your mentor a minimum of one to two times a month**. You and your mentor may also consider options such as job shadowing, accompaniment to professional events or similar activities.

4.4 Benefits of Having a Mentor

- An opportunity to expand your view of RHS
- Introduction to positive role models who have gone through similar experiences
- Friendship and guidance
- An outlet to discuss concerns
- A successful and productive experience at RHS

4.5 What is Expected from the Mentee?

Before you apply to participate in this Program, you should think about what you want out of a mentorship relationship before you fill in the application form.

Some of the things that you are expected to do through this Program include:

- Make the first contact with the assigned mentor(s)
- Agree on expectations and goals with your mentor
- Commit to the agreement made with your mentor
- Establish rapport with your mentor
- Keep an open mind in conversations
- Be appropriate in your requests of your mentor
- Get to know your mentor on a personal level
- Be prepared for each meeting or conversation.
- Be receptive to suggestions and feedback.

Don't be afraid to ask questions, "**The only stupid question is the one not asked.**"

4.6 Mentee's Role and Responsibilities

A mentor can provide a wide variety of assistance to students. It is **critical that you let your mentors know the areas in which you need guidance.**

Mentees can approach your mentors to discuss issues and ideas. You may want feedback or advice or a chance to get something off your chest. Through the questioning of the mentor, you may achieve a greater clarity about a situation or see a different perspective. **Whatever is discussed, however, it is the mentee who makes the decisions and takes any actions required.** You are responsible for your decisions and actions.

Primary responsibilities you have as a mentee include:

- Prepare for meetings
- Take initiatives
- Be flexible
- Follow through contribute ideas
- Be open to discussions
- Work towards building a mentorship relationship

4.7 Characteristics of a Good Mentee

- Active Participant
- Eager to Learn
- Open
- Positive

- Receptive Attitude
- Risk Taker
- Team Player – Patient

4.8 Mentorship Tips & Techniques

4.8.1 Getting Started

Once a pairing has been made and the information is sent to each participant, both parties are asked to contact one another as soon as possible. Your initial meeting or phone call should be kept friendly and light – the goal is to have both parties be at ease with each other. It should not be a “goal setting/problem solving” session. This is the time to **get to know about each other**, significant events or people in each other’s life, likes, dislikes and interests.

At the end of the meeting, conversation or e-mail exchange, be sure to **make arrangements for the next contact** you will have with each other, at which time you should discuss in more detail what each person, especially the student, hopes to gain from the relationship, and try to establish a contact schedule.

Here are some questions for prepare your initial contact with your mentor:

- *What are the things I should tell my mentor about myself that would help us get to know each other? What about me or my life story that might be interesting and relevant to this person?*
- *What do I want to gain from the mentorship relationship – what are my hope and goals?*

4.8.2 Helpful Questions

If you are having a hard time coming up with questions to ask your mentor, take a look at this list of helpful questions:

- *What was your experience like as a student?*
- *What do you know now that would have been useful to know then?*
- *What did you do as a student that helped you be successful? What would you recommend that I do?*
- *What courses would you recommend I take? What course or courses did you take that proved especially helpful?*
- *How do you spend your time at work?*
- *How do you spend your time outside of work?*
- *What do you like most about your job?*
- *If you could change anything about your job, what would you change?*
- *What skills do you use most in your job?*
- *What skills did you learn in school and what skills did you need to learn outside of school?*

- *How did you end up in your profession? Did you have mentors or role models?*
- *What was the most valuable lesson that a mentor taught you?*
- *How did you end up at your current job? If I wanted a job like yours, what would I have to do?*
- *And, ask your mentor what they think you should ask them. This may begin a very interesting discussion of a topic you would never have expected!*

4.8.3 Items to Share with Your Mentor

The following is a list of things that you might want to share with your mentor:

- *Why you applied for RHS and what you hope to get out of being involved.*
- *Let them know about any extracurricular activities or hobbies you have.*
- *Any working experience you had (e.g. summer job or voluntary work)*
- *Why you decided on your current subjects.*
- *Tell them about your career aspirations.*
- *Tell them how you became interested in your field.*
- *Your concerns about school and work, share your hopes for school and work.*

4.8.4 Activity Ideas

As you work with your mentor, you can develop your own ideas for activities or take advantage of the suggestions listed here:

- Socialize with other mentor-student pairs.
- Have lunch or dinner at a local restaurant or on campus.
- Attend a campus performance or a sporting event together.
- Attend a RHSOSA or RHS event.
- Volunteer a few hours to help at a campus or community-organized event.
- Do something fun and social with your mentor!

