

American Farmland Trust's Agricultural Mentor Training Series Workbook

This guide serves as a resource to accompany the AFT Agricultural Mentor Training Series videos. This provides an outline of notes from the training videos, worksheets, and additional resources to better support mentors in managing effective mentorships.

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MENTOR RESOURCES AND ACKNOWLEDGEMENTS

The Agricultural Mentor Training Series is adapted in large part from the mentor training videos created by Hanna Deacon for the Transition to Organic Partnership Program (TOPP). Those interested in that resource, supporting farmers transitioning to organic production as a mentor, or learning how to adopt organic practices from a mentor should visit their website to learn more.

<https://www.organictransition.org/>

This series draws on content and information from several other sources. We encourage mentors and mentorship programs to explore these resources for more tools to support successful mentoring. These sources include:

- [New Entry's Sustainable Farming Project's Supporting Mentors to Teach Next Generation Agrarians - A Farm/Ranch Mentor Training Toolkit](#)
- [Quivira Coalition's New Agrarian Program Mentor Handbook](#)
- [Skills for Successful Mentoring: Competencies of Outstanding Mentors and Mentees by Linda Phillips-Jones, Ph.D.](#)
- [SARE Technical Bulletin - Sustainable Agriculture Through Sustainable Learning: An Educator's Guide to Best Practices for Adult Learning](#)
- [Myers & Briggs Foundation – Personality Type and Learning](#)
- [Kilmann Diagnostics – Kilmann-Thomas Tool on Conflict Management](#)
- [Mentoring.org](#)

VIDEO 1: MENTOR SKILLS AND UNDERSTANDING ROLES

REFLECTION ACTIVITY

Think about someone you consider a mentor in your life.

- What made that person an effective mentor?
- Reflect on their character and qualities.
- What made that person memorable?

REFLECTION ACTIVITY

What are your mentoring goals?

- Write down your top 3 goals for what you would like to gain from providing mentorship.

Skills for Effective Mentoring

Effective Communication

- Active listening
- Ask questions
- Get to know your mentee
- Establish communication plan
- Communicate with program staff

Knowledge & Experience

- Desire to Share what you know
- Teaching & coaching
- Continuous learning
- Problem-solving

Show Enthusiasm

- Enthusiasm for what you produce
- Modeling positivity
- Be open and appreciative

Commitment

- Come prepared for meetings
- Research solutions & resources
- Show mentee your commitment to learning
- Support mentees in their growth

Facilitating Learning

- Goal setting
- Feedback
- Research
- Challenging mentees

Respect

- Build rapport
- Practice patience
- Maintain confidentiality
- Understand roles and responsibilities

REFLECTION ACTIVITY

What mentoring skills do you already have?

- Write down the skills you believe you already have that make you an effective mentor. The list below is for reference, and you are not limited to this list.



Mentor Skills Self-Assessment

Skill	Un-developed	Challenging for you	Some ability	Competent	Skilled
COMMUNICATIONS					
Listening actively					
Provide clear directions					
Asking prompting questions					
Asking reflection questions					
Written communications					
Resolving conflict					
Follow a communication plan					
Communicating with staff					
KNOWLEDGE & EXPERIENCE					
Desire to share insight					
Coaching and teaching					
Continuous learning					
Solving problems					
Technical support/resources					
Professional support/resources					
ENTHUSIASM					
Confidence & self-esteem					
Making others feel included					
Excitement for what you produce					
Maintaining a positive attitude					
Celebrating successes					
COMMITMENT					
Dependable with commitments					
Accountable for actions					
Prepared for mentee activities					
Finding solutions					
Work-life balance					
FACILITATING LEARNING					
Goal setting					
Constructive feedback					
Creating & following learning plans					
Evaluating & revising goals					
Researching solutions					
Challenging mentees					
RESPECT					
Building rapport					
Patience for others					
Patience for self					
Maintaining confidentiality					
Personal boundaries					
Adhering to defined roles					
Acknowledging diversity					

Action Plan to Develop Skills

Consider those skills you self-assessed as undeveloped or challenging. What steps might you take to improve those areas? Consider resources for mentors, educational facilitators, and what support your mentorship program might be able to provide.

