

Program Assessment

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Tips for Completing the Principles of Quality Mentoring Self-Assessment

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-



Be as Honest and Forthcoming as Possible

The goal of the self-assessment is to help programs identify areas of strength and areas for innovation. Balanced and accurate answers are necessary to identify and prioritize areas for enhancement and innovation opportunities.



Complete the Self-Assessment as a Team or Organization

Completing the self-assessment collectively will ensure that the responses are accurate and balanced and it will generate team discussions. If the program has a large team, it is recommended that both front-line and managerial staff members participate since the self-assessment asks questions related to program operations, as well as program design and management.



Set Aside Sufficient Time and Limit Distractions

Set aside about 2 hours if you are completing the self-assessment on your own or 3-4 hours if you are completing it as a team.



Complete Each Principle in the Order that Works Best for You

The self-assessment is not linear, programs can start with the principle they prefer. Use the overview page or the top menu to navigate between principles.



Use the Self-Assessment to Track Progress

Use a cyclical approach and revisit the self-assessment periodically to track progress and improvement.

NEXT

Navigate the Self-Assessment Overview Dashboard

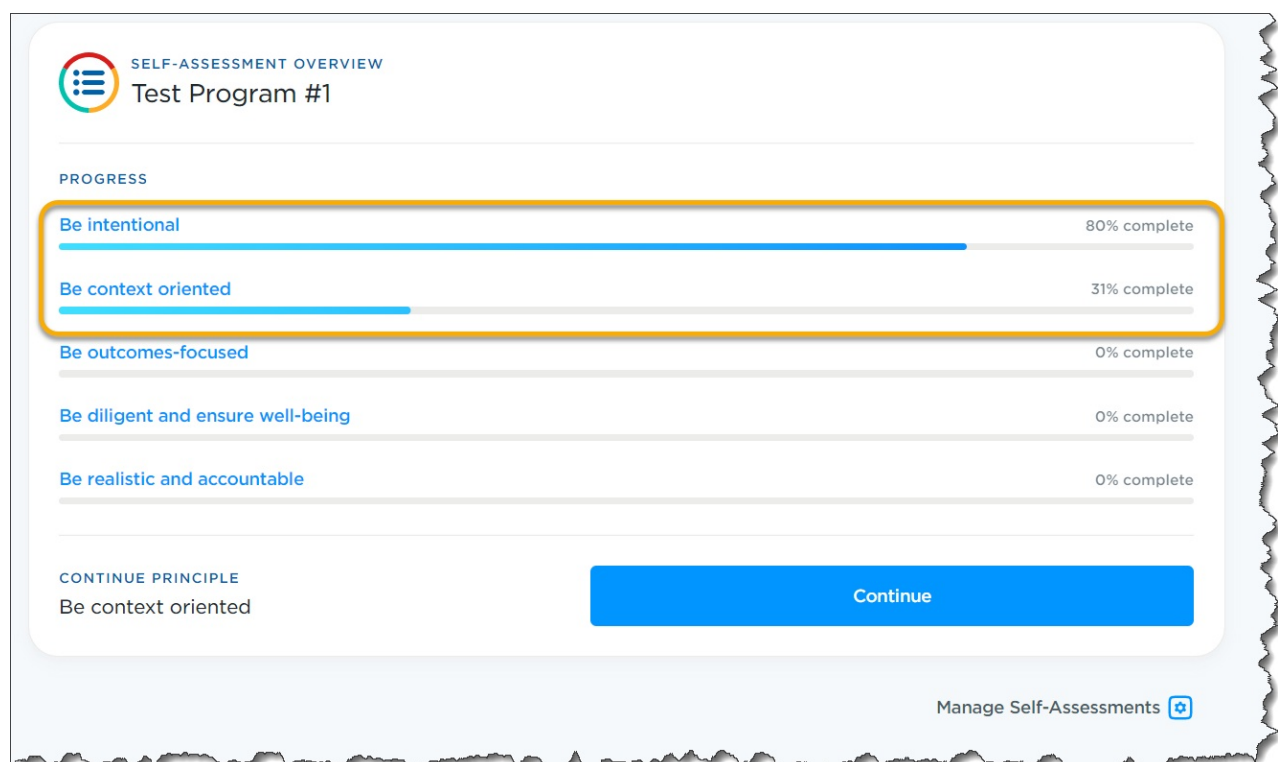
The [Self-Assessment Overview Dashboard](#) allows you to manage the following elements of the programs assessment:

- [View Program Assessment Progress](#)
- [Add & Delete Additional Programs](#)
- [Toggle Between Programs](#)
- [Change the Principle Self-Assessment Language](#)
- [Begin a Program Assessment](#)

View Program Assessment Progress

1.0 This dashboard displays the progress and completion status for each section of the Principles Framework.

1.1 A blue progress bar as well as a percentage is used to display the progress for each principle.

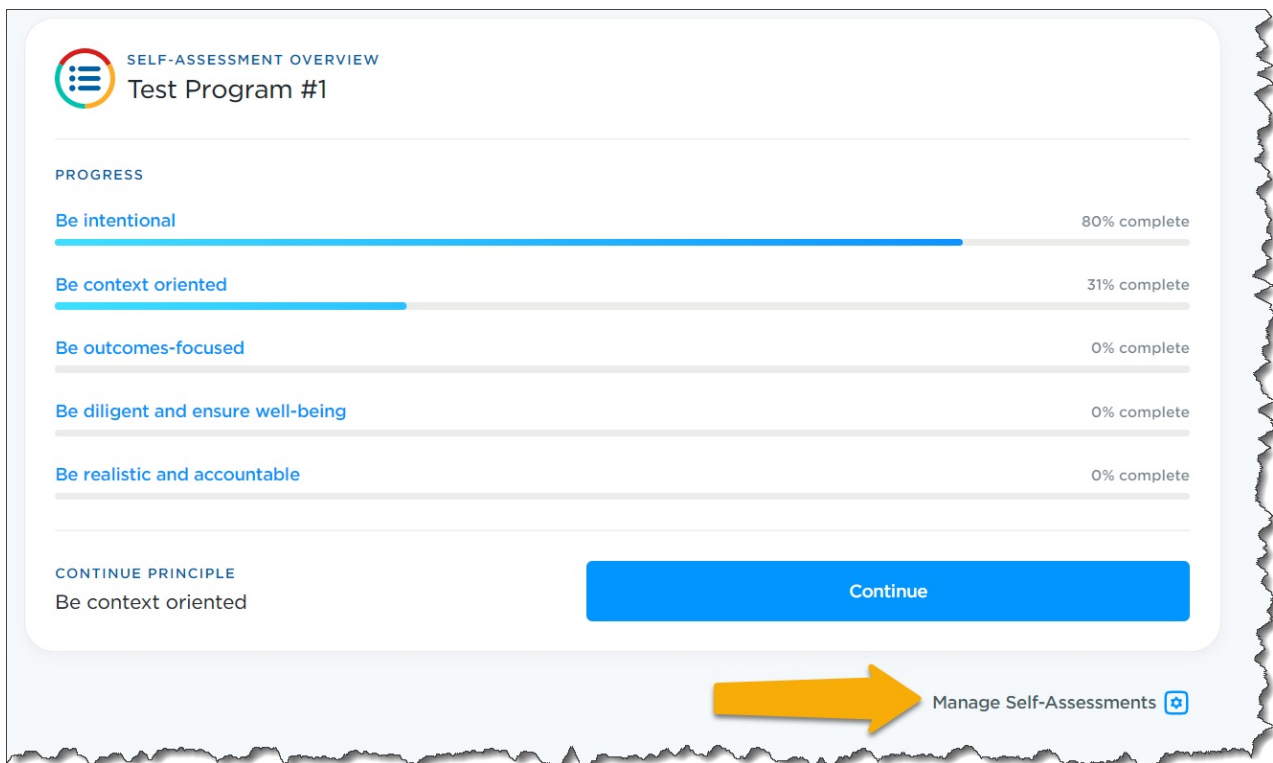


1.2 If you have multiple program assessments in progress and you wish to see them all at a glance, click

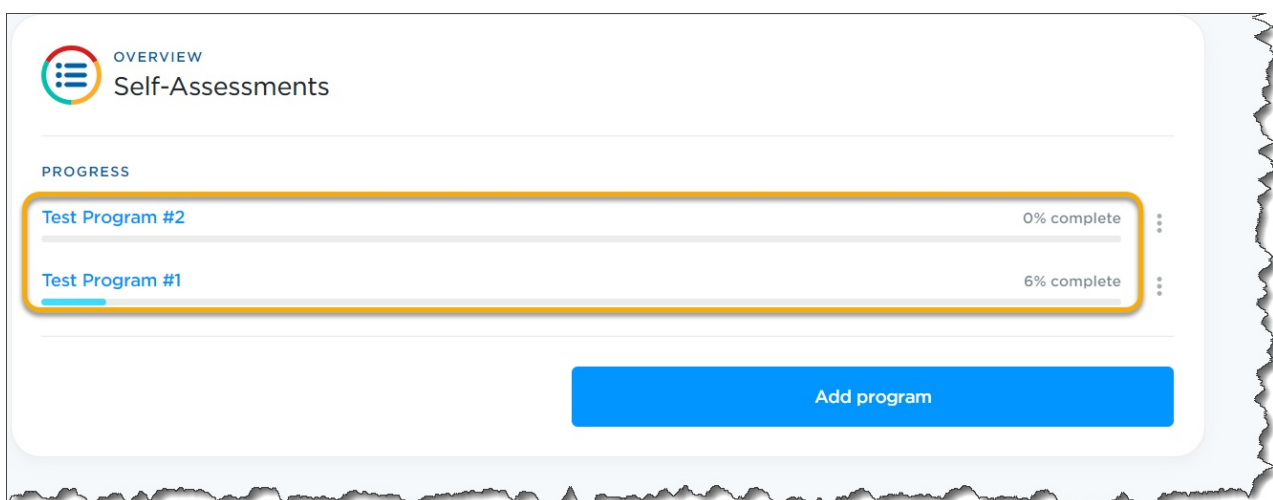
Manage Program Assessments



at the bottom right-hand side of the dashboard.



1.3 The following page displays the overall completion status of all your program assessments.



Add and Delete Additional Programs

Add

If you have multiple programs to assess, it is possible to add another program from the [Assessment Overview Dashboard](#).

2.0 Click at the bottom right-hand side of the dashboard.



SELF-ASSESSMENT OVERVIEW

Test Program #1

PROGRESS

Be intentional 80% complete

Be context oriented 31% complete

Be outcomes-focused 0% complete

Be diligent and ensure well-being 0% complete

Be realistic and accountable 0% complete

CONTINUE PRINCIPLE

Be context oriented

Continue



Manage Self-Assessments

2.1 On the following page, click

Add program



OVERVIEW

Self-Assessments

PROGRESS

Test Program #1 6% complete



Add program

Add a new program

Begin by entering the name of the program for which you'd like to perform the self-assessment.