4.8.5 Troubleshooting

What to do when...

- *You are having trouble contacting your mentor* – Try all methods of communication that have been provided to you (phone, e-mail, etc.) If you still have no response, contact RHSOSA or the School's Careers & Guidance Team to verify your mentor's information or have a staff member contact the mentor on your behalf.
- *Your mentor seems disinterested* – Please do not get discouraged! It could be that your mentor is very busy with work or his/her personal life at the moment. Sometimes a few months of gentle reminders that

you are there and are interested is all that it takes for a mentor to get back on track with consistent contact.

- *You feel the relationship is not working* – We ask that all our students and mentors give the relationship a few months to develop. Oftentimes it takes longer than expected for a mentor and a mentee to become relaxed with one another and really start to benefit from the relationship. If you are having specific problems with your mentor, please contact RHSOSA or the School's Careers & Guidance Team for further assistance.

4.8.6 Resources

You may seek for assistance from the following contacts:

RHSOSA:

Ms. Lydia Lau

9353 6368

mentorship@rhsosa.org

RHS Careers & Guidance Team:

Ms. Evy Cheung

2835 5144 or 9651 0902

mentorship@rhsosa.org

Annex 4.1



Rosaryhill School Mentorship Program

(Organised by the Careers & Guidance Team of
Secondary Section of Rosaryhill School
with the assistance from Rosaryhill School Old Students Association)

Mentee Application Form

Please read the following instructions before completing the application form.

- 1) Please read the Mentorship Handbook carefully, especially Section 4 - Information for Mentees. You should fully understand the objective of this Program, the activities involved and the respective roles and responsibilities of mentors and mentees.
- 2) Please answer all questions in the application form and submit your application form before the deadline to the School's Careers and Guidance Team.
- 3) The duration of this Program will last for one year. Mentees must attend and complete all the activities arranged by the School.
- 4) Within one month after the closing of the application, the School will notify you about the result of your matching with the mentors. However, if the number of applications exceeds the maximum limit, we cannot guarantee for success in all applications.
- 5) The School will arrange matching with the mentors based on the information you have provided in this application form. Nevertheless the School has the final right for the decision on the matching.
- 6) The information that you have provided is restricted solely for the purpose of this Program. Other than the Mentorship Committee of this Program, the School will not release your data to other parties.
- 7) The advice given by the mentors is for your reference only, the School will not be responsible for the advice under any circumstances and will not be liable to any consequence thereof.
- 8) If you have any questions, please liaise with Ms. Evy Cheung or Ms. Patsy Lai of Careers & Guidance Team. The contact number is 2835 5144.
- 9) Deadline for submission: Refer to school's notice.
- 10) During this Program, mentors and mentees cannot involve in any commercial

relationship.

11) Under all circumstances, a mentee cannot work for a mentor, no matter it is on a voluntary basis or with compensation.



**Rosaryhill School Mentorship Program
Mentee Application Form**

Year: _____

A. Personal Information

Name : _____(English) _____(Chinese)

Gender : ___ Date of birth : _____(DD/MM/YY) HKID card no. : _____

Year joined RHS : _____ Class attending: _____ Religion : _____

Secondary schools studied before (if applicable): _____

Corresponding address : _____

E-mail (for informing future activities) : _____

Contact phone no. : _____ (home) _____(mobile)