Notes:

VIDEO 2: ADULT LEARNING

Adult Learning Best Practices

Make Content Relatable	Provide opportunities for learners to link the content to their prior experiences and knowledge
Engage Positive Emotions	Positive emotions keep adult learners motivated and promote creative thinking
Give Learners Choice	Choice motivates learners to stay engaged and to take initiative with their own learning
Provide Opportunities for Practice and Application	The more an activity, either mental or physical, is repeated, the more efficiently it is learned.
Identify Mental Models	Mental models impact how and what people learn, they are a combination of knowledge and unconscious biases

Learn more about these adult learning best practices in this [SARE Technical Bulletin](#).

Questions for Identifying Mental Models

The beginning of the mentorship is a time to learn about your mentee's mental models. You can do this by asking your mentee questions about their production practices and through observing their practices. Once you have an idea of what has shaped your mentee's mental models, the following open-ended questions may be useful in identifying mental models for both you and your mentee and how you may go about meeting their educational needs.

- **What problem have you had with _____? How did you handle it?**
- **Can you tell me what led you to decide _____? What types of things did you consider when making that decision?**
- **You seem to feel strongly about _____. Can you tell me more about why you feel so strongly?**
- **What do you find most rewarding about _____? Why is this so rewarding?**
- **What do you find most challenging about _____? Why?**
- **What do you see as the greatest obstacle for making changes to _____? Why does this seem like a big obstacle?**
- **What is the key factor for your success with _____? Can you tell me more about this factor?**

REFLECTION ACTIVITY

Reflect on your own mental model.

- How would you answer the questions from the previous section about identifying mental models?
- How would you have answered those questions 10 years ago, or when you began farming?
- What experiences led to a shift in your mental model?
- How might you apply your experiences with shifting mental models to a mentorship?

Personality Type and Learning

Personality type gives you insights into how you are predisposed to use the basic processes of your mind—how you prefer to perceive or take in information and how you prefer to make evaluations or decisions on that information.

Understanding personality type can help identify strengths and challenges in learning and teaching styles.

- Recognizing personality type improves communication
- Type reflects natural ways of learning, not limits
- Mentor's teaching style may not align with mentee's learning preference
- Type awareness improves feedback, tailored approach
- Handwriting exercise – illustrates natural preferences

Personality Preferences

Extraversion and Introversion

- Extroverts: Interaction, discussion, group activities. Thrive where they can verbally process ideas and collaborate with others.
- Introverts: Solitary study & reflection. Absorb info through reading, writing, self-paced activities.

Sensing and Intuition

- Thinkers: Value logic & objectivity. Motivated by critical analysis, debates, and problem-solving. Clear criteria for evaluating success.
- Feelers: Learn best when material aligns with their values or emotions. Relationships and personal meaning are prioritized.

Thinking and Feeling

- Thinkers: Value logic & objectivity. Motivated by critical analysis, debates, and problem-solving. Clear criteria for evaluating success.
- Feelers: Learn best when material aligns with their values or emotions. Relationships and personal meaning are prioritized.

Judging and Perceiving

- Judgers: Thrive in organized environments with clear deadlines & goals. Appreciate well-defined objectives & guidance.
- Perceivers: Prefer flexibility & spontaneity in learning. Enjoy diverse topics, taking a less linear approach with room for discovery.

Learn more about personality type and preferences at [MyersBriggs.org](https://www.myersbriggs.org).

Multiple Intelligences

A theory which proposes individuals have various kinds of intellectual abilities.
Or another way of saying it is people excel in different ways based on their
inherent intellectual abilities.

**Recognizing concept of Multiple Intelligences allows mentors to tailor
their teaching to better suit mentees' strengths and learning
preferences**

- Logical-Mathematical
- Verbal-Linguistic
- Musical-Rhythmic
- Kinesthetic-Body
- Interpersonal
- Intrapersonal
- Spatial-Visual
- Naturalistic

REFLECTION ACTIVITY

Your Learning Style & Preference

- How would you describe your preferred learning style?
- Think of a previous teacher or mentor who understood your learning style. What did they do to understand your learning preferences?

VIDEO 3: MANAGING A MENTORSHIP

Getting Started

- Establish trust
- Share backgrounds and experiences
- Motivations for mentorship
- Explore common ground
- Discuss personal values

Expectations & Agreements

- Define personal boundaries
 - Work expectations
 - Program requirements
 - Confidentiality agreement
- See attachments for sample agreements*

Communications & In-Person Visits

- Site visit plan
 - Check-in plan
 - Preferred communication methods
 - Remember boundaries
- See attachments for sample communications/visit plans*

On-Farm Protocols & Safety

If hosting a mentee for a visit or to work on your farm or ranch, the mentee needs to understand the rules of your operation, be aware of safety protocols, and know what to do in case of an emergency. Likewise, if you are visiting your mentee's farm, you should observe the same protocols for his or her operation.