Program name

Test Program #2

Continue

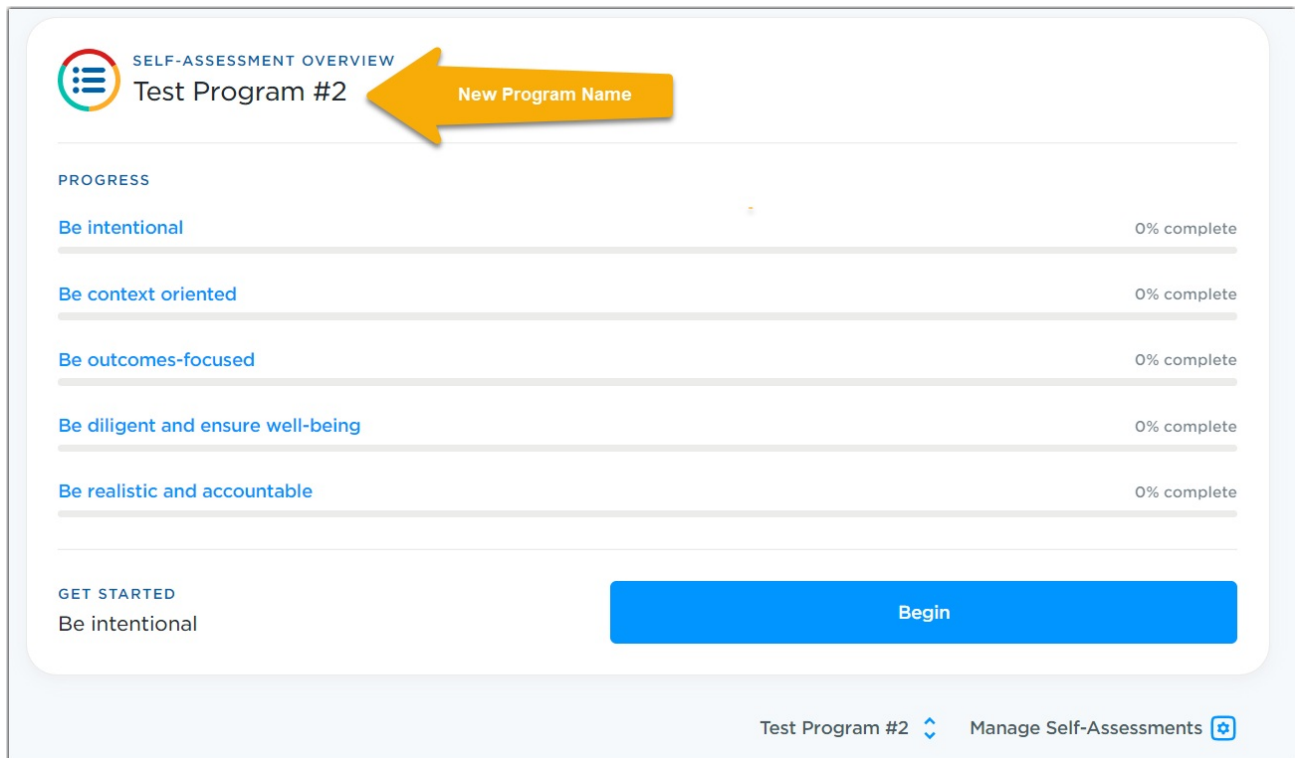
2.2 You will be brought back to the program submission page.

2.3 Enter your new Program Name.

2.4 Click

Continue

2.5 After submitting this additional program, you will be brought back to the [Self-Assessment Overview Dashboard](#) page but this time the newly submitted program overview is displayed.



SELF-ASSESSMENT OVERVIEW
Test Program #2

PROGRESS

- Be intentional 0% complete
- Be context oriented 0% complete
- Be outcomes-focused 0% complete
- Be diligent and ensure well-being 0% complete
- Be realistic and accountable 0% complete

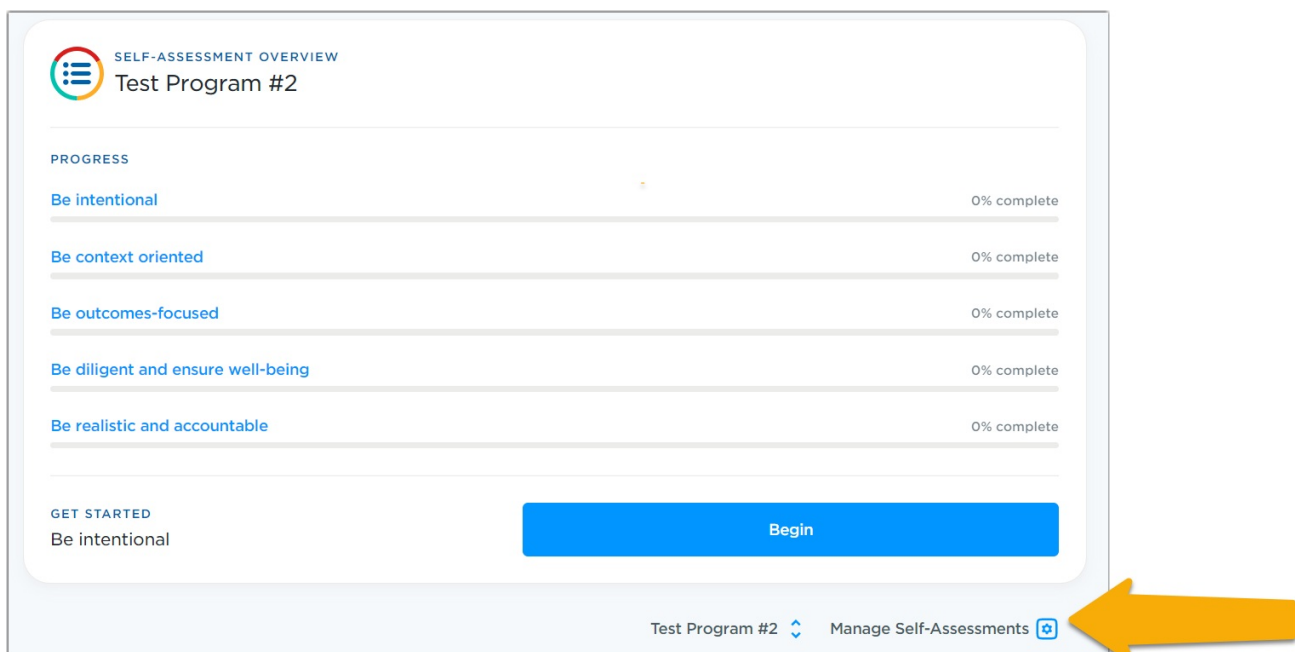
GET STARTED
Be intentional

Begin

Test Program #2 Manage Self-Assessments

Delete

2.6 To delete a program from the self-assessment tool, click [Manage Program Assessments](#) at the bottom right-hand side of the dashboard.



SELF-ASSESSMENT OVERVIEW
Test Program #2


PROGRESS

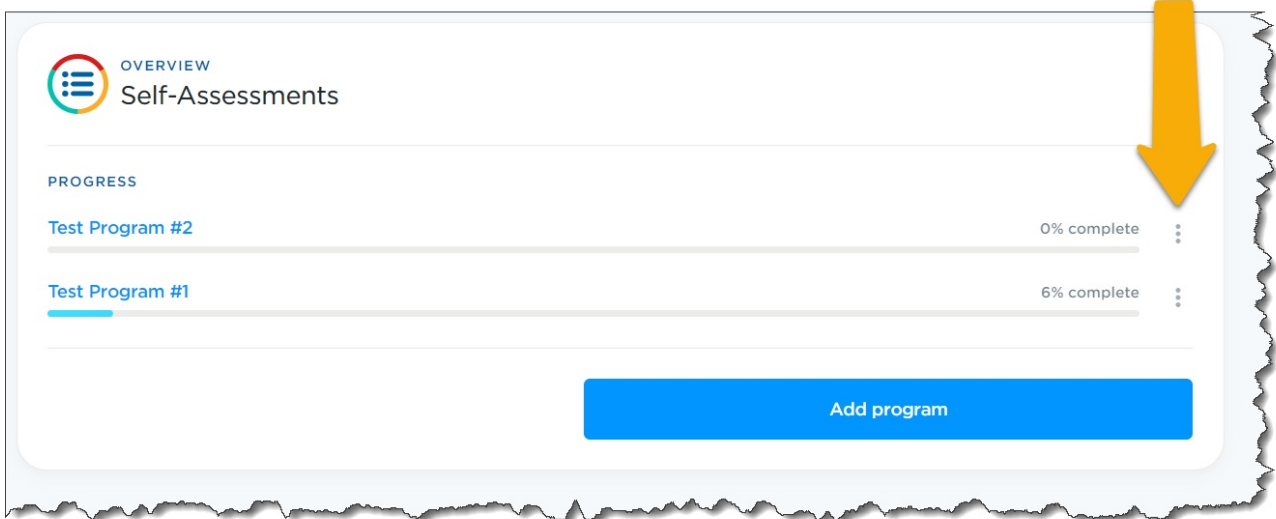
- Be intentional 0% complete
- Be context oriented 0% complete
- Be outcomes-focused 0% complete
- Be diligent and ensure well-being 0% complete
- Be realistic and accountable 0% complete


GET STARTED
Be intentional

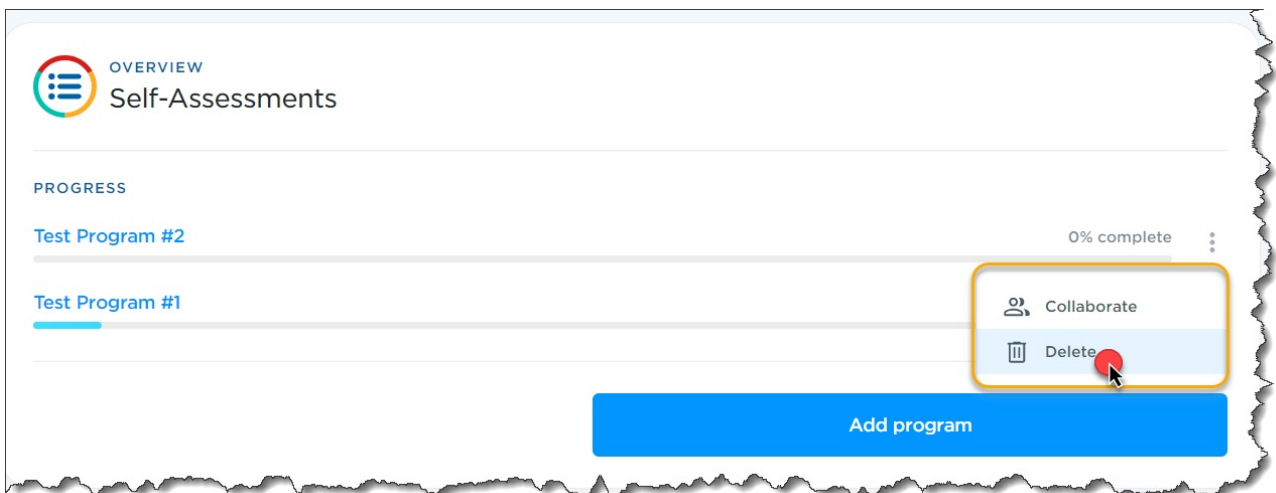
Begin


Test Program #2 Manage Self-Assessments

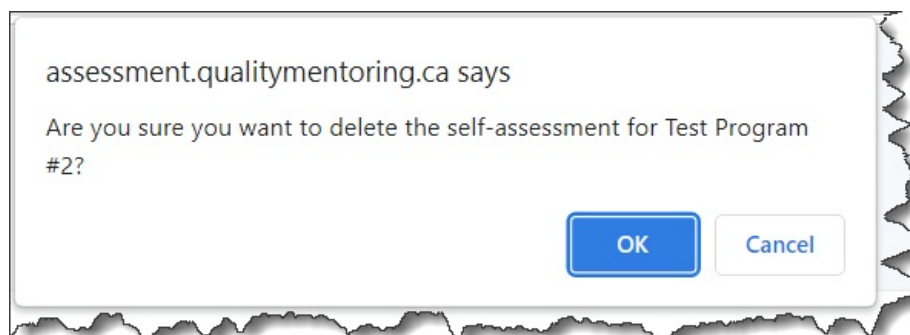
2.7 Click the  icon beside the program you wish to delete.



