MENTOR CHECKLIST YEAR 1

Week 1 - Introduce Yourself

☐ Welcome them to the organization - Get acquainted!
☐ Encourage contact if protégé has questions
☐ Schedule initial visit

Week 2 - Visit Them at Their Office

☐ Help them review key resources and files
☐ Share your programming calendar and/or program area calendar from the state
☐ Set up potential shadowing days at events, programs, key meetings, or field visits
☐ Discuss ERRA and state level teams and how to get involved

Monthly - Contact Protégé

☐ Can be informal visits, at programs, or by phone.
☐ Ask if they have any stumbling blocks, surprises, or challenges that they have encountered.
☐ Can review information from Key Topics listed below.

Quarterly - Visit

☐ Plan at least half a day at any location.
☐ Share current examples of needs assessment, program planning, program lesson plans, materials for program promotion, evaluations, newsletters, media communication, etc.

Key Topics to Potentially Discuss

• Discuss professional affiliations
• Professional expectations
• Building relationships, networking, and collaborations
• Public messages about the organization
• Reporting impacts to the organization (monthly reports, annual reporting software)
• Awareness of resources to answer intermittent questions
• Media work, newsletters, social media, radio, and TV
• ID potential in-service/professional development opportunities
• Program planning
• Identify and share key contacts
• Professional scheduling (balancing work and family)
• Any work efficiencies you have found or developed
• Promotion plans, process, ways to accomplish
• Developing and maintaining a program advisory committee

Key Support Activities

• Invite them to your programs as a participant initially and look for opportunities to include them in teaching or facilitating of future programs
• Go to protégés program and complete a peer review
• Introduce them to programs and specialists that may assist them in county programming
• Look for opportunities to co-sponsor events
• Help them evaluate a program
• Take them to a team, EERA, meeting, or in-service
• Collaborate on research, grants, and programs
• Reinforce and recognize what they are doing well
• Offer support and advice in areas needing development
• Collaborate and communicate with their direct supervisor to address continuing needs