RULES

- Farm-specific guidelines
- Authorized areas
- Schedule adherence
- Respect for equipment & property

SAFETY

- Personal protective equipment
- Training & supervision
- Hazard awareness
- Health considerations

EMERGENCY PLAN

- Contact information
- First aid
- Evacuation procedures
- Incident reporting

S.M.A.R.T.E.R. Goals Worksheet

The Goal	What is your goal?
Specific S	What do you want to achieve? Who else is involved? When do you want to complete this?
Measurable M	How is progress measured? What are the milestones?
Achievable A	Do you have necessary skills or resources for this goal? If not, can you obtain them? Given time available and effort needed, is the goal realistic?
Relevant R	Does this goal align with your vision or other goals? Does this goal support the mission of your farm? How so?
Time-bound T	What is the deadline to accomplish this goal? When must you begin to meet the deadline? Are there time-bound milestones?
Evaluate E	When and how will you assess your progress? Who can assist you in evaluating progress toward achieving this goal?
Revise R	Do you need to adjust expectations or timelines? Should the goal be broken into smaller goals or new action steps be included to reach the goal?

G.R.A.D.E. Learning Plan Template

GRADE Learning Plan Strategy GRADE works well in a mentorship where the mentee is already in production and needs guidance or coaching on how to achieve a goal, and not necessarily a lot of specific skill learning.	
Goal G	What is the goal? Is it long or short-term? Use SMART or SMARTER strategy to help define the goal if necessary.
Resources R	What resources or skills are needed? An inventory may be needed. Include: land, equipment, livestock, supplies. Are additional resources needed?
Alternatives A	What options or approaches are available? Are there options not considered? What are the pros and cons of these alternatives?
Decision D	What decision will be made? Consider if the decision aligns with vision, supporting goals, takes into account available/necessary resources and alternatives.
Evaluate E	Assess progress made on a goal. Should anything be modified to accomplish the goal?

Skill-to-Action Learning Plan Learning Plan Template

Skill-to-Action Learning Plan Strategy	
Skill-to-Action is a strategy that might be more appropriate for a new farmer or rancher who needs help in acquiring skills	
Skill Objective	Identify the skill or knowledge item to be learned. Break into smaller skill objectives as necessary to accomplish all steps needed to acquire this skill.
Action Item or Task	Identify specific steps required for learning this skill.
Resources	What resources are needed to learn this skill? Identify what is available and what resources must be acquired.
Timeline	Identify a target date - or deadline - for learning the skill. Identify time-bound milestones to help with assessing progress.

REFLECTION ACTIVITY

The Start of a Mentorship

- How will you approach the beginning of a mentorship?
- What practices will you use?

Feedback Best Practices

- Feedback should be **timely and frequent**
- Feedback should be **relevant**
- Feedback should be **specific**
- **Consider perspectives** of the mentee when providing feedback
- **Try to understand** the mentee's thought process, context, and values.
- Be **respectful** when giving feedback
- **Document** formal feedback

Feedback Tools

It can be helpful to have some tools to help guide your feedback discussions with mentees. Some tools are better used in certain situations than others. For example, if working with a new farmer as a mentee, some tools that employ written exercises might be beneficial, but the same tool might not be a good fit for a mentee who has been farming for a while. Use a tool that you feel meets your mentee's needs and aligns with their preferred learning style. Here are some examples:

Learning Audit. Ask your mentee to reflect on these questions below prior to a feedback session.

- What do I know now that I didn't know a week ago?
- What can I do now that I couldn't do a week ago?
- What difference does this make for me?
- What can I teach someone else that I couldn't teach them last week?

3 Accomplishments, 3 Challenges. Ask mentees to list three things they accomplished since their last feedback session, and three challenges they either didn't take on or are next steps, given what they did accomplish. This helps the mentor balance positive appreciation of small efforts and learnings, while also giving some 'hard truth' feedback on areas that need improvement or more focused attention.

Muddiest Point. At the end of each session or discussion, ask mentees to write down or respond in that moment their answer to one or more of these questions. This helps the mentor identify areas that need to be reviewed or revisited.

- What was the muddiest point for you today in what we covered?
- What was the most confusing idea or element of what we did today?
- What was the most poorly explained idea or procedure?
- What is least clear to you about the skill we practiced today?