MSN (if applicable) : _____

Plan after graduate from F6* : Study / Work

Which majors or fields of study are you considering? _____

B. Parents / Guardian Information

Father's name: _____ Mother's name : _____

Occupation : _____ Occupation : _____

Emergency contact no. : _____ Emergency contact no. : _____

Guardian's name: _____ Relationship with student : _____

Occupation : _____ Emergency contact no. : _____

**Rosaryhill School Mentorship Program
Mentee Application Form**

C. Hobbies (you may put a “✓” in more than one box)

<input type="checkbox"/> Art: <input type="checkbox"/> Calligraphy <input type="checkbox"/> Drama <input type="checkbox"/> Opera <input type="checkbox"/> Painting <input type="checkbox"/> Photography <input type="checkbox"/> Social Dancing <input type="checkbox"/> Reading Novels <input type="checkbox"/> Writing <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Enjoyment: <input type="checkbox"/> Cosmeticize <input type="checkbox"/> Food tasting <input type="checkbox"/> Shopping <input type="checkbox"/> Tour <input type="checkbox"/> Wine tasting <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Indoor activities: <input type="checkbox"/> Baking <input type="checkbox"/> Blog writing <input type="checkbox"/> Bridge <input type="checkbox"/> Board games <input type="checkbox"/> Chess <input type="checkbox"/> Cooking <input type="checkbox"/> Movies Watching <input type="checkbox"/> Online/TV Game <input type="checkbox"/> Pet keeping <input type="checkbox"/> Reading cartoon <input type="checkbox"/> Surfing Internet <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Music: <input type="checkbox"/> Concert <input type="checkbox"/> Classical Music <input type="checkbox"/> Ensemble <input type="checkbox"/> Karaoke <input type="checkbox"/> Pop Music <input type="checkbox"/> Playing Instrument, please specify _____
<input type="checkbox"/> Outdoor activities: <input type="checkbox"/> BBQ <input type="checkbox"/> Camping <input type="checkbox"/> Cycling <input type="checkbox"/> Hiking <input type="checkbox"/> Volunteer work <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Sports: <input type="checkbox"/> Badminton <input type="checkbox"/> Basketball <input type="checkbox"/> Football <input type="checkbox"/> Golf <input type="checkbox"/> Ice Skating <input type="checkbox"/> Skiing <input type="checkbox"/> Squash <input type="checkbox"/> Swimming <input type="checkbox"/> Table Tennis <input type="checkbox"/> Tennis <input type="checkbox"/> Volleyball <input type="checkbox"/> Others, please specify _____
<input type="checkbox"/> Others: please specify _____

D. Mentorship Experience

1. Have you ever participated in any mentorship program?

Yes No If yes, your capacity is a : mentor mentee

2. Please share your mentorship experience.

**Rosaryhill School Mentorship Program
Mentee Application Form**

E. Reason for and expectation from participating in this mentorship program

Reason for participating in this mentorship program:	
What would you like to get out of the mentorship program?	
In what areas (study or occupation) could a mentor best offer you support?	
What kind of support or advice in your studies do you expect from your mentor?	
In what way do you expect to learn in the area of your interest?	
What is your favourite subject?	What are your skills or talent?
Briefly describe your character.	

**Rosaryhill School Mentorship Program
Mentee Application Form**

F. Declaration

Declaration from student

I agree to participate in Rosaryhill School Mentorship Program. I confirm that I have read the Mentorship Handbook and agree to follow the rules stipulated in it. I also agree to follow the plan to attend and complete the activities. I also agree that Rosaryhill School has the right to make inquiries on any matters relating to this program and verify the information provided above.

Name of Student (in BLOCK LETTERS)	Signature	Date
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Declaration from parent / guardian

I acknowledge and confirm my agreement for _____
(name of student) to participate in Rosaryhill School Mentorship Program and shall offer support and assistance to him/her in the participation of this program.

Name of parent/guardian (in BLOCK LETTERS)	Signature	Date
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Annex 4.2



Rosaryhill School Mentorship Program Mentorship Agreement

Instructions: To get the most out of your mentorship experience, you are requested to talk to your mentor about the general expectations and goals that you have for your mentorship relationship. The following questions may serve as guidelines for the types of ground rules that each mentor / mentee pair should establish.

Agree on Expectations

When and **how** will you contact each other?

Who will initiate the meetings and interactions?

How often will you meet / interact?

If meetings do not occur as expected, how will you respond (what **actions** will you take)?

Do you have any **other expectations** / concerns not mentioned above?

Agree on Goals

What are your **goals** for this mentorship relationship? Refer to section 2.8 of Mentorship Handbook for goal setting resources.

What **actions** can you and your mentor take to achieve these goals?

If you have any questions, feel free to contact the Careers & Guidance Team at (852) 2835 5144 or mentorship@rhsosa.org

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**Rosaryhill School Mentorship Program
Relationship Evaluation Form for Mentees**

2. My mentor and I have been meeting and/or conversing for _____ hours.
3. I feel we have established enough trust between us that we can work well together.
 Yes No Not Sure
4. If he/she is upset or unhappy with me or our relationship, I am confident my mentor would talk to me about what is going on.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
5. If I were upset or unhappy with my mentor or our relationship, I would feel comfortable talking with my mentor about what is going on.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
6. I feel we have made real headway in helping me set goals and take steps to implement them.
 Strongly Agree Agree Don't Know Disagree Strongly Disagree
7. Three things I feel are going great in our mentorship relationship are:
 (i) _____
 (ii) _____
 (iii) _____
8. One thing I wish I could change about how we interact with each other is...

Name of Mentee: _____ Mentee's signature: _____
 Name of Mentor: _____ Date: _____