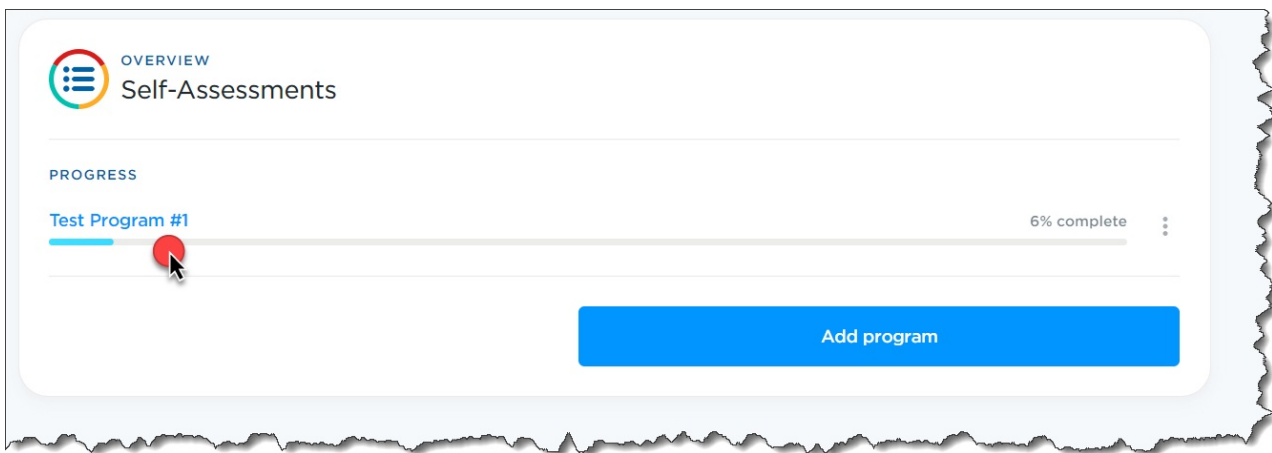
2.8 The options will expand, click  Delete



2.9 You will be asked to confirm the deletion, click 



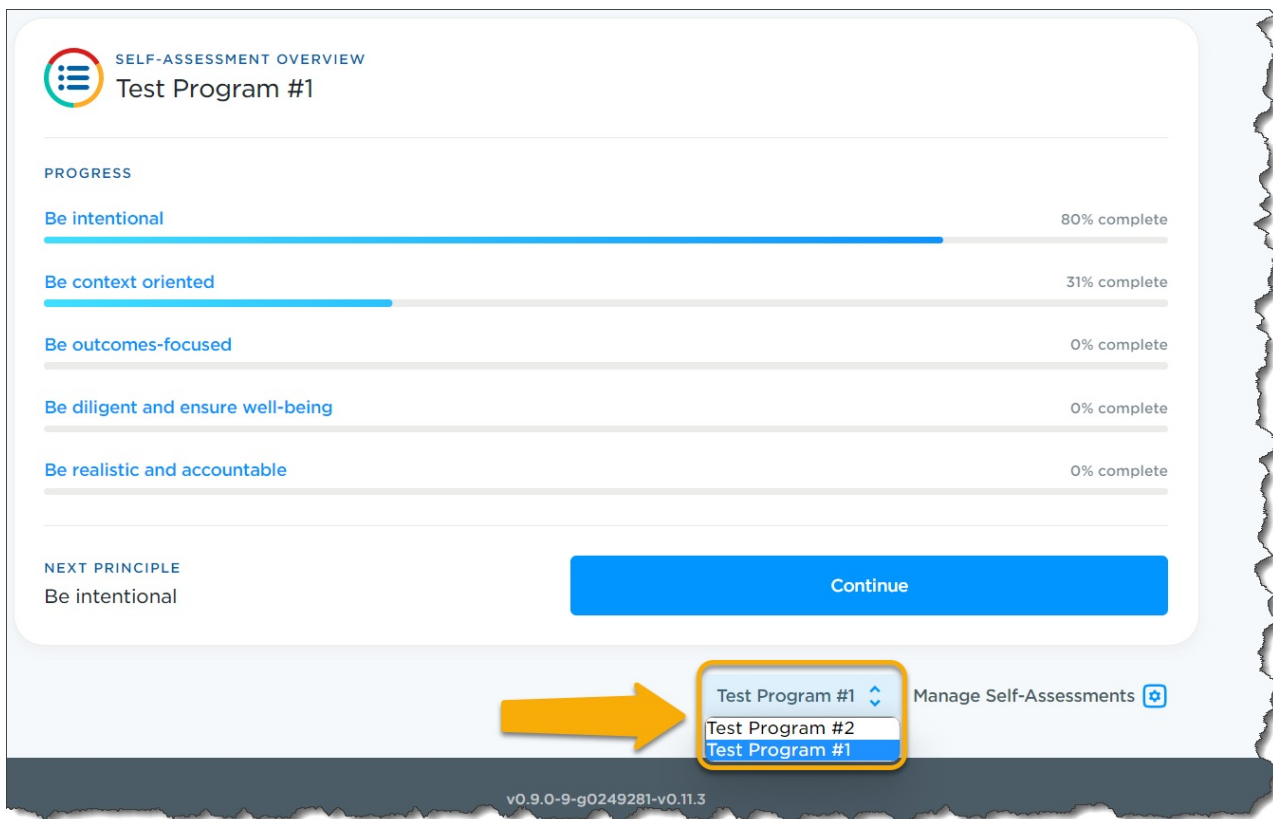
2.9.1 The program is now gone from this page. Click the program name to return to their [Self-Assessment Overview](#).




Toggle Between Programs

3.0 If you have multiple programs and wish to toggle between, click the program name drop-down menu at the bottom of the [Assessment Overview Dashboard](#).

3.1 Select the program to view to proceed with the view change.



Change the Principles Self-Assessment Language

4.0 The self-assessment is available in both English and French. To change the displayed language, click the language icon  in the top right-hand corner.



Begin a Program Assessment

5.0 To get started with a program assessment, make sure the correct program is listed at the top of the page and click

Begin



SELF-ASSESSMENT OVERVIEW

Test Program #1

PROGRESS

Be intentional 0% complete

Be context oriented 0% complete

Be outcomes-focused 0% complete

Be diligent and ensure well-being 0% complete

Be realistic and accountable 0% complete

GET STARTED

Be intentional

Begin

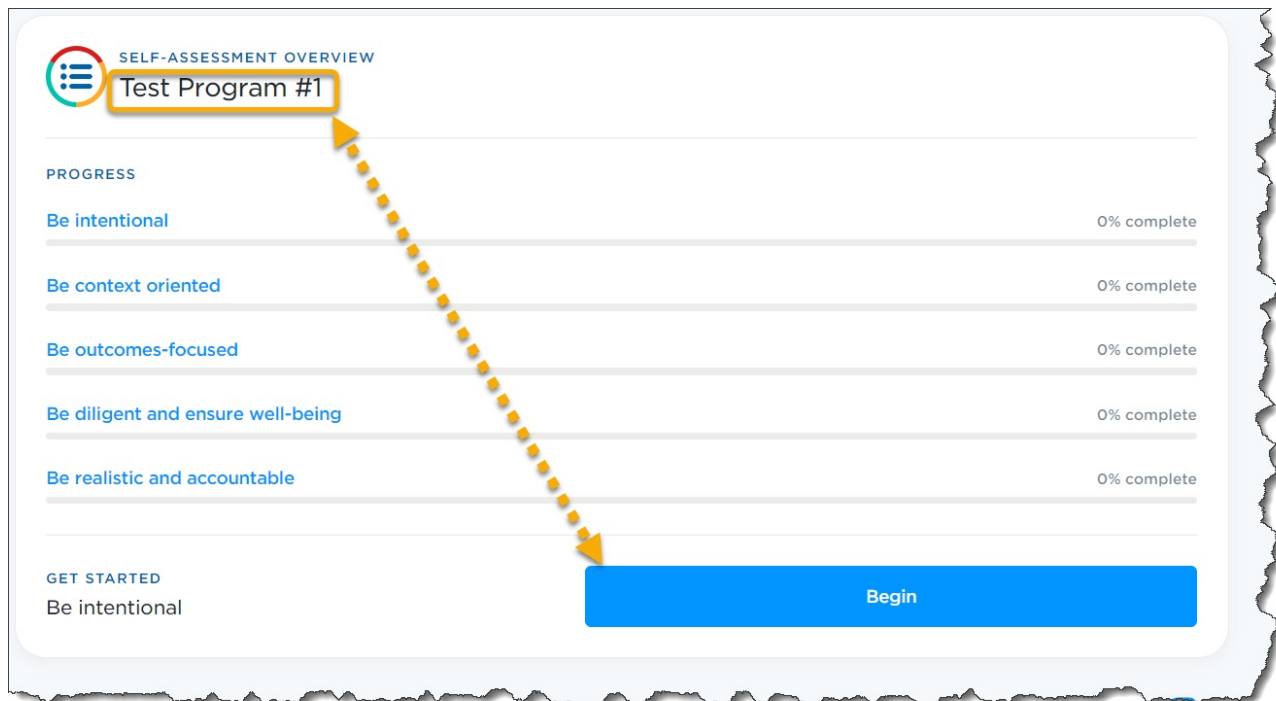
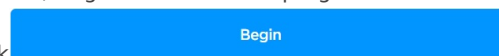
NEXT

Take the Assessment

- [Begin a Program Assessment](#)
- [Principle Introduction](#)
- [Header & Footer](#)
- [Principle Assessment Questions](#)
 - [Edit your Answer](#)
 - [Being Unsure About a Question](#)
 - [Ranking Questions](#)
 - [Cumulative Questions](#)
 - [Tools & Resources](#)
 - [Personal Notes](#)
- [Completion of a Principle Assessment](#)

Begin a Program Assessment

1.0 As mentioned in the previous article, to get started with a program assessment, make sure the correct program is listed at the top of the page and click



1.1 Alternatively, you can click on any of the principle title to begin with a specific principle.



Note: Even though the assessment can be done by starting with any of the principles, it is recommended to start at the top with the "Be intentional" principle. The fourth principle "Be diligent and ensure well-being" is dependant of the answers entered in the "Be outcomes-focused" principle section and therefore should be done after completing the previous section.

Principle Introduction

2.0 When you click on a principle, you will be presented with introductory evidence-based information regarding this principle, as well as some recommended readings before starting your assessment. Taking the time to read it will help you gain context and will facilitate the process of answering each question of the assessment.

Be intentional: Define the type and purpose of the mentoring relationship

Targeted mentoring:

Targeted mentoring (sometimes referred to as need-focused, problem-focused, or specialized mentoring) relies on specific prevention or treatment practices to improve young people's well-being by focusing on specific subgroups of young people (e.g., young people experiencing a disability) or by addressing specific needs or problems (e.g., academic success, bullying). In a targeted mentoring context, mentors often have a well-defined role to support the delivery of an evidence-based intervention.

Transitional mentoring:

Transitional mentoring programs deploy mentors to support young people who are dealing with a challenging life transition (e.g., adjusting to a new diagnosis, transitioning to a new academic level, leaving care). Cavell, Spencer, and McQuillin (2021) identified four key features of transitional mentoring programs:

- Support: The mentoring relationship helps mentees feel safe and supported.
- Tactical: The mentoring relationship is tactical and mentors perform a narrow set of tasks over a limited period of time.
- Availability: Mentors are available to be matched quickly with young people who are facing a challenging transition. Once mentees have successfully transitioned, mentors can be redeployed to support new mentees dealing with a similar transition.
- Focused: The mentoring relationship focuses on supporting mentees through a specific, time-limited transition.

Tip: Before starting this section


Review the [Bilateral Framework Table: Contextualizing Mentoring Relationships within Formal Mentoring Programs](#) to help you situate your program.

Click to open the resources.

Header & Footer

3.0 The header of the assessment page has tabs for each principles.

3.1 Click any of the tabs to access a specific principle assessment page.



Be intentional


Be context oriented

Be outcomes-focused

Be diligent and ensure well-being

Be realistic and accountable

3.1.1 The principle highlighted in blue is the one in which the user is currently working.



Be intentional

Be context oriented

Be outcomes-focused

Be diligent and ensure well-being

Be realistic and accountable

3.2 The page footer presents a few actions that you can take during the assessment.

1. Toggle between programs from the assessment page.
2. View the progress status of the current principle being assessed.
3. View the completion status for the entire program assessment.
4. Click "Overview" to return to the [Assessment Overview Dashboard](#).
5. Click to print the assessment including the responses and notes you have already entered.

Test Program #1

Principle: Be intentional

4% complete

Full Assessment

0% complete

Overview

Print

Principle Assessment Questions

Notes: The principles assessment does not need to be completed in one sitting. Users are free to leave and return to the assessment as the responses are automatically saved. Users are allowed to retake the assessment and update their answers if needed.

4.0 To start the assessment of a principle, scroll down pass the introduction to view the first question.

The screenshot shows the 'Be intentional' principle assessment question. The question is titled 'Relationship type' and asks: 'Is the mentoring relationship primarily an end unto itself? Is the mentoring relationship the goal? (Type A) OR Is the mentoring relationship primarily a tool to achieve the program goal? Is the mentoring relationship the context in which an intervention is delivered to achieve specific outcomes? (Type B)'. There are three radio button options: 'The mentoring relationship is the goal' (selected), 'The mentoring relationship is a context or tool used to deliver an intervention', and 'Unsure'. To the right of the question, there are sections for 'NOTES' (referencing introductory notes and the Bilateral Framework Table) and 'TOOLS & RESOURCES' (listing the Bilateral Framework Table, a field at a crossroad, and a journal article by Cavell et al.).

4.1 New questions will appear on screen as you are answering. You cannot move to another question until you answer the one currently displayed on screen.

The screenshot shows the 'Secondary outcomes' principle assessment question. The question asks: 'If there are secondary program outcomes, are these secondary outcomes based on the individual needs and goals of each young person?'. There are three radio button options: 'Yes', 'No', and 'Unsure'. At the bottom of the screen, there is a progress bar for 'Test Program #1' showing 'Principle: Be intentional' at 40% complete and 'Full Assessment' at 3% complete. There are also links for 'Overview' and 'Print'.

4.1.1 After you answer a question, an arrow pointing down appears indicating a new question is ready for you to answer below. Click the arrow to be brought to the next available question.

The screenshot shows the 'Cumulative: Purpose of relationship' principle assessment question. The question asks: 'Based on the answers to the previous questions, does the program have a clear understanding of the purpose of the mentoring relationship?'. There is a horizontal slider with 'Not clear' on the left and 'Very clear' on the right. A blue dot is positioned towards the 'Very clear' end. Below the slider, there is a button with a downward arrow. To the right of the question, there are sections for 'TOOLS & RESOURCES' (listing the Bilateral Framework Table) and a progress bar for 'Test Program #1' showing 'Principle: Be intentional' at 88% complete and 'Full Assessment' at 5% complete. There are also links for 'Overview' and 'Print'.

4.1.2 What follow depends on the answer entered. Therefore, the assessment can unfold differently from a program to another based on the answers.

Example: Below is the first question of the "Be intentional" principle. The subsequent question is based on the answer selected in the previous question.

Relationship type

Is the mentoring relationship primarily an end unto itself? Is the mentoring relationship the goal? (Type A)

OR

Is the mentoring relationship primarily a tool to achieve the program goal? Is the mentoring relationship the context in which an intervention is delivered to achieve specific outcomes? (Type B)

☒ The mentoring relationship is the goal
 ☐ The mentoring relationship is a context or tool used to deliver an intervention
 ☐ Unsure

Role of the relationship

Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?

☐ Yes
 ☐ No
 ☐ Unsure

Relationship type

Is the mentoring relationship primarily an end unto itself? Is the mentoring relationship the goal? (Type A)

OR

Is the mentoring relationship primarily a tool to achieve the program goal? Is the mentoring relationship the context in which an intervention is delivered to achieve specific outcomes? (Type B)

☐ The mentoring relationship is the goal
 ☒ The mentoring relationship is a context or tool used to deliver an intervention
 ☐ Unsure

Target youth

Does the program target young people with a specific need and/or target young people from a specific subgroup?

OR

Does the program target young people who are experiencing a challenging life transition?

Select the **primary** focus. If the program has more than one focus areas, rank the areas in order of importance

☐ The program targets young people with a specific need.
 ☐ The program targets young people from a specific subgroup.
 ☐ The program targets young people going through a life transition.
 ☐ None of the above
 ☐ Unsure

Edit Your Answer

4.2 If you need to edit your answer to a previous question, scroll back up to the question and make a new selection.

Relationship type

Is the mentoring relationship primarily an end unto itself? Is the mentoring relationship the goal? (Type A)

OR

Is the mentoring relationship primarily a tool to achieve the program goal? Is the mentoring relationship the context in which an intervention is delivered to achieve specific outcomes? (Type B)

☐ The mentoring relationship is the goal
 ☐ The mentoring relationship is a context or tool used to deliver an intervention
 ☒ Unsure

Important: Please note that updating an answer will reset all answers already entered in subsequent questions.


Being Unsure About a Question

4.3 When you answer "Unsure" to an assessment question, you will sometimes be invited to consult an evidence-based resource to help you determine the answer. You will also have the option contact us for additional support.

Target youth

Does the program target young people with gaps in relational resources and/or living in under-resourced environments?

☐ Yes
 ☐ No
 ☒ Unsure

QUESTION
 Unsure about your model?

If you are unsure about your program's primary model, consult the *Bilateral Framework Table: Contextualizing Mentoring Relationships Within Formal Youth Mentoring Programs*. If you need additional help to determine your primary program model, contact us.

[Contact us](#)
[Consult the Framework](#)

Test Program #1

Ranking Questions

4.4 Depending on the question, when making multiple selections, you may be asked to rank your answers in order of importance.

4.4.1 To rank your answers in order of importance, hold and drag the answer in the correct order.

Target youth

Does the program target young people with a specific need and/or target young people from a specific subgroup?
OR
Does the program target young people who are experiencing a challenging life transition?

Select the *primary* focus. If the program has more than one focus areas, rank the areas in order of importance

☒ The program targets young people with a specific need.
 ☒ The program targets young people from a specific subgroup.
 ☒ The program targets young people going through a life transition.

☐ None of the above
 ☐ Unsure

Rank the areas in order of importance

= 1 The program targets young people from a specific subgroup.

= 2 The program targets young people going through a life transition.

= 3 The program targets young people with a specific need.

Describe the need

Test Program

Cumulative Questions

4.5 At the end of a principle assessment, you will be invited to scale your understanding of an element of the principle being assessed. Use the slider on the scale to indicate your level of comprehension.

Cumulative: Purpose of relationship

Based on the answers to the previous questions, does the program have a clear understanding of the purpose of the mentoring relationship?

Not clear Very clear

7

Note: The cumulative questions are offered to programs as a reflection tool only, your answers are not shared by Mentor Canada.

Tools & Resources

4.6 Additional tools & resources are offered in conjunction with some questions to assist you with the answer. Click any of the tools & resources to view.

Primary outcome

Is the primary program outcome the provision of a supportive, growth-promoting relationship to foster healthy development and meeting expected developmental outcomes?

☐ Yes ☐ No ☐ Unsure


NOTES

Note that mentees may have individual goals for their mentoring relationship that are compatible with the program goals (goals that all mentees are anticipated to achieve) but that are specific to their own needs and context.

TOOLS & RESOURCES

- ☒ Developmental Relationships Framework (Search Institute)
- ☒ Measurement Guidance Toolkit (NMRC)
- ☒ Growth Mindset Toolkit and Implementation Guide (MENTOR)
- ☒ Support for Youth Thriving: Practice Review (NMRC)
- ☒ Becoming a Better Mentor: Making Room for Fun and Play (MENTOR)
- ☒ Becoming a Better Mentor: Goal Setting and Support


Personal Notes

4.7 You will notice the following icon  on the right-hand side of the screen. This is a tool that allows you to enter notes regarding any of the principles assessment question.

Role of the relationship

Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?

☒ Yes ☐ No ☐ Unsure





4.7.1 Hover your cursor on top of the tool to see it expand.

Role of the relationship

Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?

☒ Yes ☐ No ☐ Unsure

 Add a note

4.7.2 Click the tool to add your notes in the box and then click  to save.

Role of the relationship


Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?

☒ Yes ☐ No ☐ Unsure

MM Michele Mantero

Test notes for this question

Cancel Add



4.7.3 You can add multiple notes beside one principle assessment question.

Role of the relationship

Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?


☒ Yes ☐ No ☐ Unsure

MM Michele Mantero
less than a minute ago

Test notes for this question

MM Michele Mantero


Cancel Add



4.7.4 Your notes are now visible beside the question with a time stamp and your name.

MM Michele Mantero
20 minutes ago

Test notes for this question



Note: The notes are captured on the printable version of the unfinished assessment and in the PDF version available for download once the full assessment is complete.


Role of the relationship

Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?

☒ Yes
 ☐ No
 ☐ Unsure

<https://quality.mentoringcanada.dev/en/form/17d1c88b5cdf1cff4de9-a1eb-00a01c2c22c> 4/15

12/22/22, 10:17 AM Principles of Quality Mentoring: A Framework for Practice



Michele Mantero

less than a minute ago


Test notes for this question

Target youth

Does the program target young people with gaps in relational resources and/or living in under-resourced environments?

☒ Yes
 ☐ No
 ☐ Unsure

Print 15 sheets of paper

Destination  Snagit 2021

Pages All

Copies 1

Layout Portrait

Color Color

More settings

Print Cancel

Quality-Mentoring-Assessment-Report (2).pdf

11 / 28 | 100%

8

9

10

11

Is the mentoring relationship primarily an end unto itself? Is the mentoring relationship the goal? (Type A) *OR* Is the mentoring relationship primarily a tool to achieve the program goal? Is the mentoring relationship the context in which an intervention is delivered to achieve specific outcomes? (Type B)

The mentoring relationship is the goal

Role of the relationship

Does the mentoring relationship act as a supplemental, prevention- and promotion-focused form of support for a young person's overall development instead of being a targeted intervention designed to produce a specific set of outcomes?

Yes

"Test notes for this question"

Michele Mantero
2022-12-22 17:15:48

Target youth

Does the program target young people with gaps in relational resources and/or living in under-resourced environments?

Yes

"Test note"

Michele Mantero
2022-12-22 17:16:51

Primary outcome

Is the primary program outcome the provision of a supportive, growth-promoting relationship to foster healthy development and meeting expected developmental outcomes?

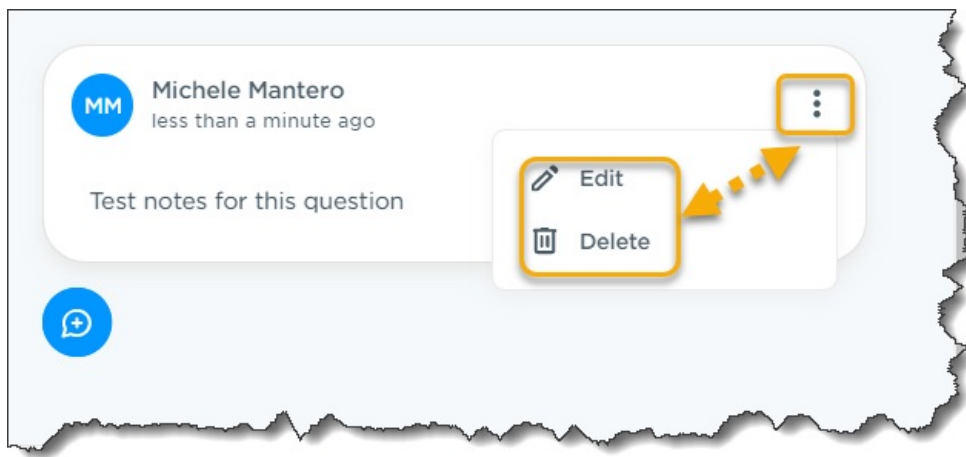
Yes

"Final notes"

Michele Mantero
2022-12-22 17:17:40

Edit or Delete Notes

4.8 To edit or delete notes, click the 3 dots in the notes box to reveal the "Edit" and "Delete" actions.



Completion of a Principle Assessment

5.0 Once you reach the end of a principle assessment, the page displays a confirmation of completion and you will be invited to click [Continue](#) to move on to the next principle.



5.1 The footer also displays a completion status of 100%

Share the Assessment

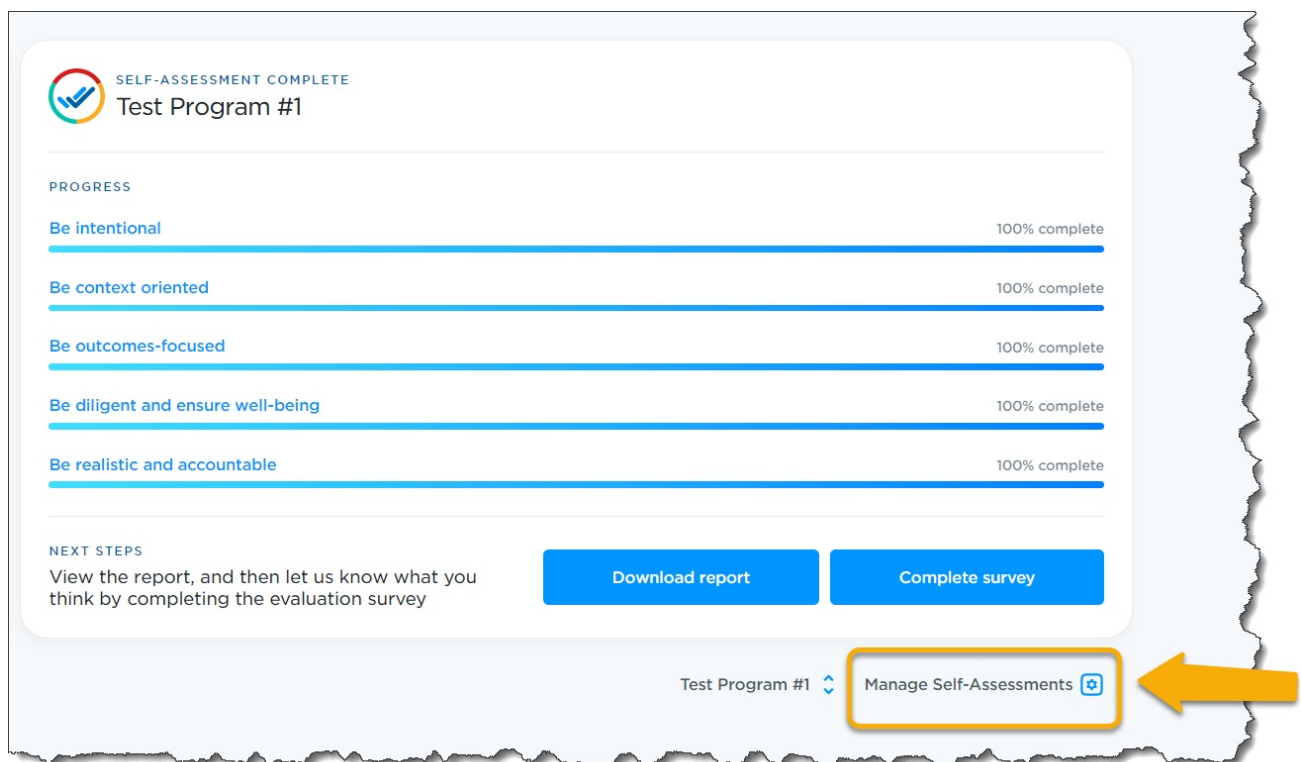
- [Share the Assessment with Colleagues](#)
- [Stop Sharing an Assessment with Colleagues](#)


Share the Assessment with Colleagues

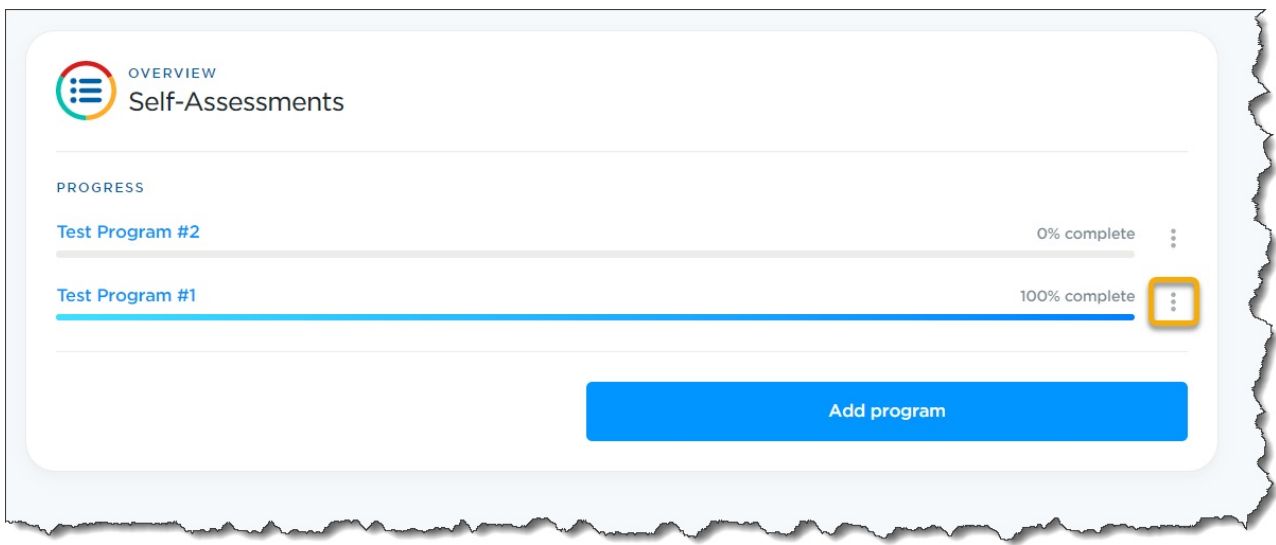
1.0 It is possible to share the program assessment with your colleagues during the assessment or after completion. This feature allows you to work collaboratively with team members by giving them a "View" and "Edit" access type to the program assessment.

Note: Sharing the program assessment will also provide visibility to the notes you have entered on the assessment to the person you are sharing it with. Once shared, you cannot unshare the assessment yourself. See section 2 below.

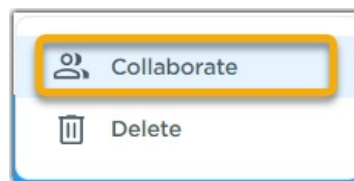
1.1 To share the program assessment, click Manage Program Assessments from the [Self-Assessment Overview Dashboard](#).



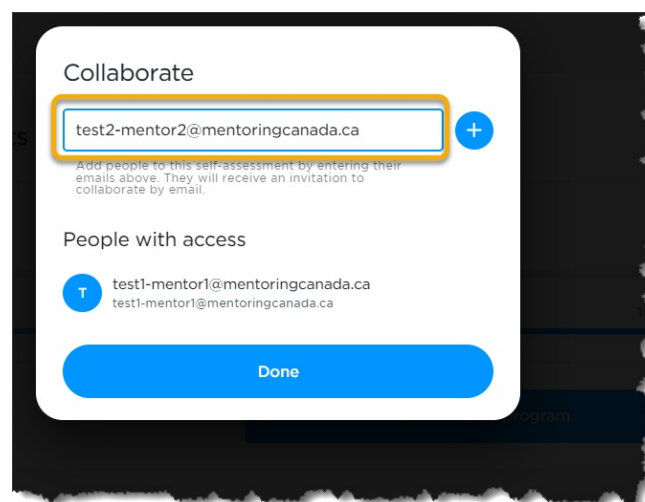
1.2 Click the  icon on the following page.





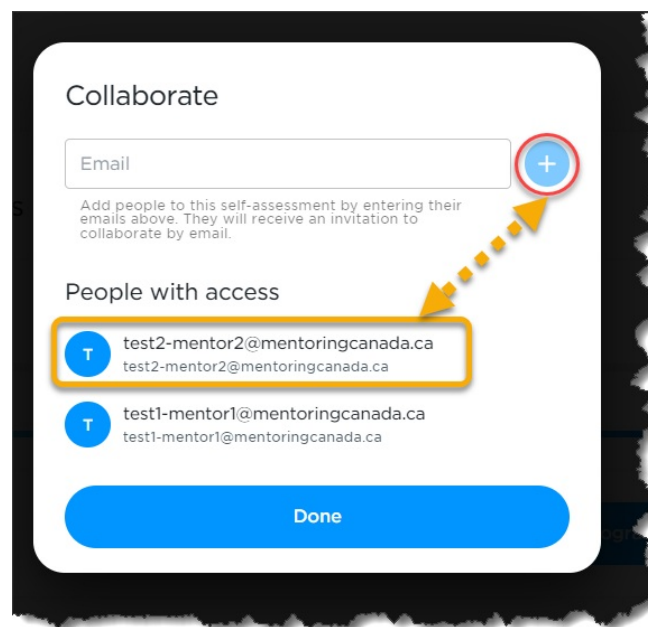
1.3 This menu will appear, click "Collaborate".




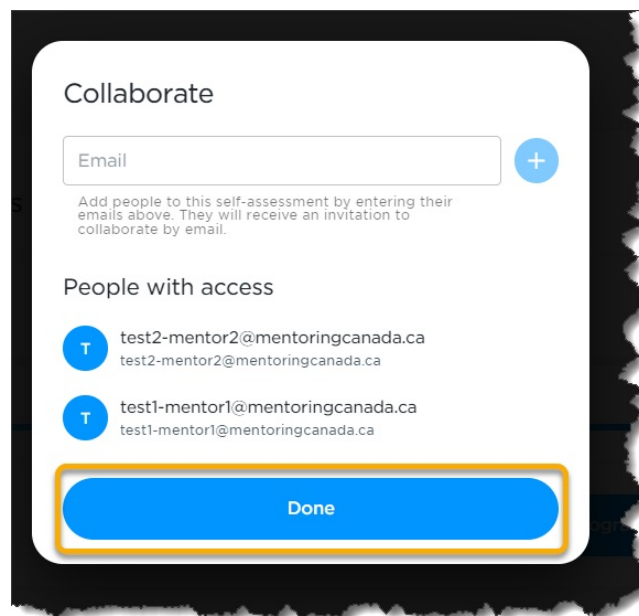
1.4 This box will appear, enter the email address of the person with whom you want to share the principles self-assessment.



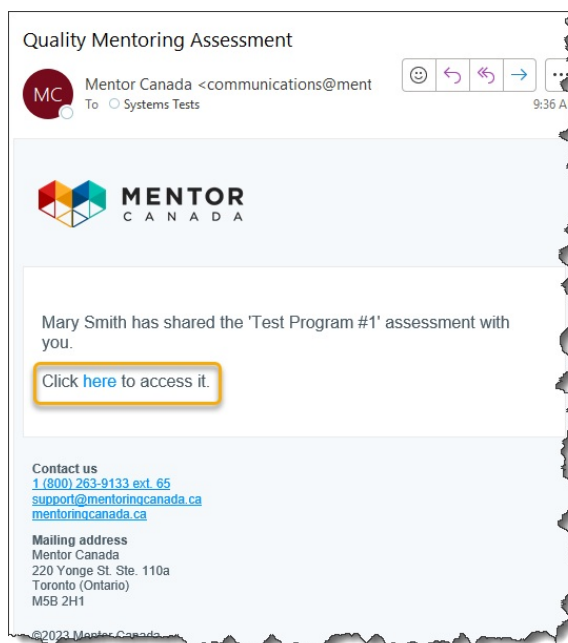
1.4.1 Click  to add them to the access list. Once you click  they will appear under the "People with access" list.




1.4.2 Click  to finalize.

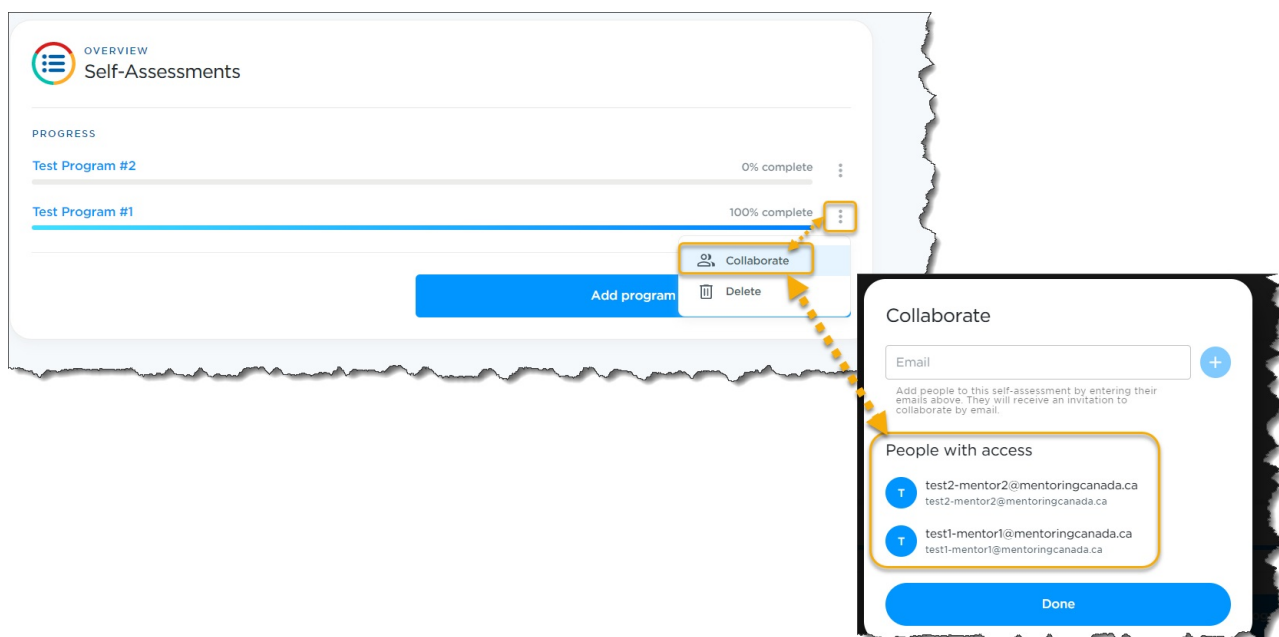


1.5 The person with whom you are sharing the program assessment will receive the following email with a link to access the assessment.



1.5.1 They will be invited to sign in to view the assessment. If they do not have an account, they will be prompted to create one.

1.6 To view the names of the persons with whom you are sharing the program assessment, click  and "Collaborate" once more.



Stop Sharing an Assessment with Colleagues

2.0 To stop sharing an assessment with someone, please send an email to support@mentoringcanada.ca which includes the email address of the person you no longer wish to share the assessment with.

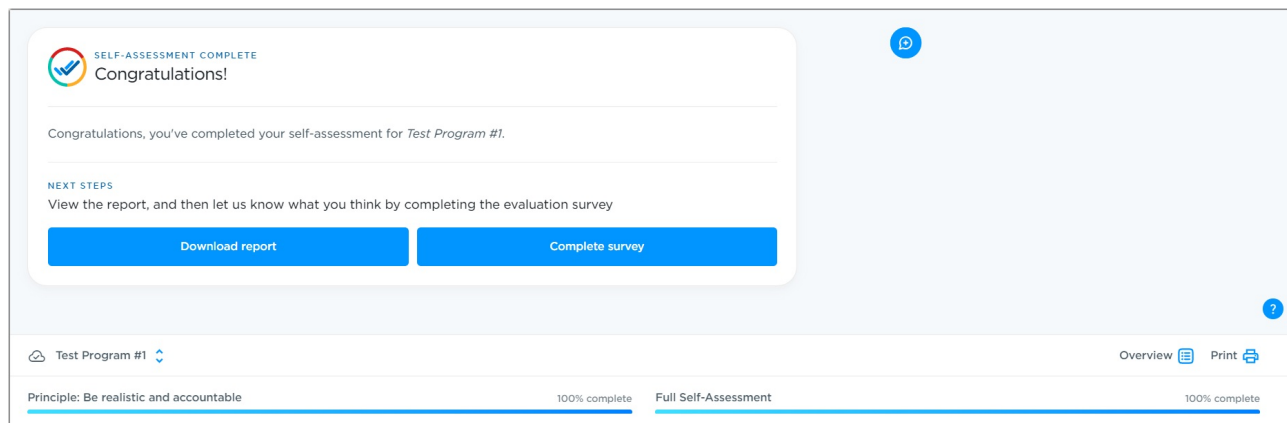
NEXT

Wrap Up the Assessment



- [Assessment Completion](#)
- [Download the Program Assessment Report](#)
- [Complete a Survey](#)

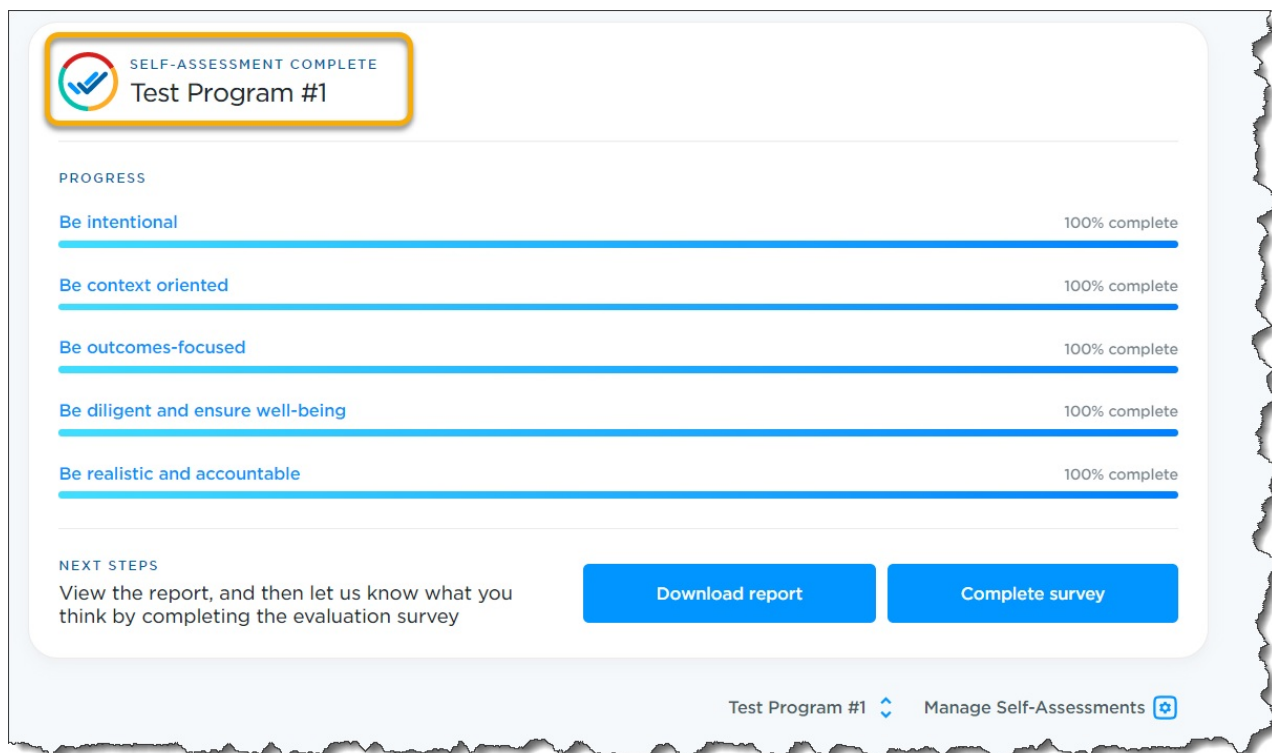
Assessment Completion

1.0 Once you have fully completed the assessment, that is, you have assessed your program against each principle, a completion confirmation appears on the page of the last completed principle.



1.1 The program is also marked as complete from the [Self-Assessment Overview Dashboard](#).

1.1.1 You will also noticed that the icon beside the program name is change from  to .



Note: Even though the program assessment is completed, you can return to any of the principle assessment to modify your answers.

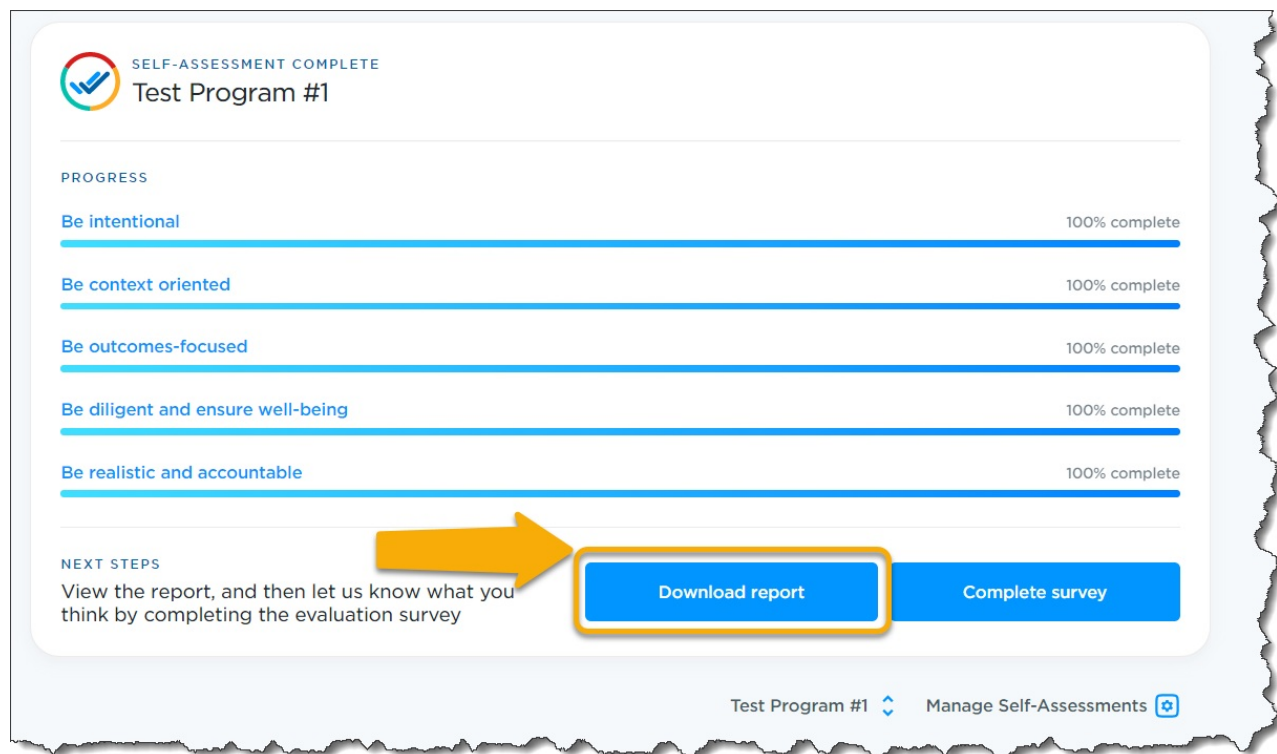
Download the Program Assessment Report

2.0 After completing the full program assessment, you will have the opportunity to download a full report of your

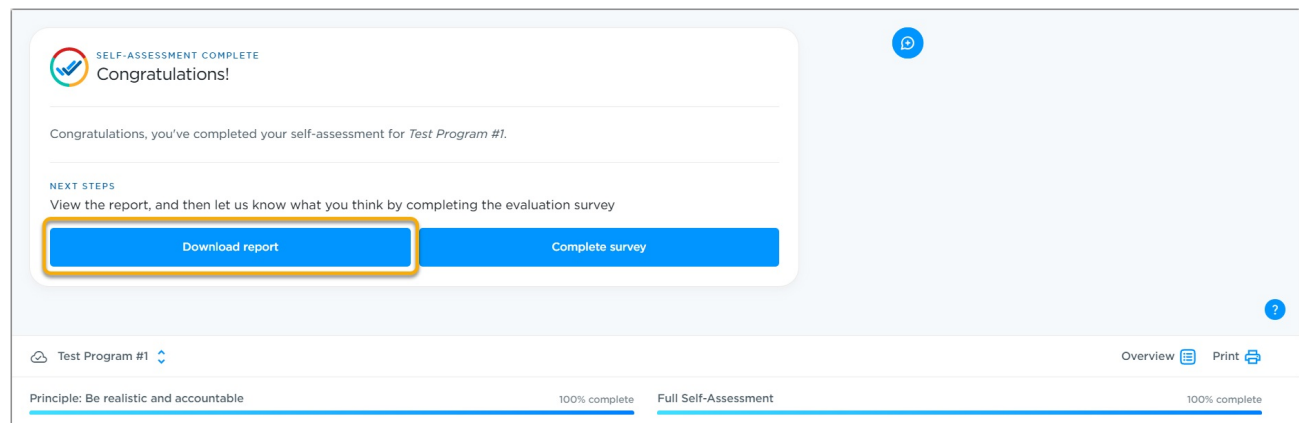
program assessment in a PDF format. This option is offered from the [Self-Assessment Dashboard Overview](#) and at the bottom of the page when completing the last question of the last principle.

Note: Please give the system a couple of minutes to generate your report.

[Assessment Dashboard Overview](#)



[Last Principle Page](#)



2.1 Click [Download report](#) to generate the report.

2.2 The report will appear at the bottom of the screen, **it may take a few minutes** while it is generating.

SELF-ASSESSMENT COMPLETE
Test Program #1

PROGRESS

- Be intentional 100% complete
- Be context oriented 100% complete
- Be outcomes-focused 100% complete
- Be diligent and ensure well-being 100% complete
- Be realistic and accountable 100% complete

NEXT STEPS
View the report, and then let us know what you think by completing the evaluation survey

[Download report](#) [Complete survey](#)

Test Program #1 [Manage Self-Assessments](#)

Quality-Mentoring....pdf

2.3 Click the report and it will open in a new tab.

Dashboard - Mentor Canada x Principles of Quality Mentoring: x Quality-Mentoring-Assessment-Report (5).pdf

File | C:/Users/MicheleMantero/Downloads/Quality-Mentoring-Assessment-Report%20(5).pdf

Quality-Mentoring-Assessment-Report (5).pdf 1 / 36 100%

Principles of Quality Mentoring
Self-Assessment Report

Test Program #1
Mary Smith
test1-mentor1@mentoringcanada.ca

January 17, 2023

MENTOR CANADA

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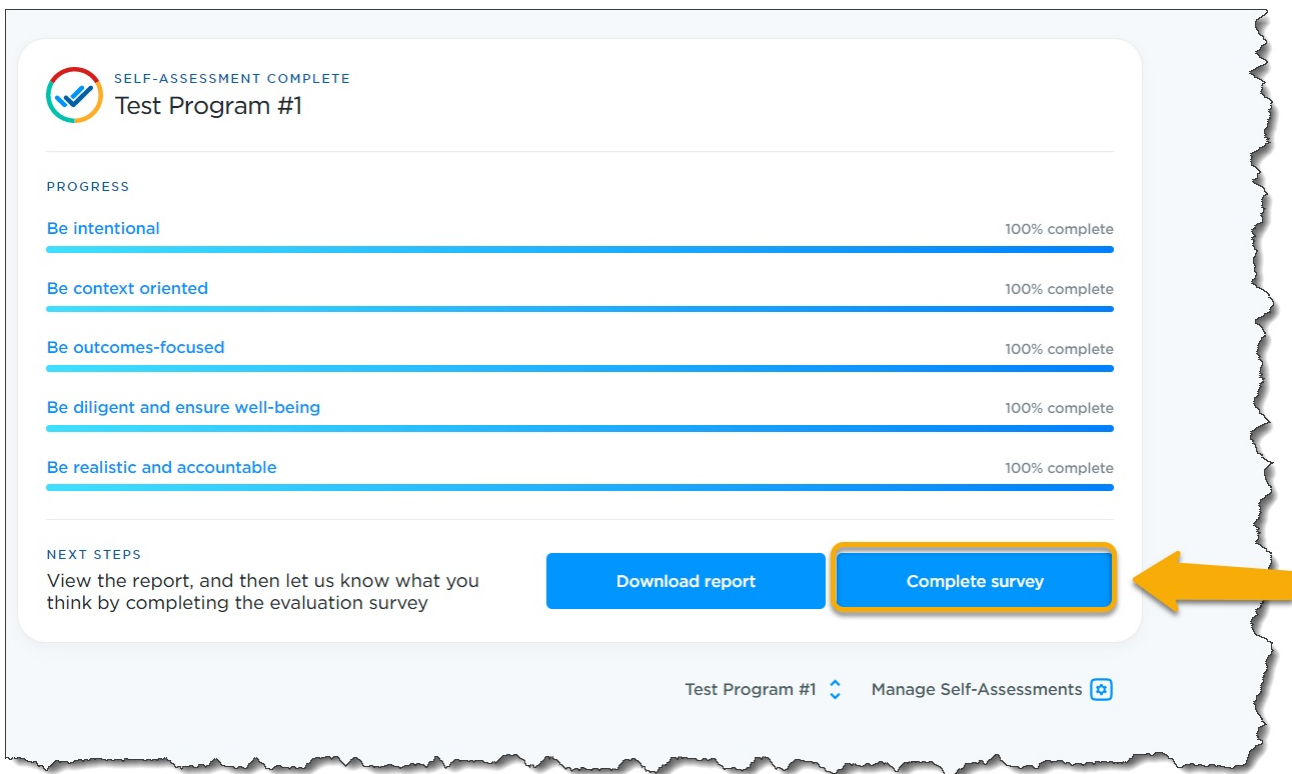
Complete a Survey



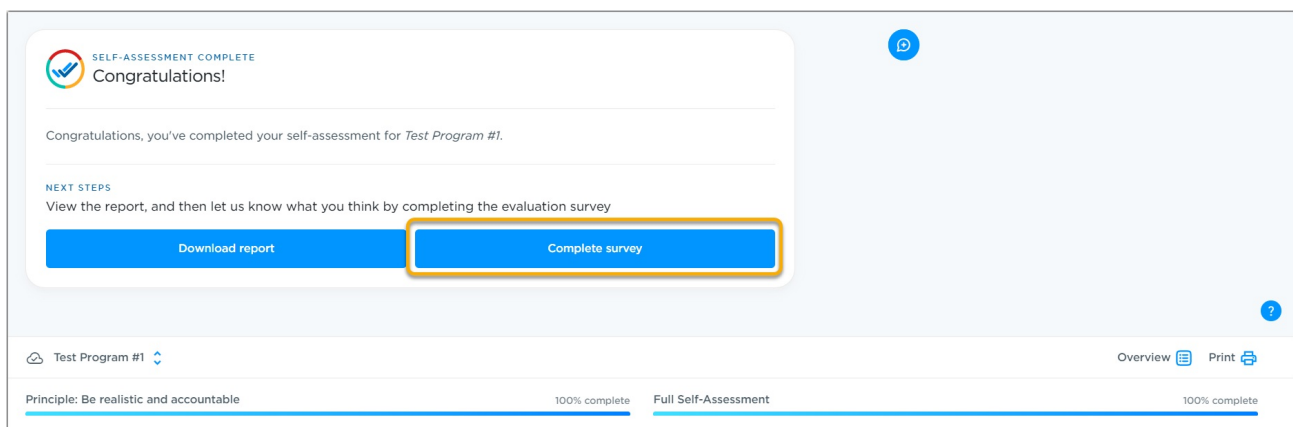
Mentor Canada is interested in your feedback to determine what new features to build as a priority for the principles self-assessment and to help refine the framework content and presentation based on its expected uses and impact. The survey is anonymous and should not take longer than 10 minutes.

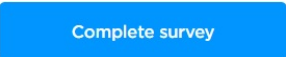
3.0 At the end of the program assessment you will also be asked to participate in a survey. The survey is accessible from the [Self-Assessment Dashboard Overview](#) and at the bottom of the page when completing the last question of the last principle.

[Assessment Dashboard Overview](#)

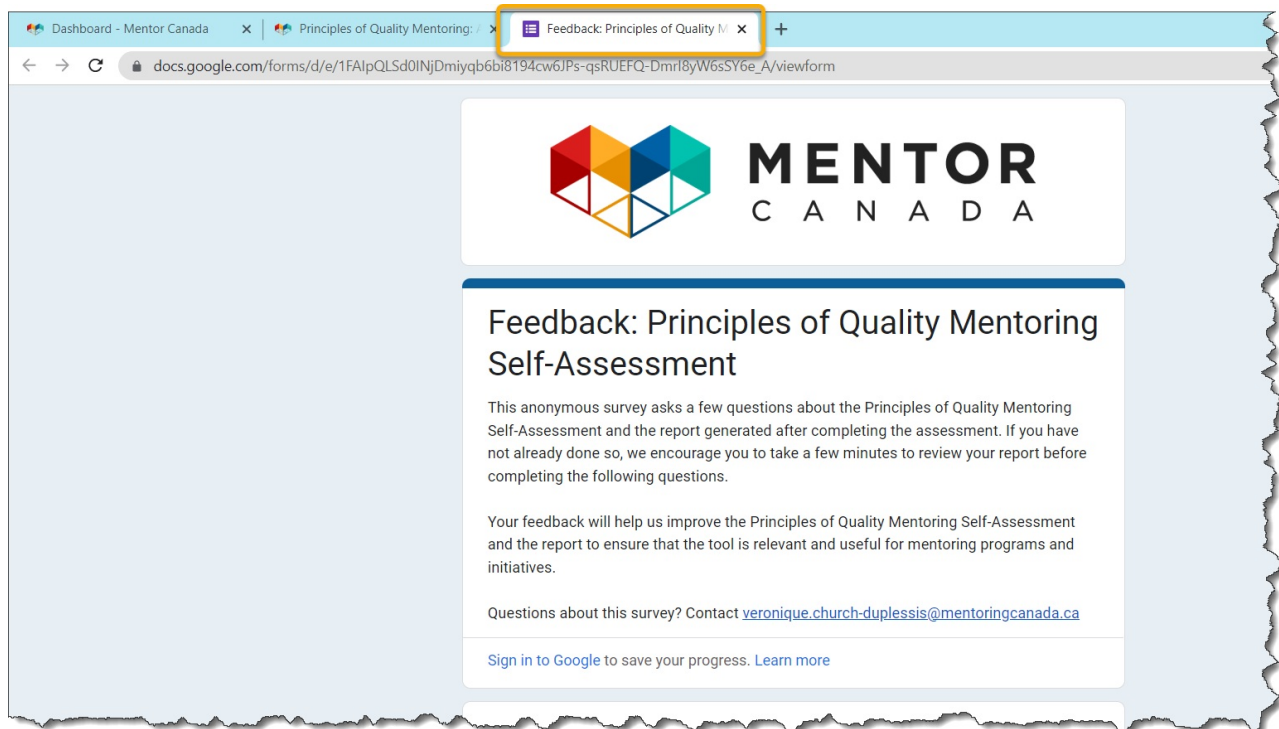


Last Principle Page



3.1 Click  to launch the survey.

3.2 The survey will open in a new browser tab and an introduction to the survey is presented.



3.3 Scroll down to view and get started with the survey questions.

A screenshot of the survey questions. Question 1 asks: "1. The self-assessment gave me new ideas about areas for quality enhancement and innovation for my mentoring program or initiative." with five radio button options: "No new ideas", "A few new ideas", "Some new ideas", "A lot of new ideas", and "Too many new ideas". Question 2 asks: "2. I can convert these new ideas into action." with four radio button options: "Very easily", "Somewhat easily", "With some difficulty", and "With great difficulty".

3.4 Go through each question, and click  bottom of the page once you are done.

Optional: Interview

As part of the evaluation of the Quality Mentoring System, Mentor Canada and its evaluator (SRDC) will be conducting a limited number of interviews with programs who have completed the self-assessment. If you consent to be contacted to potentially be interviewed [click on this link to provide your contact information](#).

Note that your contact information will not be associated with your responses to this survey and you will have the opportunity to decline to participate should you no longer wish to be interviewed.

Submit



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Google Forms

NEXT

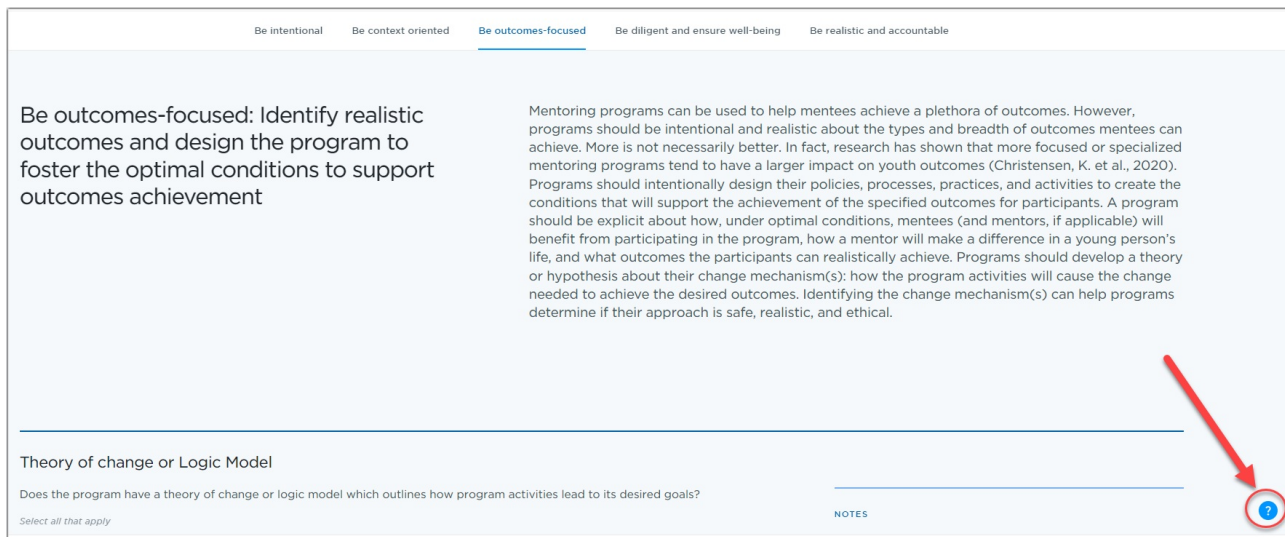
Report Technical Difficulties

- [Report Technical Difficulties](#)

Report Technical Difficulties

1.0 To report any technical issue and/or to receive technical support with the principle self-assessment tool, click the support icon  at the bottom of the page.

1.1 The support icon is available on any pages of the principle self assessment.



1.2 The support function will give you the options to:

- Self-serve by redirecting you to our Support & Training Centre
- Contact us by email

NEXT