One-minute Paper. Ideal for a busy day with lots of potential learning packed into it. At the end of the day, mentors give mentees one minute to write down "What was the most important thing I learned or did today?" To this, they can add a second question: "What can I do next to reinforce or further what I learned or did today?" This helps the trainees identify learning that is buried in busy times, as well as how they can self-motivate to hone that skill or knowledge.

Conflict Management Styles & Tool

Conflict in a mentorship:

- Conflict is natural and inevitable
- Many adults lack formal conflict resolution skills
- Effective conflict resolution is a critical skill for mentors & mentees
- Key to success: addressing issues directly rather than avoiding or venting to others

Understand your conflict handling style (Thomas-Kilmann Conflict Styles Tool)

- Five conflict-handling modes
 - **Competing**: Assertive, Uncooperative
 - **Accommodating**: Unassertive, Cooperative
 - **Avoiding**: Unassertive, Cooperative
 - **Collaborating**: Assertive, Cooperative
 - **Compromising**: Moderate in Assertiveness and Cooperation



Source: Kilmann Diagnostics

Steps to managing conflict:

1. **Assess the situation.** Evaluate the level of urgency, importance of the relationship, and stakes involved. Identify the goals and concerns of both parties.
2. **Determine your default conflict style** (above). Your mentee should have idea of his or her style as well. Reflect on how your default style might affect the current conflict.
3. **Match the style to the situation.** Each conflict style is effective in specific scenarios.
 - **Competing**: Best for urgent decision, protecting key values.
 - **Collaborating**: Ideal for complex issues where both sides are equally important.
 - **Avoiding**: Useful when conflict is minor, when more info is needed
 - **Accommodating**: Effective when preserving relationship is more important than the issue.
 - **Compromising**: Suitable when temporary/expedient solution is needed, or when both sides need to make concessions.
4. **Apply the selected style** to work toward resolution.
 - **Competing**: Assert your position firmly but respectfully.
 - **Collaborating**: Work together to ID mutual goals & develop a win-win solution.
 - **Avoiding**: Step back from conflict temporarily, revisit when timing is better.
 - **Accommodating**: Acknowledge the other party's needs and willingly adjust your stance.
 - **Compromising**: Negotiate to find middle ground that satisfies both parties.
5. **Evaluate the outcome.** Reflect on whether the conflict resolution met the needs of both parties and maintained relationships. Adjust your approach as necessary for future conflicts.

Learn more about the Thomas-Kilmann Conflict Mode Instrument at kilmanndiagnostics.com.

VIDEO 4: MENTORING ETHICS

Ethical Principles in Mentorship

- Integrity
- Commitment
- Respect
- Confidentiality
- Fairness
- Accountability
- Professionalism

REFLECTION ACTIVITY

Your Experiences with Ethical Principles in Mentorships

- Can you think of mentors or coaches from your past who displayed ethical principles in their approach? What traits do you recall from those individuals?
- Think of some who displayed unethical behavior? How did they affect you or others?

Conflicts of Interest

Conflict of interest occurs when an individual's personal interests could compromise his or her professional judgement, decisions, or actions.

- Practice unbiased mentorship built on trust
- Maintain communication and transparency about any potential conflicts of interest
- Share with program staff as needed

Tools for managing conflicts of interest in a mentorship

- Set and manage boundaries
- Expectations agreements
- Confidentiality agreements
- Codes of conduct (or ethics)
- Managing conflict

ACTIVITY

Ethical Dilemma Scenarios

For each of these scenarios, answer these questions:

1. How would you handle each situation?
2. What resources or support would you need?
3. Would you inform your program's staff?

Scenario 1: You discover your mentee is using unapproved chemicals on their crops and must decide whether to report it to the program administration while maintaining trust.

Scenario 2: A well-liked mentee who has been enjoyable to work with asks you for a personal loan to cover farm expenses, putting you in a difficult decision regarding boundaries and professionalism.

Scenario 3: You are asked by your mentee to provide him with a letter of recommendation for a grant, but you know the mentee has not met any of the necessary criteria.

VIDEO 5: FARM STRESS AND RESOURCES

Causes of Farm Stress

- Isolation & Long Hours
- Financial
- Access to Health Care
- Farming Uncertainties/Protecting or Creating Farm Legacy
- Safety

Safety

- **Common Farm Safety Risks**
 - Equipment and machinery
 - Livestock handling injuries
 - Exposure to chemicals
 - Slips, trips, and falls
- **Key Safety Practices**
 - Regular equipment maintenance and proper use.
 - Use of PPE
 - Training for handling livestock and hazardous materials.
 - Emergency preparedness.
- **Mental and Physical Wellness**
 - Stress and fatigue increase accident risks.
 - Prioritizing rest and mental health improves safety awareness.
- **Safety Resources**
 - National Ag Safety Database (NASD)
 - OSHA Agricultural Safety Guidelines

Emergency Resources

National Suicide & Crisis Hotline

Call or Text: 9-8-8

The 988 Suicide & Crisis Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States and its territories. **Call or Text.** Learn more at 988Lifeline.org.



Farm Aid Hotline

Call: 1-800-FARM-AID (327-6243)

Farm Aid staff can provide support and connect you with resources to assist with farm stress or mental health crises. They are available from 9:00 am to 9:00 pm Eastern Time. Or request assistance through their website at farmaid.org.



AgriStress Helpline

Call or Text: 1-833-897-2474

The AgriStress Helpline is a free and confidential crisis and support line that you can **call or text 24/7** with interpretation available in 160 languages. The helpline is answered by trained professionals who can offer support and help you find mental health and agriculture-related resources in your area. Learn more at agrisafe.org.



Farm Stress Resources

USDA Farm Stress & Mental Health

USDA provides a list of resources to help with managing farm stress and mental health, to include regional organizations and support. [Visit their website at **USDA.gov** to learn more.](#)

AgriSafe Network

AgriSafe was formed by rural nurses to help improve the health and safety of farmers and ranchers, who are constantly navigating a variety of occupational risks. This is your home base for trusted and reliable information on health and safety issues. [Visit their website at **agrisafe.org** to learn more.](#)

American Farmland Trust's Farm Stress Resources

American Farmland Trust's Farm Stress Resources list provides vital information for farmers experiencing stress or mental health challenges. [Visit their website at **farmlandinfo.org** to learn more.](#)

AgrAbility

The vision of AgrAbility is to enhance quality of life for farmers, ranchers, and other agricultural workers with disabilities. [Visit their website at **agrability.org** to learn more.](#)

Financial Support Resources

USDA Farm Service Agency (FSA)

FSA provides financial assistance to farmers and ranchers to promote agricultural stability and sustainability. It offers low-interest farm loans for operating expenses, purchasing land, or recovering from natural disasters and disaster assistance programs that provide support for crop and livestock losses due to natural disasters. [Visit their website at **fsa.usda.gov** to learn more.](#)

USDA Natural Resources Conservation Service (NRCS)

NRCS helps farmers and ranchers implement conservation practices that improve productivity and environmental quality. NRCS offers cost-share programs that provide financial assistance for implementing soil and water conservation practices. NRCS also offers free technical assistance support for planning and executing conservation efforts. [Visit their website at **nrcs.usda.gov** to learn more.](#)

Farm Credit

Farm Credit is nationwide network of cooperatives offering financing specifically to farmers, ranchers, and rural communities. It provides loans for farmland, equipment, livestock, and covering operational costs. They also offer financial advisory services. [Visit their website at **farmcredit.com** to learn more.](#)

USDA Rural Development

USDA Rural Development offers grants, loans, and loan guarantees to support rural infrastructure, housing, and businesses, including farming. [Visit their website at **red.usda.gov** to learn more.](#)

State Departments of Agriculture

Many states have agencies providing loans or grants to farmers, often with a focus on beginning farmers. There may be other financial support programs through your state's department of agriculture. Each state has unique programs and resources to support their farmers. [The **NASDA.org** website has links to each state's department of agricultural website.](#)

ATTACHMENT 1 - Sample Communications & Site-Visit Plan

Communications Norms and Site Visit Plan Worksheet

Communications Norms

1. Communication Goals *(What do you want to achieve through communication with your mentee?)*

2. Preferred Communication Methods *(Select your preferred methods of communication:)*

- Phone
- Email
- Text Message
- Video Call
- In-Person Meetings
- Other: _____

3. Frequency of Communication *(How often will you communicate?)*

- Daily
- Weekly
- Bi-Weekly
- Monthly
- As Needed

4. Response Time Expectations *(What is the expected response time for messages?)*

5. Topics for Discussion *(What topics will you prioritize in your communications?)*

Site Visit Plan

1. Purpose of Site Visits *(What are the main objectives for the site visits?)*

2. Schedule of Visits *(Outline the planned dates and times for site visits.)*

- Visit 1: _____
- Visit 2: _____
- Visit 3: _____

3. Agenda for Each Visit *(What will you cover during each visit?)*

- Visit 1 Agenda:
- Visit 2 Agenda:
- Visit 3 Agenda:

4. Preparation for Visits *(What should both parties prepare before each visit?)*

5. Follow-Up Actions *(What follow-up actions will be taken after each visit?)*

Additional Notes *(Any other relevant information or thoughts related to communication and site visits.)*

ATTACHMENT 2 - Sample Expectations Agreement

Mentor-Mentee Expectations Agreement

_____ (mentor) will provide mentorship to _____ (mentee) and both agree to the expectations laid out in this agreement.

1. Goals. Mentee has indicated the following goals that the mentor will assist him/her with. These will be the focus on the mentorship, and changes in focus should be discussed and agreed upon by both parties. Mentee understands he/she will receive valuable guidance and advice from the mentor, and there is no guarantee of a specific outcome (e.g. increased yields, increased profits, etc) from participating in this mentorship.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

2. Dates. The mentorship will begin _____ and will end _____. Changes to the timeframe will be agreed upon by both parties.

3. Confidentiality. Both parties will keep information shared between them confidential. Both parties will agree ahead of time what information can be shared with others. Exception to this if one party is made aware of information that infers the other may harm themselves or another person, has been involved in illegal behavior, or breaches our program's code of conduct. In such an event, there is a responsibility to report this information.

4. Meetings. Mentor and mentee will meet regularly as defined below or in a separate communication/meeting plan. Meetings will consist of in-person training, feedback, and check-in calls.

5. Mentorship Requirements. Mentee understands the requirements to complete this mentorship program, and the mentor understands his/her responsibilities in assisting the mentee in completing these requirements. If not specified separately, the requirements are: _____

6. Safety & Liability. Both parties are responsible for providing a safe working environment on their respective locations and are responsible to provide a reasonable safety overview of potential hazards when working on the other's location and instruction on operating machinery or equipment should be provided when necessary. The program is not liable for accidents that occur during the mentorship.

7. Conflict & Termination. In the event of conflict that cannot be resolved between the two parties, the program should be contacted to provide assistance in resolving the conflict. If for any reason the mentorship must be terminated by either party, they may do so without fault and are encouraged to provide feedback to the program highlighting their experiences.

Mentee Name, Signature, Date

Mentor Name, Signature, Date

ATTACHMENT 3 - Sample Confidentiality Agreement

(if confidentiality is not addressed as part of an expectations agreement, code of conduct, or elsewhere as part of the mentorship)

Confidentiality Agreement for Agricultural Mentorship

This Confidentiality Agreement (the "Agreement") is entered into on this [Date], by and between _____ (mentor's name) and _____ (mentee's name)

1. Purpose. The purpose of this Agreement is to ensure the protection of confidential information exchanged between the Mentor and the Mentee during the course of the mentorship program.

2. Definition of Confidential Information. For the purposes of this Agreement, "Confidential Information" includes, but is not limited to:

- Farming techniques and methodologies;
- Business strategies, plans, and financial information;
- Proprietary seed, crop, or livestock management practices;
- Supplier and customer information;
- Any other information disclosed by the Mentor or Mentee that is identified as confidential.

3. Obligations of the Parties. Both parties agree to the following regarding Confidential Information:

3.1. **Non-Disclosure:** Neither party shall disclose any Confidential Information to third parties without prior written consent from the other party.

3.2. **Use of Information:** Confidential Information shall be used solely for purposes related to the mentorship program and not for personal or commercial gain outside of the agreed-upon mentorship activities.

3.3. **Protection:** Both parties shall take reasonable measures to protect Confidential Information from unauthorized access or disclosure.

4. Exceptions. The obligations of confidentiality shall not apply to information that:

- Was publicly known at the time of disclosure;
- Becomes publicly known through no fault of the receiving party;
- Is lawfully received from a third party without restriction on disclosure;
- Is required to be disclosed by law or legal process.

5. Duration. This Agreement shall remain in effect for the duration of the mentorship program and for a period of _____ (Specify Time, e.g., "two (2) years") following its conclusion.

6. Return or Destruction of Information. Upon the conclusion of the mentorship program or upon request by either party, all materials containing Confidential Information shall be returned or destroyed.

7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of [State].

8. Entire Agreement. This Agreement constitutes the entire understanding between the parties concerning the subject matter hereof and supersedes all prior agreements and understandings.

9. Signatures

By signing below, both parties acknowledge that they have read and understood the terms of this Agreement and agree to be bound by them.

Mentee Name, Signature, Date

Mentor Name, Signature, Date

Mentor Notes: